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MEDIATED LEARNING ACADEMY – **Absenteeism**

Summary

To clearly establish policy as it relates to student absenteeism.

Policy

If your child will be absent, please call the school between 7:45a.m. and 8:45a.m. Whenever a child is absent, a note from the parent is required to explain the absence. Notes are kept in our files to verify legitimate absence when student attendance is audited. An extended absence for illness should be explained by a physician's letter.

MEDIATED LEARNING ACADEMY – **Accident and Medical Alert Policy**

Summary

To clearly establish policy as it relates to accidents or medical emergencies.

Policy

Accident

- *students are brought to office*
- *Secretary or Administrative Assistant or other available trained personnel to administer first aid*
- *Executive Director or staff assistant drives students to walk in clinic or hospital if indicated*
- *Ambulance is called if indicate, eg epileptic grandma seizure*
- *Parents are notified*
- *Incident report is made*

Medical Alert

- *Teachers and staff have a list of students who present with Medical Alerts*
- *Medical Alerts are specified for each student and relevant instructions provided*
- *Teachers are given training as necessary, eg. How to administer epipen*
- *All medicines are administered through the office with written consent and detailed information kept at the office in a log.*

*MEDIATED LEARNING ACADEMY – **ADMISSION POLICY***

The Mediated Learning Academy (MLA) admits students with a wide variety of barriers to learning.

The MLA is committed to helping students achieve their highest level of potential functioning.

To this end the MLA limits class size to 10 students per class, provides supporting therapy services and Mediated Learning Experience.

Admission to the MLA is based on;

- Available space
- Availability of staff to meet a student's needs, eg toileting for a physically handicapped student
- The effect and accommodations would have on the morale, health and safety of other students
- The cost of accommodation

Each student's application will be assessed on an individual basis for possible admission and possible accommodations. Objective evidence will be used in the evaluation process, e.g. available assessment date and previous school records.

MEDIATED LEARNING ACADEMY – **Bursaries and Grants Policy**

Summary

Keeping with the Mission Statement, Beliefs and history by the Society we believe in making services addressable to all clients who require our services, regardless of ability to pay.

Policy

- Fully paying clients are accepted first
- Some (not all) empty spaces are filled with children whose families need subsidies, leaving space for continuing enrolment (maximum 25%)
- Exceptional circumstances may require discretionary powers on the part of the Board President and the Executive Director

Procedures:

- Parents are made aware that there is a possibility of bursaries, but that there are conditions and a process
- Subsidies are granted on a first come first serve basis if families qualify
- Size of subsidies may vary and is determined jointly by Executive Director in discussion with the Family.

Rationale

Teachers in particular occupy a position of trust and power. In order for trust and power never to be abused, teachers must be cognizant of the pitfalls of their positions. Maintaining personal boundaries helps to safeguard against any possible, even if only perceived, abuse of their unique position.

Teachers should at all times convey the message: I care about you, but I am your teacher, not your peer. (the BC College of Teachers has produced a DVD to help educators understand “boundary violations” that occur when in their words “teachers become too friendly”).

Behavior which according to the college could easily qualify as boundary violations include:

- Becoming too personally involved with students – friend, confidant, surrogate parent.
- Seeing students in private or non-school settings
- Writing or exchanging notes, letters or emails.
- Serving as a confidant with regards to a student’s decision about his/her personal issues.
- Giving gifts or money to students
- Inviting students to one’s home or cottage
- Having students stay overnight in one’s home or cottage
- Driving individual students to/from school
- Giving on student undue attention
- Bring alone with a student with the exception of an emergency situation
- sharing your personal problems with a student
- sharing personal information about a student with a third party
- initiating physical contact
- sharing or soliciting overly personal/private information
- texting or online communication with students on the adults personal email, or being “friends” on a social networking site

Do not provide private contact information to a student, or phone students from outside of school. If a student must have your email address, give them your Board email address, and keep emails on a strictly professional level; deal with academic issues only. If you believe that a message sent to a student could be mis-interpreted, don’t send it.

Never allow yourself to be alone with a student in a closed room. No matter what you say to defend yourself, you will always remain under suspicion even if you did nothing wrong. Keep students out of teacher’s workspaces especially if the door can be closed.

It can still appear inappropriate. If you must be in a classroom with a lone student, sit them near the door, and keep the door open. Make sure they are visible from a hallway or public space.

Never leave students unattended in the classroom, release them early or allow them to leave the school grounds when they are supposed to be in your classroom. You are legally responsible for students during your class time.

Healthy Boundaries for Teachers

1. **Professional behavior is a priority:** Your personal/professional values, rights, and responsibilities are more important than any sense of needing to be liked by others, needing to please others or needing to make a 'good impression'
2. **Use caution with self-disclosure:** as teacher/professional discretion is required regarding what, where and to whom you disclose personal information. Your role as a teacher and the setting are important considerations.
3. **Don't be afraid to correct inappropriate behavior:** Your responsibility as a professional is to model and teach appropriate boundaries.
4. **Do** make sure your room is open and when you are meeting with students, that windows are not papered over, and that all students interactions are in plain view of others to the extent possible.
5. **Don't** become a student's counselor, unless it is your job

While these cautions and suggestions for healthy interactions were written by a Teacher College, they are policy that applies in general to all personnel employed by the MLA. Where grey areas exist with respect to boundary issues, transparency is the best policy: Example; A student is walking in the rain and a teacher picks the student up in his car to offer a ride to school. This is a well-intentioned and caring offer. However it is a potentially problematic situation. The teacher should let the office or administration know immediately upon arrival at school that he picked up the student and why, preferably with the student alongside him/her.

In general the more open (transparent) the interaction the less potential for problems.

With respect to psychologist, counselors and therapists, these policies apply in general but it is recognized that special situations exist due to the nature of their professional responsibilities.

All staff are responsible for recognizing, in themselves whether they are 'at risk' of crossing boundaries and, if they are, of addressing the issue.

Definition of bullying:

(Based on discussion with students and teachers in the elementary school classes)

Bullying is:

- ◆ Passing notes with the intent of making someone feel badly
- ◆ When someone talks about you not nicely
- ◆ Kicking someone smaller
- ◆ Name calling or swearing at someone
- ◆ Threatening someone weaker
- ◆ Putting someone down
- ◆ Drawing nasty pictures of someone
- ◆ Not respecting someone's personal space or differences

The students explained that being bullied made them feel scared, angry, worthless, like you are losing control and wanting to retaliate.

Definition of Bullying:

(Based on discussion with students and teachers in the High School classes)

Bullying is:

- ◆ Insulting someone
- ◆ Name calling or swearing at someone (language can hurt)
- ◆ Physical intimidation or physical violence
- ◆ Taking advantage of an imbalance in power, e.g. picking on weaker individuals where 'weaker' can refer to physical or mental weakness
- ◆ Invading someone's personal space
- ◆ Manipulating others/taking advantage of them
- ◆ Talking down to someone
- ◆ Leaving others out

The students explained that being bullied made them feel mad, upset, and worthless or like nothing (“you want to kill yourself”), left out, annoyed.

High School students suggested the following reasons for bullying:

- ◆ You want to belong
- ◆ You have trouble at home
- ◆ Some might be born bullies

Elementary students suggested the following reasons for bullying:

- ◆ The bully himself was bullied
- ◆ You feel stressed or angry
- ◆ You feel weak and powerless
- ◆ You want friends but don’t know how to get one

Some suggestions offered by the students to deal with bullying:

- ◆ Walk away (may not work)
- ◆ Verbally rebuff the bully
- ◆ Seek teacher help
- ◆ Build a support system
- ◆ Understanding the bully

These insightful student contributions form the basis of the MLA Bullying Policy.

There will be zero tolerance for bullying

Definition:

- ◆ Taking advantage of a weaker individual
- ◆ Deliberately setting out to hurt someone physically or verbally or by non-inclusive action
- ◆ Threats of any kind
- ◆ Invasion of personal space or property

Consequences: (see also Discipline Policy)

- ◆ The bullying behaviour will be identified and discussed with the student as a problem to be solved

- ◆ Solutions will be developed jointly with the student who bullied and the student who was bullied
- ◆ Adults involved in this process may vary, e.g. principal, teacher, executive director, parent
- ◆ Bullying behaviour will be dealt with more severely when it recurs, e.g. finding a suitable consequence mutually agreed upon and what will involve parents
- ◆ Re-occurring bullying may result in suspension of the bullying student

MEDIATED LEARNING ACADEMY - **Canon of Ethics for OT, PT and SLPs (the staff)**

1. Staff are required to meet national membership requirements and/ or provincial registration
2. Staff must not attempt to provide services for which they have not been adequately prepared, nor may they misrepresent their training or competence
3. Staff is responsible for all duties they delegate to personnel under their supervision and such duties must not contravene this Canon of Ethics
4. Staff must not discriminate on the basis of race, religion, gender, sexual preference, marital status, age or disability in their professional relationships with their colleagues or clients. They may, however, decide to limit their area of practice according to their expertise
5. Staff will respect the intrinsic worth of clients and act to ensure through reasonable advocacy and other intervention activities that their dignity, individuality and rights are safeguarded. Staff will not exploit relationships with clients, supervisors, students, employees or others in any manner. Staff will not condone nor engage in sexual harassment
6. Staff should assist in the education of the public in matters lying within their professional competence
7. Staff must not exploit those services professionally by:
 - a) providing unnecessary or futile services including administering unnecessary assessment/ diagnostic tests, accepting persons for services where benefit cannot reasonably be expected to accrue and continuing treatment where benefit cannot be reasonably expected
 - b) guaranteeing the results of professional consultative or therapeutic procedure, directly or by implication. This rule does not prevent the staff from providing a reasonable statement regarding prognosis
 - c) prescribing prosthetic or augmentative devices where benefit cannot reasonably be expected to accrue
8. Staff must utilize every available resource by initiating appropriate referral to other professionals whose knowledge may contribute to the diagnosis, assessment and/ or treatment of those served
9. Staff unable to examine or treat a person promptly shall provide that person with information regarding other sources of assistance
10. Staff must take every precaution to avoid injury to those served professionally

11. Staff shall provide to each client reasonable information regarding the nature and treatment of the client's disorder and the professional services that the staff has provided or proposes to provide to the client
12. Staff shall not give information concerning a client's condition or any professional services performed for the client to any person other than the client without the consent of the client or his/ her legal guardian/ representative unless required to do so by law. Case material, case records or audio-visual material shall not be used in teaching or mass media communication in a way as to permit identification of those served, without the written consent of those served or their legal guardians/ representatives. Where appropriate, identifying information will be eliminated
13. Informed consent is required from the parent/ guardian for the provision of direct services by staff to children under the age of sixteen years and clients who are not competent to act on their own behalf

DUTIES AND RESPONSIBILITIES OF THE PROFESSION

14. Staff must not accept compensation in any form for making or accepting a referral
15. Staff must not engage in a conflict of interest which includes
 - a) using inaccurate or misleading means to promote the sale or distribution of a particular product or service
 - b) accepting gratuities in the form of gifts, travel or expense payments which are contingent upon product sales/ promotions from manufacturer or dealer of professionally related products
 - c) willfully selling inferior or unnecessary products or by charging exorbitant fees for products
16. Staff must not advertise in such a way that commercial notices mislead the public, misrepresent the profession, depreciate the skill of other professionals or in any way violate the Canon
17. Staff should establish harmonious relations with members of other professions, endeavoring to inform others concerning the services that can be rendered and in turn should seek information from members of related professions
18. Staff must not dishonor the reputation of the professions by:
 - a) disparaging the skill, knowledge or services of the profession
 - b) nullifying professional contractual agreements without just cause
 - c) failing to freely accept the self-regulation of the professions
 - d) failing to observe the Laws of the Land

19. Staff should seek to advance services for individuals with learning challenges and assist in establishing high professional standards for such programs
20. Staff shall be responsible for ensuring that research protocols respect the rights of research subjects and are in compliance with standards accepted by the scientific community:
 - a) staff shall obtain informed consent from research subjects prior to their participation in research studies
 - b) staff shall ensure the confidentiality of research participants and obtain written consent prior to releasing any identifying problem
 - c) staff will first communicate with associates, through recognized scientific channels, the results of any research or development in order that those associates may establish an opinion of its merits before it is presented to the public
21. Staff have the responsibility to advise and cooperate with the Board of Directors regarding instances of violation of the principals incorporated in the Canon

MEDIATED LEARNING ACADEMY – Case Assignments to Therapy Aids

This document is to clarify roles, responsibilities and expectations for a therapy aid working under the supervision and direction of either a occupational therapist or physiotherapist at the mediated Learning Academy. The supervising therapist is responsible for the program carried out by the therapy aid.

Therapy Aid;

- Acknowledge accountability to the therapist in completing the task as explained and documented by the therapist
- Works to maintain a relationship based on mutual trust and respect with the supervising therapist
- Understands the limits of his/her role and responsibilities
- May not discuss the therapy program with the client's family. Must refer client or family to the supervising therapist
- Is provided with appropriate training and support in order to be able to execute specific tasks that have been designated by the therapist
- Provides service safely and efficiently
- Receives supervision at the discretion of the supervising therapist or as the therapy aid requests. The therapy aid will be monitored to ensure designated tasks are performed.
- Understands how to contact supervising therapist, particularly in case of emergency
- Works within the scope of personal abilities and limitations within the boundaries set by the therapist
- Designated tasks may only be changed or modified by the supervising therapist. The therapy aid must provide the therapist with observations relating to the assigned tasks.
- Exercise discretion in terms of day to day changes that may affect a child's ability to participate in the program on any given day. This information must be reported to the supervising therapist for appropriate modification.
- May record observations relating to the assigned activities. These observation notes should be signed.
- Confidentiality of the client is maintained at all times. The therapist will only disclose information about the client that is relevant to the assigned task.

Supervising Therapist

Therapists are responsible in following the Code of Ethics and Practice Standards required by their regulating bodies. They may not assign the following tasks to a therapy aid:

- Interpretation of referrals, diagnosis or prognosis\performance of assessments or evaluative procedures
- Interpretation of assessment findings
- Discussion of therapy, diagnosis or treatment rationale

- Planning or initiating therapy treatment goals or programs
- Tasks requiring a therapist's clinical judgment
- teaching of assigned task to another person or using the assigned task with another person.

MEDIATED LEARNING ACADEMY – CELL PHONE POLICY

It is in the best interests of students and the teaching environment that students not carry cell phones while at school.

POLICY

- Students are not permitted to have a cell phone on their persons during school hours
- If cell phones are required before or after school, they may be left at the office for safekeeping during the day

PROCEDURES

- A letter stating this policy will be sent to the parents at the beginning of every school year
- Students with valid need to make a phone call will be allowed the use of a school phone during school hours.

MEDIATED LEARNING ACADEMY – **Child Abuse Reporting Policy**

Summary

A policy to be followed by all employees and administrators in reference suspected or alleged child abuse,

Policy

Immediately consult administration : Principal or Director

Administration and teacher will make decision to call or not to call

If unsure of direction to take, refer to comprehensive suspected abuse or neglect manual located in Director's office.

Checklist for Reporting Alleged Child Abuse

When calling the Ministry of Social Services to report a suspicion or disclosure of alleged abuse, be sure to have the following information with you by the telephone:

Information about Student

- Student's name and address (previous surnames, if any)
- Gender
- Date of birth
- Language spoken
- Special needs of student, if any (i.e. hearing impaired, mentally disabled, etc.)
- Siblings' names, ages and schools
- Name(s) of parent(s)/ guardian(s), address and phone numbers (both home and work)
- Language spoken by parent(s)/ guardian(s)
- Time student usually arrives at school
- Time student usually leaves school; if student is picked up, when and by whom

Your Concerns

- Description of the incident, situation, statement, behavior, and/ or physical symptoms, which lead you to suspect abuse, including dates and times these were evident
- If student disclosed abuse, the nature and circumstances of the disclosure and the student's statements
- Name of student's social worker if applicable

Initial Contact with Family and Child Services Office of Ministry of Social Services

When contacting the Ministry of Social Services district office closest to the student's residence, make not of:

- The phone number of the Ministry of Social Services office
- The social worker's name
- The action proposed by Ministry of Social Services, including when the parent(s)/ guardian(s) will be contacted and whether the student will be interviewed in the school. If an interview will take place at school, ask who will be interviewing the student and when this will occur.

Do not contact the student's parent(s)/ guardian(s), this is the responsibility of the investigating social worker.

Follow-up Contact with Ministry of Social Services

As a follow-up procedure, obtain and record the following information:

Professionals Involved

- Ministry of Social Services' office and phone (if different from above)
- Social worker's name and date of contact
- Whether the police were contacted and police file number

Status of Student

- Whether the student is now in the custody of another person
- Address and phone number of the person who has custody
- Whether the student will be returning to school and when
- Whether the student will be attending another school, name, address and phone number of that school
- Name of person(s) the student can be released to
- Name of person(s) the student cannot have contact with
- Name and phone number of agency, organization or therapist, if the student has been referred for treatment and when the treatment will begin
- Any other relevant information regarding the student's attendance, performance and well-being at school

Procedure

Common Practice:

- Administration is consulted
- When warranted, Ministry Guidelines are followed

Considerations when arriving at a decision:

- Is there immediate danger to the child? e.g. marks left on the child indicate a violent attack
- How does the child present cognitively? e.g. is the child prone to stories? Is the child able to express accurately? Does the child's story remain consistent? Does the child comprehend what he is saying? Does the child seek attention?
- Is there visible evidence on the child? e.g. bruising, marks, strapmarks
- Is this the first time any bruises, marks etc. were seen?
- Is there a past history in the family?
- Is the child volunteering information or responding to probing/ questioning?
- Does the child generally exhibit any of the following behaviors: aggression towards self and others, flinching when someone tries to touch the child, does not like to be touched, fearfulness, withdrawal?

Key thoughts:

- Obvious immediate danger requires prompt action
- Restraint of impulsivity: e.g. consultation with more experienced others, e.g. administration
- "Just a minute. Let me think"
- Overzealous reporting when there was no basis can result in tremendous upset and damage both to the child/ parent relationship

Key words:

- Weigh, consult, act with forethought, there will be an "aftermath". Be sure that you are prepared for that.

*If after due consideration and consultation there is sufficient evidence to proceed, follow guidelines available in the **OFFICE POLICY MANUAL**.*

MEDIATED LEARNING ACADEMY – **Conflict of Interest**

Summary

Any possible conflict of interest on the part of a Director shall be disclosed to the Board. When such interest becomes a matter of Board action, such Director shall not vote or use personal influence on the matter, and shall not be counted in the quorum for these decisions at a meeting at which Board action shall be taken on the interest. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Policy

1. Before any meeting of the Board of Directors, an agenda be circulated to each Director, with agenda items specified with sufficient detail in order to permit the Director to identify possible conflicts of interest;
2. Prior to the commencement of any substantive business at the Board meeting, the Chair of the meeting shall provide an opportunity for the Directors to declare any conflict of interest regarding specific agenda items;

(Alternative)

A Director with a conflict of interest shall declare the same in writing to the Secretary/ Chair of the meeting at least two days prior to the said meeting attending

3. Full particulars of any such disclosure to be noted in the minutes of the meeting;
4. If a Director has disclosed a conflict of interest regarding an agenda item, that Director shall be asked to leave the meeting room when the Board reaches that agenda item. The Director's departure from the meeting room shall be noted in the minutes and there shall be no discussion of that agenda item by the Board until the Director has left the meeting room;
5. Following completion of the discussion by the Board of that agenda item, the Director shall return and the return shall be noted in the minutes;
6. No Director shall discuss that agenda item with the Director who has disclosed a conflict, whether at the Board meeting or outside the Board meeting, before or after the meeting.

MEDIATED LEARNING ACADEMY – **Course Challenge Policy**

What is Challenge?

Challenge is undocumented demonstrated prior learning. Students are entitled to use Challenge to receive credit for Ministry-Authorized or Board/Authority Authorized Grade 10, 11, or 12 courses.

Prior to engaging in a Challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency.

A student can challenge a course if he/she:

- is enrolled at the Mediated Learning Academy
- has not previously completed the course
- can give evidence that they will be able to challenge the course successfully

In order to receive credit for a course that does not have a required exam, a student must:

- Obtain at least a c- (50% minimum) grade/score in the challenge course assessment

In order to receive credit for a course that has a required exam, a student must:

- Complete a challenge process through the school district and have a passing school percentage reported to the Ministry; and
- Write the provincial exam at one of the scheduled exam times set by the Ministry; and
- Obtain a final mark in the course of at least a C- (50% minimum) based on the combination of school mark (based on the challenge) and exam mark. The minimum passing score is the same as for students enrolled in the course.

MEDIATED LEARNING ACADEMY – **Criminal Record Check Policy**

- All personnel are required to undergo a criminal record check through the Solicitor General's office prior to working at the Mediated Learning Academy or the Variety Learning Centre
- All volunteers must have criminal record check on file before they are accepted as volunteers
- Criminal record checks must be undertaken every 5 years through the Solicitor General's Office
- In the event of an unsatisfactory Criminal record check, the prospective employee or volunteer cannot be engaged as an employee or volunteer. The existing employee or volunteer must be dismissed

Passed Oct 23, 2007

- MEDIATED LEARNING ACADEMY – **Discipline Policy**

Summary

Policy

The aim of the school is to encourage the development of self-discipline. Students are expected to behave in a reasonable and responsible manner. Incidents of unacceptable behavior will be dealt with promptly.

Expectations for students are consistent but consequences may vary depending upon age of the students, the offense and the circumstances.

The monitoring of unacceptable behavior is primarily the responsibility of the teacher directly involved with the student/s.

He/ she will take whatever steps are deemed necessary to deal with the specific situation in a manner most suitable for the individual concerned.

If the teacher cannot effect a change in the student's pattern of behavior the student will be referred to the principal or vice-principal.

You, as parents, may have been contacted prior to such referral; however under most circumstances, at this stage, the principal will report the matter to you either verbally or in writing.

You will be asked to cooperate with the school in finding ways to encourage the student to behave in a reasonable manner.

If, together, school administration and parents, are unsuccessful in altering the behavior pattern you may be asked to withdraw the student from school for a specified period of time.

In certain cases, for example: fighting; theft; vandalism; willful disobedience or disrespect; purposeful, serious injury to the character or person of other student, the principal will suspend a student. In this event parents will be notified as soon as possible.

If the principal concludes a student's behavior may warrant expulsion, the Education Committee will meet to consider such action.

MEDIATED LEARNING ACADEMY – **Disputes and Appeals Policy**

Summary

The Appeals Policy has been established to provide parents and school personnel with a forum to reach workable solutions to problems when they arise.

Policy

In case of a dispute, the parent must follow the procedures set forth below.

Procedures:

- In case of a dispute, the parent makes an appointment to see the teacher to obtain the teacher's input with a view to arriving at a satisfactory understanding or agreement
- If this cannot be achieved between the parent and teacher, the parent is free to make an appointment with the principal
- In case that there still is not an agreement, the parent may seek an appointment with the Executive Director of the governing body, the MLE Training and Research Society. They may at this point request a hearing by the Board of Directors of the Society

The Board of Directors of the Society shall be the final authority in cases of dispute

MEDIATED LEARNING ACADEMY – **Dress Code Policy**

Summary

To establish a policy for school uniform.

Policy

Dress Code

- School tunic or kilt
- Khaki pants
- White/ Navy shirts or turtlenecks
- Navy blue dress shorts or culottes
- School sweater – choice of vest, fleece or cardigan
- Socks/ leotards: navy blue

For Physical Education Classes (grades 2 to 7) and Sports Teams:

- School navy blue shorts
- School T-shirts
- Proper running shoes

Please remind students to wear their clothing with pride! Wear clothes that are clean and in good repair. Shirts/ blouses should be tucked in. Hats are to be removed when entering the school.

1. When in school, jackets and other non-school clothing should be removed.
2. Students may wear minimal make-up and coloured nail polish at school.
3. Earrings should be small (i.e. studs) that do not dangle below the ear (and that do not pose the risk of getting snagged on clothing or during P.E.)

All students must have the proper gym strip and runners for every class and every event. **Remember that clothing and supplies should be labeled with your child's name.**

We thank you for ensuring that your child is wearing the correct dress code. If your child is not dressed in accordance with the dress code, you will be notified by the school.

MEDIATED LEARNING ACADEMY – **Dress Code Conformity Policy**

Premise: Parents know when they enroll their children at M.L.A. that this is a school requiring the wearing of uniforms.

1. Students must at all-time wear proper uniform. Hoodies are outer wear and must not be worn inside of school to conceal the uniform. Hoodies are the exception
2. Students will receive up to a maximum of 3 'in house' warnings.
3. After the above warnings and no change in uniform, the parent will receive a formal letter about the uniform issue in question
4. If after the 3 warnings and the letter to the parents the uniform is still not worn, a meeting with the parents will take place with a view to finding an appropriate solution, which in the worst case scenario may be suspension.

MEDIATED LEARNING ACADEMY – **Earthquake Procedures**

Safety Procedures

At the time of registration you filled out an emergency form. It is imperative that you keep this record updated. In the event that grandparents or neighbors move, change phone numbers, or you yourself change work place/ phone numbers, please inform the school secretary, in order to update our file.

If you discover your child develops an allergy, this also needs to be added to the medical record file.

Similarly, if you will be away on holiday and your child/ren will be staying with friends or relatives, please give us the alternate phone number, address and name of the guardian for that period.

Regular fire drills and earthquake drills are held to give children safety routines for school and to reinforce safety plans you have discussed at home.

Earthquake Procedures

Do not telephone the school – if an emergency has occurred, the telephone lines will be needed for the emergency.

In the event that an emergency incident occurs and evacuation of the school is required:

- Child/ren will be released to parent or designated alternate caregivers only
- Report to the Release Station (either on the playground or in the building), which will be indicated by a sign "**Release Station**"
- Be patient and calm – releasing students will take time
- The Release Station staff members will send a runner to bring you your child/ren to you. In case of an injured child, the parent or designate will be taken to the child. If more than one child is at the school, all will stay in the assembly area until the parent and injured child are ready to leave the grounds

When reunited with your child/ren, a Release Station staff member will require your signature on a Release Form

MEDIATED LEARNING ACADEMY – **Employee Evaluation Criteria**

Summary

To establish a procedure whereby an employee wanting or an administrator requesting an evaluation of an employee and how this will occur.

Policy

Frequency of Evaluation

1. Evaluation pursuant to this Article will occur when:
 - a) An employee requests an evaluation
 - b) An administrator decides to evaluate the work of an employee

Evaluation Criteria

The following criteria shall apply to the evaluation of employees. It is understood that the evaluator may provide supplementary material to the employee(s) to explain his/ her expectations more fully.

1. The employee seeks knowledge of the social, emotional, intellectual, cultural and physical characteristics of the pupils whom he/ she teaches with the objective of furthering their educational growth.
2. The employee:
 - a) Plans with definite purposes and clear objectives in mind
 - b) Communicates these purposes and objectives to the students
 - c) Establishes appropriate procedures for assessing, recording and reporting pupil performance to parents
3. With due consideration for individual differences, the employee works to involve students in experiences and activities designed to develop skills and stimulate thought.
4. The employee uses instructional techniques that promote questioning, speculation and originality.
5. The employee works at keeping his/ her knowledge current and his/ her teaching techniques effective in the subject areas he/ she undertakes and agrees to teach.
6. The employee practices classroom management suitable to the growth and development of the pupil.
7. The employee as a member of the staff participates in the development and implementation of the philosophy and practices of the school and works in cooperative ways with colleagues to promote the welfare of pupils.

8. The employee fosters a climate of mutual respect between himself/ herself and his/ her pupils.

9. The employee:

- a) Seeks to involve parents in the educational process
- b) Gives and obtains information that assists in the development of the pupils

10. The employee cooperates with colleagues and associated personnel in utilizing existing educational services and resources for the benefit of the pupils.

11. The employee, at appropriate times, reviews with colleagues, students and their parent the practices employed in discharging professional responsibilities.

Procedure

1. The employee shall receive at least ten (10) days notice that he/ she will be evaluated. The employee shall be informed at the time of notice of the evaluation criteria in the Agreement.

2. The evaluation shall be based on the evaluation criteria and shall include a reasonable number of personal observations (minimum of two (2)), which reflect the employee's assignment. The observation period may not commence prior to October 15 and the employee must receive the completed evaluation no later than May 31 of that school year.

3. All formal reports on the work of an employee shall be in writing and shall be copied to the employee.

4. Prior to the first formal observation, the evaluator shall give, and clarify the evaluation criteria with the employee.

5. Prior to the first formal observation, the employee and evaluator will set evaluation times that are mutually agreed upon.

6. After each formal observation:

- a) The evaluator shall, within a reasonable number of school days, discuss his/ her observations with the employee, including any positive comments and/ or areas requiring improvement
- b) The employee shall be provided with a copy of the observer's comments
- c) Constructive suggestions and/ or offers of assistance for improvement, as deemed necessary, shall be made in writing to the employee

7. At the request of the employee or the evaluator, any concerns may be reviewed prior to the next observation.

8. The employee shall be given a draft of the summative report of his/ her performance within two (2) teaching months of the date of the first formal observation.
9. Within seven (7) days of receipt of the draft report, the employee shall have the right to meet with the evaluator to make comments, suggest changes, or point out alleged errors. The employee may be accompanied by a representative of his/ her choice.
10. The final report shall be filed in the employee's personnel file in the office. A copy shall be given to the employee at the time of filing.

Procedures When a Report is Less Than Satisfactory

1. Where the summative report concludes that performance is "less than satisfactory" it may contain comments on areas requiring improvement only if those matters have been discussed and mentioned in writing after previous observations.
2. Where an employee receives a less than satisfactory report, the employee shall, be asked to remedy the areas that were less than satisfactory within the time frame specified by the observer.

Dismissal for Less Than Satisfactory Performance

1. The school authority may dismiss a teacher when there has been no resolution after a less than satisfactory report, and subsequent issues have not been addressed by the teacher after discussion and re-evaluation.
2. When the Board dismisses an employee pursuant to this Clause, the employee shall be given thirty (30) days' notice., except in the case of just cause per BC Labour Standards Act,

MEDIATED LEARNING ACADEMY – **Exclusion of a Student from the Classroom**

Rationale:

Excluding a student from a classroom is a serious decision, even more so in a school that practices meditational intervention. It may however, be necessary on occasion to exclude a student, e.g. When a student is unable to self-regulate sufficiently to receive mediation at a given moment, or if there is a safety concern.

Rules:

- The teacher and only the teacher is ultimately responsible for removing a student from the classroom
- The student must be monitored by someone when not in the classroom

Exception to the Rule

A Special Education Assistant assigned to a particular student may on occasion decide with the teacher's understanding that a student needs a break or a quiet place to work or a private place to talk.

If a parent questions any incident of exclusion, the teacher will be responsible to the parent and administrator for decisions that were made.

MEDIATED LEARNING ACADEMY – **Field Trip Policy**

Summary

To establish a policy as it relates to student attending out of school sanctioned field trips.

Policy

Field Trips

Field trips related to curriculum studies are seen as an integral component of a good education. All activities outside of the school area will be closely supervised by teachers. A child must have the written consent form a parent or guardian in order to participate. All information, including time and place will be provided in a note from the school prior to any such event. For field trips all students are required to be in dress code unless otherwise informed by the teacher. It is expected that students leave from the school and return to school from field trips. Any changes in the driving list must be arranged with the classroom teacher prior to the day of the trip.

As these are school functions, a designated number of parent supervisors will be required. Teachers will do their best to ensure that parents have an equal opportunity to be field trip helpers. They will take only the number of parents required for effective supervision and transportation.

Field trip protocol / Check list

1. Prior to booking, all field trips must be authorized by the school administration based on information about safety and appropriateness of field trip site, such information must be supplied by the teacher. All field trips are subject to administration approval.
2. Field trip dates must be written on the office calendar.
3. Teacher to collect the money for trip and pay for the trip, using the collected money. If a cheque is required from the office, at least one day's notice is required.
4. All field trip forms to be filed with the office on day of trip.
5. If the student does not have a filed trip form with a parent/ guardian signature, the student will not be allowed on the trip.
6. Teachers to take sealed envelopes with medical information/ emergency contact information on the trip. Please obtain from secretary on the day of the trip.
7. Insurance covers drivers who drive students on the field trip.
8. Please ensure there is appropriate number of supervisors on the field trip. For younger divisions this may be a one-to-one ratio. Administration will be the final authority with respect to the appropriate adult to pupil ration for your class.
9. The school does not have a cell phone. Please try to ensure that at least one person per trip has one handy.
10. Please ensure that students requiring medication have the medication with them.

Upon return to school, please return sealed envelopes to the office.

NOTICE TO TEACHERS;

TEACHERS MUST BE FAMILIAR (HAVE VISITED) THE PROPOSED SITE OF THE FIELD TRIP AND HAVE ASSESSED IT FOR SAFETY AS WELL AS ACCESIBILITY FOR HANDICAPPED STUDENTS PRIOR TO SEEKING PERMISSION FOR ORGANIZING TRIP.

MEDIATED LEARNING ACADEMY – **Individual Education Plans (IEP) and Case Management Plans (CMP)**

Summary

The school must have a policy in reference how to complete student IEP and CMP for ministry.

Policy

To accept as school policy BC Ministry of Education guidelines

Note

#3..... A thorough review of the plan shall be completed twice a year.

Modified to

In view of the large number of IEPs in our small school, it may not be possible to review each IEP twice a year. After completion of an IEP, the document will be in the classroom serving as a guide to the teacher. If a review is appropriate within the year, the teachers will request a meeting. If a parent wishes a review, the parent may request a meeting. In all other cases, the IEP will be reviewed the following year.

MEDIATED LEARNING ACADEMY – **Hiring Practices**

- Positions are advertised on appropriate websites, or in newspapers or professional publications
- Prospective employees are interviewed by the Principal and/or Executive Director of the Society sometimes in conjunction with a Board member.
- The Executive Director makes recommendations to the Board of Directors
- The Board of Directors approval is required for the hiring of an employee
- For an employment contract to be valid, a criminal record check must be conducted (per policy), confirming that a criminal record does not exist for that employee.

MEDIATED LEARNING ACADEMY – **Human Resources Policies**

The Board of Directors recognizes that a dynamic and efficient staff dedicated to their work is necessary to maintain and constantly improve the Society's educational program. The Board is interested in the employees as individuals and recognizes its responsibility for promoting their general welfare.

The Board is committed to assembling a highly competent, well-trained staff, able to fit each discipline and responsibility into balanced, well-run programs.

The Society's specific personnel goals are:

- To recruit, select, retain and promote the most suitable people to staff the operations
- To develop and manage a staff compensation program that will be fair and rewarding to all employees
- To provide a professional growth program for as many employees as possible in order to improve their performance and their chances to grow in their work
- To devise an evaluation program that will contribute to the improvement of performance
- To develop the quality of human relationships necessary for high staff morale and performance
- To use staff talent as effectively and economically as possible for the overall benefit of the Society
- To ensure that personnel functions as listed above are undertaken in keeping with the Society's commitment to equal employment opportunity
- To ensure a non-sexist, non-discriminating environment

Current Practices

- Written job descriptions for all staff positions are maintained and updated annually
- The job descriptions specify the academic and experiential qualifications required for a staff position as well as the duties and responsibilities of that position
- Credentials are verified
- The qualifications specified in the job descriptions are essential for meeting assigned duties and responsibilities
- The qualifications of the staff are consistent with the goals of the program
- Staff size is adequate to serve the program's clientele. This may be determined by the length of time a client waits for service
- All employees and volunteers undergo criminal record checks. Section 13 of the Human Rights code will apply
- For each employee there shall be one file maintained at the office and shall only contain material relevant to employment
- An employee has the right to review his/ her file

- Training for employees and volunteers is provided as needed, e.g. confidentiality, health and safety, emergency preparedness
- Staff is evaluated once a year in accordance with evaluation guidelines on file
- Grievance procedures are on file

Movies

1. Movies should be shown to students in the classroom primarily for educational purposes. If there is another purpose, such as a movie being shown for entertainment, it must be approved by the principal.
2. All movies must be appropriate for age level, e.g.

G Rated is fine for all

PG must be approved by administration and note sent home

PG 13 means just that; 13 years is restricted to high school, pre-approved by administration, note to parent

Over PG 13; not even to be considered.

3. All movies must be known to the teachers prior to showing so that exposure is known to be appropriate
4. If at all possible parents should have prior knowledge of movies shown for a number of reasons:
 - They can preload content
 - They can discuss and assist in the understanding and interpretation of content
 - They have the option to ask that their child be excused from exposure to a particular movie.

Documentaries

The assumption when viewing a documentary is that it is a factual presentation. However even with factual presentations, appropriateness is a serious concern. Children may not be ready cognitively or emotionally to be exposed to some factual information.

Therefore the same policy as above, apply!

Internet/Computers

At no time are children to use computers in the school unsupervised
Computers will have passwords. Children should only use accounts assigned to them.

MEDIATED LEARNING ACADEMY – **Implementation of Hallway Rules**

1. We will remember the rules
2. We will be respectful of Hallway monitors
3. Hallway monitors will open second floor outside door at the end of breaks
4. Hallway monitors have the authority to enforce rules and ask administration for help with “noncompliance”

NATURAL CONSEQUENCE OF NONCOMPLIANCE

Noncompliance or disrespect will result in loss of the break. The break could instead be spent on a chair in the office.

MEDIATED LEARNING ACADEMY – **Notification of sickness**

Summary

To establish policy for notification of student illness.

Policy

The school needs to be notified immediately when children have communicable diseases such as pink eye, chicken pox, measles, mumps, etc.



September 15, 2005

**PERSONAL INFORMATION PRIVACY POLICY
FOR EMPLOYEES AND VOLUNTEERS**

of

Mediated Learning Academy

550 Thompson Avenue, Coquitlam B.C., V3J 3Z8

Independent schools in British Columbia are invited to adopt or adapt some or all of this sample policy. This policy document is not legal advice, but is intended to assist members in complying with the requirements of the Personal Information Protection Act (British Columbia).

Issued by FISA March 2004

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September 15, 2005

Mediated Learning Academy

PERSONAL INFORMATION PRIVACY POLICY FOR EMPLOYEES AND VOLUNTEERS

The School's Commitment to You

Safeguarding personal information of employees and volunteers is a fundamental concern of **Mediated Learning Academy**. The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of **Mediated Learning Academy** regarding the collection, use and disclosure of personal information about employees and volunteers, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Mediated Learning Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Personal Information Privacy Policy can be found in the [Staff Manual/Policies and Procedures Manual] of **Mediated Learning Academy** or is available from administration. This Personal Information Privacy Policy may be supplemented or modified from time to time.

Ten Privacy Principles

As part of **Mediated Learning Academy's** commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the *Ten Privacy Principles* and provides further details regarding **Mediated Learning Academy's** compliance with the principles.

Definition

In this Personal Information Privacy Policy, the following term has the meaning 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 from a public registry.

Principle 1 - Accountability

Mediated Learning Academy 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.

You may contact our Privacy Officer as follows:

| Mediated Learning Academy | |
|----------------------------------|-------------------------------------|
| Attention: | Ingrid Jeffrey |
| Address: | 258 Chestnut Place, Port Moody B.C. |
| Phone: | 604-461-7937 |
| Fax: | 604-931-5155 |
| Email: | info@mediatedlearningacademy.org |

Principle 2 - Identifying Purposes

What Information is Collected, Used and Disclosed?

Employees

Mediated Learning Academy collects, uses and discloses personal information about employees in order 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 **Mediated Learning Academy**:

- 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;
- payroll and related information including, social insurance number, rate of pay, hours of work, deductions, bank account information, any court orders;
- benefit information including social insurance number, premiums or contributions, coverage information, date of birth, marital status, dependent information, medical information;
- performance information, including work history, performance reviews, discipline and related notes and memorandums, documentation related to job qualifications (professional or technical qualifications), internal competition information;
- other personal information as required or permitted by law.

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

Volunteers

Mediated Learning Academy collects, uses and discloses personal information about volunteers for the purposes of recruiting volunteers and 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 **Mediated Learning Academy**:

- information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;
- 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);

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

[NOTE: Add one or more of the following, if applicable:

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 and newsletters, and websites.

Computer use and e-mail are monitored in accordance with the [Computer, Internet and/or Email Policy as applicable] and personal information is collected in the operation and maintenance of these systems.

Personal information about employees and volunteers may be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.]

Principle 3 - Consent

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. In determining whether consent is required and, if so, what form of consent is appropriate **Mediated Learning Academy** will take into account both the sensitivity of the personal information and the purposes for which **Mediated Learning Academy** will use the information. Consent may be express, implied (including through use of “opt-out” consent where appropriate), or deemed.

Most personal information is collected, used and disclosed for the purposes of establishing, managing and terminating the employment or volunteer relationship. In most cases, consent is not required. In other cases, consent will be sought or implied where it is reasonable to do so.

From time to time **Mediated Learning Academy** may advise employees and volunteers of other purposes for which it will collect, use or disclose personal information, in which case the school will, if appropriate, obtain consent for collection, use or disclosure of that personal information.

Principle 4 - Limiting Collection

Mediated Learning Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 - Use, Disclosure and Retention

Mediated Learning Academy 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.

How is Information Used?

Personal information about employees and volunteers is used for the purposes identified under Principle 2.

If for any reason personal information is required to fulfill another purpose, the school will notify the employee or volunteer of that purpose.

Mediated Learning Academy may use anonymous information, such as information collected through surveys or statistical information about employees and volunteers to improve the school's operations.

When May Information be Disclosed?

Mediated Learning Academy 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.

Personal information about employees is disclosed to third parties for purposes related to the employment relationship, including to:

- government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education;
- payroll outsourcers;
- financial institutions for payroll related purposes;
- insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;
- teacher certification information as per form I-2001 filed with the Ministry of Education;
- advisors to **Mediated Learning Academy** including accountants, lawyers and consultants;
- **[foundations / any related entities]** of **Mediated Learning Academy** as reasonably required by the operations of **Mediated Learning Academy** and the **[foundation and related entity]**;
- when required or permitted by law.

[NOTE: The above list should be reviewed to ensure disclosures are applicable. All disclosures of personal information about employees and volunteers should be listed.]

Personal information about volunteers may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected. Information may also be disclosed when required or permitted by law.

[NOTE: The above list should be reviewed to ensure disclosures are applicable. All disclosures of personal information about volunteers should be listed.]

The school does not sell, lease or trade information about employees and volunteers to other parties.

Outside Service Suppliers

At **Mediated Learning Academy**, the school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market research or data processing. **[For example, the school gives its yearbook publisher the information required to produce the annual yearbook.]** Suppliers of specialized services are given only the information necessary to perform those services, and **Mediated Learning Academy** 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.

Restricting Sharing Information

If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time 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.

Principle 6 - Accuracy

Mediated Learning Academy will take appropriate steps to ensure that personal information collected by **Mediated Learning Academy** is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed. Employees and volunteers are responsible for providing up-to-date personal information to the school.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to **Mediated Learning Academy**, request that **Mediated Learning Academy** correct an error or omission in any personal information that is under **Mediated Learning Academy's** control and **Mediated Learning Academy** 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

Mediated Learning Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

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

An employee's failure to abide by school policies may result in discipline, up to and including termination of employment. A volunteer's failure to do so may result in termination of the volunteer relationship.

Employee Files

Employee files are stored in secured filing cabinets. Access to personal information is restricted to authorized employees who have a legitimate reason for accessing it.

Electronic Security

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

Mediated Learning Academy 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 with respect to the school's privacy policies or practices to the Privacy Officer of **Mediated Learning Academy**.

Principle 9 - Individual Access

Mediated Learning Academy 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 in accordance with the law.

How May I Access My Personal Information?

An employee or volunteer may access and verify any personal information with appropriate notice so that the office is able to supply the information required.

Principle 10 - Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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.

APPENDIX

Suggestions for Language in Documents Used by Independent Schools for Employees and Volunteers as they pertain to the PIPA legislation.

January, 2004

Is There Sample Language for Use on Employee and Volunteer Forms?

Each school authority has its own procedures for recruiting and managing employees and volunteers. FISA suggests that when collecting personal information, appropriate language be included in forms and documents. The following is sample language:

The information collected on this form is collected, used and disclosed by **Mediated Learning Academy** in accordance with the Personal Information Privacy Policy For Employees and Volunteers of **Mediated Learning Academy**, a copy of which is available from the school's Priv

September 15, 2005

**PERSONAL INFORMATION PRIVACY POLICY
FOR PARENTS AND STUDENTS**

Of

Mediated Learning Academy

550 Thompson Ave, Coquitlam B.C.V3J 3Z8

Independent schools in British Columbia are invited to adopt or adapt some or all of this sample policy. This policy document is not legal advice, but is intended to assist members in complying with the requirements of the Personal Information Protection Act (British Columbia).

Issued by FISA March 2004

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September 15, 2005
Mediated Learning Academy

PERSONAL INFORMATION PRIVACY POLICY
FOR PARENTS AND STUDENTS

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of **Mediated Learning Academy**. The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of **Mediated Learning Academy** regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Mediated Learning Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between **Mediated Learning Academy** and an individual from time to time.

Ten Privacy Principles

As part of **Mediated Learning Academy's** commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the *Ten Privacy Principles* and provides further details regarding **Mediated Learning Academy's** compliance with the principles.

Definitions

In this Personal Information Privacy 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 from a public registry.

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

"**Student**" means a prospective, current, or past student of **Mediated Learning Academy**.

Principle 1 – Accountability

Mediated Learning Academy 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.

You may contact our Privacy Officer as follows:

| Mediated Learning Academy | |
|----------------------------------|------------------|
| Attention: | Privacy Officer |
| Address: | ● |
| Phone: | ● |
| Fax: | ● |
| Email: | privacyofficer@● |

Principle 2 – Identifying Purposes

Mediated Learning Academy will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Mediated Learning Academy collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. 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. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. **Mediated Learning Academy** also collects information in connection with the use of its computer systems.

[Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.]

Principle 3 – Consent

Mediated Learning Academy will obtain 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 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. In determining whether consent is required and, if so, what form of consent is appropriate, **Mediated Learning Academy** will take into account both the sensitivity of the personal information and the purposes for which **Mediated Learning Academy** will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed. For example, 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 **Mediated Learning Academy**, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, **Mediated Learning Academy** will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, **Mediated Learning Academy** will stop collecting, using or disclosing the personal information as requested.

If a person provides **Mediated Learning Academy** 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 **Mediated Learning Academy** to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Mediated Learning Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Mediated Learning Academy 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.

How is Information Used?

Mediated Learning Academy uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- 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.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- **[NOTE: list additional purposes for which student or parent personal information is used.]**

If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Mediated Learning Academy may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

Mediated Learning Academy 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 how **Mediated Learning Academy** may disclose personal information.

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered and you authorize the

school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

- 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.

[NOTE: Consider whether the foregoing uses are applicable to your school, and consider whether additional purposes should be listed.]

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases such as when you communicate through e-mail, your consent will be obtained electronically.

When Required by Law

The type of information the 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 annually 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.

When Permitted by Law

The school is legally permitted 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, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information about you to other parties.

Outside Service Suppliers

At **Mediated Learning Academy**, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. **[For example, the school gives its yearbook publisher the information required to produce the annual yearbook.]** Suppliers of specialized services are given only the information necessary to perform those services, and **Mediated Learning Academy** 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.

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time 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.

Principle 6 – Accuracy

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

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to **Mediated Learning Academy**, request that **Mediated Learning Academy** correct an error or omission in any personal information that is under [**Mediated Learning Academy**]'s control and **Mediated Learning Academy** 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

Mediated Learning Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School's Employees

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not your account with the school.

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

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counsellors, secretaries, etc.) who, by nature of their work, are required to see them.

Electronic Security

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

Mediated Learning Academy 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 with respect to the school's privacy policies or practices to the Privacy Officer of **Mediated Learning Academy**

Principle 9 – Individual Access

Mediated Learning Academy 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 in accordance with the law.

How May I Access My Personal Information?

Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

Parent Access to Student Personal Information

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

Student Access to Student Personal Information

[NOTE: After reviewing their obligations under PIPA, schools should consider adopting a policy (or revising their existing policy) regarding access by students to their own personal information.]

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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.

APPENDIX

**Suggestions for Language in Various Documents
Used by Independent Schools for Parents and Students
as they pertain to the PIPA legislation.**

January, 2004

Is There Sample Language for Use on Student Registration Forms?

Each school authority has its own procedure for registering students in its school. In addition to the specific data that you request for your school, FISA suggests that you include appropriate consent language in the applicable forms and documents. The following is sample consent language:

1. I consent to having **Mediated Learning Academy** collect personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents' work numbers and e mail address, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, health insurance number and any similar information needed for registration.

I further consent to the use and disclosure of information contained in this form and otherwise collected by or on behalf of **Mediated Learning Academy** (1) for the purpose of establishing, maintaining, and terminating the student's or parent's relationship with **Mediated Learning Academy**, (2) for additional purposes identified when or before personal information is collected, and (3) as otherwise provided in **Mediated Learning Academy's** Personal Information Privacy Policy, a copy of which is available on request. I also consent to the collection, use and disclosure of such personal information by and to agents, contractors and service providers of **Mediated Learning Academy**.

*This information is required in order to register your child at this school and assist the school authority in making an informed decision as to your child's suitability and appropriate placement in the school. It will also allow the school to respond immediately to an emergency. For more information, the privacy officer for **Mediated Learning Academy** is _____ and may be reached at _____.*

Signature: _____ Date: _____

2. I consent to having photographs and work samples of my child(ren) used by **Mediated Learning Academy** in the yearbook, newsletters and other promotional material.

Signature: _____ Date: _____

Additional Optional Language:

3. The school may prepare a family phone list (car pool list, class list, etc.) for a family phone directory. If you DO NOT want your phone number and address included, please indicate: _____ No

Signature: _____

Is There Sample Language for Use on Parent Information Forms?

Parent Personal Information

FISA would recommend that schools seek a disclaimer from parents on specific documents required by the school where parental involvement is required. For example, driving and insurance records, criminal records checks, correspondence, etc. A sample disclaimer might read as follows:

1. I acknowledge that my vehicle insurance information and driving record are required by the school to protect against third party liability claims in case of an accident, should I use my vehicle to drive for the school. I understand that this information will only be released in the event of an accident.

Signature: _____ Date: _____

2. Release and Storage of Parent Personal Information

Mediated Learning Academy acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision and instruction of your child(ren) at this school, unless written authorization from a parent or legal guardian is provided to the school. The school will securely store all digital and hard copy parent and student personal information.

Signature: Name of School Privacy Officer _____ Title: Privacy Officer Phone: _____

Is there Sample Language for Use On Other Forms?

The sample language above is instructive for creating your own language for consent. The language should contain consent to collection of the information and state how the information will be used. Student field trip permission, fundraising from parents and the wider community, alumni contact and activities are examples of school-related activities for which the school will need specific personal information.

MEDIATED LEARNING ACADEMY – **Procedural Fairness/ Best Practice Guidelines**

Summary

It is in the best interests of school authorities and schools officials in their employ that procedures followed in making decisions affecting students or staff are in every sense.

Policy

Basic elements of procedural fairness when dealing with student discipline include:

1. Students need to be treated with respect and dignity and to know what is expected of them. The school authority/ board and the school should enact codes of conduct and rules that are clear and well communicated.
2. In accordance with school policy, a student who is accused of breaching a rule should be notified of that of which he/ she is accused, with the essential facts of what he/ she is alleged to have done.
3. An accused student should be given an opportunity to tell his/ her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, this can be satisfied by the principal or teacher asking the student to explain her/ his actions. More serious matters require more formal investigation and documentation.
4. The student and parent should be informed of any appeal or review procedure in accordance with school policy. Some form of appeal, e.g., to the principal, superintendent, principal's or board's discipline or appeal committee, or authority/ school board, should be provided for in school policy, depending on the severity of the discipline.
5. There should be an assurance of no retribution for pursuing an appeal or review.

Procedures

Authorities and board members should follow the following guidelines to avoid bias or the appearance of bias:

1. Don't prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g., in public statements) of having done so, even if you have strong convictions on such matters.
2. When selecting persons to hear a case or an appeal of a decision, avoid those who have a close out-of-school relationship, family ties or adversarial relationship with the student or student's family, or a staff member who is closely involved in the incident.
3. If a person (e.g., principal, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision, that now is under appeal, such a person should only participate in the appeal for the purpose of providing testimony. Such a person should not participate in decision-making at appeal levels.
4. An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. Do not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so.

A decision respecting the possible suspension or expulsion of a student would be at the high end of the scale because of the serious implications for the student. These cases call for careful observance of all elements of procedural fairness and a full hearing involving the following:

- An impartial (unbiased) decision-maker;
- Reasonable notice of the proposed suspension or expulsion which clearly sets out the grounds being relied on; this gives the student and his/ her parents an opportunity to prepare a response;
- A hearing at which the student has an opportunity to present reasons why the proposed action should not be taken. Oral and/ or written submissions will usually be appropriate with respect to expulsions or lengthy suspensions;
- The opportunity for the student to present witnesses;
- A fair and unbiased decision based upon the evidence presented;
- A timely decision with written reasons.

Mediation

For some types of disputes a mediation process may be a more appropriate and less confrontational way of resolving a dispute.

An authority should consider if it wishes to adopt a mediation process and the types of cases to which mediation would apply. Some associations of independent schools have a mediation policy in place. Also, the Dispute Resolution Office of the Ministry of Attorney General maintains a roster of BC mediators, and as a public service, will provide applicants with information respecting suitable.

PROCEDURAL FAIRNESS AND TEACHERS/ EMPLOYEES

The terms and conditions of employment of teachers and other employees at an independent school will be governed by the contract of employment between the employee and the school authority.

Individual Agreements

Terms of employment will be governed by the individual contract of employment between the employee and the school authority. It is important that a contract of employment clearly sets out the duties and responsibilities of the teacher or other employee as well as those of the school authority. There should be procedurally fair provisions dealing with discipline, appeals and grievances. Clear and fair employment arrangements helps to promote an atmosphere of mutual trust in the school setting. This can minimize difficult and time consuming employee disputes and possible court actions. Because of the importance of the contract of employment it is recommended that school authorities, with the assistance of their legal advisors, develop clear and comprehensive formats for their employment contracts.

Employment Standards Act

The Provincial *Employment Standards Act* contains important basic requirements respecting the conditions of employment of employees. In dealings with its employees, authorities and independent school officials should ensure compliance with the statutory requirements.

MEDIATED LEARNING ACADEMY – Qualifying Student Information

Summary

The school requires a policy to verify eligibility of students for provincial operating grants.

Policy

Group 1 and 2 Independent School Grants

To be eligible to the student's parent/ legal guardian must be:

- Lawfully admitted to Canada
- Resident of British Columbia

The *Independent School Act* section 1 "Definitions" reads as follows:

"qualifying student" means a person of school age

- a) who is enrolled in an independent school for at least 135 days between July 1 and May 15 in a school year, and whose parent or guardian is, or was at the time of that parent's or guardian's death, a citizen of Canada or a landed immigrant who is or was at the time of the parent's or guardian's death a permanent resident of British Columbia, or is lawfully admitted to Canada and is resident in British Columbia;

"guardian" means guardian of the person of a child within the meaning of the *Family Relations Act*,

Parent/ legal guardian is lawfully in Canada if he/ she meets one of the following:

- Canadian citizen
- Landed immigrant
- Refugee
- Student Visa (more than one year)
- Work Visa (more than one year)
- Diplomat or consular official

Indicators of "residency" include such criteria as:

- Ownership of dwelling or long-term lease or rental of dwelling
- Residence of spouse, children and other dependent family members in dwelling
- Mailing address
- Telephone listing
- Driver's license
- Employment
- Registration of automobile, etc.
- Bank accounts

- Credit cards
- Insurance policies

MEDIATED LEARNING ACADEMY – **Refund Policy**

1. The Centre may charge a non-refundable fee of 10% of the total cost of the program of instruction
2. Where the student has entered into a contract with the Centre and gives notice in writing, of the person's intent not to commence the program of study, by registered mail or in person to the Centre within 5 days of entering the contract, the Centre must refund to that person any money received except for the registration fee.
3. Where the student has entered into a contract with the Centre and gives notice in writing, by registered mail or in person to the Centre at least 30 days prior to the commencement date of the program of study, of the person's intention not to commence the program of study, the Centre must refund to that person any money received except for the registration fee.
4. Where the student has entered into a contract with the Centre and gives notice in writing, by registered mail or in person to the Centre at any time prior to the commencement date of the program of study, but less than thirty calendar days prior to such commencement date, of the person's intent not to commence the program of study, the Centre must refund any money paid by the student except for the registration fee and ten percent of the fees due under the contract. This is subject to item 2
5. Where the student has entered into a contract with the Centre and gives notice in writing, by registered mail or in person to the Centre after the commencement of the program of study, of the person's intention to discontinue the program of study, the Centre must refund any money paid by the student except for the registration fee and the fees earned calculated on the basis of elapsed time as follows:
 - If 10% or less of the program of study has been completed, then 20% of the entire program of study costs is retained.
 - If more than 10% and up to including 20% of the program of study has been completed, then 40% of the entire program of study cost is retained;
 - If more than 20% and up to and including 30% of the program of study has been completed, then 50% of the entire program of study cost is retained.

- If more than 30% and up to and including 40% of the program of study has been completed then 80% of the entire program of study cost is retained.
 - If more than 40% of the program of study has been completed then the entire program of study cost is retained.
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6. If the Centre closes, voluntarily or otherwise, before the complete program can be delivered, a full or partial refund of all monies paid may be ordered by the Board of Directors.
 7. Where the Centre has provided equipment or course materials for a program of study, and the Centre receives from that student, notice of termination of study, the Centre may charge for such materials except where the student returns all of the course material, unmarked and as issued within 10 days of receipt of the materials by the student.
 8. Where the Centre is required to refund any money, the Centre must refund the money to the student entitled within thirty days of receipt of notice.
 9. Where the Centre has, after the commencement date of a program of study, dismissed a student due to academic failure, or failure to pay required fees, the Centre must within 30 days of notice of dismissal, refund any money paid by the student except as outlined in items 4 and 6.
 10. Where the Centre has, after the commencement date of a program of study, dismissed a student for disciplinary reasons and the dispute resolution policy/procedure has been followed, the matter may be referred to the Board of Directors to determine if any refund is appropriate.
 11. If the Centre changes the commencement date of a program after entering into a contract with a student, the student is entitled to a full refund, including registration fee and any other fees charged, should the new date be unsuitable.

MEDIATED LEARNING ACADEMY – Requirements for School Completion Certificate

For Special Needs Students enrolled at the Mediated Learning Academy

In order for the Mediated Learning Academy to recommend to the Minister of Education that a student be awarded a School Completion Certificate, the following conditions must be met:

- The student must attend school regularly
- The student must have reached a minimum age of 18
- The student must take full course load in Grades 10,11,12
- The core subjects may be modified

Electives

- the student must have completed the courses to the satisfaction of the teachers in accordance with the course overviews as outlined by the teachers.
- Recommendation for a School Completion Certificate is subject to final approval by the principal of the Mediated Learning Academy
- Parents will be consulted and kept fully informed regarding graduation eligibility

Education Standards Order

5.3(1) Changes

If a student with special needs is enrolled with an independent school, the independent school must develop and make available to parents a policy setting out the requirements that a student must meet for the independent school to recommend to the Minister that a student be awarded a School Completion Certificate.

5.3(2) Changes

Despite any policy developed pursuant to subsection (1), an independent school must recommend to the Minister that a student be awarded a School Completion certificate if that student is a student with special needs who has an IEP and who is enrolled in an educational program that is not designed to meet the graduation requirements set out in Ministerial Order M205/95, the Graduation Requirements Order or Ministerial Order M302/04, the Graduation Program order, whichever applies, and

- A. In the case where all learning outcomes of that's students educational program are outlined in that IEP, the student meets the learning outcomes contained in that student's IEP, or
- B. In the case where not all the learning outcomes of that student's educational program are contained in the IEP, the student has successfully completed that student's educational program.

Cloth Towel Dispenser Units
September 1998 Inspector's Memorandum

Towel Dispenser Information

On November 17, 1997 a letter was sent from the Inspector to all independent school authorities and principals which encouraged independent schools and their authorities to consider the replacement of cloth towel dispenser units for safer alternatives.

Schools still using cloth towel dispenser units must implement and maintain the safety standards specified by the Schools Protection Program – Risk Management, listed below:

Cloth Towel Dispenser Safety Guides

A recent incident involving this equipment highlighted the potential risks associated to the misuse of towel dispensers which are not equipped with a metal towel guide. The following recommendation is provided as an acceptable solution and alternative to removing the dispensers. The following is offered for your consideration.

Recommendation:

1. Retrofit current towel dispensers (which lack the safety guide) with the metal towel guide which prevents loop twisting. Schools should contact their linen suppliers to obtain the free guides.
2. Ensure the towel loop does not exceed 9 inches.
3. The height from the floor to the bottom of the dispenser should not exceed 36 to 40 inches (this does not include the guard).
4. Implement and document a preventive maintenance program for the dispensers. Record the date of the guide installation or replacement date if a guide is inoperative. Instruct custodians to adhere to proper loading instructions and to check the length of the towel loop on a regular basis as well as taking corrective action and documenting any other problems associated with the dispenser.

MEDIATED LEARNING ACADEMY – **School Grounds/ Playground Supervision**

Summary

To establish policy for school playground supervision.

Policy

We are very concerned about the safety and welfare of your child. We are responsible for the students during school hours. If they need to leave the school during these hours, we must have a written note from you explaining why.

Students who go home to their own house for lunch every day need to bring a letter of permission from you the guardians, covering the whole school year.

Procedure

1. Each recess and lunch hour there will be adult supervision at the designated areas, e.g. lunch room, library, and/ or outside playground.
2. At all times students must be visible to one of the supervisors. To this end, supervisors mutually agree to strategically place themselves in positions so that the supervised area is covered.
3. Supervisors will sign in at the end of the day verifying their supervision.
4. The teacher on duty will perform their weekly supervision during first recess and the last 15 minutes of lunch in the outside area.
5. The supervision aids/ SEAs will supervise the lunch room from 12:30 till 12:45. After that time the principal and/ or charity director will supervise the lunch room until all students have finished and have cleared the rooms.
6. SEAs will be present on the playground with the students that they are responsible for.
7. In the event of a supervision aid's absence, the principal and/ or charity director will supervise.

Before and after school supervision is performed by the principal and charity director. Teachers are responsible for the students in their class until they are picked up by a parent or guardian.

MEDIATED LEARNING ACADEMY – **Student Conduct Expectation Policy**

Summary

To establish policy as it relates to general expectations of students, parent and staff

Policy

Expectations for Students

1. To arrive punctually, to attend regularly and to behave appropriately
2. To be prepared and to have the necessary books, materials and assignments
3. To make a sincere, concentrated effort to do well in studies
4. To be considerate of the rights of others: peers, staff and neighbors
5. To respect and comply with school regulations
6. To wear correct dress code at all times

Expectations for Parents

1. To ensure that students are at school on time each day
2. To encourage children to conduct themselves in an orderly manner at all times
3. To respond promptly and affirmatively to any student misbehavior while in school or on the way to and from school
4. To encourage personal effort, achievement and prompt completion of assignments
5. To support the school, the principal and the entire staff in their efforts to maintain high standards of education in the school
6. To supply written and signed explanations of absences/ lateness and lack of proper dress code, including the gym strip and runners

Expectations for the Staff

1. To provide a school and classroom environment conducive to learning
2. To teach basic curriculum skills as laid down by the Ministry of Education of British Columbia

To respect the personal worth, dignity and individual characteristics of each child

MEDIATED LEARNING ACADEMY – **Procedure for Student Records**

Summary

The MLA must adhere to w set policy in relations the proper storage of student records.

Policy

The MLA will accept the BC Ministry of Education policy as it references student records as attached.

Teacher Code of Ethics

Commitment to students

In relation to students, teachers demonstrate unconditional respect for the uniqueness and dignity of each individual student by striving to:

Recognize and promote the understanding of diversity

- Encourage students to respect all persons
- Encourage students to understand the diversity in human values, beliefs, practices and actions
- Accept the expression of different opinions and perspectives and help students to assess the worth of these
- Provide students with access to different opinions and views
- Consider fairly all viewpoints in debates of contentious issues
- Ensure that any discriminatory treatment of specific students is justifiable

Provide an environment which promotes the physical, emotional, social and intellectual well-being of all students

- Protect and support the physical development and well-being of all students
- Provide a safe and supportive physical environment
- Recognize and develop each student's strengths, competencies and talents to the highest possible level
- Protect students from intimidation, embarrassment or degradation
- Enhance student autonomy and sense of self-worth
- Encourage student to develop and evaluate their own values
- Support the relationship between student and family
- Provide a supportive environment in which students can explore and understand a range of emotions

Create trusting relationships with student

- Develop and maintain a professional relationship with student which serves the best interests of the student
- Show consistent justice and consideration in relation to students
- Be honest and open in communications
- Ensure student understand the rules, regulations and procedures that affect them in their interactions with their peers and with the teaching profession
- Always consider the student's best interest over personal interest or benefit
- Foster within students a respect for the profession and colleagues

Regard the education of students as the primary goal of teaching

- Provide students with opportunities to learn equally

- Recognize each student's unique potential and educational needs
- Assess students constructively
- Entrust professional responsibilities only to those professionally qualified or endorsed
- Encourage students to strive for high standards and to value learning

Base teaching on best theoretical and practical knowledge and knowledge of each student's development

- Participate in professional development
- Teach according to each student's educational ability and potential
- Accept personal responsibility for providing quality teaching
- Seek available support and resources to improve teaching practice

Protect the student's right to privacy and confidentiality

- Respect the student's privacy
- Maintain the confidentiality of information unless disclosure serves a compelling professional purpose or is required by law or unless the personal safety of the student is at risk
- Handle information with honesty and integrity

Responsibilities to parents/ guardians and families of students

In relation to parent/ guardians and families, teachers strive to:

Establish a relationship based on courtesy, mutual trust and open communication

- Negotiate constructively to achieve the best possible outcome for students
- Engage parents in decision making through developing partnerships
- Consider parents' perspective in making decisions regarding the education of their children
- Ensure parents understand relevant rules, regulations and procedures that affect their children

Respect family privacy and treat information with an appropriate level of confidentiality

- Maintain the confidentiality of information unless disclosure serves a compelling professional purpose or is required by law or unless the personal safety of a student is at risk

Respect parents' and guardians' rights of inquiry, consultation and information with regard to their children

- Use professional honesty and discretion in presenting facts regarding the educational development of their children
- Share general knowledge of child development
- Be sensitive to legal implications of differing family structures

Respect the uniqueness and characteristics of each student's family background

- Respect cultural diversity
- Consider the family perspective
- Respect family values and opinions whilst enabling students to examine a variety of viewpoints

Commitment to colleagues and to the teaching profession generally

In relation to colleagues and the profession, teachers strive to:

Build an atmosphere of trust, mutual respect and candor

- Recognize and respect the individual potential and talents of colleagues irrespective of race, gender, age, religion, etc
- Encourage openness and tolerance among colleagues
- Use constructive methods of resolving any conflict which may arise
- Observe the principles of justice in dealing with any complaints against colleagues
- Protect the professional reputation and career prospects of colleagues from malicious damage

Act within the educational and wider community in a way which enhances the status of the profession

- Foster unity, harmony and cooperation in working relationships
- Respect the ethical professional practice of colleagues in other settings

Responsibilities to the community and society

In relation to the community, teachers strive to:

Develop in students the values of a democratic society: respect for others, freedom, equality, integrity, participation and the pursuit of truth

- Provide students with a positive model
- Support and promote active and informed citizenship
- Integrate values education into the curriculum
- Provide opportunities for students to participate in democratic processes

Promote cooperation among all agencies and professionals working in the best interests of students and families

- Foster links between school and community
- Cooperate with other professionals in the best interests of students

Responsibilities to teacher employers

In relation to their employer, teachers strive to:

Be truthful when making statements about qualifications and competencies

- Disclose all relevant information and materials when making an application to an employer
- Encourage and assist to enter the profession only those persons known to possess suitable attributes and qualifications

Observe contractual commitments

- Respect the proper administrative authority of the employer
- Abide by the rules and by-laws of the school or institution
- Ensure criticism or complaints are made through the correct grievance mechanisms

