



**KENNETH GORDON
MAPLEWOOD SCHOOL**
POLICY MANUAL

Updated July 2024

POLICY CATEGORIES:

2000: Board

- Aspirations: what the school will become
- Covers operations of the Board and its committees
- Established or amended by vote of the Board of Director

[2008 Appeals Policy](#)

3000: Financial & Administrative

- Govern how the school operates, including financial, administrative and human resources-related policies and admissions
- Established or amended by the Head of School

[3002 Advancement Policy](#)

[3003 Advancement and Gift Acceptance Policy](#)

Admissions Protocols

[3004 Admissions Policy](#)

[3005 Withdrawal Policy](#)

[3006 Waitpool Policy](#)

[3008 Student Records Policy](#)

[3009 Protection of Personal Information and Privacy Policy](#)

4000: Operational Programming

- Govern how student learning objectives and outcomes are to be achieved; including any policy impacting students
- Established or amended by the Head of School

[4001 Uniform Policy](#)

Special Education Protocols

[4002 Special Education Policy](#)

[4003 Completion Certificate \(Evergreen\) Policy](#)

[4004 Challenge and Equivalency Policy](#)

4005 Anaphylaxis Policy
4008 Guidance Policy

Health & Safety

4010 Child Protection Sexual Abuse Policy
4011 Student Exposure to Tobacco and Vapour Policy
4012 Student Substance and Misuse Policy
4014 Student Safety Policy
4015 Supervision Policy
4016 Student to student Harassment Policy
4017 Discrimination, Harassment and Bullying Policy
4018 SOGI - Sexual Orientation and Identity
4019 General Transition Policy

Transportation Protocols

4022 Transportation Policy

5000: Community

- Govern how parents, volunteers, donors, agents and visitors act and interact.
- Established or amended by the Head of School

5001 Volunteer Drivers Policy
5002 Community Code of Conduct Policy
5005 Student Discipline Policy
5006 Parent Auxiliary Policy

BOARD

POLICY NAME:	KENNETH GORDON MAPLEWOOD SCHOOL		APPROVED BY: GOVERNANCE COMMITTEE
	CONFLICT RESOLUTION - APPEALS POLICY		
CATEGORY: 2000 BOARD	POLICY NUMBER: 2008	VERSION: V2.0	REVIEWED/MODIFIED ON: 2024/07/09

Policy Statement

The Board of Directors of Kenneth Gordon Maplewood School recognizes that parents have the right to appeal a decision of the school where such a decision significantly affects the education, health, or safety of the student. The school encourages open and professional communication between staff members and parents/guardians at all times.

Parents are expected to work with classroom teachers, case managers, specialists and levels (Elementary, Middle or High School) leaders respectfully and collaboratively. If a resolution can not be reached, families may reach out to the Head of School for assistance with resolution.

Principles and Procedures

Procedures for Communication and Conflict Resolution

To create the safe and supportive environment desired by our community, our membership must follow correct procedures and best practice guidelines for dealing with conflict.

Communication

It is of great importance that there is an open line of communication between parents and teachers. This is vital for your child to get the most out of their time spent at school. Please bring any thoughts or concerns to the teacher's attention promptly so that they can use that information for your child's benefit.

1. If the conflict centres on a classroom issue, the first approach should always be made with the classroom teacher.

2. Should the matter result from a situation arising outside of the classroom, please connect with the classroom teacher first. They will likely have relevant information to share.
3. If a resolution is not reached then it is appropriate to involve first the Vice Principal if your student is in the Elementary or Middle School of the Principal Senior School as appropriate.
4. Unresolved issues may be brought to the Head of School as appropriate only after the Vice Principal and/or Principal have been contacted.

Additional Support in Resolving Conflicts

If the decision is deemed significant - it affects the education, health, or safety of a student such as:

- a) Disciplinary suspension from school for a period exceeding ten (10) days
- b) Failure to respond to a complaint of bullying, intimidation, harassment, or threat of violence by one of more students against another student
- c) Any other decision that, in the opinion of the Board, significantly affects the education, health, or safety of a student.

You have the opportunity to proceed with a Conflict Resolution - Appeal to the Board.

General Procedures

If an issue arises and has not been resolved to the satisfaction of the parent/guardian and a staff member or members, one or both of them are to follow the following process:

Parties shall meet with the Head of School or delegate collaboratively and constructively with due consideration of the interests of the School, its students, and those of the parent/guardian and their child. For their part, parents/guardians who avail themselves of these procedures will be taken to have agreed to conduct themselves respectfully to the administrator and staff of the School. The administrator will identify and document any consensus reached between the parties or, failing consensus, their decision concerning the issue. The administrator will provide written evidence of the consensus or the decision concerning the issue. The administrator will provide written evidence of the consensus or the decision to all of the parties. A parent or guardian who disputes the consensus identified by the school administration or a decision may bring the matter to a Committee of the Board, the following procedure should be followed:

Procedure for Appeal

1. An appeal may be initiated by the Head of School or Community Member
2. The Head of School is contacted for a copy of the Conflict Resolution - Appeals Policy.
3. A community member has formalized an Appeal by providing a letter to the Appeals

Committee, via the Board Chair boardchair@kgms.ca. A clear outline of your concern, the steps previously undertaken, your preference for communication. And the resolution you wish the committee to consider should be included.

4. The information is reviewed and you will receive further direction from the committee regarding the next steps.

All concerns will be handled with care and open communication. We follow the concept outlined in the booklet [Procedural Fairness Best Practice Guidelines for Independent Schools](#).

The decision of the Executive Committee is final concerning the disposition of any issue that arises in the context of a parent/guardian and staff member, which is referred to the Board Committee.

Filing an Appeal

The Board expects that the parent has discussed the issue in dispute constructively with the Head of School before considering or filing an appeal. The appeal must be filed within thirty (30) days of the date the parent was informed of the decision unless the appellant can demonstrate that there are reasonable grounds to extend this time limit.

The Board will consider the appeal within forty-five (45) days of receiving the appeal. Before the date of considering the appeal, the Board may request a report on the issue under dispute from the Head of School. The appellant shall receive a copy of this report. Should the services of an ombudsman be appropriate or helpful to the appellant of the Board, that support will be provided.

Decision

The Board shall make any decision it considers appropriate in respect of the matter that is being appealed. The Board will promptly notify the appellant of the outcome. All decisions of the Board of Directors are final.

Ombudsperson

If a community member is dissatisfied with the decision of the Board of Directors, they may contact the FISA Ombudsperson. The ombudsperson may assist with independent school appeals. <https://www.isabc.ca/?s=ombudsperson>

Electronic File Name:	2008 - APPEALS POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	2008	V1.0	September 1, 2023
	2008	V2.0	September 17, 2024

FINANCIAL & ADMINISTRATIVE

POLICY NAME: ADVANCEMENT POLICY		POLICY NUMBER: 3002
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School is committed to maintaining and growing a school that is governed by sound fiscal management and resource development. An important aspect of engagement of the school community is contributions to the strategic priorities of the school through resource development. The financial resources of the school are derived from three sources; tuition, the provincial government grant for independent schools, and charitable giving by those both within and outside of the school community. All three sources are critical to the school's financial health and are governed and directed by the Board through policy and oversight. The charitable giving aspect is referred to as Advancement and includes raising and administering donations for educational, structural and capital aspects of the school's operation and development. The Office of Advancement exists to advance educational programming and facilities, provide student learning opportunities, support an effective infrastructure and ensure a strong and sustainable future for the school.

Advancement will be the operational responsibility of the Head of School, working with staff and volunteers on a range of fundraising initiatives that will develop and mature as the school grows. The Board has the responsibility to monitor and adjust the Advancement policy and structures established as appropriate and needed.

Principles & Procedures

Kenneth Gordon Maplewood School as a Registered Charity

Kenneth Gordon Maplewood School is a registered charitable trust through the Canadian Customs and Revenue Agency (CRA). Tax receipts are issued for all donations provided.

Tax receipts are not provided for services donated to the school and donors cannot receive services or goods in return for the donation. Donations are provided to benefit the school's programming and organizational initiatives and not individual students.

Gifts-in-kind may be offered to the school and will be assessed for suitability, need and fair value. Should the school be able to accept the gift, a tax receipt for the appropriate amount can be provided. The receipt will not exceed the value of the gift

as assessed by staff.

Annual Giving and Fundraising

An Annual Appeal will form the basis of the yearly giving program in the school. Donors will be able to contribute monthly, during the Appeal drive, or at any time of the year most suitable to the donor.

Other fundraising initiatives will be a part of regular and systematic giving to the school, an example of which is the annual Gala.

Parent Association fundraising is a part of the school's community building and the funds raised support classroom programming. However, the Parent Association is not a formal part of the Advancement program.

Donors to the Advancement fundraising initiatives may provide an unrestricted donation. An unrestricted donation is to be used at the discretion of the Head of School for any ongoing needs, programs, or services. Donors may also provide restricted donations by indicating what specific area of programming or organization they wish to direct their donation to.

Donors who wish to give anonymously will have their wishes respected. The organization reserves the right to respectfully decline a donation, anonymous or identified, that is not aligned with the school's values and vision.

Capital Giving

From time to time, the Board may undertake a Capital Campaign to further the facility and capital needs of the school. Such an initiative will be in addition to the established programs and methods of giving already in place. Capital Campaigns may take many forms; donations, the issue of a bond, levies, or specific-purpose campaigns. The same expectations regarding providing tax receipts, restricted and non-restricted giving and anonymity will govern Capital Campaigns as governing annual giving or similar fundraising initiatives.

Acknowledgement and Reporting

The Board of Directors will provide a report on Advancement, both donors and funds raised, at their Annual General Meeting and in their Annual Report. The Board will establish additional methods of recognition and thanks to donors, acknowledging the level of giving and respecting the wishes of the donor regarding public thanks, provided the wishes of the donor fall within this policy and the procedures developed by the Office of Advancement.

From time to time the Board will consider naming a specific learning space in the school for an individual. The Board will retain the right and responsibility for the naming of spaces. The Board will generally only consider naming in the school arising from a donation that significantly impacts the learning of students in the named space. The Board will reach an agreement with the donor on the specific name once the

Board has decided to proceed with naming a learning space. The privilege of naming will be in place for ten years at which point the Board will undertake re-considering the name, leaving it in place, removing it or replacing it with new naming.

Electronic File Name:	ADVANCEMENT POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	3002	V1.0	September 1, 2023
	3002	V2.0	September 1, 2024

FINANCIAL & ADMINISTRATIVE

POLICY NAME: ADVANCEMENT AND GIFT ACCEPTANCE POLICY		POLICY NUMBER: 3003
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School is committed to maintaining and growing a school that is governed by sound fiscal management and resource development. An important aspect of engagement of the school community is contributions to the strategic priorities of the school through resource development. The financial resources of the school are derived from three sources; tuition, the provincial government grant for independent schools, and charitable giving by those both within and outside of the school community. All three sources are critical to the school's financial health and are governed and directed by the Board through policy and oversight. The charitable giving aspect is referred to as Advancement and includes raising and administering donations for educational, structural and capital aspects of the school's operation and development. The Office of Advancement exists to advance educational programming and facilities, provide student learning opportunities, support an effective infrastructure and to ensure a strong and sustainable future for the school.

Advancement will be the operational responsibility of the Head of School, working with staff and volunteers on a range of fundraising initiatives that will develop and mature as the school grows. The Board has the responsibility to monitor and adjust the Advancement policy and structures established as appropriate and needed.

Principles & Procedures

Kenneth Gordon Maplewood School as a Registered Charity

Kenneth Gordon Maplewood School is a registered charitable trust through the Canadian Customs and Revenue Agency (CRA). Tax receipts are issued for all eligible donations provided.

Tax receipts are not provided for services donated to the school and donors cannot receive services or goods in return for the donation. Donations are provided to benefit the school's programming and organizational initiatives and not individual students.

Types of Gifts Accepted

- a) Cash and Securities: Donations in the form of cash, checks, marketable securities, and other financial instruments in compliance with CRA regulations.
- b) In-Kind Gifts: Non-cash donations, such as equipment, and supplies, may be accepted at the discretion of leadership. Gifts-in-kind will be assessed for suitability, need and fair market value. Should the school be able to accept the gift, a business receipt or charitable tax receipt for the appropriate amount can be provided. The receipt will not exceed the value of the gift as assessed by staff or a third party.
- c) Planned Gifts: Donors are encouraged to consider planned gifts, including bequests, charitable remainder trusts, and gifts of life insurance.

Gifts Requiring Approval

- a) Real Estate: Acceptance of gifts of real estate requires prior approval by the Board of Directors.
- b) Tangible Personal Property Exceeding \$10,000: Gifts of tangible personal property with a value exceeding \$10,000 require two independent assessments of fair market value and approval by the Board.

Gifts With Restrictions

- a) Kenneth Gordon Maplewood School may decline gifts that come with unacceptable restrictions or conditions that are not in alignment with its values or would compromise its mission or independence.
- b) Kenneth Gordon Maplewood School does not accept gifts that would result in it violating applicable Canadian tax laws or jeopardizing its nonprofit status.

Gift Receipting

- a) Kenneth Gordon Maplewood School will provide donors of all eligible gifts with an official charitable donation receipt for tax purposes in accordance with the guidelines set by the Canada Revenue Agency (CRA).
- b) If a gift is not eligible for a charitable tax receipt (eg. a gift from a registered foundation or an excluded in-kind donation), Kenneth Gordon Maplewood School will provide a business receipt for the donor's records.
- c) Donors are responsible for obtaining their own independent tax advice regarding the tax consequences of their gifts.

Confidentiality, Gift Recognition and Naming

- a) Kenneth Gordon Maplewood School will treat all donor information with the utmost confidentiality and will not disclose information without the donor's explicit permission, except as required by Canadian law.
- b) Donors have the option to choose how they are recognized for their contributions or remain anonymous. The organization will respect and honour donors' preferences

regarding public acknowledgment or privacy, ensuring their wishes are adhered to in all donor recognition activities.

- c) From time to time the Board will consider naming a specific learning space in the school for an individual. The Board will retain the right and responsibility for the naming of spaces. The Board will generally only consider naming in the school arising from a donation that significantly impacts the learning of students in the named space. Length of naming, receipt of funds and other specifics will be governed by a mutually agreed upon formal gift memorandum of understanding between the Board and the Donor.

Reporting

The Board of Directors will provide a report on Advancement, both donors and funds raised, at their Annual General Meeting and in their Annual Report. The Board will establish additional methods of recognition and thanks to donors, acknowledging the level of giving and respecting the wishes of the donor regarding public thanks, provided the wishes of the donor fall within this policy and the procedures developed by the Office of Advancement.

Annual Giving and Fundraising

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Donors who wish to give anonymously will have their wishes respected. The organization reserves the right to respectfully decline a donation, anonymous or identified, that is not aligned with the school's values and vision.

Capital Giving

From time to time, the Board may undertake a Capital Campaign to further the facility and capital needs of the school. Such an initiative will be in addition to the established programs and methods of giving already in place.

Capital Campaigns may take many forms; donations, the issue of a bond, levies, or specific-purpose campaigns. The same expectations regarding providing tax receipts, restricted and non-restricted giving and anonymity will govern Capital Campaigns as governing annual giving or similar fundraising initiatives.

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Policy Index Page:	Policy Number	Version	Approval Date
	3003	V1.0	September 1, 2023
	3003	V2.0	September 17, 2024

ADMISSIONS PROTOCOLS

POLICY NAME: ADMISSIONS POLICY		POLICY NUMBER: 3004
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School is committed to whole-child development, and our educational approach adapts to the individual. Kenneth Gordon Maplewood School strives to ensure that the needs of students applying to the school can be fully met within the programming offered by the school. The Admissions process will be thorough regarding the planning required for each applicant's educational program. Kenneth Gordon Maplewood School has a responsibility to every child enrolled to offer them a quality education and environment in which to learn. Not every child who applies to Kenneth Gordon Maplewood School is accepted. Careful and thorough educational planning will be undertaken to ensure that the school can meet the needs of applicants and that students receive programming appropriate for their individual profiles. Admissions will be subject to availability and the parents/guardians and students satisfying the evaluation criteria. The ultimate authority on Admissions rests with the Head of School.

Principles & Procedures

Registration and Admission

Students will begin classes only when registration has been completed and all registration and admission fees required have been paid. Evaluation criteria include, but are not limited to:

Admissions Priority

In situations where there are more applicants than places, the Waitpooled Students Policy will apply, and the following priority will be considered:

1. Students re-enrolling from the previous year
2. Newly registered siblings of current students (provided they meet evaluation criteria)
3. All other applicants

Disclosure

Parents/guardians must, during the application process, disclose to the school in confidence any known medical condition, health problem or allergy affecting the student. Parents/guardians must also disclose any history of learning or behaviour challenges on the part of the student as well as any assessments by health care providers, psychologists or instructors at previous schools focusing on learning challenges or skill level.

Parents/guardians must also disclose any family circumstance or court order which might affect the students' welfare or happiness, or any concerns about the student's safety. Full disclosure of any educational and/or social development concerns is critical to making a placement in Kenneth Gordon Maplewood School that is appropriate for the child.

Offer of placement and deposit for students new to Kenneth Gordon Maplewood School:
A non-refundable deposit is payable upon acceptance of the offer of admission. The school will provide the specific date on which the deposit is due, and in most cases, this will be within two weeks of the offer of admission. Upon receipt of the deposit, the student is enrolled and the parents/guardians are responsible for the payment of the full tuition fees. Tuition fees are due after an offer of admission has been made. All dates and payments must be met to ensure placement at Kenneth Gordon Maplewood School.

Offer of placement and deposit for students returning to Kenneth Gordon Maplewood School:

A non-refundable deposit will be payable within two weeks of the offer of admission. Upon receipt of the deposit, the student is enrolled with the parents/guardians responsible for the payment of the full tuition fees. Seats are only guaranteed when all criteria have been met.

Documentation

All students must have a current psychoeducational evaluation on file with the school. This document must be current and dated within the last three years. If a child does not have all the necessary documentation and is a mission-aligned student who has accepted our offer of Admission, we request that all necessary documentation be shared with the school within six months of placement. We understand that this is not always possible due to external factors such as long wait times for assessments and these circumstances will be taken into consideration on a case-by-case basis.

Cancelling Acceptance

If a family withdraws their enrollment all fees paid are non-refundable. The cancellation of placement which has been accepted by a family will result in the loss of any fees paid to that point. Notification of cancellation must be made in writing.

Withdrawal or Dismissal

Fees are non-refunded and all unpaid balances are due immediately in the event of the student's withdrawal or dismissal from the school. For a student to be re-registered for any upcoming school year, the family must be in good financial standing for all siblings, with all outstanding fees fully paid.

Placement Review

Financial Aid (Tuition Assistance)

It remains Kenneth Gordon Maplewood School's ambition, to increase accessibility and broaden the enrollment to include students from families less able to afford the full tuition. Means-tested financial assistance is offered to Canadian residents who may not feel they can afford the full tuition, by Kenneth Gordon Maplewood School's Tuition Assistance procedures. Awards to both new and returning students are based on demonstrated need and are available to students entering Kindergarten to Grade 12. Students applying (or reapplying) for financial assistance must be in good standing with the school. Financial Assistance applications can be made online via the Apple Financial application process. Final decisions concerning the award of Financial Aid rest with [Apple Financial](#) (third party) and a subcommittee of the Finance Committee. Families may appeal the decision made by the Finance Subcommittee. Information on how to do so will be made available upon request.

Payment of fees by a third party

An agreement with a third party (such as a grandparent) to pay the fees or any other sum due to the school does not release the parents/guardians from financial responsibility to the school.

Installment Arrangements

Parents/guardians may pay the school fees in ten installments following the tuition schedule. Options fees may be paid in full upon acceptance or arrangements can be made.

Electronic File Name:	ADMISSIONS POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	3004	V1.0	September 1, 2023
	3004	V2.0	September 1, 2024

ADMISSIONS PROTOCOLS

POLICY NAME: WITHDRAWAL POLICY		POLICY NUMBER: 3005
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School makes financial commitments to staff and facilities based on student registrations for the whole academic year and thereby relies upon the full tuition from families to finance these commitments. Enrollment of a child(ren) includes an unconditional obligation to pay tuition and fees for the full academic year.

Principles & Procedures

Withdrawal and Financial Responsibility

If the student registered does not attend, withdraws from the school for any reason, or is dismissed by Kenneth Gordon Maplewood School before the end of the school year, all tuition for the entire year is immediately due and payable on the date of withdrawal/dismissal, and the registered family must remit the full contract amount at that time.

In addition to tuition fees, families agree to be responsible for all school fees including Activity Enhancement, Technology, Supplies, Parent Volunteer Deposit, and all miscellaneous costs, reasonable attorney fees and any other expenses which we may incur in the enforcement of this contract.

A refundable \$500 deposit is required each year upon school registration. Provided the full volunteer hour commitment is met, the \$500 will be refunded.

Electronic File Name:	WITHDRAWAL POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	3005	V1.0	September 1, 2023
	3005	V2.0	September 1, 2024

ADMISSIONS PROTOCOLS

POLICY NAME: WAITPOOL POLICY		POLICY NUMBER: 3006
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School has a responsibility to guide and manage enrollment to the benefit of the school and provision of educational opportunities for students. From time to time, applications from new families may exceed available enrollment capacity. In this instance, the school will waitpool students, following the Administrative Procedures associated with this policy. Families already enrolled in the school with additional siblings ready to enroll will be given priority; however, all applicants who wish to be admitted to the wait pool must be in good standing according to the enrollment and registration obligations.

Policies & Procedures

The following procedures will guide staff in establishing and maintaining a wait pool for families in situations where applicants exceed available enrollment capacity. The Head of School shall have oversight of these procedures. The following will apply:

- a) The school admits each applicant to the waitpool once the admission process is fully complete, according to the enrollment and registration obligations outlined for families and the procedures noted below.
- b) To be admitted to the waitpool, the Head of School must have approved the applicant as a potential student for Kenneth Gordon Maplewood School and approved their assignment for potential enrollment to the school, including the grade assignment requested.
- c) Families must have their application fully complete, including the application form, and application fee.
- d) Students on the waitpool are eligible for enrollment should a space become available for the school year they have applied to. Should no place become available for that year, they wish to remain on the waitpool for a subsequent year.

Electronic File Name:	WAITPOOL POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	3006	V1.0	September 1, 2023
	3006	V2.0	September 1, 2024

ADMISSIONS PROTOCOLS

POLICY NAME: STUDENT RECORDS POLICY		POLICY NUMBER: 3008
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

The Board of Directors of Kenneth Gordon Maplewood School recognizes that accurate recordkeeping and compliance with provincial statutory regulations protect the achievement and privacy of students as well as the security of the school. Oversight of the student records processes and procedures to ensure compliance shall be the responsibility of the Head of School. The *Independent School Act* and its accompanying regulations and orders provide direction on matters pertaining to student records through the Student Records Order (September 30, 2018). The [Personal Information Protection Act \(PIPA\)](#) regulates the collection, use and disclosure of personal information by private organizations such as independent school authorities. Three basic principles in the PIPA apply to independent schools as referenced below.

- a) Kenneth Gordon Maplewood School will not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under the *Act*).
- b) On or before collecting personal information about an individual from the individual, Kenneth Gordon Maplewood School will disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
- c) Kenneth Gordon Maplewood School will only collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes the independent school disclosed or are otherwise permitted under the *Act*.

Definitions

Student record refers to a record of information in written or electronic form in respect to a student, but it does not include a record prepared by a person if that person is the only person with access to that record.

“Personal information” means any information about an identifiable individual, as further defined under British Columbia’s Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as

information available from a public telephone directory or a public registry.

“**Parent**” means the parent, guardian, or other legal representative of a student.

“**Student**” means a current or past student of Kenneth Gordon Maplewood School.

“**Student record**” refers to the “**Permanent Student Record (PSR)**” and additional items placed in student records as described below.

“**Inclusions**” are documents (or copies of documents) used to plan or support a student's educational program.

“**Sensitive information**” information which by its nature requires that school staff observe a high level of confidentiality.

Guidelines and Procedures

PART I – Permanent Student Record (Transferable)

Where consent to collect student record data is an issue, two consents may be required depending on the circumstance: consent of the student with the collection of personal information of the student (for students capable of exercising their PIPA rights) and consent of the parent or guardian about the collection of personal information about that person.

A. Elements of the Student Record - in accordance with the Students Records Order (October 20, 2022)

[STUDENT RECORDS ORDER - Authority: Independent School Regulation, section 9](#)

B. Permanent Student Record (Form 1704) Inclusions

Not all students will have inclusions as part of their Permanent Student Record. Inclusions **must** be listed in the “Inclusion Section” on Form 1704, noting the date entered title and expiry/rescinded date (if applicable). If the space for inclusions becomes full, it may be necessary to create a second portion and attach it to the form for future additions. Documents listed as Permanent Student Record inclusions on Form 1704 become components of the Permanent Student Record and are required to be transferred with Form 1704 if the student enrolls in another school.

Required Inclusions: The following items must be filed with Form 1704, and dated and listed as an inclusion in the appropriate section on Form 1704, for any student to whom these may apply:

- a) Form 1704 was completed according to the current Permanent

- b) Copies of a minimum of the two most recent years of Student Progress Reports or an official transcript of grades
- c) Individual Education Plans (IEPs) or Case Management Plans (CMPs);
- d) Health services information as indicated by the medical alert checkbox (see Form 1704) such as diabetes, epilepsy, anaphylaxis-producing allergies, blood clotting disorders, and serious heart conditions; any other condition which may require emergency care (after consultation with health care professional); situations/conditions which may interfere with student performance, health, or behaviour (hearing aids, prescribed medication, cerebral palsy, cystic fibrosis, etc.); and severe allergies in K-3 students to school-based allergens
- e) Court orders as indicated by the legal alert checkbox (see Form 1704) or their rescinding date if applicable;
- f) Other legal documents (e.g. name change or immigration document);
- g) Support services information (e.g. psychometric testing (level C), speech and hearing tests, adjudication requirements for completing assessment activities);
- h) Notification of students being homeschooled
- i) Copies of documents listed as inclusions
- j) Attendance records

Optional Inclusions

The following optional inclusions may be listed on Form 1704 but the school is not required to do so:

- k) Standardized test scores
- l) Records of information which an educator deems relevant and important to the educational program of the student
- m) Award information (Ministry awards information should include the year, date and serial number of the award).

Note: If the school chooses to list an item as an inclusion, then it is required that the document(s) supporting the item listed be filed with Form 1704. Inclusion and these items then become part of the Permanent Student Record. The school must acquire specific "written" consent for these optional items to be included.

If the school does not include the previous optional items on Form 1704 as a PSR inclusion, it may include them as additional Student Record items (see Part II – Additional Student Record Items) but should take note that these items are then NOT part of the Permanent Student Record.

C. Form 1704 Currency and Format

Information should be updated as it changes and as the student progresses through our schools. The principal will determine and designate who is responsible for updating Permanent Student Record Form 1704 with its inclusions. A completed, current Form 1704

must be in every student's Permanent Student Record or a school must be able to produce it electronically or in print from its student data management system.

Data for Form 1704 may be stored in electronic and/or paper format. If Form 1704 data are stored in electronic format:

- a) The school must be capable of recreating the data in case of a system failure;
- b) Printouts must represent the same fields as on Form 1704.

D. PSR Retention

The PSR must be retained by the school until another school requests the PSR or for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school. Permanent Student Records should be stored securely and in a manner that ensures the record's preservation from calamity (fire, flood, etc.). Furthermore, the school is required (under Section 34 of PIPA) to protect personal information from unauthorized access, collection, use, disclosure, copying, modification, disposal, or similar risks.

If a student withdraws from the school and enrolls in another K-12 educational institution, the school must, upon request from the enrolling K-12 educational institution, transfer the PSR. (See section 5 of the Order and section 10 of the Regulation). Additional student record items (see Part II below) are not part of the transferable Permanent Student Record and may be returned to students, disposed of, or retained by the school.

NOTE: Student discipline records are NOT to be transferred but should be kept by the school as they may provide critical evidence for future dispute situations.

E. Sharing of Student Records

Students in grades 10-12 can enroll in a brick-and-mortar school (public or independent) and at the same time enroll in a school offering a program using distributed learning (DL). The *Independent School Act* (s. 6.1) outlines the requirements for sharing of records as follows:

"Each authority and board must provide to the other access to information in those student records and permanent student records that is necessary for the other authority or board to satisfactorily perform its obligations under this Act or the *School Act*, as applicable."

PART II - Additional Student Record Items

Aside from the Permanent Student Record, there are other items which must (See Ministry Required Items) or may (See Diocesan Required Items) be included in the school's student records. For instance, student and parental/legal guardian information is required for students and additional items may be required by individual school practices. The location of the Permanent Student Record and additional student record items is locally determined. The number of additional items included may vary with each student.

A. Additional Items

Ministry Required Items:

The following items must be included in student records to meet independent school inspection/ funding requirements and student safety/emergency standards:

- a) The legal name of the child (verify the original and file a photocopy of the birth certificate);
- b) Allergies, medication and/or other health concerns (other than those with medical alerts; medical alerts are included in the PSR);
- c) Emergency contact numbers;
- d) Doctor's name and contact information;
- e) Care card number;
- f) Official name(s) of parent(s) or guardian(s) with home and work contact information;
- g) Parental/guardian verification - legally in Canada and resident of British Columbia (see Appendices for verification details and suggested format for inclusion in school registration forms).

The student registration information listed in 1. b) - g) above must be updated annually.

Schools are to create a copy of the essential student information above to accompany the teacher supervising a class trip, (and/or bus or vehicle drivers transporting students to an off-site location) in case this information is needed by emergency personnel attending a traffic accident or other emergency during a class trip. It is, at all times, critical that student personal information is safely stored and that personal information privacy is ensured. The principal is to establish a procedure for this.

B. Sensitive Student Record Information

Examples of information that could be seen as "sensitive"

- a) Serious student discipline reports; must be dated (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- b) Reports of important meetings/discussions relating to the student; must be dated
- c) Psychiatric reports
- d) Family assessments
- e) Referrals to or reports from school-arranged counselling services
- f) Record of a school-initiated report of alleged sexual or physical child abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

[NOTE]: Section 14 reports should be retained only for the child protection proceedings and this information must NOT be disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should be stored where only the school principal or persons authorized by the principal can access them. Retention of such reports is important for the school to confirm that the report has been made and for evidence purposes if school staff members are subsequently called as witnesses in the child protection proceedings.

Sensitive information is NOT to be placed in a student record, to avoid it being potentially transferred to another school.

Handling Procedures

- a) Obtain written parental consent for retention of psychiatric reports and family assessments.
- b) Store where only the school principal or persons authorized by the principal can access such information.
- c) Disclose or transfer only according to the guidelines in the next section "Access and Disclosure".
- d) Handle records of reports under section 14 of the *Child, Family and Community Service Act*, according to instructions in the previous NOTE, under "sensitive information".

PART III - Access to and Disclosure of Student Records

Policies and procedures should ensure the confidentiality of information contained in student records and maintain privacy for students and their families by the requirements of our diocesan privacy policy (PIPA). While disclosures may be made to parents/guardians regarding their children/students under PIPA, disclosures should not be made that would reveal private information about other students or individuals.

A student (capable of exercising PIPA rights) and parents/guardians of a student should be permitted (unless restricted by a court order) to:

- a) Examine all student records kept by a school about that student, while accompanied by the principal or a person designated by the principal to interpret the records
- b) Receive a copy of any student record. Schools may **not** withhold report cards from students and parents as leverage to collect tuition arrears or for other purposes. Under PIPA students, parents or guardians have a right to view and receive copies of student records which include current and past report cards.
- c) Report writers and principals/designees screening reports should be cognizant of the generally accepted rights of parents/guardians or students to examine and receive copies of student records on the student.

Graduating students should be provided with interim and/or final transcripts of Grades 10, 11 and 12 courses and marks when graduating and upon future request of the graduate, copies should be mailed directly to institutions of higher learning. Summaries of students' school

progress may be provided to prospective employers upon written request of a former student.

Transcripts are available to students through the Ministry of Education

In addition to parents/guardians and students, access to student records should only be granted, upon assurance of confidentiality (with signed consent) to:

- a) Professionals who are planning for, or delivering education, health, social or other support services to that student
- b) School authority's insurer to defend any claim/potential claim.
- c) The court ordered to do so

It is important that the principal/designate communicate with the professional or insurer to ensure they will:

- a) Maintain the privacy of the student and the student's family concerning matters disclosed in the record;
- b) Not use or disclose the information in the student record except for the specific purposes for which the information is provided.

If a student's parents are separated or divorced, school staff may receive requests from the non-custodial parent for student record information or visits with the student at school. In these cases, Kenneth Gordon Maplewood School will confirm the entitlement of the non-custodial parent to obtain such information or to have contact with the student. This will include reviewing applicable court orders respecting custody of, and access to the student and other relevant documents. The custodial parent must be notified of a non-custodial parent's request for student information or contact with the student at the school. The sharing of information will be determined by the custodial order or by mutual consent of both parties.

PART IV - Transfer of Student Records

On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is/will be enrolled, the school must transfer the Permanent Student Record (including declared inclusions) for a student to the requesting school, Board of Education, or authority. **It is advisable to retain a photocopy of the Form 1704, indicating the school and date where and when the PSR was sent.**

If the school requests the student's record from a public school, the public school must transfer a COPY of the Permanent Student Record (including declared inclusions) and current Student Learning Plan (if applicable) and IEP to the requesting school (Ministry requirement). The original Permanent Student Record will be retained by the public school (Public School Minister's Order entitled Permanent Student Record Order). If the principal runs into a problem with this, they are to contact the CISND Superintendent.

If the requesting educational institution is outside British Columbia, a photocopy of the PSR should be sent. The original PSR should be retained.

A report to a child protection social worker of alleged sexual or physical child abuse made under section 14 of the Child, Family and Community Service Act should be retained by the independent school in strict confidentiality and the information should not be transferred to another school.

Transfer of any sensitive, confidential information should only occur after written, dated and signed parental/guardian and student consent has been obtained to do so.

Schools should retain a written record of all student record transfers (e.g. student name, date of birth, name and address of receiving school and date of record transfer).

If the school closes, the school is to take responsibility and provide arrangements to ensure that PSRs are transferred to the receiving schools in which students will be enrolled to continue their education. If a student will be homeschooled, the PSR must be transferred to the school registering the child as a homeschooler. Finally, only those PSRs which cannot be transferred by the school must be sent, within 60 days of the closure of the school, to the Inspector of Independent Schools.

Kenneth Gordon Maplewood School Privacy Officer:
Head of School
420 Seymour River Place
North Vancouver, BC
V7H 1S8
604 985 5224

Electronic File Name:	STUDENT RECORDS POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	3008	V1.0	September 1, 2023

FINANCIAL & ADMINISTRATIVE

POLICY NAME: PROTECTION OF PERSONAL INFORMATION AND PRIVACY POLICY		POLICY NUMBER: 3009
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School Board of Directors strives to be respectful and protective of families, sponsors, registrants and the wider community's personal information. The policy outlines the steps taken to protect the privacy of members of both the immediate school community as well as those working with and affiliated with the school. Information is collected from students, students' families, donors, employees, sponsors, event registrants, Society members and Board members.

Safeguarding the personal information of parents and students is a fundamental priority for Kenneth Gordon Maplewood School. The school is committed to meeting the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

The policy describes the policies and practices of Kenneth Gordon Maplewood School regarding the collection, use and disclosure of personal information about students and parents, including steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Definitions

In this Policy, the following terms have the meanings set out below:

"Personal information" means any information about an identifiable individual, as further defined under British Columbia's Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or a public registry.

"Parent" means the parent, guardian, or other legal representative of a student.

"Student" means a current or past student of Kenneth Gordon Maplewood School.

Principles & Procedures

Ten Privacy Principles

As part of Kenneth Gordon Maplewood School's commitment, the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. The Protection of Personal Information and Privacy Policy describes the Ten Privacy Principles and provides further details regarding Kenneth Gordon Maplewood School's compliance with the principles.

Principle 1 – Accountability

Kenneth Gordon Maplewood School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is (are) accountable for the school's compliance with the Ten Privacy Principles. This individual is the Privacy Officer of the school and may be contacted as noted below.

Privacy Officer:
Suzanne MacLeod
Kenneth Gordon Maplewood School
Attention: Privacy Officer
420 Seymour River Place, North Vancouver, BC V7H 1S8
604 985 5224

Principle 2 – Identifying Purposes

Enrollment

Kenneth Gordon Maplewood School collects and uses personal information to provide students with the best possible educational services as expected by the Ministry of Education and the Inspector of Independent Schools in British Columbia. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour such as attendance records or grades. An example is the registration process for a new student. When a student applies to register in the school, the school will request the information that enables it to complete the registration process thoroughly and plan for the student(s) responsibly. This will include information on academic history, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

Employees

Kenneth Gordon Maplewood School collects, uses and discloses personal information about employees to establish, manage and terminate the employment relationship and for other purposes identified when the information is collected.

Set out below are some examples of personal information about employees collected, used and disclosed by Kenneth Gordon Maplewood School:

- a) Personal information collected, used and disclosed in the hiring process, including information on resumes and application forms (contact information, personal and professional history, qualifications, emergency contact information) results of criminal records checks, information collected from references;
- b) Payroll and related information including, social insurance number, rate of pay hours of work, deductions, bank account information, any court orders
- c) Benefit information including social insurance number, premiums or contributions, coverage information, date of birth, marital status
- d) Dependent information, medical information
- e) Performance information, including work history, performance reviews, discipline and related notes and memorandums, documentation related to job qualifications (professional or technical qualifications), internal
- f) Competition information
- g) Other personal information as required or permitted by law

Volunteers

Kenneth Gordon Maplewood School collects, uses and discloses personal information about volunteers for recruiting, establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Set out below are some examples of personal information about volunteers collected, used and disclosed by Kenneth Gordon Maplewood School :

- a) Information collected, used and disclosed in the recruiting process including information on resumes and application forms (examples: contact information, personal and professional history, qualifications); results of criminal records checks
- b) Protection of children, youth and vulnerable adults policy forms; and information collected from any references;
- c) Information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications);
- d) Information required for field trips (examples: passport information, driver information, medical information)
- e) Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used and disclosed in the course of the school's activities including in publications such as yearbooks newsletters, and websites.
- f) Computer use and e-mail are monitored by the Acceptable Use of Technology Policy and personal information is collected in the operation and maintenance of these systems.
- g) Personal information about employees and volunteers may be collected used and

disclosed in the course of the operation of building security systems, including video and other surveillance systems.

[NOTE: The above list should be reviewed periodically to ensure purposes are applicable. All purposes for which personal information about volunteers is collected and used should be listed.]

Principle 3 – Consent

Kenneth Gordon Maplewood School will obtain the consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for the collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary

depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. Kenneth Gordon Maplewood School will require families who wish to have their child(ren) enrolled to provide the information required and participate actively in communication with the school necessary and sufficient for the school to meet its statutory obligations as well as provide a safe and effective school experience for the student.

In determining whether consent is required and, if so, what form of consent is appropriate, Kenneth Gordon Maplewood School will take into account both the sensitivity of the personal information and the purposes for which Kenneth Gordon Maplewood School will use the information. Consent may be expressed, implied (including through the use of "opt-out" consent where appropriate) or deemed. An example of this is a request for information. If an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Kenneth Gordon Maplewood School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Kenneth Gordon Maplewood School will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Kenneth Gordon Maplewood School will stop collecting, using or disclosing the personal information as requested.

If a person provides Kenneth Gordon Maplewood School or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable Kenneth Gordon Maplewood School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Kenneth Gordon Maplewood School will limit the personal information collected to that

information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Kenneth Gordon Maplewood School will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

Kenneth Gordon Maplewood School uses personal information as follows:

- a) To communicate with parents and students, process applications and ultimately to provide students with educational services and co-curricular programs.
- b) To enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- c) Health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

If for any reason personal information is required to fulfill another purpose, the school will,

where appropriate, notify the individual or family involved and request consent before the school proceeds. Information collected through surveys or statistical information regarding students will be gathered anonymously.

Kenneth Gordon Maplewood School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of when and how Kenneth Gordon Maplewood School may disclose personal information:

- a) Other educational institutions routinely contact the school for personal information about students. If a student transfers to another school, college or university, student records are requested by the enrolling institution. Permission to pass on these records is obtained when the student is registered and families authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.
- b) Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

The type of information Kenneth Gordon Maplewood School is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is filed with the Ministry of Education. Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

The school is legally permitted and required to disclose some personal information in

situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, child protection investigations etc. Only pertinent information is disclosed. The school does not sell, lease or trade personal information to other parties.

Kenneth Gordon Maplewood School will occasionally use outside organizations to perform specialized services such as printing, student assessments, market research or data processing.

Suppliers of specialized services are given only the information necessary to perform those services, and Kenneth Gordon Maplewood School takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

For those families wishing to limit the sharing of personal information, a written letter to the school administrator specifying which items of personal information are to be limited, and to whom these items be restricted, must be submitted.

Personal information will only be retained for the period required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous. Information on an alumni will be maintained until an alumni chooses to opt out of the communication they are receiving.

Principle 6 – Accuracy

Kenneth Gordon Maplewood School will take appropriate steps to ensure that personal information collected by Kenneth Gordon Maplewood School is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

An individual may, upon written request to Kenneth Gordon Maplewood School, request that Kenneth Gordon Maplewood School correct an error or omission in any personal information that is under Kenneth Gordon Maplewood School's control and Kenneth Gordon Maplewood School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

Kenneth Gordon Maplewood School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information. In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. An example is the access to family information by teachers. Securely destroy personal information at the appropriate time to do so. Teachers will have access to personal information about students but not a family's financial position with the school.

Employees are appropriately educated about the importance of privacy and are required to follow the school's policies and procedures regarding the handling of personal information.

Student files are stored in secured filing cabinets and on secure servers. Access is restricted to only those employees (teachers, administrators, para-professionals, counsellors, secretaries, etc.) who, by nature of their work, are required to see them.

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

Principle 8 – Openness

Kenneth Gordon Maplewood School will make information available to individuals concerning the policies and practices that apply to the management of personal information. Individuals may direct any questions or enquiries concerning the school's privacy policies or practices to the Head of School or Privacy Officer.

Principle 9 – Individual Access

Kenneth Gordon Maplewood School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it by the law.

Individuals may access and verify any personal information with appropriate notice so that the administration can supply the information required. This information is available in the registration forms completed.

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In the case of family breakdown, the school will grant access to records of students by the legal arrangements made to govern access, care and control of the student(s) in question.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer by calling the school office. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

Kenneth Gordon Maplewood School Families

To meet statutory obligations to students and families, Kenneth Gordon Maplewood School uses electronic means to provide services including, but not limited to reporting, communicating results, offering assessments, sharing educational progress and offering ongoing information on initiatives. Kenneth Gordon Maplewood School keeps information on file to serve Kenneth Gordon Maplewood School students, to efficiently process requests for

student enrollment, donations and other transactions, to inform the community about information relevant to them, to provide families with information, receipts and records and to maintain the highest standards of service to our community.

Student files will include student records, contact information, application information, previous educational information and receipts of payment. All information gathered is to serve our students, families and communities with the programming that is expected of Kenneth Gordon Maplewood School.

Wider Kenneth Gordon Maplewood School Community

Kenneth Gordon Maplewood School collects information only with an individual's consent. In circumstances when consent is implied, such as donating, volunteering, subscribing, or sponsoring, Kenneth Gordon Maplewood School will confirm consent.

Kenneth Gordon Maplewood School collects information from enrolling families and other subscribers or event attendees. To keep the information current and accurate all community members are expected to inform the school of information when information changes and requires updating. We securely destroy confidential information at the appropriate time to do so.

Electronic File Name:	PROTECTION OF PERSONAL INFORMATION AND PRIVACY POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	3009	V1.0	September 1, 2023

OPERATIONAL PROGRAMMING

POLICY NAME: UNIFORM POLICY		POLICY NUMBER: 4001
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School has high standards and expectations for student conduct, personal appearance and demeanour. A central component of student conduct is the Kenneth Gordon Maplewood School uniform. The school uniform for Kenneth Gordon Maplewood School is one that students wear with pride and treat with respect. Students are expected to look their best and to take care of their appearance. It is the responsibility of all families to ensure that they are familiar with the expectations regarding uniforms. Parents/guardians are responsible for ensuring that their child is in the appropriate uniform for the corresponding school activities as directed by staff and the Head of School. Compliance with the expectations for uniforms and regard for their role in the instruction of students is a requirement for families registered with the school. The Head of School is responsible for oversight and supervision of student uniforms and student conduct. The Head of School retains authority for the implementation of the policy and the standards.

Students in Kindergarten through Grade 6

Daily Uniform

White or Navy polo shirt (long or short sleeve) Logo apparel available through the school office.

Daily wear - Navy / Khaki pants, shorts, skirt or jumper
KGMS Hoodie, or other logo apparel available for purchase

Physical Education Classes

White or Navy T-Shirt, or KGMS Bear Logo T-Shirt, Navy sweatpants or shorts, white athletic socks.

Hats

Hats are permitted as part of outdoor play, and daily physical activity, they are not to be worn inside the school.

Outdoor attire

Non-school branded outerwear is to be removed during instructional time

Electronic File Name:	UNIFORM POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4001	V1.0	September 1, 2023
	4001	V2.0	September 1, 2024

DIVERSE ABILITIES - SPECIAL EDUCATION PROTOCOLS

POLICY NAME: SPECIAL EDUCATION POLICY		POLICY NUMBER: 4002
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School is committed to teaching children with learning difficulties that include the acquisition, organization, retention, understanding and use of verbal and nonverbal information. These learning difficulties often affect children who otherwise demonstrate average or above-average abilities essential for thinking and reasoning.

Our program empowers students and restores confidence in their abilities. We prove to our students that they are intelligent and they are entitled to learn joyously, to succeed and to reach their potential. We equip them with an understanding of their learning style and a vision for their future, enabling them to become successful self-advocates in the real world.

Principles & Procedures

Kenneth Gordon Maplewood School specializes in teaching children with learning differences. With over 50 years of experience, we've established the following attributes that are required of a potential student. To be admitted to Kenneth Gordon Maplewood School, the student must:

1. Have a current psycho-educational assessment which indicates a language-based learning disability or other learning challenge that falls within the purview of the programmes and services available at the school
2. Meet the criteria for Ministry of Education guidelines for designation
3. Have average to superior intelligence and
4. Demonstrate that the primary impediments to the student's learning process are learning differences. Any behavioural, physical or emotional issues must be of secondary concern

The following accommodations are built into the Kenneth Gordon Maplewood School programme to support all students. (Environmental, Instructional and Assessment accommodations are assumed to be the same for all subjects unless otherwise indicated).

The basic program used for our students has been developed and refined over the history of the school. The school day is divided into eight academic blocks with one block of individual tutoring daily for students in Elementary and Middle School. Students spend the balance of their academic day in small academic classes, which include breakout groups of approximately six students per teacher in Language Arts, Mathematics, Social Studies, Science and Social Emotional Learning.

Within the Kenneth Gordon Maplewood School programme there are the following:

1. Instructional Accommodations which include, but are not limited to:
 - a) Small group instruction
 - b) Multisensory approach
 - c) Use of manipulatives
 - d) Visual cueing
 - e) Repetition of information
 - f) Extra time for processing
 - g) Use of a computer and necessary software
 - h) 1:1 tutoring daily

2. Environmental Accommodations include but are not limited to:
 - a) Small class sizes
 - b) Low pupil-to-teacher ratio
 - c) Strategic seating arrangements
 - d) Alternative Workspaces (instructional breakout rooms)
 - e) Body breaks built into all programming
 - f) Support for transitions
 - g) Visual cues (schedules, routines and expected behaviour)

3. Assessment Accommodations include but are not limited to:
 - a) Reduction in the scope and quantity of tasks used to assess a concept or skill
 - b) Frequent breaks
 - c) Use of necessary assistive technology-computer
 - d) Alternative methods to demonstrate learning

Additional Services

OG Tutoring

With over 50 years of experience, Kenneth Gordon Maplewood School has a long tradition of educational excellence. We use the Orton-Gillingham Method which teaches students visually, auditorily and kinesthetically, allowing them to engage in their learning and retain skills and concepts that would have previously been forgotten.

Children from Kindergarten through to Middle School receive daily individualized one-on-one tutoring. Depending upon their needs, the tutoring sessions may develop reading using the Orton-Gillingham method, mathematics using critical thinking and problem-solving strategies or social-emotional skills through direct instruction and supervised play. Students in Grades 9-12 received daily learning support blocks and/or one-on-one tutoring as needed.

Social Emotional Learning Support

Students at Kenneth Gordon Maplewood School receive SEL programming each week in collaboration with a qualified member of the counselling staff and receive regular individual counselling as needed. Facilitated "play" or "social" groups are organized and run at lunchtime for those students who need support in this area.

Professional Services

The school contracts and works collaboratively with outside support specialists to develop programs and provide opportunities for direct intervention/therapy. Specialist services are contracted as needed. It must be noted that not all students with special needs require, or necessarily receive specialist intervention in a given school year.

Kenneth Gordon Maplewood School provides consultative services from a qualified Speech and Language Pathologist (SLP); and, OT consultation from a local Occupational Therapist; additionally, the school has a Developmental Specialist on staff.

Individual Education Plans

Every student receives an Individualized Education Plan (IEP) which is developed by the classroom teaching team with input from the student's tutor, resource teachers, and student service professionals and in collaboration with the parents. The IEP customizes instructional strategies and resources to address the child's strengths and needs.

Reporting and Record-keeping

Assessment is based on teacher observations, formal and informal assessments, and outside support specialists' reports. Progress on adapted components of the program is

reported using regular report teacher and tutor reports and parent/guardian anecdotal comments are used to report progress for modified components. IEPs, specialist reports and other student information are filed in the student's file.

Transition Meetings

As part of both the intake and outgoing transitions process, Kenneth Gordon Maplewood School will arrange for appropriate meetings with parents, external school personnel and resource staff where necessary. Parent/guardian intake meetings are an essential part of the admissions process to enable school staff to outline the programmes and services provided for the child. When a student is planning on transitioning back into their home school or other school of choice, a member of the administration will arrange for a transition meeting involving the parents/guardians, the Kenneth Gordon Maplewood School teachers/tutor working with the students, and available staff from the receiving school in order to outline the student's profile, needs, and those interventions which Kenneth Gordon Maplewood School deems necessary for the student's continued success.

Electronic File Name:	SPECIAL EDUCATION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4002	V1.0	September 1, 2023
	4002	V2.0	September 1, 2024

OPERATIONAL PROGRAMMING

POLICY NAME: SCHOOL COMPLETION (EVERGREEN) CERTIFICATE POLICY		POLICY NUMBER: 4003
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School supports students with learning differences, all students enrolled at Kenneth Gordon Maplewood School have a Special Education Designation. We believe that every student can meet their individual potential and we provide support for students in working towards a Dogwood Certificate. Some students with special needs may meet the criteria for an Evergreen, or completion certificate upon completion of the high school program.

Kenneth Gordon Maplewood School may award School Completion/Evergreen Certificates based upon Ministerial Orders and regulations under the Independent School Act. The School Completion/Evergreen Certificate is intended to celebrate success in learning and accomplishments of students with diverse abilities or disabilities who have met the goals of their Individual Education program.

Completion Certificate (Evergreen)

Students awarded a Completion Certificate must have an IEP that clearly indicates:

- a) That the programme of studies will not lead to a Certificate of Graduation (Dogwood Certificate)
- b) That appropriate supports are in place to meet the requirements of the educational programme that is developed for the IEP
- c) That parents and/or guardians and, where appropriate, the student are included in the development and ongoing assessment of the IEP
- d) That progress on the educational program developed for every student shall be reported regularly
- e) That reporting processes are in place to enable the Ministry of Education to issue a School Completion Certificate and a Student Transcript to students who are not on a graduation programme.

Requirements for the Granting of a School Completion Certificate

Kenneth Gordon Maplewood School will submit to the Minister the names of students to be awarded a School Completion Certificate, who have an Individual Education Plan (IEP) and are enrolled in an educational program that is not designed to meet the requirements for the granting of a Certificate of Graduation (Dogwood Certificate).

Kenneth Gordon Maplewood School shall maintain appropriate records in the British Columbia enterprise Student Information System (MyEd), including the entering of marks in the Transcript and Examination system (TRAX), to allow the Ministry of Education to prepare a School Completion Certificate and a School Transcript for authorized signatures and distribution.

Electronic File Name:	COMPLETION CERTIFICATE (EVERGREEN) POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4003	V1.0	September 1, 2023

OPERATIONAL PROGRAMMING

POLICY NAME: CHALLENGE AND EQUIVALENCY POLICY		POLICY NUMBER: 4004
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School strives to make opportunities available to senior students to acquire credits toward graduation that are reflective of their prior learning and allow them flexibility in their program planning. Students must demonstrate superior mastery of the curricular area that they wish to challenge or receive equivalent credit. Students must be prepared to master the next level of the material and the school must be able to maintain integrity in the overall graduation program. Students who have external credentials to add to their diploma or who can challenge a course are encouraged to do so and to work with the school to enhance their graduation program.

Definitions

“Equivalency” is the process used when students have earned credentials from outside the British Columbia school system and those are deemed by the Ministry of Education to be the equivalent of course credentials offered within the school or within BC schools.

“Challenge” is the process of a formal evaluation of a student's learning in a Grade 10, 11 or 12 course to receive credit toward graduation.

“External Credentials” is the process by which a student earns credit toward graduation through certain external credentials approved by the Ministry of Education.

Principles & Procedures

Challenge

1. Students may challenge for credit only those Grade 10, 11 and 12 courses that are required, authorized and offered by Kenneth Gordon Maplewood School
2. Students must demonstrate that they have met at least 85% of the prescribed learning outcomes of a course to be awarded the challenge.
3. Students will be awarded a percentage as standing for the course which has been successfully challenged.
4. Students may challenge a maximum of one authorized course in each of Grades 10, 11 and 12.
5. Students must be registered at Kenneth Gordon Maplewood School to challenge a

course.

6. Students may not challenge a course they have previously taken.
7. Students may not challenge the provincial Literacy and Numeracy assessment required for graduation.

Equivalency

1. All students in Grades 10, 11 and 12 who have credentials received from other educational jurisdictions and institutions outside of British Columbia may apply for an equivalency review.
2. To qualify for an equivalency review, students must provide documentation to prove they have successfully completed a course or program of learning.
3. Equivalency credit will only be provided on coursework that matches the competencies for provincial-approved curricular courses.
4. Equivalency will be available for Grade 10, 11 and 12 courses.
5. There is no limit to the number of credits a student may be awarded through the equivalency process.
6. The Head of the School has the authority to determine equivalency from other educational jurisdictions and institutions outside of British Columbia.

External Credentials

1. All students enrolled at Kenneth Gordon Maplewood School are entitled to receive credit toward their graduation program if they have earned a Ministry-approved credential.
2. The credential awarded must come from the Ministry of Education approved list of credentials. Grade 12 External Credits count toward the number of required Grade 12 credits to satisfy graduation requirements.
3. There is no limit to the number of credits a student may earn by using external credentials. However, there are restrictions on how credentials are awarded and deemed equivalent.
4. External credits may contribute toward graduation requirements but may not meet admission criteria to post-secondary institutions. It is the student's responsibility to ensure that the post-secondary admission requirements have been met and that sufficient credit in the required admissible courses has been acquired.
5. Students must provide documentation proving successful completion of the external assessment, course or program.
6. If a student has earned their credit before Grade 10, they will be awarded the credit after they enter Grade 10.
7. The school will assign a percentage to the credit awarded or "Transfer Standing".

Electronic File Name:	CHALLENGE AND EQUIVALENCY POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4004	V1.0	September 1, 2023

HEALTH & SAFETY

POLICY NAME: ANAPHYLAXIS POLICY		POLICY NUMBER: 4005
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures to be taken. Kenneth Gordon Maplewood School is committed to the principle of providing as safe a learning and teaching environment as possible for its students, staff and volunteers. While the school cannot guarantee an allergen-free environment, it is expected that school staff, parents/guardians and children will take important steps to minimize the risk of potentially fatal anaphylactic reactions, without depriving the anaphylactic child of normal peer interactions or placing unreasonable restrictions on the activities of other children in the school. Accurate records, written protocols, staff education, parent(s)/guardian(s) support and classroom and school guidelines/policies should all be in place. The school must take realistic and practical actions that will encourage the support of everyone involved. The goal is to educate school communities to minimize and reduce exposure to allergens.

The Head of School is responsible for developing emergency procedure plans that create and maintain as safe and healthy an environment as possible for students who suffer from anaphylactic reactions. All members of the school community, including staff, parents/guardians, and students must collaborate to develop the safest environment possible. Schools in conjunction with parents/guardians, students and, if required, consultation with the Public Health Nurse (CHN) will develop Anaphylaxis (Life Threatening Allergy) – Emergency Plans and Anaphylaxis Management Plans for controlling risk when an anaphylactic child is under their care. These plans will be considered in the context of the anaphylactic child's age and maturity. As children mature, they should be expected to take increasing personal responsibility for avoidance of their specific allergens.

Administrative Procedures

Forms and documentation relating to the communication and prevention of life-threatening allergies are to be retained on electronic files at the school office.

Identification of Students at Risk for Anaphylaxis

At the time of registration, using the registration form parents/guardians are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student's life-threatening conditions will be recorded and updated on the student's permanent student Record annually.

It is the responsibility of the parent/guardian to:

1. Inform the school administration when their child is diagnosed as being at risk for anaphylaxis
2. Promptly, complete medical forms and the Student Emergency Procedure Plan, which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication
3. Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child
4. Inform service providers of programs delivered on school property by non-school personnel of their child's anaphylaxis and care plan, as these programs are not the responsibility of the school.

It is strongly recommended anaphylactic students wear medical identifying information (e.g., MedicAlert® bracelet). The identifying information could alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly. See www.medicalert.ca for ordering information. Record Keeping – Monitoring and Reporting

For each identified student, the school principal will keep a Student Emergency Procedure Plan on file. These plans will contain the following information:

1. Student-Level Information

- a) Name
- b) Contact information
- c) Diagnosis
- d) Symptoms
- e) Emergency Response Plan

2. School-Level Information

- a) Emergency procedures/treatment

3. Physician section including the student's diagnosis, medication and physician's signature. It is the school principal's responsibility to collect and manage the information on students' life-threatening health conditions and review that information annually to form part of the students' Permanent Student Records. This includes checking off the Medical Alert box in the upper right corner of the Permanent Student Record. The school principal will also monitor and report information about anaphylactic incidents to the board of education in aggregate form (to include several at-risk anaphylactic students and several anaphylactic incidents) at a frequency and in a form as directed by the superintendent.

Emergency Procedure Plans

a) Student Level Emergency Procedure Plan The school principal must ensure that the parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Emergency Procedure Plan. The Student Emergency Procedure Plan must be signed by the student's

parents and the student's physician. The Student Emergency Procedure Plan should be posted in key areas such as in the child's classroom, the office, the teacher's daybook, and food consumption areas (e.g., lunchrooms, cafeterias). Parental permission is required to post or distribute the plan.

The Student Emergency Procedure Plan will include:

1. The diagnosis
2. The current treatment regimen
3. Who within the school community is to be informed about the plan (e.g., teachers, volunteers, classmates)
4. Current emergency contact information for the student's parents/guardian
5. A requirement for those exposed to the plan is to maintain the confidentiality of the student's personal health information
6. Information regarding the parent's responsibility for advising the school about any change/s in the student's condition
7. Information regarding the school's responsibility for updating records.

b) School Level Emergency Procedure Plan

1. Administer the student's auto-injector (single dose, single-use) at the first sign of a reaction. Note the time of administration. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child if epinephrine is not required
2. Call 911
3. Contact the child's parent/guardian A second single dose-single use auto-injector may be administered within 10 to 15 minutes or sooner after the first dose is given IF

symptoms have not improved (i.e., the reaction is continuing, getting worse, or has recurred)

4. If an auto-injector has been administered, the student must be transported to a hospital via ambulance (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction)
5. One person stays with the child at all times
6. One person goes for help or calls for help. Precautions for Teachers Outside the Classroom (Field Trip) Field trips are an extension of school and appropriate duties of care exist towards students. The school principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g., bringing additional single dose, single-use auto-injectors on field trips). However, field trips require informed consent from parents/guardians who must decide if a given field trip is appropriate for their child.

When a student with anaphylaxis is participating in a field trip activity:

1. A cell phone, the student's Anaphylaxis (Life threatening allergy) Information – Emergency Plan and the student's EpiPen® should be taken on the field trip
2. All adults accompanying students on a school outing should know who has anaphylaxis and where the EpiPen® is kept
3. Students must not eat or drink at any time, while in vehicles going to and returning from field trips if this will place the anaphylactic student at risk
4. Students with anaphylaxis should only eat approved foods.

Provision and Storage of Medication

Children at risk of anaphylaxis who have demonstrated maturity should carry one single dose single-use auto-injector with them at all times and have a backup single-dose single-use auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location(s). The location(s) of student auto-injectors must be known to all staff members and caregivers.

Parents will be informed that it is the parent's responsibility:

1. To provide the appropriate medication (e.g., single dose, single-use epinephrine auto-injectors) for their anaphylactic child
2. To inform the school where the anaphylactic child's medication will be kept (i.e., with the student, in the student's classroom, and/or in other locations)
3. To inform the school when they deem the child competent to carry their own medication/s (children who have demonstrated maturity, usually Grade 1 or Grade 2, should carry their own auto-injector), and they must ensure their child understands they must carry their medication on their person at all times
4. To provide a second single dose single-use auto-injector to be stored in a central, accessible, safe but unlocked location

5. To ensure anaphylaxis medications have not expired
6. To ensure that they replace expired medications.

Allergy Awareness, Prevention and Avoidance Strategies

a) Awareness

The school principal will ensure:

1. All members of the school community including substitute employees, employees on call, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures
2. With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students and that strategies to reduce teasing and bullying are incorporated into this information.

b) Avoidance/Prevention

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an "allergy-aware" environment. Special care is taken to avoid exposure to allergy-causing substances. All parents are asked to consult with the teacher before sending in food to classrooms where there are food-allergic children. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures. Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines as outlined in the Student

Responsibilities - Anaphylaxis Responsibility Checklist

It is not necessary to attempt to designate an entire school as an area free of a specific allergen because the risk of anaphylaxis from airborne allergens is negligible. To reduce risk to an acceptable and realistic level, create "allergen-aware" areas of the school:

1. If possible, avoid using the classroom of an anaphylactic child as a lunchroom
2. If the classroom must be used as a lunchroom, establish it as an "allergen-aware" area, using a cooperative approach with students and parents in the class
3. Develop strategies for identifying high-risk areas for anaphylactic students (such as the library, computer room, music room, and gym). Establish these as "allergen-aware" areas. Discourage eating/drinking (other than water) in these areas.
4. Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose, single-use auto-injector should be placed in these areas.

It is recommended the parent share information in a meeting with other parents in the affected classroom, in consultation with the principal and/or Public Health Nurse, to explain the seriousness of the situation.

The Head of school (or designate) will send a letter to parents in the classroom requesting they not send the allergenic food or foods that may contain that ingredient. Provide parents with a listing of ways the offending food may be found on ingredient labels. Provide parents with sample lunch/snack ideas that do not contain the offending food. Consult with the Public Health Nurse or Community Nutritionist if Required.

Training Strategy

At the earliest opportunity in each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility for school-age students and preschool-age children participating in early learning programs (e.g., food service staff, volunteers, bus drivers, custodians).

Efforts shall be made to include the parents, and students (where appropriate), in the training. Experts (e.g., public health nurses, and trained school district occupational health and safety staff) will be consulted in the development of training policies and the implementation of training. Training will be provided by individuals trained to teach anaphylaxis management.

The training sessions will include:

- Signs and symptoms of anaphylaxis
- Common allergens
- Avoidance strategies
- Emergency protocols
- Use of single-dose, single-use epinephrine auto-injectors. Identification of at-risk students (as outlined in the individual Student Emergency Procedure Plan)
- Emergency plans
- Method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis.

Additional Best Practice:

- Distinction between the needs of younger and older anaphylactic students. Participants will have an opportunity to practice using an auto-injector trainer (i.e., a device used for training purposes) and are encouraged to practice with the auto-injector trainers throughout the year, especially if they have a student at risk in their care. Students will learn about anaphylaxis in a general assembly or special class presentations.

Electronic File Name:	ANAPHYLAXIS POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4005	V1.0	September 1, 2023

OPERATIONAL PROGRAMMING

POLICY NAME: GUIDANCE POLICY		POLICY NUMBER: 4008
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/09

Policy Statement

The Board of Directors of Kenneth Gordon Maplewood School believes that the conduct of students contributes to the creation of a safe, orderly and positive school environment, focused on learning. Every student is expected to respect the rights and property of others and to adhere to the expectations of the school for student behaviour. Expectations for students are designed to teach them to be responsible citizens in the school community and promote personal and social development. Each family commits to *The Community Code of Conduct* upon enrollment. *The Community Code of Conduct* applies to all members of the school community. The values within the Community Code of Conduct govern the philosophy of pastoral care and guidance provided to students by staff at Kenneth Gordon Maplewood School.

Principles & Procedures

Scope

The Guidance Policy and expectations for student conduct apply to all students engaged in, present or attending;

- a) Travel on a school bus or transportation contracted and arranged by the school;
- b) Any activity on school premises, whether during a regular school day, outside the regular school day, or on a day that is not a school day;
- c) Any activity sponsored by, organized by or participated in by the school or the Board regardless of the time or place;
- d) Any activity in and around school premises occurring during the school day or outside the school day that negatively impacts the privacy or property of neighbouring residents or that constitutes nuisance or abusive behaviour.

Should a breach of this policy amount to a violation of the law, the Board and the school will cooperate with the police and other appropriate authorities. The Head of School has the responsibility and authority to oversee and implement guidance for the student body and to determine the direction of the school regarding procedures for a safe, orderly and positive learning environment.

Expectations for Students

It is the expectation of the school that Kenneth Gordon Maplewood School students will:

1. Attend regularly and arrive at school punctually, ready to receive instruction;
2. Wear the school uniform appropriately, according to the Kenneth Gordon Maplewood School Guidelines.
3. Be diligent and focused on their studies, completing assignments and engaging fully in the program offered and assigned; Follow classroom rules as set by individual teachers and school rules as set by staff;
4. Make safe and respectful use of the school grounds, equipment and facilities, treating the school resources with respect;
5. Be respectful and courteous to classmates, staff, parents/guardians, and visitors, treating all safely;
6. Ensure that online conduct and use of technology are respectful, appropriate and focused on Learning.
7. Strive to be an exemplary role model and ambassador for Kenneth Gordon Maplewood School

Redress

Guidance and pastoral care of students is primarily focused on developing self-responsibility in students, proportionate and appropriate to their age and developmental level. In the main, redress for students will emphasize teaching and redirecting student behaviour to appropriate, respectful and purposeful choices on how they conduct themselves in the school. Close communication with parents/guardians is essential for student's social and personal growth and for the effective implementation of student guidance and pastoral care. Correcting and guiding students will involve, but not be limited to; parent/guardian consultation, advice and services from outside para-professionals, and plans for restricting or re-directing conduct. Students who, after considerable support, are unable to meet the expectations of conduct as outlined may not be invited to re-enroll at Kenneth Gordon Maplewood School.

Consequences will become more formal and impactful to the student's status in circumstances where the misconduct is serious or puts the student, staff or other students at risk. Examples of such conduct may include, but not be limited to, fighting, theft, vandalism, defiance, disrespect, misuse of technological or digital equipment or modes of communication, intimidation or harassment, use of drugs, alcohol or any substance forbidden for use by minors in any school circumstance or location as noted above. Such conduct may result in a formal suspension from school or lead to a withdrawal of the student from Kenneth Gordon Maplewood School.

Appeals of a disciplinary decision by the Head of School to the Board of Directors is an avenue open to parents/guardians, pursuant to the established Conflict Resolution and Appeals Policy. An appeal would proceed only after the parent/guardian and the school

have failed to reach a resolution on the outcome of the disposition of the student's status. It is the expectation of the Board that families would work to resolve any concerns on a student's disposition in cooperation with the Head of School in a constructive manner before proceeding to an appeal.

Electronic File Name:	GUIDANCE POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4008	V1.0	September 1, 2023
	4008	V2.0	September 1, 2024

HEALTH & SAFETY

POLICY NAME: CHILD PROTECTION - SEXUAL ABUSE POLICY		POLICY NUMBER: 4010
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School employees have a duty under the law to ensure that reasonable care is exercised and appropriate action taken, to protect students from harm or risk of harm. Accordingly, employees who have reason to believe that a student has been, or is likely to be, physically, sexually, or emotionally harmed by a Kenneth Gordon Maplewood School employee or any other person, must promptly report the matter to the Ministry of Children and Families (MCFD). The policy and Administrative Procedures are aligned with the statutory requirements as set out in the *Child, Family and Community Service Act (CFCS Act)*. The school's approach must be responsible, consistent and prudent. The procedures must be understood clearly by all employees and great caution must be taken to protect the privacy and reputation of child abuse victims and those accused of child abuse who are not convicted.

"Child Welfare Worker" in these procedures refers to a person delegated under the Child, Family and Community Service Act to provide child welfare services, including responses to suspected child abuse and neglect. The Ministry of Children and Family Development and fully Delegated Aboriginal Child and Family Service Agencies employ Child Welfare Workers authorized to respond to suspected child abuse and neglect.

"Interagency Child Abuse/Neglect Reporting and Investigation Protocol" If needed, an interagency agreement will be negotiated between Kenneth Gordon Maplewood School, local child welfare authorities, and local police authorities, as it may be amended from time to time, setting out responsibilities of the respective agencies in reporting and responding to situations involving concerns about child abuse or neglect."

"The police" refers to [the Royal Canadian Mounted Police (RCMP) local detachment or the local police force, as the case may be.

Principles & Procedures

Duty to Report

Any person with reason to believe that a child needs protection has a duty to report directly to a child welfare worker, as delegated by MCFD. A child is defined as one to yet 19 years old in the *CFCS Act*. Informing another person (e.g. a colleague or the Head of School) does not discharge the legal duty to report directly to a child welfare worker. An individual does not need to be certain that abuse and/or neglect has or will occur: a child welfare worker will determine that.

Any person who breaches the duty to report commits an offense and is liable to prosecution, up to and including the provisions as set out in the *CFCS Act*.

All employees shall cooperate fully with the police and/or MCFD in all stages of the report and investigation.

Confidentiality

All information regarding a report of child abuse made by an employee to MCFD is confidential and such information should only be provided to persons authorized to receive such information as set out in the Administrative Procedures attached to this policy.

The completed Child Abuse Report Form, as set out in the Administrative Procedures, must **NOT** be placed in the child's regular or cumulative school record, pursuant to the *CFCS Act* and this policy.

All information related to reporting must be retained in a manner that ensures the confidentiality and security of such information.

The legal duty to report overrides any duty of confidentiality, except in a solicitor/client relationship or where provisions of the Youth Criminal Justice Act apply. Staff who report other staff do not contravene any ethical considerations. The duty to report supersedes the relationships between employees or with any member of the school community.

The Board's Appointed School Official

The Head of School is Kenneth Gordon Maplewood School's Appointed School Official whose responsibility is to fulfill the obligations of reporting suspected child abuse as set out in the *CFCS Act*. In this role, the Head of School may be required to:

1. Investigate where appropriate on behalf of the school authority;
2. Ensure a safe environment during investigations;
3. Consult with MCFD and/or the police;
4. Communicate with parents with respect to actions taken by the school authority;

5. Report to the British Columbia Teacher Regulation Branch of the Ministry of Education and/or the Inspector of Independent Schools when the school authority dismisses, suspends or otherwise disciplines a certified teacher and refers student(s) for counselling, according to the school's procedures and/or policies.

The Appointed School Official will keep records of

1. Protection/abuse prevention training and maintaining a regular process of orienting employees
2. Referral, assessment, treatment and care plans and all related correspondence, for those who are or have been registered Kenneth Gordon Maplewood School students
3. Any historical liability and/or abuse of insurance policies

In the event that a report of suspected abuse is filed against the Head of School, the Appointed School Official will be the Chair of the Board of Directors and this person will have the responsibility to fulfill the responsibilities in accordance with the *CFCS Act* and this policy.

The following Administrative reporting procedures apply to the implementation of Kenneth Gordon

Maplewood School's Child Protection Sexual Abuse Policy

Responsibilities of Employees

All employees of Kenneth Gordon Maplewood School are expected to be aware of:

1. Their duties and responsibilities under the *CFCS Act*;
2. The appropriate procedures at Kenneth Gordon Maplewood School to follow when reporting suspected cases of children who are being abused and may be in need of protection and;
3. The various situations where a child may be subject to child abuse and in need of protection.

[*The B.C. Handbook on Action on Child Abuse and Neglect and Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse*](#) are the sources of direct professional support and guidance for staff. Copies of both will be made available to staff during their orientation and in the school for reference.

All employees will take part in in-service on the procedures for reporting suspected cases of child abuse and will sign off indicating they have received the training. New employees will receive orientation on the policy, procedures, resources and responsibilities upon commencing employment with Kenneth Gordon Maplewood School. It is the obligation of each employee to accept the individual and professional responsibility to act in the interests of children's safety and the full compliance with the *CFCS Act*.

The Head of School shall make community members who volunteer in the school aware of the policy, the Administrative Procedures and how they can access the forms to report suspected abuse should they need to do so. The Head of School will also inform volunteers that as an individual in a position of trust with children, they are subject to and bound by the expectations and policy of the Board as are employees.

Reporting procedures to be followed when a child is suspected of being abused by a person who is not an employee of Kenneth Gordon Maplewood School

1. Complete the Child Abuse Report Form
The form must be completed in its entirety including the statement regarding the grounds for the employee's concerns and any statements made by the child or other source.
2. Inform the proper authorities
3. The employee shall immediately notify the Ministry for Children and Families (MCFD) at **604-904-4300**. On the Child Abuse Report Form, the employee shall record the name of the person to whom the information was provided, the date and time of notification and any action proposed.
4. The employee shall immediately inform the Appointed School Official that a report of suspected child abuse has been made to MCFD.
5. The Child Abuse Report Form shall be provided to the administrative staff in order that it may be recorded and filed appropriately and securely. All information related to reporting must be retained in a manner that ensures confidentiality and security of information.
6. No employee shall attempt to conduct their own investigation of the matter, nor shall any employee attempt to notify the parent(s) of the child.
7. Such action will be the responsibility of MCFD and any further direction or action will be determined by the child welfare worker.
8. Administrative staff will maintain a confidential database of the reports filed with all required pertinent information as determined by the Appointed School Official.

Cooperation with the MCFD and the Police

The local MCFD office will most frequently be the source of the follow-up investigation; however, MCFD will make that determination. If either MCFD or the police wishes to interview a child at school who may have been abused and/or is in need of protection, the Appointed School Official or other person having managerial responsibility at the school at that time should:

1. Determine and confirm the name and identity of the person seeking to interview the child;
2. Consult with the MCFD and/or the police whether it is appropriate to communicate with the child's parents and if so, who will communicate with the child's parents regarding the interview.

Reporting procedures to be followed when a child is suspected of being abused by a person who is an employee of Kenneth Gordon Maplewood School

1. Complete the Child Abuse Report Form
The form must be completed in its entirety including the statement regarding the grounds for the employee's concerns and any statements made by the child or other source.
2. Inform the proper authorities
3. The employee shall immediately contact the Appointed School Official and provide him/her with the original Child Abuse Report Form. The employee must also report to MCFD **604-904-4300** and provide the same information that was reported to the Appointed School Official. The employee should indicate to MCFD that a report has been made to the Appointed School Official.
4. The Appointed School Official shall promptly report to MCFD and the North Vancouver Police, or the parents may respond to the abuse allegations in a way that suggests the department (604.985.1311). If a child/youth is in **imminent danger**, police should be called first. Call **911**.
5. The Appointed School Official will record on the Child Abuse Report Form the name of the person(s) to whom the information was provided, the date and time of notification, and any action(s) proposed by the authority.
6. The Appointed School Official may be required, depending upon the circumstances, to take action to remove the employee from immediate service at the school until such time as the matter is resolved or the outcome concluded. Such action would be within the authority of the Appointed School Official and would conform to the statutory obligations contained within the *Independent School Act*.
7. The investigation into the matter will be determined by the police and/or in consultation with the Appointed School Official. Other employees shall not attempt to conduct their own investigation on the matter nor shall any other employee contact the parents of the child.
8. The Child Abuse Report Form will be maintained in a secure place and will not be placed into an employee's personnel file.
9. The outcome of the matter will determine the official record of the report and will be the responsibility of the Appointed School Official to oversee and complete.

Reporting to the police

Not every incident that might constitute an offense if proven will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, school officials should consult with the police regarding the matter. Where the police initiate a criminal investigation, the Head of School must cooperate with the police, in accordance with the Interagency Child Abuse/Neglect Reporting and Investigation Protocol.

Reporting to a Child Welfare Worker

Although the primary responsibility for dealing with abuse allegations, school employees, volunteers, or contract service providers, rests with the school as employer, there may still be a need to report to a Child Welfare Worker. For example, there may be indications of abuse outside the scope that they are unwilling or unable to take any action needed to protect the child or that the child is at risk of being abused by the parent. Where there is reason to believe that abuse or neglect of a child has taken place outside the scope of the school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the school district investigation, school officials must report this to a Child Welfare Worker in accordance with the Child, Family and Community Service Act.

Reporting to BC College of Teachers and other professional bodies

School employees and officials who are members of the BC College of Teachers have an obligation under the Teaching Profession Act (T.P.A. s. 27.1) to report to the Registrar of the College where they have reason to believe another member is guilty of professional misconduct involving physical harm to a student, sexual abuse or sexual exploitation of a student or significant emotional harm to a student. This requirement is in addition to the obligation of school officials to report the dismissal, suspension and discipline of members (or persons holding letters of permission) to the College under the School Act (S.A.s. 16).

If an employee or contractor is a registered member of another professional body, such as the BC College of Psychologists or the College of Registered Nurses of BC, there may be duties to report to the professional body. For example, under the Health Professions Act of BC, an employer who terminates or suspends a registered member based on a belief that the member's continued practice of the health profession would be a danger to the public must report to the professional body.

Where allegations of child abuse are made against school-aged students

School officials have the responsibility and authority under the School Act to investigate allegations that a student has abused another student within the school environment. School officials may take disciplinary or other remedial action, in accordance with School Policy. School employees and officials also have a responsibility to take appropriate action to safeguard a student who is the victim of abusive conduct by other students at school and to notify the parents of the students involved.

School officials may notify and/or consult the police or a Child Welfare Worker where appropriate, in accordance with the Interagency Child Abuse/Neglect Reporting and Investigation Protocol. School authorities have discretion in the circumstances of many minor offenses whether to deal with a matter through the school discipline process or whether to call in the police. A report to a Child Welfare Worker is only required where there

is reason to believe that the child's parent is unable or unwilling to take the action required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse). Employees who make reports to a Child Welfare Worker should inform the school principal or Head of School.

Cooperation with MCFD and the Police

The local MCFD office and the North Vancouver Police Department will most frequently be the authorities undertaking the investigation; however, MCFD and the police will decide on the authority that will proceed. If either MCFD or the police (or both) wish to interview a child at school who may have been abused and/or in need of protection from a Kenneth Gordon Maplewood School employee, MCFD and the police will make that determination and will work with the Appointed School Official on the processes required. Should the interview request occur at school, the Appointed School Official or other person having managerial responsibility at the school at that time should:

1. Determine and confirm the name and identity of the person seeking to interview the child:
2. Consult with MCFD and/or the police on the matter of communication with the child's parents and if so who will communicate with the child's parents regarding the interview

Should an investigation be limited to a personnel matter to be handled at the school and not involve the police, the Appointed School Official will inform the child's parents of that as soon as possible.

A CHECKLIST

Before you call a Child Protection Social Worker in the Ministry of Children and Family Development have the following information at hand, if available:

1. Student information
 - name
 - address
 - date of birth
 - phone number(s)
 - parent(s)/guardian(s) name(s)
 - grade level and teacher
 - Siblings
2. Kenneth Gordon Maplewood School employees - complete the "Child Abuse Report Form". If the form is unavailable make notes regarding the details of the allegation.

3. Phone **1-800-663-9122 (24 hours)** and request to talk to a Child Protection Social Worker. E.g. **"I would like to talk to a Child Protection Social Worker about an allegation of abuse."**
 - a. Detail and clarify your reason(s) for the child/youth needing protection to a Child Protection Social Worker
 - b. Request information about the next step(s)
 - c. Request that the Child Protection Social Worker phone you about the results of their assessment

4. Put the "Report of Suspected Child/Youth Abuse or Neglect" form or your summary in an envelope, seal it, sign it, and store it in a safe and secure place.

Electronic File Name:	CHILD PROTECTION - SEXUAL ABUSE POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4010	V1.0	September 1, 2023
	4010	V2.0	September 1, 2024

HEALTH & SAFETY

POLICY NAME: STUDENT EXPOSURE TO TOBACCO AND VAPOUR PRODUCTS POLICY		POLICY NUMBER: 4011
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/10

Policy Statement

Kenneth Gordon Maplewood School believes in providing welcoming, safe and sustainable facilities that enhance the learning and teaching environment and is committed to its fundamental responsibility of enforcing a tobacco and vapour products-free environment, as required under the legislation and this policy. Staff and parents/guardians are expected to lead by example for students and refrain from any use of tobacco products at school or during school-related activities.

In accordance with [Section 2.2 of the Tobacco and Vapour Products Control Act](#), in effect September 1, 2016, the use of tobacco and vapour products is banned in all public and private kindergarten to Grade 12 schools in British Columbia. A person must not smoke or use tobacco/e-cigarettes, or hold lighted tobacco/activated e-cigarettes in or on school Property. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

Principles & Procedures

All school property will be designated as smoke and vape-free, with smoking and vaping prohibited at any time for all employees, students and visitors. School property is defined as all school buildings and grounds.

Smoking and vaping will not be permitted in private vehicles on school property, or in any vehicle used to transport students. All employees are expected to comply with the smoking and vaping restrictions described in this policy: Smoking and Vaping on School Premises and to assist with the enforcement of these restrictions. In accordance with the legislative requirements, the Head of School and Leadership Team must demonstrate that reasonable care and diligence have been taken to prevent a contravention of the smoking and vaping ban. In exercising due diligence, the school will inform the public of this smoke and vape-free policy and provide appropriate signage and website information.

The policy will be communicated to existing and new employees. Rental organizations and persons using, renting or leasing school property shall not be permitted to smoke or vape on that property.

Adherence to this policy and the Tobacco and Vapour Products Control Act will be a condition of use, rental, or lease of the facility. It is the responsibility of the contract holder to inform any prescribed groups of this policy.

The only exception permitted under this policy is the ceremonial use of tobacco if approved by the school and it is performed in relation to a traditional aboriginal cultural activity.

Response to violation - Student / Youth

Individuals who are found to have violated the Student Exposure to Tobacco and Vapour Policy will:

First infraction:

- 1) Have the device or substance turned into the office, which may be returned at the end of the day upon parent approval.
- 2) The school administration staff will inform parents of the policy infraction.

Second infraction:

- 1) A device or substance will be turned in to the office, which will be returned to a parent or guardian.
- 2) The parent/guardian will be asked to meet with the school administration.

Third or subsequent infraction:

- 1) The device will be confiscated and must be collected by a parent or guardian.
- 2) The student will meet with the administration and case manager to decide on an appropriate consequence.

Electronic File Name:	STUDENT EXPOSURE TO TOBACCO AND VAPOUR POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4011	V1.0	September 1, 2023
	4011	V2.0	September 1, 2024

HEALTH & SAFETY

POLICY NAME: STUDENT SUBSTANCE MISUSE AND ABUSE POLICY		POLICY NUMBER: 4012
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

The Board of Directors of Kenneth Gordon Maplewood School is committed to the health and safety of its students and anyone attending the school. The school recognizes that the use of alcohol, cannabis, illicit drugs, tobacco, vapour products and medications, and the potential impairment arising from their use can have serious effects on students and the learning environment. The school is committed to preventing substance use and impairment on school property and at all times during school hours.

Principles & Procedures

Scope

This policy applies to all students of the school.

Definitions

“Alcohol” means the intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols including methyl and isopropyl alcohol.

“Cannabis” means marijuana, cannabis, or derivatives legally obtained after the coming into force of the Cannabis Act on October 17, 2018, to legalize and regulate cannabis in Canada.

“Impaired or impairment” means a deterioration or diminishment of an individual's physiological ability, functioning, judgement or condition resulting from, but not limited to, the use or after-effects of illicit drugs, alcohol, medication and/or cannabis.

“Illicit drugs” means any drug or substance which is not legally obtainable and/or the use, sale, possession, purchase or transfer of which is restricted or prohibited by law.

“Medication” means any substance the use of which has the potential to change or adversely affect the way a person thinks, feels, or acts, and that was obtained legally over-the-counter or through a doctor's prescription. It includes marijuana prescribed by a doctor under the Government of Canada's Cannabis for Medicinal Purposes Regulations.

“School hours” means the hours of the day when the school is open to students, whether or not classes are in session, or any time a student is away from the school on a school-organized trip including but not limited to times when a student is not actively participating in activities or pursuits organized by the school, but is otherwise away from their normal residence due to their involvement in the school- organized trip.

“School Property” includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, sidewalks, boulevards or similar components that abut both school property and any roadway used by the general public for the passage of vehicles, equipment and vehicles, whether owned, leased or used by the school and wherever located.

“Tobacco” means tobacco leaves or products provided from tobacco in any form or for any use.

“Vapour products” means a solid, liquid or gas that, on being heated, produces a vapour for use in an e-cigarette, regardless of whether the solid, liquid or gas contains nicotine.

Expectations for Students

All students are prohibited from possessing, manufacturing, offering for sale, selling, distributing, consuming, using or being impaired by alcohol, cannabis, illicit drugs, medications, tobacco or vapour products during school hours whether on or off school property and at any school-related event.

If a student is required to use medication or has a substance use disorder or addiction, they must contact the Head of School and provide medical confirmation regarding the medication or the disability, in which case the school will consider whether an accommodation can be provided.

Students breaching this policy will be subject to discipline in accordance with Guidance Policy, Discipline Policy and Student Safety Policy.

Electronic File Name:	STUDENT SUBSTANCE AND MISUSE POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4012	V1.0	September 1, 2023

HEALTH & SAFETY

POLICY NAME: STUDENT SAFETY POLICY		POLICY NUMBER: 4014
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

The Board of Directors of Kenneth Gordon Maplewood School provides a learning environment where students can attend and learn without fear or threat of unsafe conditions, violence or harassment. The establishment and maintenance of a safe learning environment for all students is of the highest priority for the Kenneth Gordon Maplewood School Board of Directors, the Head of School, the administration and the teaching staff. Staff will focus on ensuring;

1. Safe physical conditions on school properties.
2. Safe classroom practices, particularly in those areas of instruction and student activities which could present special or additional hazards.
3. Instruction of students in safety procedures pertinent to specific curricular areas and the student's level of understanding.
4. Enforcement of the expectations for student conduct.
5. Consistent supervision of all students.

All parents, guardians and employees are expected and obligated to follow safety procedures as outlined by the Head of School and are encouraged to participate actively as partners in maintaining a safe learning environment in the school.

Principles & Procedures

The Head of the School, and their delegated authority, will maintain a current Emergency Response Manual and the Manual will be easily accessible throughout the school to facilitate its use in the event of an emergency. Staff will be regularly updated on the contents and their use and applicability as they apply to each age of the student and curricular area of instruction in the school.

Procedures for arrival, dismissal, parking, pick-up and drop-off are developed with student safety foremost in mind and families are expected to adhere to the procedures to ensure the safety of all children in the school community. The expectations for safe conduct in the school, on the playground and throughout the school day will be regularly updated in the Community Handbook and provided to families on the school website year-round. The

expectations for safe conduct apply to activities on school property as well as any school-sponsored activity away from the campus, such as field study, co-curricular or extra-curricular events and school community events.

Threats or actual violence, verbal abuse or possession or use of any type of weapon on school property is expressly forbidden.

Drills for fire, lockdown and earthquake response will be specifically taught to students and practiced throughout the school year.

The school will work with the District of North Vancouver on traffic safety issues that pertain to the safety of Kenneth Gordon Maplewood School students. The school will also work closely with the North Vancouver Police Department and the District of North Vancouver Fire Department when planning responses to emergency situations that may impact the safety of students.

Safety of students on activities away from school is a critical component to successful field study and specific information is noted in the Field Study Policy.

Safe transport of students on field study and extra and co-curricular activities is noted in the Volunteer Drivers Policy.

The social, emotional and psychological safety of students is also noted in the Code of Conduct Policy, Discrimination Policy, Sexual Orientation and Identity Policy, and Student-to-Student Harassment Policy.

Electronic File Name:	STUDENT SAFETY POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4014	V1.0	September 1, 2023

HEALTH & SAFETY

POLICY NAME: SUPERVISION POLICY		POLICY NUMBER: 4015
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/11

Policy Statement

Kenneth Gordon Maplewood School staff believe it is important to ensure the safe enjoyment of school grounds and equipment for all students during their school day. Therefore, appropriate language, turn-taking, cooperation and inclusion are expected behaviours. Students need to dress for the weather and stay within the school property generally designated by a fence.

Supervision at School

Students are encouraged to arrive at school before the 8:15 a.m. bell rings. Parents should be aware that there is supervision on the playground from 7:50 - 8:10 a.m. in the library. Occasionally there are scheduled before-school activities or clubs which will be shared with the community as they are available. There is after-school supervision until 4:00 p.m. Parents are required to pick up students prior to 4:00 p.m. If an issue arises, please notify the main office at 604 985 5224.

Recess and Lunch Supervision

Education staff and administration provide supervision of students during recess and lunch breaks. Students need to dress for the weather as we expect that students will play outdoors even in inclement weather. On some days we may decide to provide indoor alternatives as an "inside day". However, all students need to be dressed appropriately to stay warm and dry outside as we typically go outside rain or shine.

When an administrative decision is made to have students remain inside, students are required to choose one activity from the inside-day options. Students need to remain in supervised activity areas for the duration of the recess or lunch break. Students are not permitted to wander from one location to another throughout the school.

Students who have family permission to leave the school grounds for lunch should sign in and out at the office. Students and families are reminded that off-site students continue to be subject to the KGMS Code of Conduct, and are expected to demonstrate the maturity to self-manage respectful community behaviour.

School Hours Supervision

The Kenneth Gordon Maplewood School building is open for student arrival beginning at 7:30 a.m. Students arriving between 7:30 and 7:50 are asked to remain in the reception area by the main office. After 7:50 students are welcome to congregate in the library, atrium, or the classroom with the teacher's permission. There is no outside staff supervision on the front playground. At 8:10 a.m. the first bell goes and students are expected to be in class and ready to begin the day when the second bell rings at 8:15.

Supervised Times and Areas

Morning

Library, Atrium, and Classrooms (with permission)

Recess/Lunch

Front playground, side tire, the atrium for quiet activities, upper gravel field, lower embankment, southside "tire", fence-enclosed hockey and a basketball court and the back grass area up to the fence on Riverside Drive.

Students may access areas such as the gym, the library and the atrium as Announced. Students may remain in their classrooms on "indoor" days

After School

Students may utilize the front playground area or Library in inclement weather (supervised by staff from 3:15 until 3:45 p.m.). After 3:45 p.m. students will wait for their parents/caregivers inside the school with staff supervision until 4:00 PM on designated rainy days.

General Guidelines

Co-operation, Appropriate Language and Turn Taking are expected behaviors.

Equipment

Each class will be provided with a classroom equipment kit for outdoor recess. These kits will be kept in classrooms.

1. *Front Playground Equipment* (primarily for the younger students)
2. *Swings* - One person per swing and if the swing is raised in height it needs to be lowered before the student re-enters the school, students are encouraged to swing back and forth rather than sideways. If there are several students wanting to use the swings then time limits may be utilized.
3. *Slide* - Students are encouraged to go down the slide singularly, feet first to avoid mishaps

4. *Monkey Bars* - Turn-taking and ensuring that each person can access the platform when needed is important. Due to safety concerns and the number of students using this area students are to refrain from walking on top of the structure
5. *Atrium Area* - Primarily for Middle School students unless an indoor day has been announced by the office
6. *Forest Area and side of school with stacked tires* - Rocks and sticks need to remain on the ground and away from the tires. Swinging from tree branches is harmful to the trees and potentially unsafe
7. *Upper Field* - To ensure the safety and easy supervision of all students students must be visible and not in the various "forest" areas without direct supervision.
8. *Outside Enclosed Area* - This area is great for basketball and hockey-type games. Co-operation is imperative during these energizing activities to avoid accidents. Rough play will be discouraged as well as closing gates on other students. Students are reminded to stay in the grass section rather than the upper parking lot. Due to previous accidents rolling down the grass section is considered an unsafe activity, especially during rainy days

Leaving School Property

Grades K-7

Students are to remain on school property, unless accompanied by staff & are signed out at the office. Note: After Spring Break, students in grade 7 can earn the privilege of leaving school property for a maximum of 3 days per week in groups of 2 or 3. Parental written permission will be required. Permission forms with the days that the student is permitted to leave will be kept in a binder with the classroom teacher

Grade 8-12

High school students are permitted to leave school property at lunchtime with written parental permission. Permission forms with the days that the student is permitted to leave will be kept in a binder with the classroom teacher The right to leave school property can be revoked if a student behaves irresponsibly. Parents are to be informed if this occurs.

Electronic File Name:	SUPERVISION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4015	V1.0	September 1, 2023
	4015	V2.0	September 1, 2024

HEALTH & SAFETY

POLICY NAME: STUDENT TO STUDENT - HARASSMENT AND BULLYING PREVENTION POLICY		POLICY NUMBER: 4016
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/09

Policy Statement

The responsibility of the Board of Directors of Kenneth Gordon Maplewood School is to establish and maintain a safe, orderly and caring learning environment for all students, focused on education and dealing with the prevention of harassing or intimidating behaviour in the school community. Students will be explicitly taught socially responsible conduct as well as how to deal with social challenges with other students in a constructive manner.

Education and prevention awareness will centre on teaching students how to:

1. Contribute to the classroom and school community.
2. Solve conflicts in peaceful ways.
3. Value diversity and social justice.
4. Exercise their rights and responsibilities as a member of a community.

Students will learn to distinguish between the human conflicts that can arise with classmates during play, classroom activities and as a part of growing up and those that may be ongoing, systemic, inappropriate, and have a negative impact on a student.

Behaviours that are deemed by staff to be systemic, persistent and targeted will not be tolerated. Staff, parents and administration will work together to help in resolving ongoing conflict. Teaching students to seek adult intervention and support to resolve such challenges when necessary is the shared responsibility of staff and parents.

Principles & Procedures

A central component of enrollment at Kenneth Gordon Maplewood School is the *Community Code of Conduct* that each family accepts and signs as a condition of enrollment. Students are responsible for abiding by the *Community Code of Conduct* while on campus, attending school events or field study, on school transportation and at all times that may have an impact on the school environment.

Senior school leadership is responsible for setting, communicating and reinforcing clear expectations of acceptable student conduct. Staff teach models, and encourage socially responsible behaviour in all areas of instruction and student activity.

The school will promote appropriate student-to-student relationships and staff will take steps to intervene in conflicts that go beyond the students' ability to resolve them without help. Kenneth Gordon Maplewood School supports the development of the whole child. We proactively support the protection of students' physical safety, social connectedness, and inclusiveness through our educational program. All members of our community are protected from bullying, regardless of their gender, race, culture, religion, sexual orientation, or gender identity. Behaviour that is perceived as bullying, may include cyberbullying, harassment, intimidation, threatening or violent behaviours.

Students are encouraged and expected to seek help and support from staff and their parents in situations where they are experiencing repeated inappropriate treatment from another student. Student and parent/guardian concerns regarding the conduct of another student will be treated confidentially and only shared to the degree necessary to achieve resolution of the concern. Student safety is the highest priority and staff will seek professional help and guidance if necessary to ensure students' well-being.

Parents/guardians will be informed of concerns raised at the earliest opportunity. Parents are expected to work with the school staff to support the students in bringing the unacceptable conduct to an end, achieving resolution between the students and fostering a responsible learning environment.

Repeated, severe or systematic mistreatment of other students may lead to a student being removed from enrollment at Kenneth Gordon Maplewood School.

Electronic File Name:	STUDENT TO STUDENT - HARASSMENT AND BULLYING PREVENTION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4016	V1.0	September 1, 2023
	4016	V2.0	September 1, 2024

HEALTH & SAFETY

POLICY NAME: DISCRIMINATION, HARASSMENT AND BULLYING PREVENTION POLICY		POLICY NUMBER: 4017
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School is committed to fostering a harassment-free environment where all community members are treated with respect and dignity. The British Columbia Human Rights Code protects all individuals from harassment and ensures that no person is discriminated against based on national or ethnic origin, Indigenous identity, age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, disability, pardoned conviction, or gender identity or expression as defined in the Code. Harassment at Kenneth Gordon Maplewood School is not tolerated.

Application

This policy applies to all current employees of Kenneth Gordon Maplewood School, including full and part-time, casual, contract, permanent and temporary employees. This policy also applies to job applicants. Employees who are found to have harassed another individual may be subject to disciplinary action. This includes any employee who: interferes with the resolution of a harassment complaint; retaliates against an individual for filing a harassment complaint; or files an unfounded harassment complaint intended to cause harm.

This policy applies to all community members, families, guardians, and external service providers. This policy applies to all behaviour that is in some way connected to Kenneth Gordon Maplewood School, including during off-site meetings, excursions, travel, training and on-field study. All members of the Kenneth Gordon Maplewood School community agree to the Community Code of Conduct. Parents/guardians and community members are expected to treat all employees of Kenneth Gordon Maplewood School with respect and dignity. The Harassment and Bullying Prevention Policy applies to all interactions between Kenneth Gordon Maplewood School Community members and the staff at Kenneth Gordon Maplewood School.

Definitions

“Harassment” is

1. Offending or humiliating someone physically or verbally
2. Threatening or intimidating someone or
3. Making unwelcome jokes or comments about someone's race, national or
 - a. Ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability or pardoned conviction
4. Objectionable conduct by any employee or excluded employee, parent/guardian or student, either repeated or persistent, or a single serious incident that an individual would reasonably conclude:
 - a. Creates a risk to a person's well-being, causes substantial distress or results in humiliation or intimidation. This may be verbal, non-verbal, written, physical, deliberate or unintended.
 - b. Behaviour that causes substantial distress and is based on a person's race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression or age as defined in the Human Rights Code.
 - c. Is inappropriate and serves no legitimate work-related purpose

“Sexual harassment” is

1. Offensive or humiliating behaviour that is related to a person's sex
2. Behaviour of a sexual nature that creates an intimidating, unwelcome hostile or offensive work environment; or
3. Behaviour of a sexual nature that could reasonably be thought to put sexual conditions on a person's job or employment opportunities.

“Bullying” is

1. Reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress
2. Directed at one or more persons
3. Conveyed through physical, verbal, technological or emotional means
4. Substantially interferes with educational opportunities, benefits, or programs of one or more pupils
5. Behaviour that adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress and
6. Based on a person's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

All forms of “Harassment”

1. Are reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
2. Substantially interferes with educational opportunities, benefits, or programs of one or more pupils; or with the ability of faculty/staff members to perform their normal duties
3. Adversely affects the ability of a student or staff member to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the victim, is so severe, pervasive, and objectively offensive as to have this effect

Responsibilities and Expectations - Employee

Kenneth Gordon is responsible for providing all employees with a harassment-free workplace.

The Head of School is responsible for:

1. Ensuring that this policy is applied in a timely, consistent and confidential manner
2. Determining whether or not allegations of harassment are substantiated and
3. Determining what corrective action is appropriate where a harassment complaint has been substantiated.

The Head of School and/or Senior Leadership are responsible for:

1. The administration of this policy
2. Reviewing this policy annually, or as required
3. Making necessary adjustments to ensure that this policy meets the needs of the organization.

Supervisors (Vice Principals, Principals and senior administration) are responsible for:

1. Fostering a harassment-free work environment and setting an example about appropriate workplace behaviour
2. Communicating the process for investigating and resolving harassment complaints made by employees
3. Dealing with harassment situations immediately upon becoming aware of them, whether or not a harassment complaint has been made; taking appropriate action during a harassment investigation, including separating the parties to the harassment complaint, when appropriate
4. Ensuring harassment situations are dealt with in a sensitive and confidential manner

Employees are responsible for:

1. Treating others with respect in the workplace
2. Reporting harassment to first the levels Vice Principal or Principal
3. Cooperating with a harassment investigation and respecting the confidentiality related to the investigation process

Employees can expect:

1. To be treated with respect in the workplace
2. That reported harassment will be dealt with in a timely, confidential and effective manner
3. To have their rights to a fair process and to confidentiality respected during a harassment investigation
4. To be protected against retaliation for reporting harassment or cooperating with a harassment investigation.

Possible Recommendations or Remediation:

1. General professional development programs for certificated and non-certificated staff
2. Professional development plans for staff in key disciplinary roles
3. Disciplinary action for school staff who contributed to the problem

Procedure and Protocol - Student / Youth

Consequences for an individual who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behaviour and must be consistent with the school's approved Community and Student Code of Conduct. Remedial measures shall be designed to: correct the problem behaviour; prevent another occurrence of the behaviour; and protect the victim of the act. Effective discipline should employ a school-wide approach to bullying offences and the associated consequences. The consequences and remedial measures may include but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment
2. Participation in a guided reflection process designed to teach alternative behaviour
3. Temporary removal from the classroom
4. Loss of privileges
5. Classroom or administrative detention
6. Referral to Senior Leadership for possible discipline
7. In-school suspension during the school week or the weekend, for students
8. Out-of-school suspension

9. Not offered re-registration for the following school year
10. Expulsion or termination
11. Legal action

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

1. Framing the aggressive behaviour as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the identified goal.
2. Restitution and restoration
3. Facilitated transformative conferencing/restorative justice practices
4. Supervised peer support group
5. Corrective instruction or other relevant learning or service experience
6. Supportive discipline to increase accountability for the bullying offence
7. Supportive interventions, including the participation of an Intervention and Referral Services team, peer mediation, etc.
8. Behavioral assessment or evaluation
9. Behavioural management plan, with benchmarks that are closely monitored
10. Involvement of Senior Leadership for possible discipline
11. Student counseling
12. Parent conferences
13. Student treatment - recommendation external to school
14. Student Therapy - either in-house or externally provided

Strategies for Environmental Change (Classroom/Teacher/Tutor):

1. Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behaviour, maintaining an emotionally- neutral and strength-based approach
2. School climate improvement/improvement in conditions for learning and instructional pedagogy
3. Modifications of schedules or adjustments in hallway traffic
4. Modifications in student routes or patterns travelling to and from school
5. Increased supervision and targeted use of monitors (e.g., hallway, playground, bus)
6. Parent conferences
7. Referral to external Counselling or supporting organizations
8. Increased opportunities for parent input and engagement in school initiatives and activities
9. Development of a general bullying/harassment response plan
10. Peer support groups
11. Increase communication with and involvement of law enforcement (e.g., school RCMP liaison officer)

Procedure and Protocol - Community Adults

Consequences for a parent/guardian who engages in one or more acts of bullying or harassment of a staff member, another parent, or child other than their own may range from positive behavioural interventions up to and including: limiting contact between the parent/guardian and the victim; banning the parent/guardian from school property; or, removing the student from the school rolls.

In the case of a case of potential harassment of a staff member by a parent/guardian, the following procedures will be followed:

1. The staff member will indicate that they wish to end the interaction with the parent and immediately remove themselves from the situation and report the incident to a member of the Administration;
2. The Administration will contact the parent/guardian and request a meeting to discuss the incident and, hopefully, arrive at an agreement on reconciliation;
3. If reconciliation does not seem possible, the Administration will set conditions and procedures for further parent contact with the staff member.

If the parent does not adhere to the conditions of the contract as established by the Administration, then the school may take further actions such as: banning the parent/guardian from school property; removing the child from the school rolls; and/or contacting the RCMP to file a complaint.

At Kenneth Gordon Maplewood School the Head of School and/or designate is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Head of School and/or designate. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy.

Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

Kenneth Gordon Maplewood School requires the Head of School and/or designate to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Head of School and/or designate shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be initiated within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations).

Kenneth Gordon Maplewood School prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature,

severity, and circumstances of the act.

Kenneth Gordon Maplewood School prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioural interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with school policies, procedures, and agreements.

Kenneth Gordon Maplewood School requires the Head of School to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus.

Kenneth Gordon Maplewood School - Student Population

Kenneth Gordon Maplewood School recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students, staff and groups for a safe and secure learning environment, Kenneth Gordon Maplewood School prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviours, interferes with both the school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behaviour that is respectful and civil. It is especially important for adults to model these behaviours in order to provide positive examples for student behaviour.

Kenneth Gordon Maplewood School believes that a comprehensive Social Emotional Learning curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating the consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

Kenneth Gordon Maplewood School believes that standards for student behaviour must be set through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, parents, and community members.

Kenneth Gordon Maplewood School believes that the best response to aggressive behaviour is designed to (1) support students/adults in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve goals and solve problems that motivate the aggressive behaviour. Staff members who interact with students and parents shall apply best practices designed to *prevent* discipline problems and encourage others' abilities to develop self-discipline and make better choices in the future.

Kenneth Gordon Maplewood School requires its school leadership team to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student, staff member or parent who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

1. Age, development, and maturity levels of the parties involved
2. Degree of harm (physical and/or emotional distress)
3. Surrounding circumstances
4. Nature and severity of the behaviour (s)
5. Incidences of past or continuing pattern(s) of behaviour
6. Relationship between the parties involved
7. The context in which the alleged incident(s) occurred
8. Consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures

Personal

1. Life skill competencies
2. Experiential deficiencies
3. Social relationships
4. Strengths
5. Talents
6. Traits
7. Interests
8. Hobbies
9. Extra-curricular activities
10. Classroom participation
11. Academic performance

Environmental

1. School culture
2. School climate and lack of connectedness
3. Student-staff relationships and staff behaviour toward the student
4. Level of consistency in staff responses to bullying or harassing behaviours
5. Level of consistency in application or severity of consequences given to students
6. Staff-staff relationships witnessed by students
7. General staff management of classrooms and other educational environments
8. Staff ability to prevent and de-escalate difficult or inflammatory situations
9. Social-emotional and behavioural supports
10. Social relationships
11. Community activities
12. Neighbourhood culture
13. Family situation

Consequences and appropriate remedial actions for a student, parent or staff member who engages in one or more acts of bullying or harassment may range from positive behavioural interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behaviour directed toward school employees, volunteers, parents, or students.

Electronic File Name:	DISCRIMINATION , HARASSMENT AND BULLYING PREVENTION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4017	V1.0	September 1, 2023

HEALTH & SAFETY

POLICY NAME: SEXUAL ORIENTATION AND GENDER IDENTITY POLICY		POLICY NUMBER: 4018
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School is committed to establishing a safe, inclusive, equitable and welcoming learning and working environment for all members of the School community, including all students and staff who identify as (or are perceived as) lesbian, gay, bisexual, trans*1, intersex, queer, and those who are questioning their sexual orientation and/or gender identity ("LGBTQ+"). Kenneth Gordon Maplewood School is strongly committed to recognizing and supporting the many ways in which diversity is expressed in our classrooms and throughout our school communities. Kenneth Gordon Maplewood School is committed to establishing and maintaining a safe and inclusive learning and working environment for all students, employees and their respective families regardless of real or perceived sexual orientation or gender identity and/or gender expression. The School will provide a safe environment, free from harassment and discrimination, for all members of the school community, while also supporting proactive strategies and guidelines to fully include and recognize the rich contributions of this diverse community of people within our society as a whole.

The School has developed this policy to ensure compliance with applicable legislation, including the *B.C. Human Rights Code* and the *Canadian Charter of Rights and Freedoms*.

Anti-Harassment and Anti-Bullying

The School will strive to prevent and to provide effective procedures to respond to any language or behaviour that degrades, denigrates, labels, or stereotypes students based on their real or perceived sexual and/or gender identities and/or gender expression, or that incites hatred, prejudice, discrimination, bullying or harassment on such basis. Please refer to the school Discrimination, Harassment and Bullying Policy for further clarification.

All LGBTQ2+ students, employees and their respective families have the right

1. To have their confidentiality protected and respected;
2. To self-identification and self-determination; and
3. To have their identities, families and communities represented, respected and recognized within all aspects of the school environment

In order to provide leadership on the issues of sexual orientation, gender identity and/or gender expression, the School is committed to:

1. Ensuring inclusion of all students, employees and their respective families in all aspects of school life regardless of their sexual orientation, gender identity and/or gender expression
2. Defining appropriate expectations, language, behaviours and actions in order to prevent discrimination or harassment based on real or perceived sexual orientation, gender identity and/or gender expression
3. Ensuring that complaints of discrimination or harassment based on real or perceived sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedure
4. Raising awareness, improving understanding and recognizing the lives of people who identify as LGBTQ2+

Process & Procedures

The School will provide professional development opportunities to staff to develop the awareness, knowledge, skills and attitudes necessary to deliver an LGBTQ+ curriculum, identify and address homophobic and transphobic discriminatory attitudes and behaviours, and support and advocate for the needs of students whose real or perceived identity is LGBTQ+.

The School will ensure that staff utilizes language and educational resources and approaches that are inclusive, developmentally appropriate, and respectful of diverse sexual orientations, gender identities and gender expressions.

The School will acknowledge through its communication to students, staff and the community that some students live in LGBTQ+ families and need to be positively recognized and included as such.

Privacy and Confidentiality

At all times, the privacy rights of the student involved are paramount. Students and Staff have the right to discuss their gender identity and/or gender expression openly. All persons have the right to privacy, including the right to have one's assigned gender at birth and gender decisions remain private at school or work. Disclosing information without permission may violate privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

The School will ensure that all medical information relating to students and staff is kept confidential in accordance with the applicable district, municipal, provincial and federal laws. Staff will not disclose information that may reveal sexual orientation or gender identity unless legally required to do so or unless permission has been obtained from the student or

a parent or adult who has been authorized to give such permission through the use of district information and privacy procedures.

When such disclosure is required by law, the School will adopt practices to avoid the inadvertent disclosure of such information.

Self-Identification

Every member of our community has the right to be addressed by the name or pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and official records do not need to be changed. The School will develop record-keeping processes to ensure that the preferred name or pronoun is appropriately documented to support this right.

Whenever possible, at the request of a student or the student's parent/guardian, the student's preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards and communications between the School and home.

Attire

Students have the right to dress in a manner consistent with their gender identity or gender expression.

Access to Physical Education, Sports and Extracurricular Activities

All students have the right to participate in physical education classes and curricular and extracurricular sports/activities in a manner that respects and embraces their gender identity. Activities will be designed to be as inclusive and gender-neutral as possible. However, if an issue of inclusivity arises, students will be given options for activities they feel comfortable with. Requests may come directly from the student or from a parent or guardian. It is the school administrator's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education.

Washroom and Change Room Accessibility

All students and staff have the right to safe and private washrooms and changing facilities. They have the right to access washrooms and changing facilities that correspond to their gender identity. School staff will work with students and their families to ensure that appropriate washrooms and changing facilities are available to all students.

Overnight Field Trips

Every student has the right to feel safe while participating in an overnight field trip situation. Overnight school-based activities must provide for each student accommodations where

they feel safe and accepted. The school administrator or teacher in charge of the event will be supported in every effort to make adjustments to support the student.

Information Privacy

Protecting the privacy of LGBTQ+ students and members of the community is the top priority. All medical information is kept strictly confidential. Any violation of the confidentiality of this information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA). All communication with respect to the sexual orientation or gender identity or expression of a student will be considered private and confidential. In accordance with Federal and Provincial legislative privacy requirements, all communications will be guided by what is considered to be in the best interest of the student.

Student Counselling and Support

Kenneth Gordon Maplewood School is committed to maintaining a safe learning and working environment that actively provides counselling and support to students who identify as part of the LGBTQ+ community. School counsellors are often the first point of contact for students seeking emotional support. Kenneth Gordon Maplewood School ensures that our team has access to training in culturally safe responses to LGBTQ+ issues. School administrators have the primary responsibility of ensuring that all school staff, community members and students are familiar with and understand the content of this policy and these procedures.

Kenneth Gordon Maplewood School supports SOGI clubs or groups established and run by students and supportive staff at school.

Inclusive Education

Education at Kenneth Gordon Maplewood School includes curricular topics and learning resources that reaffirm the inclusion of all members of our community, regardless of sexual orientation or gender identity and expression. In addition, resources and training will be available to staff to help teach and support safe, caring and inclusive values. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating a safe, supportive and inclusive learning environment for the LGBTQ+ community. All staff share the collective responsibility of creating safe, supportive and inclusive learning environments for the LGBTQ+ community.

Educators and school support staff will be expected to:

1. Be familiar with and know where to access the SOGI policy and prevention procedures;
2. Have a general understanding of definitions relating to sexual orientation and gender identity and expression;

3. Develop appropriate communication strategies to interact with our LGBTQ+ community;
4. Fully understand the concept of the protection of privacy for students and families;
5. Be aware of the strategies and procedures for intervening with issues such as bullying, harassment, intimidation and discrimination; and
6. Model and teach inclusive practices that honour and support all sexual orientations and gender identities and expressions.

Educators play an important role in teaching and modelling respect for gender diversity. It is expected that teachers will create classrooms where students can see the commitment to creating a safe, caring, inclusive and discrimination-free environment. Students need to see that all educators are striving to value and support the diversity of gender identity and expression within our schools through the sharing of knowledge in a positive and non-judgemental manner.

Employment Equity

Kenneth Gordon Maplewood School believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, socio-economic status, gender, sexual orientation, gender identity or expression, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Acts* and the School's *Collective Agreements* shall be carefully observed, enforced and supported so that all members of the educational school community can work together in an atmosphere of respect and acceptance of individual differences.

The School will ensure the confidentiality of employees who are lesbian, gay, bisexual, transgender, or transitioning to another gender and will give them the support they require to do their work in a safe and respectful environment.

Electronic File Name:	SOGI - SEXUAL ORIENTATION AND IDENTITY POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4018	V1.0	September 1, 2023

HEALTH AND SAFETY

POLICY NAME: GENERAL TRANSITION POLICY		POLICY NUMBER: 4019
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School is committed to ensuring that the school community is free from barriers and discrimination for all transgender and gender-diverse people. Kenneth Gordon Maplewood School is committed to working towards making our community equitable, culturally appropriate, safe, accessible, and effective for all. The phrase transgender and gender diverse is being used as broadly and comprehensively as possible to describe members of the many varied communities with gender identities or expressions that differ from the gender socially attributed to the sex assigned to them at birth. Kenneth Gordon Maplewood School recognizes that an individual may wish to transition their gender. This policy addresses issues concerning those individuals who are transgender, wish to transition, or are transitioning.

Definitions

“Transgender” (also Trans, Transgender or Transsexual) Is an umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some Transgender (trans) people may choose to medically transition by taking hormones and/or having surgery. Some trans* people may choose to socially transition by changing their name, clothing, hair, etc.

“Gender identity” is a person's internal, deeply-felt sense of being male, female, or something other or in-between, regardless of the sex they were assigned at birth. Everyone has a gender identity.

“Gender expression” is an individual's characteristics and behaviours (such as appearance, dress, mannerisms, speech patterns, and social interactions) that may be perceived as masculine or feminine.

“Gender non-conforming” describes people who have, or are perceived to have, gender characteristics and/or behaviours that do not conform to traditional or societal expectations.

“Sexual orientation” is distinct from gender identity and expression. Sexual orientation is an inherent or immutable enduring emotional, romantic or sexual attraction to other people. Note: an individual's sexual orientation is independent of their gender identity.

“Gender transition” is the process by which some people strive to more closely align their internal knowledge of gender with its outward appearance. Some people socially transition, whereby they might begin dressing, using names and pronouns and/or be socially recognized as another gender. Others undergo physical transitions in which they modify their bodies through medical interventions.

“Gender dysphoria” is clinically significant distress that is caused when a person's assigned birth gender is not the same as the one with which they identify.

Process & Procedures

Kenneth Gordon Maplewood School will make every effort to protect the privacy and safety of trans individuals at all times and during an accommodated transition.

Upon request, the School will update all individual records and directories to reflect an individual's name and gender change and on request make every effort to ensure that current documentation reflects the gender and name changes. This may include name tags, employee or student IDs, email addresses, organizational charts, health care coverage, schedules and human resource documents. For students, this may include class lists, reporting and assessment documents.

Kenneth Gordon Maplewood School will provide safe washroom and change room facilities to all trans individuals. The School recognizes that trans individuals have the right to use the washroom of their lived gender.

Upon request, the School will work with individuals to create a gender support plan that meets the needs of the individual.

Resolving Conflict

Disputes will be resolved in a manner that involves the individual (staff or community member), a student (as appropriate) and their parent/guardian in the decision-making process to maximize inclusiveness.

Where the individual, student and/or parent/guardian is not satisfied with the decision by the School with respect to the dispute, they may notify the Chair of the Board of the School for a review of the decision, consistent with the School's Appeal Policy.

Electronic File Name:	GENDER TRANSITION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4019	V1.0	September 1, 2023

TRANSPORTATION PROTOCOLS

POLICY NAME: TRANSPORTATION POLICY		POLICY NUMBER: 4022
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/11

Policy Statement

Kenneth Gordon Maplewood School offers a daily bus service to transport students to and from campus. The bus service operates to provide equitable, safe and economical transportation for the students enrolled at Kenneth Gordon Maplewood School. Bus drivers, school administration, teachers, students and office staff have a responsibility to cooperate to provide the best service possible to students. The safe transportation of students is the primary concern in the administration of Kenneth Gordon's bus service. This policy recognizes that many students live some distance from their school and need transportation to, and home from school. It further recognizes that students who require transportation services should be able to access those services in a way that is safe and feels welcoming and inclusive.

This policy is intended to ensure provisions are in place to support the transportation of students to and from school each day. The objective of the *School Transportation Policy* is to ensure clear, consistent direction concerning student transportation. The safety of each child who rides the school bus depends on the cooperation and skills of many people, including other students, parents, and school bus operators. Such conduct makes it possible for the driver to give full attention to the roadway and other drivers.

Every student deserves to belong, be safe, and feel welcomed in all aspects of their daily experience, including when they are travelling with other students on provided transportation, to and from school each day. Student safety is supported by effective and timely communication between Kenneth Gordon Maplewood School and families concerning transportation.

Student Behaviour

Entering, riding, and leaving the bus contribute in many ways to safe ridership and transportation. The bus driver will report any inappropriate or unsafe behaviours to the school, including the names of all students involved. The student, school staff, parents, and the driver will work collaboratively to find solutions. Busses are equipped with cameras and students are monitored while on the bus. The school will request access to video should there be an incident requiring intervention.

Depending on the seriousness of the behaviour, students involved may be provided a warning, or have bus privileges suspended temporarily or in full. In the event of either, parents will be informed. In the event a student is suspended from riding the bus, the parent or guardian shall be responsible for transporting the child to and from school.

Family Responsibility

Students must be at the designated bus stop a minimum of five minutes before their scheduled pick-up time. The bus driver is not required to wait for a student who is not at the bus stop by the scheduled pick-up time. Parents are responsible for informing the bus company and transportation coordinator if students will be absent from school, or if alternate plans are made.

Driver

A full roster of students being transported on each bus route will be made available to the bus driver and school staff. The process for producing the bus roster will be the responsibility of Kenneth Gordon Maplewood School's transportation coordinator. The bus driver is responsible for waiting with students at the drop-off location until an adult supervisor has taken responsibility for the student.

In general, only students will be carried on school buses to and from school, with the following exceptions: Educational staff or other individuals may accompany students to and from school, as required. This will be approved by the Head of School or delegate in consultation with student case management.

Emergency Evacuation Drill

The bus company contracted for transportation of students either to and from school, or on field study is responsible for establishing and practicing emergency evacuation drills. Safety processes and procedures will be reviewed annually on contract renewal.

Electronic File Name:	TRANSPORTATION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	4022	V1.0	September 1, 2023
	4022	V2.0	September 1, 2024

COMMUNITY

POLICY NAME: VOLUNTEER DRIVER POLICY		POLICY NUMBER: 5001
CREATED BY: Head of School	VERSION: V1.0	YYYY/MM/DD 2023/09/01

Policy Statement

Kenneth Gordon Maplewood School is responsible for the supervision of students during instructional time and must control any related transportation of those students. This policy addresses curricular and extra-curricular transportation of students where specific volunteer drivers, including staff, are organized, directed, and supervised by Kenneth Gordon Maplewood School staff.

Outside the scope of this policy is: transportation to or from the student's home, group transportation via commercial carriers and emergency medical transportation.

The Kenneth Gordon Maplewood School Board of Directors believes that volunteer drivers can make a valuable contribution to student learning by enabling curricular and extra-curricular student field study. The Kenneth Gordon Maplewood School Board of Directors recognizes that automotive travel is generally the highest risk of severe injury activity that schools undertake and believes that safety must be the paramount consideration in student transportation.

Definitions

"Volunteer Driver" means the parent/guardian, authorized relative, guardian, or legal representative of a student

Principles & Procedures

1. The Kenneth Gordon Maplewood School Board intends to minimize the risk of students being transported by volunteer drivers through the administration of the procedures noted below.
2. Volunteer drivers and vehicles may be utilized within the law.
3. Volunteer drivers will normally only be utilized on trips of a single day duration or less.
4. The selection of volunteer drivers is intended to achieve safe transport by considering factors including

- a) Volunteer suitability for the task;
 - b) Driver licensing appropriate to the vehicle; and
 - c) Vehicle licensing, insurance (and mechanical fitness)
5. Students and drivers with Learner ("L") driver's licenses and Novice ("N") are strictly prohibited from transporting students during field studies.
 6. The orientation of volunteer drivers is to cover both the specific travel and general procedures relating to transporting students.
 7. Volunteer drivers must submit a copy of a valid driver's license, a driver's abstract that is less than a year old, a copy of vehicle insurance with proof of \$2,000,000 in liability coverage and complete a satisfactory criminal record check. This documentation will be kept on file at Kenneth Gordon Maplewood School for 1 year.
 8. Insurance on the vehicle driven by the volunteer is the responsibility of the owner of the vehicle.
 9. Societies which provide student transportation services are independent contractors responsible for the appropriate maintenance, licensing, insurance, and operation of the bus by a driver appropriately licensed and operating according to law.
 10. The Head of School (or his/her/their designate) shall have responsibility for the oversight and administration of the procedures necessary to utilize the support of volunteer drivers using their vehicles for the transport of Kenneth Gordon Maplewood School students. Denying the role of volunteer driver to a parent/guardian will be at the sole discretion of the Head of School.
 11. The documentation outlined above will be collected and updated annually. Once it is on file for a specific driver, that driver will be able to transport Kenneth Gordon Maplewood School students for the duration of that school year. Adherence to the policy and the Administrative Procedures applies to all volunteer drivers transporting students for school events, including those volunteer drivers who are transporting only their child, children, or grandchildren.
 12. The driver must have the appropriate child seat(s) installed correctly in the vehicle before departing Kenneth Gordon Maplewood School. If the driver is unfamiliar with the car seat provided, they must seek advice from a Kenneth Gordon Maplewood School staff member to ensure the installation is correct.
 13. The driver will take direction from Kenneth Gordon Maplewood School staff regarding pick-up and delivery of students to activities. In most cases, pickup will be from Kenneth Gordon Maplewood School and drivers will proceed directly to the event without stopping unless there is an emergency. The Head of School (and his/her/their designate) will provide direction on any alternatives to this practice for specific events. The same procedure and expectation are in effect for transporting students back to Kenneth Gordon Maplewood School when an activity is completed.
 14. The driver must have a charged cell phone and have readily available the Kenneth Gordon Maplewood School staff event coordinator's phone number as well as that of the school and the capability of calling emergency services if necessary. Drivers will contact the Kenneth Gordon Maplewood School staff in charge of the activity should any event arise during the trip which would cause alternative consideration to the procedures.

15. In the event of an emergency, the driver must call emergency services first and when practical, call the Kenneth Gordon Maplewood School staff event coordinator to inform them of the situation.
16. Once the driver has returned to the designated destination, the driver will ensure that all students in their vehicle are met by and in the care of Kenneth Gordon Maplewood School staff before departing. Alternative arrangements to this must be approved and confirmed by Kenneth Gordon Maplewood School staff.

Electronic File Name:	Volunteer Driver Policy		
Policy Index Page:	Policy Number	Version	Approval Date
	5001	V1.0	September 1, 2023

COMMUNITY

POLICY NAME: COMMUNITY CODE OF CONDUCT POLICY		POLICY NUMBER: 5002
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/09

Policy Statement

The Board of Directors of Kenneth Gordon Maplewood School is committed to leading a school community that is focused on creating a generous and respectful spirit in the children they educate. *The Community Code of Conduct Policy* outlines the expectations for working and learning together and for resolving conflicts should they arise. The Board expects all members of the community to honour the spirit, vision and values of the school through our daily work with each other and the students. The *Community Code of Conduct* applies to all members of the school community and to all school and school-related events. School leaders, parents/guardians and educators will lead by example, modelling thoughtful, compassionate and exemplary conduct for our students to emulate.

To complete admission to Kenneth Gordon Maplewood School, families shall commit to the Community Code of Conduct as part of the enrollment process. Current families shall review and re-commit to the *Community Code of Conduct* each year at re-registration.

The *Community Code of Conduct Policy* includes the conflict resolution process to follow should a conflict not have been resolved informally. Accountability for individual conduct and commitment to the obligations of community members is contained within the *Code* and provides for a healthy, respectful and vibrant community, focused on the central goal of educating and nurturing children.

Community Code of Conduct

As members of the Kenneth Gordon Maplewood School (KGMS) Community, families commit to honouring the spirit of the KGMS Vision, Mission, Values, and its Community Code of Conduct.

Whether you are in the role of parent, guardian, caregiver, staff member, student or volunteer, and whether you are at school or participating in a field trip or other out-of-school activity, your conduct and the way you relate to others in verbal or written form will reflect on the school and community and our ability to live by the mission and values stated here.

KGMS has developed the following guidelines and protocol to clarify the school's expectations concerning conduct. You are required to read this document thoroughly and

we invite questions and feedback at any time on the information contained therein. The KGMS Code of Conduct is a living document and will be revised from time to time. The policy can be found on our school website and updated regularly.

An essential component of a healthy, respectful, and collaborative community is an agreed-upon format for communication and problem-solving that is respectful and consistent.

Children and students have the right to feel safe at school

Accept that as a parent or legal guardian there may be times when you feel that the actions of another child have infringed the rights of your child.

Approach the class teacher first, if further intervention is required contact the Vice Principal or Principal to seek their intervention in bringing about an equitable and peaceful solution to the situation. If necessary the Head of School may be involved to assist with resolution.

Under no circumstances is a parent or legal guardian to approach another child whilst they are in the care of the school to discuss or chastise them because of their actions toward their child.

Parents are asked to avoid discussing a discipline issue of a particular student with parents or guardians of other students before consulting the classroom teacher.

Children have a different perception of situations

Accept that a child's perception is not the same as an adult's due to developmental maturity and limited life experience.

Listen to and reflect with your child as they tell you their "reality", but remember that others will have a different perception of "reality".

All Community Members

Prepare to actively listen to another's point of view. It may be that the perspective from which you are approaching a situation is foreign to the other party. Each may be equally of value.

Approach the relevant personnel within the school to verify the factual basis of any opinions or rumours you might hear and be a community leader in this process by directing others to do the same.

Attempt to resolve conflict and differences of opinion through calm, direct, respectful dialogue between the parties involved.

All interactions between members of our community must be in keeping with the values espoused by the school through its mission statement, values and policies. Intimidating or threatening behaviour, including disparaging comments either written or verbal, to or about other people, has no place within our community and as such will not be tolerated. Instances of such behaviour must quickly be brought to the attention of the school so a peaceful resolution may be achieved for all involved in the conflict.

Confidentiality of Information

Some information collected from families by the school is considered private and confidential. This information is collected by all schools as a matter of business and it is expected that all community members will abide by the policy to maintain the confidentiality of this information.

Respectful use of contact information, including email addresses and/or phone numbers received from any community member, including administration, staff and/or parents is expected and should follow the procedures outlined below.

Procedures for Communication and Conflict Resolution

To create the safe and supportive environment desired by our community, it is very important that our membership follow correct procedures and best practice guidelines for dealing with conflict.

a) Parent/Teacher Communication

It is of great importance that there is an open line of communication between parents and teachers. This is vital for your child to get the most out of their time spent at school. Please bring any thoughts or concerns to the teacher's attention promptly so that they can use that information for your child's benefit.

As the start and finish of classes are very busy times, please book an appointment outside of these times so that you can have a quality conversation and the teacher can focus on you and your child's needs.

1. If the conflict centres on a classroom issue, the first approach should always be made with the classroom teacher.
2. Should the matter result from a situation arising outside of the classroom, please connect with the classroom teacher first. They will likely have relevant information to share.
3. If a resolution is not reached then it is appropriate to involve first the Vice Principal if your student is in the Elementary or Middle School or the Principal Senior School as appropriate.
4. Unresolved issues may be brought to the Head of School as appropriate only after the Vice Principal and/or Principal have been contacted.

b) Additional Support

If you feel that further help is required or is not classroom-specific, please use the following guide for your communications:

1. Contact the School Level (Junior, Middle, Senior) Vice Principal or Principal first.
2. If additional support is required, then the issue may be escalated to the Head of School who will assist you in seeking additional resources.
3. If further and/or wider review is needed, the issue may be brought to the relevant committee or in the case of an unresolved issue with the Head of School, to the Executive Committee.
4. If after following the outlined process the parties involved have yet to resolve the issue, it may be brought to the Board of Directors.

c) Processes for Appeal

1. An appeal may be initiated by the Head of School or Community Member
2. Contacting the Head of School for a copy of the Conflict Resolution - Appeals Policy.
3. A community member may formalize an Appeal by providing a letter to the Appeals Committee, via the Board Chair boardchair@kgms.ca. Please include a clear outline of your concern, the steps previously undertaken, your preference for communication and the resolution you wish the committee to consider.
4. The information will then be reviewed and you will receive further direction from the committee regarding the next steps.

All concerns will be handled with care and open communication. We follow the concept outlined in the booklet [Procedural Fairness Best Practice Guidelines for Independent Schools](#).

Parking, Pickup & Drop-Off

We wish to create a positive relationship with our neighbours and to avoid having families' cars towed or ticketed. Please be aware of any parking restrictions and signs in our neighbourhood. We appreciate all families complying with drop-off areas in and around the school and any time limits we may set up.

Acknowledgement

As members of the Kenneth Gordon Maplewood School Community, we commit to honouring the spirit of the KGMS Vision, Mission, Values and Code of Conduct. We trust that providing our children the very best of education settings arise from open and respectful communication. We have carefully read the above Code of Conduct Contract and agree to follow the processes and behaviours outlined therein.

We fully understand that KGMS reserves the right to dismiss any student whose conduct, or whose parent, guardian or caregiver conduct, is determined by the Head of School and/or the Board of Directors, in their sole discretion, to be disruptive or detrimental to the learning process and environment at KGMS.

Fundamental Responsibilities

1. Responsible citizenship involves taking part in the civic life of the school.
2. Everyone has a responsibility to promote a safe environment.
3. All members of the school community are to be treated with respect and dignity.
4. Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
5. Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one is permitted to injure another person or threaten to injure another person. This is unacceptable and puts everyone's safety at risk.

Acceptable Behaviour

All school members **must**:

1. Respect the right of others to work in a positive and safe environment that encourages learning and teaching
2. Show respect to all members of the school community (themselves and others) at all times, including by respecting differences of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability
3. Demonstrate honesty and integrity
4. Take responsibility for their actions
5. Show care and respect for school property and the property of others
6. Take the proper steps to help those in need
7. Seek help from school staff, if necessary, to resolve conflict peacefully
8. Clean up after themselves and others both inside and outside the school

Unacceptable Behaviour

School community members **must not**:

1. Engage in any form of bullying, whether it is in person or through technology such as email or cell phones
2. Inappropriate use of the Internet - access is a privilege, not a right and is made available only so long as the account holder abides by the Student Technology Acceptable Use Agreement

3. Possession, use, or distribution of illegal or restricted substances (e.g., alcohol, non-prescribed drugs, etc.)
4. Possession or use of weapons or replicas
5. Libel, slander or defamation
6. Theft of or damage to property.
7. Threaten or intimidate another person
8. Inflict or encourage others to inflict harm, whether bodily or emotional
9. Engage in hate talk or other types of behaviour caused by hate or bias

Consequences

Unacceptable behaviour will result in disciplinary action (consequences and support will be preventative and restorative where applicable), including but not limited to:

1. Parent/Guardian meetings
2. Participating in meaningful consequences for unacceptable behaviour
3. Loss of privileges (e.g. going off school property at recess and lunch, use of technology during school hours)
4. Referral to a school-based team for counselling, behaviour plans, conflict resolution strategies and/or small group mediation
5. Modified academic day
6. Suspension for a pre-determined time
7. No re-registration is offered for the following school year
8. Expulsion for the remainder of the school year

Disciplinary action will be implemented on a case-by-case basis, based on the severity and the frequency of the behaviour, and taking into account the Individual Educational Profile of the student.

Please also review the Schools

School Policies may be found on the [school website](#)

1. Student Discipline Policy
2. Student-to-Student Harassment Policy
3. Discrimination, Harassment, and Bullying Policy

Electronic File Name:	COMMUNITY CODE OF CONDUCT		
Policy Index Page:	Policy Number	Version	Approval Date
	5002	V1.0	September 1, 2023
	5002	V2.0	September 1, 2024

COMMUNITY

POLICY NAME: STUDENT DISCIPLINE POLICY		POLICY NUMBER: 5005
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/09

Policy Statement

A caring and respectful school environment is essential to successful teaching, learning and understanding. In fostering a positive climate that supports learning, we have identified appropriate standards and expectations to guide behaviour. These expectations take into consideration the importance for each student to be an active participant in a safe and caring school community. As such, there is a focus on personal development, social interactions, and community responsibility.

Process & Procedures

Philosophy of Discipline

Our school should be a place where students and staff feel safe, comfortable and confident, thereby creating a climate conducive to optimal learning. To ensure that our standards for behaviour are upheld, all members of the school community should be aware of expectations for behaviour and the consequences of inappropriate activities. While we strive to encourage positive behaviours and attitudes through proactive SEL initiatives, we must also maintain fair and consistent responses to inappropriate behaviour as necessary.

Kenneth Gordon Maplewood School follows the Principles of Restitution and Restoration. The objective of restitution is to create conditions for individuals to identify and repair mistakes to return to the group strengthened. The concepts of restitution restoration are used to restructure away from traditional methods of discipline. Restitution is not retribution (punishment). Restitution provides the KGMS staff with a process to redirect the individual. In the restitution model, the teacher's actions do not diminish the individual. Rather, the staff use restitution as a tool to gain control without sacrificing the self-esteem of the individual. When students understand that the goal of discipline is to strengthen them and teach them, they should no longer be afraid to face their mistakes. They begin to view a problem as an opportunity to learn. (Gossen, Dianne, C. (1996), Restitution: Restructuring School Discipline)

Student Behaviour Response

KGMS staff are part of a multi-disciplinary team that collaborates in the best interests of the students and school community. When a student's behaviour deviates from expected conduct, the school will respond with a set of consequences intended to teach and guide the student to return to the group confident and empowered.

While there are consequences for breaking the rules, the administration of the school always reserves the right to make its own decisions on consequences by taking into consideration factors such as the student's previous history; the seriousness of damage; the attitude of the student since the offence; prior understanding of the expected behaviour; unique strengths and weaknesses of each individual.

General Expectations

It is expected the entire KGMS school community work together to create a healthy, safe, and positive climate. The intent of the *Community Code of Conduct* is to:

1. Encourage socially responsible behaviour resulting in a positive reputation for students and the school community
2. Foster a safe and welcoming learning environment for all members of the school community
3. Communicate behaviour expectations to the school community.

Response Process

1. Responses to unacceptable conduct will be judicious, thoughtful, consistent and fair.
2. The focus of any intervention will be preventative and restorative rather than merely punitive.
3. Wherever possible, students will be encouraged to participate in the development of meaningful interventions through discussion and mediation.
4. Decisions will be made concerning the individual while considering age, profile, maturity and past conduct.
5. Every effort will be made to support students.
6. School administration will make every effort to provide accurate and timely communication to families. At times there may be a delay while we work with students to accurately understand student responses.
7. The School works with both internal and external resources, the police, and other agencies.
8. In extraordinary circumstances, information may be shared with the KGMS community if we deem that the families need reassurance that a serious situation is being addressed.
9. Reasonable steps will be taken to prevent retaliation against the person who reported a Code of Conduct issue.

Student Discipline Procedure

Where an issue involves the potential for disciplinary action, the following additional rules may apply:

1. Parents/guardians will have a full opportunity to be heard by a member of the senior leadership team.
2. The discipline process will be conducted at all stages in a manner, which treats the student with respect and dignity.
3. Any decision of the Head of School or delegate or the Board Committee will be provided in writing to the parent or guardian.
4. The Administrator may determine the disciplinary measures appropriate to the circumstances of the case on an individual basis.
5. The Administrator has the authority to suspend or expel a student in appropriate circumstances.
6. The decision of the Administrator in connection with discipline may be appealable if it is deemed to affect the health, safety or education of a student as outlined in the Appeals Policy.

Electronic File Name:	STUDENT DISCIPLINE POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
	5005	V1.0	September 1, 2023
	5005	V2.0	September 1, 2024

COMMUNITY

POLICY NAME: PARENT ASSOCIATION POLICY		POLICY NUMBER: 5006
CREATED BY: Head of School	VERSION: V2.0	YYYY/MM/DD 2024/07/11

Policy Statement

Kenneth Gordon Maplewood School believes a strong partnership between the leadership of the school and the parent community is an important component in the development and growth of the school. The school has established a Parent Association to further that goal and parents are encouraged to actively engage in the opportunities for community building and school support provided by the Parent Association. The leadership of the Association strengthens the school and is invaluable to the students and parents in the school community. The Association works directly with the Director of Communications and Marketing and reports to the Head of School. The activities and goals of the Association are aligned with the Board's strategic priorities as well as the Head of School's operational priorities. The role of the Parent Association is to;

1. Encourage parent volunteerism,
2. Offer parent education in conjunction with the educational staff,
3. Fundraise for additional student activities, materials and equipment,
4. Organize and host school events to foster community spirit,
5. Advocate for the school in the broader community, where appropriate,
6. Provide support to the Head of School through the consultative process.

Principles & Procedures

The following principles and procedures guide the work of the Parent Association;

1. The committee has Terms of Reference that guide its operation.
2. All members of the parent community at Kenneth Gordon Maplewood School can participate in the activities provided.
3. Executive and Committee members shall come from the parent community of Kenneth Gordon Maplewood School.
4. Leadership and Executives will work closely with other parent leaders in the school community.
5. Executive and Committee members will respect the obligation of confidentiality of information in the school that may be provided or accessed from time to time. The privacy of individuals in the community, including staff

and students is honoured and protected by parent leaders as well as the general membership.

6. The Parent Association will work closely with the Head of School, aligning their direction and goals with the strategic direction of the school.

Electronic File Name:	PARENT ASSOCIATION POLICY		
Policy Index Page:	Policy Number	Version	Approval Date
		V1.0	September 1, 2023
		V2.0	September 1, 2024