



Family Handbook

Boundary Bay Montessori School

Prepared by Montessori in Delta Society

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A. SCHOOL INFORMATION

a. Introduction to Boundary Bay Montessori School

i. Mission and Core Values

Boundary Bay Montessori School (BBMS) offers a quality educational program that remains true to the spirit of Dr. Montessori's philosophy of education to help equip children with the tools necessary to become global citizens while allowing their unique personalities to unfold.

ii. The School

Boundary Bay Montessori School is operated by the Montessori in Delta Society (MIND), a non-profit society with an elected board that is comprised of nominated members. BBMS began in 1990 and is currently centrally located at 3800 72nd Street, close to Ladner, Tsawwassen and North Delta/South Surrey. We are situated in a pastoral setting with a wonderful view of the Cascade Mountains in the background. The new school was constructed in 2003 and houses one Casa program-Preschool and Kindergarten (ages 3 to 6), Lower elementary (ages 6 to 9), and Upper elementary (ages 9 to 12) classrooms. We are currently planning to add to our programs.

iii. Educational Philosophy

Dr. Montessori identified four "planes" which she believed universally describe the process and progress of human development from infancy to adulthood. These planes align with the chronological ages of:

- 0-6 years,
- 6-12 years,
- 12-18 years, and
- 18-24 years.

Each six year developmental plane is viewed as having an initial three year period of construction – where the child gathers knowledge, followed by a three year period of consolidation – where the child uses this acquired knowledge to further deepen and formulate his/her own understanding. At every developmental level there are changes in the child's physical, cognitive, social/emotional, and spiritual being. Learning is not seen as a linear process but one which is cyclical in nature.

For each academic concept there is an accompanying concrete material. These materials enable children to independently practice thereby increasing concentration while inherently gaining an appreciation for learning new concepts. As children mature within the Montessori classroom environment, they repeatedly revisit previously

explored topics in a sequential manner, deepening and extending personal knowledge with each contact. In this way, the Montessori educational model is known as a spiral-integrated curriculum, as opposed to the more common and traditional school curriculum, which is linear in nature. With both older and younger children in each class, an appreciation of learning differences, rather than student comparison, develops and students become teachers to one another. In this way, natural empathy, leadership and interdependent responsibility develop from an early age. Our philosophical belief that each child is guided by an intrinsic motivation to learn and grow is manifested at all levels of the school.

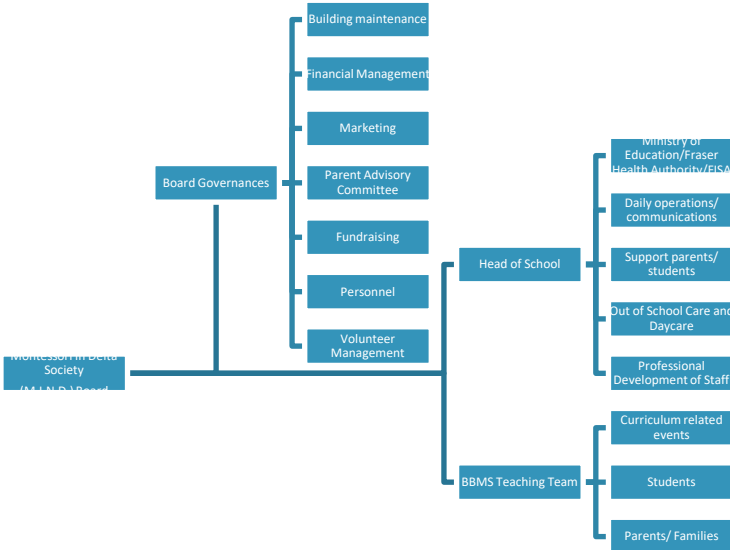
Our methods of student evaluation are based on the level of competency of each skill. Using the Montessorian model of the “three period lesson”, a student indicates when they have achieved mastery of lessons and is moved to the next level of instruction. In this way, individual learning styles and abilities are supported while indicators of strengths and challenges are determined. In addition, students become accountable for their learning.

Summative student assessment is reported on the June report on a scale, identified as emerging, developing, proficient and sophisticated. This reporting system aligns with that used in the BC K-9 education system.

iv. Organizational Chart

The following chart outlines how the MIND community is organized. As of 2023 MIND is currently moving from a working/managing Board to a governing board structure. At the school level changes to our organizational framework are taking place. As a result, the organizational chart illustrated in Figure 1. may not be totally accurate.

Figure 1. MIND Organizational Chart



v. School Calendar

The school calendar is issued annually after approval by the MIND Board. The calendar is accessible on the school website.

b. School Programming

i. The Prepared Environment

The Montessori classroom is commonly referred to as a “Prepared Environment”. This name reflects the care and attention that is given to creating a learning environment that will reinforce the children’s independence and intellectual development. The prepared environment includes the classroom furnishings, the materials and the teachers working within it. A Montessori class is composed of a three year grouping of children. Classes tend to be stable communities with only the oldest third moving on to the next level each year. * Variations to a 3-year grouping may occur given fluctuations in enrolment and restrictions in school space. At Boundary Bay Montessori the classes are as follows:

- Casa (ages 3 to 6),
- Lower elementary (ages 6 to 9)
- Upper elementary (ages 9 to 12)

Each child is a unique individual with his or her own interests, abilities, strengths and weaknesses. They learn at their own pace and have their own learning style. Montessori classrooms include a curriculum that covers a span of interests and abilities that support all students including accelerated students in the class, thereby creating a highly enriched learning environment. The materials are unique in that they range from simple to complex and lead the student from concrete experience to an abstract mastery of concepts. In a mixed level class, children can always find peers working at their current level. Young children are stimulated by the older children’s work and the older children develop mastery by serving as tutors and role models for the younger ones.

ii. Casa Program

The Casa, or children’s House, includes the age 3-6 child. The calm and aesthetic environment allows students to explore and fully engage with a wide range of Montessori materials. Areas include Mathematics, Language and Culture, Sensorial and Practical Life. Preschool students develop a keen sense of pride in their work as they gradually master materials and are introduced to increasingly challenging activities.

Montessori believes that curiosity and passion for learning are key to a child’s intellectual development; therefore children are encouraged to follow their interests in

selecting their work. Because the internationally- celebrated materials so elegantly demonstrate key principles in math and language, our students are equipped with a profound, experience-based understanding that stays with them throughout their academic lives.

Socially, young children develop a sense of self as part of a community of learners. Children often work together, play games, and present materials to younger students as mastery is achieved. Circle Time provides an opportunity to build confidence when speaking to a group and our music program encourages joyful self-expression culminating in performances for parents. As children grow in the classroom they take on roles of increasing leadership, fostering a deep respect for others and their work, and an awareness of their own agency both in relationships and in the greater world.

iii. Kindergarten

The Kindergarten year is the final year in the Casa program. Kindergarten students spend the morning with their 3-6 year old grouping in the Casa classroom, continuing their work and practicing leadership and role modelling as the most experienced students in that classroom. Students may join the elementary students for outdoor playtime, lunch and special events. In the afternoon the age 5 child will have specialty classes in the area of Physical Health, Art and French and learn specific Kindergarten curriculum in a focused session with the Kindergarten Directress.

iv. Lower elementary class

The Prepared Environment for students aged 6-9 is characterized by much more social conversation between children as age 6 marks a developmental shift in social and emotional growth. The child now engages in much more verbal communication with peers during both work and play. The older students benefit from helping the younger ones, and through teaching and working together, knowledge is reinforced. Empathizing with the needs of children who are smaller and more expressive can be conducive to humanizing a child's character. While classroom lessons are still given to individual children, it is more common that small groups of children receive lessons based on their developmental needs in their own peer group. Because of the open-endedness of the Montessori curriculum there is no ceiling as to what a child can do. Because there is a wider program for varied levels, there are a greater range of options for the students to individually pace.

Cognitively the lower elementary child is repeatedly engaging their inquisitive mind, and the Montessori curriculum uses the child's natural sense of wonder and awe to explore universal questions of scientific, historic and cultural significance. The manipulative learning materials and experiences of the Casa have provided the foundation for the many hands-on learning opportunities of the lower elementary class. Concepts are presented using a diverse assortment of learning materials. Repetition and novelty are the keys to learning and mastery for this age of child. Various learning styles are engaged

through the child's use of a range of materials that teach each Mathematics or Language concept. As early as age 6 our students begin the personal practice of daily accountability for their learning and demonstrate leadership during student-led conferences with their parents and teachers.

v. Upper elementary class

Student learning takes place both within the classroom and out in the community as focus shifts to the external environment. Service opportunities are encouraged, and academic research skills are developed. Socially and emotionally, the upper elementary child has developed the art of reason and practices the use of this skill throughout each day. This is the only level in our school that contains a 4-year age span; the year 7 students remain in the upper elementary program so they will enter new educational environments in the community that begin in year 8.

vi. Curriculum and Assessment

The Montessori Curriculum is generalized under the following areas: Mathematics, Geometry, Language (writing, spelling, reading, penmanship and grammar) and Culture (History and Geography including Physics, Chemistry, Geology and Biology including Zoology and Botany). Using curricular core competencies we outline expectations, determine goals and provide opportunities for self-evaluation in order to allow students to deepen their knowledge of concepts and progress successfully. BBMS has successfully infused Montessori curriculum and the new BC Curriculum which follows the concepts of Big Ideas and Core Competencies.

In the fall of 2016, the Ministry of Education introduced a redesigned concept-based, competency-driven Kindergarten to Grade 9 curriculum designed to help students develop core and curricular competencies, build proficiencies in literacy and numeracy, and learn essential content required for success. Many of the elements that are new to this curriculum have been in place in Montessori education; a focus on skill competency, the use of proficiency scales and not letter grades, as well as, the use of student reflection, goal setting and portfolio self-assessment to increase student engagement and ownership of learning. The Ministry of Education has introduced new ways to report on student progress to parents that aligns with and supports the implementation of the redesigned curriculum.

Following the policy proposed by the Ministry of Education of British Columbia, we engage parents of students with at least five reports describing students' school progress. Two of the reports are formal written reports issued in January and June. Other forms of progress updates include parent conferences, classroom observations, digital updates and student-led conferences. Students are involved in assessing their own growth in the core competencies at the end of the school year.

All of our students are assessed according to how they have met goals that comply with

Ministry standards.

vii. Homework

As teachers at Boundary Bay Montessori School, it is our belief that homework has a four-point rationale.

1. Development of Personal Study Habit

The practical life practice of “homework” over time develops independent study habits outside of the classroom. Students transitioning from the lower to upper elementary level and then to secondary school will find it easier to meet assignment obligations if they have begun to develop this study habit from an early age.

We support the creation of a quiet area in your home where the elementary school child is able to sit and work comfortably every night. Generally we recommend 10 minutes per night, per year level in the elementary school. Help your child to develop a study plan which anticipates the amount of work required each evening in order that a completion deadline can be achieved.

If a student is purposeful, has developed skill with time management, and has a comfortable mastery with basic math and language skills, then they are free to explore topics of personal interest. There is no end to the amount of personal research either through the library or internet that the child and the family can explore together. A child who has remedial needs or who is uncertain of specific learning concepts will benefit from homework that supports language or mathematics skills.

2. Meeting Assignment Deadlines

In the lower elementary room the homework process is regulated by the Directresses and monitored by the parent. In the upper elementary level homework is required in order that deadlines for classroom assignments are met. Homework is not expected if the child has managed the workload efficiently during the school day and is “on top” of his/her obligations. If students want additional practice in Mathematics and Language – workbooks and laminated problem cards are available for them to borrow.

3. Involving Parents in the Educational Process

Nightly homework allows you to see and experience your child’s progress. Remember that homework in the true Montessori sense is not pencil and paper work. The study of Fractions can be brought to life through real life experiences such as baking or carpentry, Botany through planting or tending a garden, Astronomy/History through an evening walk gazing at constellations while discussing myths and legends of early civilizations. The term “following your child” means listening closely to subjects which interest your child and weaving learning experiences which deepen these areas of passion when planning family activities. Regular school communication and the

weekly newsletter will keep you abreast of themes of study and topics of discussion in the various classrooms.

4. Practice of Lessons Given in the Classroom

Subject areas such as Mathematics and Spelling require significant practice by most students before mastery is achieved. For the lower elementary student it is important to use concrete manipulation of materials. Have a box of buttons, or macaroni, for your child to use for the practice of mathematical operations. Proceed to abstract computations when your child is ready. For students of all ages we encourage you to read WITH your child EVERY night! Again, research shows that children who experience a love of reading develop a more extensive personal vocabulary and write creatively with more fluency, in addition to being more informed.

c. Registration and Admissions

i. Enrolment

Applications for re-enrolment for currently enrolled students are traditionally distributed and returned in February of each year. Parents who have attended 4 of the 5 parent events during the year will receive priority re-enrolment for their children for the new school year. Information on the tuition schedule is contained within the registration packet.

Applications for enrolment of new children to the program may be available throughout the school year. Parents new to the program are required to observe the classroom of interest while in session and then to conference with the school administrator. If an application is made during the months of summer closure; July through August, the child may be asked to attend a day during the first week back in session for observation and informal assessment. Depending on the time of year, and openings within the program a new student may be immediately accommodated, or required to wait until an appropriate break within the school calendar (i.e. September or January).

ii. Admissions

Acceptance into programs at Boundary Bay Montessori School will be at the discretion of the Head of School and Directresses and will include appropriate measures to immerse the child and parent in the Montessori methods.

Criteria for prioritizing admission:

- Re-enrolment of current students.
- Siblings of students currently or previously enrolled
- Students with previous Montessori experience.

- Children without previous Montessori experience.

iii. Interview Process

The following process will be followed by all new families wishing to enroll at Boundary Bay Montessori School:

- Parents tour school.
- Parents observe the classroom.
- Parents meet with Head of School. The discussion should include:
 - general philosophy
 - governance
 - academic programs
 - parent participation program
 - application forms
- If the applicant is 5 and over, or the applicant has no Montessori experience:
 - The child may be asked to visit to experience a Montessori classroom. During this time the Directress will be able to assess the child's readiness.
 - Parents meet with Head of School to discuss suitability of our program after records have been reviewed and the child's ability to work in the Montessori environment is observed.

iv. Orientation

The first six weeks of enrolment are considered to be an orientation period for all children who are new to the school, age 5 and up, and new to the next 3-year developmental cycle. Parents may be advised both during and at the conclusion of this orientation as to the level of comfort the child appears to be experiencing in the classroom. It is important to keep in mind that many factors come into play when a child enters a highly individualized program. Should the administration feel that BBMS does not satisfy the needs of the child, withdrawal procedures will begin within this timeframe.

v. Registration and Acceptance of Students with Learning Differences

Students with designated special needs, or those students who have the inability to work to a level of independence which is reflective of his/her age and cognitive development, may be accepted to BBMS according to the following criteria:

- Parents and the student act in partnership with the teaching team to address the student's academic, emotional and social needs, regardless of formal diagnosis, within the Montessori environment.

- Parents demonstrate support for the whole Montessori environment and needs of their child when determining the best educational environment for their child. The Head of School or classroom Directress may require the student to receive extra support by a qualified tutor or educational assistant who supports the Montessori philosophy of learning. The cost of extra support or tutoring must be borne by the parent.
- The student must have the willingness to interact with the teacher as a support person and guide.
- Parents are willing to access emotional, behavioural or medical assessment and ongoing support when deemed necessary to assist the student to meet his/her learning needs or program outcomes. The Head of School may require that the student undergo a professional psycho-educational assessment to determine whether BBMS can adequately support the student socially, emotionally, academically, physically and/or spiritually. Any costs associated with obtaining the psycho-educational assessment must be borne by the parent.
- Once the student is accepted into BBMS, the Head of School, classroom directress(es), learning support staff and parents will work together to write an Individual Education Plan (IEP) wherever necessary. This IEP will be reviewed annually, at minimum, to ensure that the student's needs continue to be met.

vi. Withdrawal Procedures

We are objective, compassionate, yet realistic in considering the needs of each child as a unique individual and their placement in our school. When students, despite our best efforts, are unable to meet appropriate behavioural expectations within the school's fundamental ground rules, we counsel the family to seek another school setting in which the child can experience success.

1. Withdrawal following the Orientation Period

The first six weeks of enrolment is considered an "orientation period". If a child is withdrawn from the school due to the Head of School or Directress' assessment that the school cannot meet the needs of the child, the balance of tuition of the school year, less the month (or part month) in which the withdrawal is effective, is returned.

2. Withdrawal by Parents for Other Reasons

If a family wishes to withdraw a student from the program following submission of re-enrolment prior to the start of a new school year, or during an academic school year, the following guidelines are outlined within the contractual registration form with MIND.

3. Withdrawal Procedures for Casa

In the event that parents choose to withdraw their child(ren) following registration and/or during the school year for which they have a signed contract, parents will be subject to the following clause in the Registration Contract: **Two months notice must be given by families for children under the age of 5.**

4. Withdrawal Procedures for Students in Kindergarten to Year 7

In the event that parents choose to withdraw their child(ren) following registration and/or during the school year for which they have a signed contract, parents will be subject to the following clause in the Registration Contract/Memorandum of Understanding:

Enrollment is for the full academic year. Once the student is registered, if parents withdraw a student between September 1 and January 31, MIND will retain the balance of tuition for the period up to the end of the first reporting period; January 31st regardless of the reason for departure. If a student leaves the school between February 1 and June 30th, MIND will retain the balance of tuition up to the end of the second reporting period; June 30th regardless of the reason for departure.

If we withdraw our child(ren) anytime after the date of acceptance, our signatures indicate our commitment to honour this obligation. We understand that we may be relieved of this financial obligation only in the event that the school is able to fill the enrolment vacancy in the affected classroom level. Relief of the financial obligations in case of withdrawal from the program may be granted in the case of hardship at the discretion of the Board.

In the event that a parent or child fails to honour the school's conflict resolution protocols, or that the school is unable to meet the needs of the child, the school will complete a final reporting process, and the parents will be asked to withdraw their child. Additionally, the school will provide information regarding enrollment in other educational programs and forward all necessary student records.

****Note: Failure to disclose information regarding the emotional, social or cognitive difficulties a child has experienced prior to attending BBMS may result in a school initiated parental withdrawal of the child from the school.**

vii. Required Forms

In order to complete the registration package, all new and re-enrolling students must have the following completed forms as part of their annual registration package:

1. Student Information Form
2. Parent/Guardian Information Form
3. Emergency Contact Information Form
4. Registration Contract

5. Fee Schedule
6. Contact Information Release Form
7. Photo Release form
8. Orders Affecting Child Access Form
9. Car Pooling Authorization
10. Criminal Record Check Forms
11. Immunization Record Form (new students only)
12. Birth Certificate (new students only)
13. Proof of B.C. Residency Form (new students only)
14. Proof of Canadian Citizenship or Permanent Residence

d. School Operations

i. Office Hours

If a parent tries to reach the teaching team (by telephone) in the morning, staff will attempt to answer; however, sometimes it may be necessary to leave a message. There is staff in the building between 8:00-4:00 pm however, they may be busy with the children. They will return your message.

ii. School Hours

Table 1. School Hours	
Before school hours	7:30 am – 8:30 am
Casa & Elementary Programs	8:30 am – 3:00 pm

Doors open at 8:30 am. Please note that there is NO supervision by BBMS staff of students provided before 8:30 am unless they are in before school care and after 3:00 pm. unless enrolled in afterschool care. Children who are on the school grounds outside of school hours are the SOLE responsibility of their parents/guardians.

iii. Out-of-School Care (K-7)

Table 2. Out-of-School Hours	
Before School Care (5 to 12 year olds)	7:30 – 8:30 am
After School Care (5 to 12 year olds)	3:00 – 5:30 pm

iv. Weather Closures

In the case of school closure due to inclement weather (snow) and power outages (wind), families will be informed through our communication system by email/text on a daily basis as to the school's operational status. Generally, this communication will occur at approximately 7:00 am each morning of the school closure. In addition, the Head of

School will contact the radio stations CBC (88.1 FM) and News 1130 (1130 AM; <http://www.news1130.com/>) to provide a school closure notification.

B. FAMILY INFORMATION

a. Family Responsibilities

The responsibilities of families who have enrolled their children at Boundary Bay Montessori School are to:

- attend all mandatory meetings, including the Annual General Meeting (AGM), Parent Education evenings, Parent/Teacher conferences and Student-Led Conferences
- actively seek to understand the philosophy of Dr. Montessori;
- support the children at home by implementing knowledge of this philosophy;
- read and be familiar with the Family Handbook;
- bear the cost of repair or replacement of materials willfully damaged in the classroom;
- complete and record parent participation hours;
- follow policies and guidelines of Boundary Bay Montessori School and the Montessori in Delta Society;
- conduct themselves respectfully and peacefully towards all members of the community of BBMS;
- initiate and/or take part in the conflict resolution process, as outlined in (Student Information) when faced with conflict with a member of the BBMS community; and
- work with teachers to support BBMS' educational programs and any modification deemed beneficial by BBMS.
- Ensure that your child(ren) arrive to school on time at the beginning of the day. Students are at a disadvantage when they miss the start of the day that provides a personal 'grounding' for learning to take place.
- **Applies to children 5 & up:** Ensure that your child(ren) are not taken out of school for extensive periods of time through the school year. This can significantly affect student progress and may lead to additional costs should the minimum required attendance for the year not be met as indicated in the annual school audit.

i. Parent Participation Program

Our school operates with parent involvement. For parents who have children age 5 and up, It is your responsibility to keep account of your volunteer hours as per the Parent Participation Program on the website www.bbmschool.ca before cheques are to be cashed on December 31 and June 1 of the current academic year. Opportunities to volunteer occur throughout the year. There are also many summer maintenance tasks that must be done during the summer break (July and August). Contact your volunteer coordinators or check the weekly newsletter for updates on opportunities throughout the year.

Also, we ask MIND members to become actively involved in our fund-raising activities. Proceeds from fund-raising are used to finance special projects at the discretion of the Board of Directors of MIND. Last, but not least, active participation in the operations of the society and the school helps parents to become more familiar with the unique educational program they have chosen for their children and the history behind it.

Each family, with children age 5-12, is required to volunteer a minimum of 30 hours for the academic school year. As part of the enrolment package, each family is asked to submit default cheques to be held in trust. If a family defaults their commitment, the cheque will be cashed. Relief of this obligation may be granted in the case of hardship at the discretion of the Board.

All volunteering families submit two default cheques, payable to MIND. For FDK/Elementary: one cheque for \$400, dated for December 31 and another cheque for \$600, dated for June 1. When the hours of participation have been completed, the cheques will be destroyed. In the event that the volunteer commitment is not fulfilled, you will be billed accordingly.

An alternative option is available to Opt-Out of participating and remit \$1,000 (FDK/Elementary) in lieu of volunteer participation. These funds will be used to offset costs of tasks needing to be completed.

Opportunities for participation include: MIND Board, program coordinator, building and grounds maintenance, social functions, fundraising, new parent support, classroom support, community outreach, marketing, communications and advertising.

Additional tasks that are required at various times during the school year include the following:

Table 3. Additional Tasks Required at Various Times During School Year		
<ul style="list-style-type: none"> • appreciation meals • classroom support • cleaning • coffee on the porch • community education • computer support • emergency preparedness • family barbeque • primary readers 	<ul style="list-style-type: none"> • gala • general maintenance • updating of emergency preparedness materials • material making • PAC • parent education • recycling 	<ul style="list-style-type: none"> • track and field • UN day • winter skating party • field Trip drivers • sports Day volunteers • fundraising • social events • First Aid materials • Community events

ii. Parent Education

We hold 6 parent related education events per year and require at least one parent to attend each time. Two meetings concern the Montessori curriculum or issues related to the developmental period and are organized by the BBMS Directresses, the AGM organized by MIND, one parent teacher conference, one classroom observation and one student-led conference. Attending these meetings keep you up to date with school developments, and provide a regular forum in which you can learn with your child. Attendance at the 2 parent education evenings and AGM counts towards your 30 hours of volunteer commitment (2 hours for each of these 3 evenings).

iii. Additional Meetings: New Parent Orientation and Transitional Meetings

A Parent Orientation will be held annually for all NEW BBMS parents. At this meeting, the Head of School and a member of the MIND Board will orient parents to the culture, policies, routines and expectations of BBMS. Parents will have the opportunity to ask questions and meet experienced BBMS parents so that their entry into our school community is informed, friendly and comfortable. When and how the orientation will take place may vary.

While parents are expected to attend this orientation meeting, it is understandable that unavoidable circumstances may cause a parent to be unable to attend. In this case, the Head of School will ensure that parents receive the information prior to the new school year. Returning parents are expected to attend transition meetings as their child enters a new 3-year cycle- Casa to Lower elementary and on to Upper elementary. These meetings take place in September with their child's Directress.

iv. Parent Library

A lending library of various Montessori books, journals and publications are available for parents whose children attend the school. The Library also includes books on specific topics of interest to parents. Book titles have been organized into a digital form found on our website under the parent education tab.

b. Volunteer Responsibilities

i. Criminal Records Check

Provincial legislation requires employees working with children to undergo Criminal Records Checks. While the province does not make it mandatory for those volunteering with children to undergo Criminal Record Checks, such checks are highly recommended. Organizations could be held legally responsible if there is a problem and due care and attention has not been taken. As a result, all parents who wish to be involved in student-related volunteer activities must undergo a Criminal Record Check. Such activities would include hot lunch days, driving for or supervising field trips, assisting with special events and so on. It would not include carpooling to and from school, which is outside of school hours and is a parental responsibility.

The Criminal Record Checks are conducted by the Ministry of the Attorney- General and all costs will be covered by the MIND Society. The results of the check must be approved by the Head of School, and the Criminal Record Checks must be carried out prior to any involvement in relevant volunteer activities. CRC are updated regularly. It is the responsibility of the parent to inform BBMS of any criminal record that is incurred between the 5 year Criminal Records Checks.

ii. Driving Students During School Hours

In order to be a volunteer for driving children to field trips or other events during the school day, the volunteer must undergo a successful Criminal Record Check, have a valid driver's license, and carry at least 2 million dollars of liability car insurance. Parents wishing to perform these tasks will be asked for verification of the above prior to being involved in these tasks.

Driving volunteers must adhere to the following requirements:

- Ensure your vehicle has a full tank of gas.
- Ensure your car insurance is up-to-date and give a copy to the school to have on file.
- Ensure seatbelts are in satisfactory working order and that booster seats are used at all times according to legal age and weight requirements. Children will not be allowed to ride in carpool vehicles without the required booster seats.

- Ensure that the carpool driver has a carpool form with Emergency Medical information for students.
- Drive students directly to and from their field trip/event destination - no side trips or unscheduled stops should be made.
- Pandemic protocols include mask wearing for all persons in the vehicle, sanitation of high touch areas in the vehicle before and after use and leaving a window slightly open when travelling

We strongly discourage the provision of snacks, in-vehicle TV or movie screening, and prohibit the use of electronic devices (such as video games, phones or iPods) by students during a school-sanctioned activity.

iii. Cell Phone Use

Parents are prohibited from using cell phones while driving students during a school-sanctioned trip. If drivers receive an emergency phone call, they are required to pull over and stop the vehicle before accepting the call.

iv. Reporting Volunteer Hours

It is your responsibility to keep account of your volunteer hours as per the Parent Participation Program, and to update hours on the school portal before December 31 and June 1 of the current academic year.

c. Observations and Conferences

i. Classroom Orientation

Each school year, parents are invited to attend a traditional orientation meeting that allow parents to meet the Directress and gain an understanding of the Lower & upper elementary classroom programs and the child's development tasks within each age group. Parents of Kindergarten, Year 1 and Year 4 students are especially encouraged to attend to learn the new routines for their child's classroom, but all parents are welcome to refresh their understanding and ask questions about the programming in their child's classroom.

Goals for the Directresses:

- To briefly inform parents about the anticipated social/emotional development of the student.
- To discuss the classroom protocol and subject areas being studied.
- To address any concerns of parents.

Date: September

Duration: 30 to 45 minutes

ii. Parent Observations

There is one official classroom observation scheduled during the year. In addition, any parent may observe the class at any time, as long as authorization has been received from the Directress'. Observations give you a first-hand experience of your child's interactions with peers and classroom materials. For your child, your presence in the class is a cherished opportunity to share school experiences and to share pride that mastery with the materials provides.

Protocol During Parent Observations:

In order to observe daily activities of the classroom as invisibly as possible please follow the below protocol when conducting observations:

- Take your cue from the Directress as to when it is appropriate to ask questions.
- Enter and exit from the classroom as discreetly as possible. Staff and students will be involved in lessons so please find the observer's chair. Usually this chair is positioned so that you are able to survey the entire classroom.
- You are welcome to move your chair to a different location provided you are sensitive to the needs of the students. Please avoid sitting directly beside your own or other children, as your role in the classroom is that of a **discreet observer**.

Visual Perspective

- During your observation remember to alternate between a wide- angle view of the entire classroom and a close-up view of your own child. As you do this, what do you notice?
- Do you see evidence of the 'work cycle' – a beginning followed by increased activity that leads to an extended concentration period?

Audio Perspective

- Can you isolate conversations related to classroom work? To social interaction?
- Does your own child spend more time attending to one or the other?
- Notice the level of conversation between students
- Can you hear peaceful language – "I" statements, affirmation, acceptance, appreciation, assertiveness?

Learning Styles

- Notice that children learn in different ways – visual, kinesthetic, or auditory.
- Which one best describes your child? Can you see evidence of all three?

Social Emotional Perspective

- Look for independence. Note examples of your child's level of independence within the classroom.

- Notice to whom your child speaks most frequently and describe the manner of speech and tone of voice.
- Notice the level of cooperation between students.
- Do you see evidence of problem-solving?
- Do you hear examples of empathy or compassion?

iii. Casa Conferences

In the Preschool/Kindergarten Program there are two Parent/Directress conferences for preschool children each year. Kindergarten students will be encouraged to carry out their second conference in a student-Led format near the end of the school year.

iv. Parent-Teacher Conferences for age 3 & 4 Students

These conferences are held in November and May. During the first two months of school, very important groundwork is done and needs to be uninterrupted. For the returning child, it is a time for renewing relationships, establishing work habits and re-familiarizing with the environment. For the new student, it is a time to gradually become familiar with the prepared environment, to learn the skills of socializing and to connect with teachers and new friends.

Goals for the Directresses:

- To introduce parents to your child's prepared environment.
- To explain to parents in which area your child is working.
- To explain classroom routines.

Goals for the Parents:

- To provide any development history that may affect the child's learning.

Date: Late November/May

Duration: 10 to 15 minutes

Special Consideration: This is a traditional method by which information about the child's progress is communicated. If the time is not sufficient to discuss significant issues a second meeting may be set. We will also be communicating with parents through Transparent classroom with digital photos of their children engaged in learning.

v. Student-Led Conferences for Kindergarten

Student-Led conferences occur near the end of the year in the evening. They are conducted by the students and give them an opportunity to explain the materials and display their work. The directress is considered a facilitator for the evening assisting the students in leading the meetings.

Goals for the Students:

- To prepare and accept responsibility for the work they do at school.
- To develop communication and leadership skills required to report to parents.
- To increase problem solving abilities and management skills.
- To share their work and build self-esteem in their work.
- To share a self -assessment based on the core competencies

Goals for the Parents:

- To help see that their children are enthusiastic, adept beings who can adequately report what they are doing at school and how well they are doing it.
- To help the parents to be positive and accepting of their children's efforts.
- To recognize the importance of their encouragement.

Goals for the Directresses:

- To facilitate and encourage the student to manage the interview.
- To enhance the emerging leadership of the student.
- To clarify any situations where the student may not be able to communicate clearly.
- To support the student so that the conferences remain positive and affirming.

Date: late May

Duration: 30 minutes

Special Consideration: Remember that this is a very special and vulnerable evening for your child. They offer their work to you with the desire to please and have spent a considerable amount of time preparing their 'best' product. It is the time to focus on what is working and where you see effort. Questions or concerns arising from their presentation or the quality of their work may be saved for later conferencing with the Directresses.

vi. Elementary Conferences

In the Elementary Program (6-9) (9-12), there are three conferences. In addition to the first orientation meeting, the second is a Parent-Teacher Conference held in November and the third, is the Student- Led Conference, held in May.

The first orientation meeting is held in the first week of school after school hours. The second conference is held during the day and classes are cancelled in order that they may occur efficiently. The Student-Led conferences are held in the evening after school hours. At any time a parent may contact the school to conduct a private interview or conference.

vii. Parent Orientation to the lower and upper elementary classrooms

These are traditional orientation meetings that allow parents to meet the teacher and gain an understanding of the elementary programs and the child's development tasks within each age group.

Goals for the Directresses:

- To briefly inform parents about the anticipated social/emotional development of the student.
- To discuss the classroom protocol and subject areas being studied.
- To address any concerns of parents.

Date: September

Duration: 30 to 45 minutes

viii. Student-Led Conferences for Elementary students

Student-Led conferences occur near the end of the year in the evening. They are conducted by the students and give them an opportunity to explain the materials and display their work. The Directress is considered a facilitator for the evening, assisting the students in leading the meetings.

Goals for the Students:

- To prepare and teach students the principles of accepting responsibility for the work they do at school.
- To develop the communication and leadership skills required to report to parents.
- To increase problem solving abilities and management skills.
- To share their work and build self-esteem in their work.
- To share a self-assessment based on the Core competencies

Goals for the Parents:

- To help see that their children are enthusiastic, adept beings who can adequately report what they are doing at school and how well they are doing it.
- To help the parents to be positive and accepting of their children's efforts.
- To recognize the importance of their encouragement.

Goals for the Directresses:

- To facilitate and encourage the student to manage the interview.
- To enhance the emerging leadership of the student.
- To clarify any situations where the student may not be able to communicate clearly.

- To support the student so that the conferences remain positive and affirming.

Date: Late May

Duration: 30 minutes

Special Consideration: Remember that this is a very special and vulnerable evening for your child. They offer their work to you with the desire to please and have spent a considerable amount of time preparing their 'best' product. It is the time to focus on what is working and where you see effort. Questions or concerns arising from their presentation or the quality of their work may be saved for later conferencing with the Directresses.

d. Communications

i. Communications with Families

Every Thursday or Friday a newsletter will provide calendar and current school event updates. In addition, information on special events specific to individual classrooms will be detailed in this or via the classroom Directress' own email notification.

1. School Calendar

Our annual School Calendar is available on our website/community/calendar.

Weekly reminders will be provided through our system, and reminders for specific events, RSVP's and Sign Ups for activities will be provided.

ii. Bulletin Boards

Bulletin boards are located on the casa porch and on the porch of the main school building.

iii. Meeting with Classroom Directresses

We ask that if you require a meeting with the teaching team, please book a formal appointment by email or phone. Directresses can usually meet requests for meetings on the same or next school day. Classroom Directresses can be contacted as follows:

Table 4. Classroom Directresses Email Addresses	
Casa-Preschoolers	preschool@bbmschool.ca
Casa-Kindergarten	kindergarten@bbmschool.ca
Lower elementary Directresses	lowerelementary@bbmschool.ca
Upper elementary Directresses	intermediate@bbmschool.ca
Upper elementary (1) Directress	Intermediate1@bbmschool.ca
French Directress	french@bbmschool.ca
Music Directress	music@bbmschool.ca
Art Directress	art@bbmschool.ca

e. Special Needs Education Policy

At Boundary Bay Montessori School we are fully committed to meeting the needs of the child. We recognize that this can only take place when there is an honest and transparent sharing of information between teaching staff and parents/guardians regarding the child. Educating to meet the needs of the child is not always an easy venture, and we are only able to move in the best direction when all information is disclosed by all parties.

During the course of the school year, it is the Classroom Directress' job to observe and work with students and assess their ability to understand learning concepts, work with materials and eventually, master the learning outcomes that are appropriate for the student's developmental stage.

When concerns arise about consistent, ongoing challenges experienced by a student, Directresses are required to document their observations of the student, communicate the concerns with parents, and potentially, make recommendations for modifications or extra support if the learning challenges do not correct themselves over a reasonable course of time. Because children are unique as learners and in the pace of their development, Directresses rely largely on their training, experience and specialization of working with students in their classroom over many years.

As part of MIND's contract with parents, we rely on the parents' agreement to follow and support recommendations made by the Classroom Directress to address any support concerns they may have with students in their classroom. If a student continues to struggle with learning after all adaptive strategies in the classroom have been tried, additional tutoring may need to be put in place. Parents are required to cover any additional cost associated with psycho-educational assessments, tutoring or other therapeutic interventions.

The following procedures will be followed in each classroom when a Directress has concerns about a student's learning differences.

i. Casa

Directresses will have verbal communications with parents when they see a persistent behavior or learning pattern that, according to their professional opinion, is of concern.

If the behavior or learning pattern continues, and the student does not show a progression in development despite regular, developmentally- appropriate support strategies and/or interventions, the Directresses will have a meeting with parents to share their concern(s).

If the behavior or learning pattern leads to specific recommendations by the Directress for therapeutic intervention or professional assessment, this recommendation must be presented to parents both in a formal meeting and in written format. Written recommendations will be copied to the Head of School and placed in the student's school file.

Parents are required to consult their child's pediatrician and other related professionals to follow-up on the Directress' recommendations in order to work in partnership with their child's Directress(es) and support their educational program and any modification deemed beneficial by the student's Directress(es).

ii. Transition to the Lower elementary classroom

The Kindergarten Directress will meet with the Lower elementary Directress to share the student's progress, behavioural/learning pattern, and any recommended modifications to facilitate a smooth transition into the Primary classroom.

Observation of the student by the Lower elementary Directress is highly recommended to support the student's transition into this new level.

iii. Lower and Upper elementary classrooms

When a student exhibits a persistent behavior or learning pattern that, according to the Directress' professional opinion, is of concern, the Directress will:

- Assess the student's reading/language processing/numeracy processing.
- Implement developmentally-appropriate strategies to support that student's unique learning needs.
- Meet with parents to share observations and explain how the student is being supported social-emotionally, academically, physically and/or spiritually.

If the student's unique learning needs require further support, the Directress may recommend that a Learning Plan is created for the student. The Learning Plan will:

- Be shared with parents and will include parent's collaborative responsibilities to support the student at home.
- Be attached to the student's Report Card as a record of classroom strategies being used to support the student.
- Provide written recommendations that will be copied to the Head of School and placed in the student's school file.

When the strategies outlined in the student's Learning Plan are further assessed by the classroom Directress as not meeting all of the student's learning needs:

- The Directress will recommend that parents obtain a psycho-educational assessment by a qualified professional. The cost of this assessment must be borne by the parent.
- The Directress may require the student to receive extra support by a qualified tutor or educational assistant. The cost of extra support or tutoring must be borne by the parent.

When a student has completed a psycho-educational assessment, which identifies a learning disability or other special learning need, the Directress may initiate an Individual Education Plan (IEP) for the student.

An IEP will provide:

- Individual goals for a student who requires more than just minor adaptations to educational materials, instruction or assessment methods, and/or
- Learning outcomes where the student is working on outcomes other than the prescribed outcomes of the curriculum, and/or
- Direction for the student to receive learning support outside of regular classroom instruction in order to meet the expected learning outcomes for the curriculum.

iv. Individual Education Plan (IEP) Procedures: When writing the IEP, the Directress will:

- Identify individualized goals for the student which can be monitored and measured to track student growth and progress.
- Provide adapted learning outcomes for the student to experience success and continued growth in their academic program, or
- Provide a guide for implementation of learning support services for the student to meet expected learning outcomes.
- Develop the IEP in consultation with parents, learning support providers and the student.

- Ensure that the IEP is reviewed at least twice per year with parents and the student to monitor progress and to adapt and change learning goals as required.
- Provide copies of the IEP to attach to the student's final Report Card of each academic year.
- The IEP will remain part of the student's formal academic record, and will be transferred to new schools as per the Student Record Management Guidelines outlined by the Ministry of Education for Independent Schools.

BBMS Special Education process aligns with Special Education Services - Manual of Policies, Procedures and Guidelines:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

C. STUDENT INFORMATION

a. Rights and Responsibilities of Students

Each student is granted certain rights and responsibilities within the classroom. It is the right of each student to:

- uphold the classroom beliefs and social contract,
- participate in choosing ability-appropriate learning goals,
- select work which will meet or fulfill those learning goals,
- work uninterruptedly,
- work independently,
- to be treated respectfully by everyone within the school environment, and
- to initiate the conflict resolution and restitution process when conflict arises.

It is the responsibility of each student to practice behavior that considers the safety and care of others, and which adheres to our goal of maintaining an orderly school environment:

- handle the classroom materials with care,
- tidy up and return work to the appropriate shelf upon completion,
- respect the work and rights of others,
- be respectful of others who are working,
- be responsible for school work related obligations, and
- demonstrate respectful and inclusive behaviour towards fellow students, teachers, administration and adult supervisors
- maintain respectful and safe behavior on the playground, in the school and during all school-related events and activities.

i. Student Attendance

Please be as prompt as possible when you drop off or pick up your child. Late arrivals are disruptive to the classroom and to your child's classroom routine:

- All classrooms are open for arriving students at **8:30 am** and closed for departures at 3:15 pm
- The Casa ½ day program begins at 8:30 am and ends at 11:30 am
- The Casa full day program begins at 8:45 am and ends at 3:00 pm
- The Elementary program begins at 8:45 am and concludes at 3:00 pm

During the lunch break for (K-7), we allocate 30 minutes for eating and 30 minutes for supervised outdoor play. In keeping with Montessori philosophy regarding the ability to work without interruption called the "work cycle", there is no morning or afternoon recess.

Families whose children (K-7) are eligible for provincial funding are advised that their children must be in attendance for a minimum of 600 hours of the school year (September to May 15) in order that the full amount of the student grant be forwarded to MIND. Families, whose children attend school for less than 600 hours during this time period may be asked for documentation to describe the absences of their child. Based on this information, the Ministry may elect to decline all or part of the grant for that particular student. In the case that the Ministry declines all or part of a student grant, the family of that student is required, by the registration contract, to meet the entire cost of educating their children for that academic year.

ii. Absence from School

If your child is unable to attend school for any reason or needs to leave school for an appointment, a voicemail or written email (send to admin@bbmschool.ca) or note outlining the reason for your child's absence is required.

In any instance of a contagious illness, such as pink eye, norovirus or gastroenteritis, or a communicable disease, such as chicken pox, measles or mumps, please notify the school administration IMMEDIATELY at the ONSET of the illness. The school administration is required to report occurrences of illnesses that result in multiple student absences to the Public Health Department.

In addition, please keep your sick child at home until they are no longer infectious, if he/she:

- has had a fever within the past 24 hours,
- has had diarrhea within the past 24 hours,
- is too sick or exhausted to take part in all normal activities,
- has a suspected or known communicable disease (strep throat, pink eye,

- chicken pox, or any other undiagnosed rash),
- has a severe cough, and
- has bright yellow or green mucous discharging from the nose.

Please let the school know your child's symptoms or diagnosis that is related to their absence.

***Note: In the case of possible CoVid19 symptoms the staff will follow the steps and all staff and students will be required to complete a self-screening health check daily.

Staff or students who become unwell during the school day

Should staff become unwell through the day they will be sent home immediately and instructed to follow BBMS health policy. Should students become unwell through the day, they will be isolated, parents will be called to pick them up immediately and instructed to follow the appropriate steps outlined in BBMS health and screening form.

iii. Student Clothing

Students wear slippers or indoor shoes at all times inside the school. Please purchase simple indoor footwear in terms of colour and design. We recommend shoes or slippers with rubber soles, so that feet will remain dry in the event of an emergency evacuation.

BBMS students are not required to wear uniforms, however we stress the importance of purchasing clothing for your child which does not include marketing symbols and cartoon additions. This type of clothing creates distractions for the children and can be used for the purposes of exclusion between children.

Each BBMS student registered in the school is required to purchase a school jacket for use throughout the school year. While this jacket may be worn at any time during the year, it is mandatory that each child wear the jacket on school field trips. The school jackets allow our students to be seen and quickly located in large public locations. Please "personalize" your child's jacket by writing his/her name on the inner label.

Usually students wear tidy dress clothes for our concerts held before winter and summer break, unless teachers request the parents' help in providing a specific costume for dramatic performances.

iv. Personal Belongings

The materials in the classroom, and those distributed to the children by school staff provide a wealth of learning experiences. Please do not allow your child to bring toys to school. These items create distractions and shift students focus from purposeful education experiences. Artifacts or cultural items which complement an ongoing classroom theme are welcome at any time. However, the school cannot be responsible for the loss or damage of personal items.

It is recommended that your child use a backpack to carry school work to and from school. Student cell phones and electronic games are not allowed at school, except with special permission from the student's classroom teacher. Students who bring these devices to school are asked to keep them in their backpacks until the close of the school day.

b. Harassment and Bullying Prevention/Code of Conduct

School should be safe. We endeavour to provide a school environment that will promote and protect the physical and emotional well-being of our students and staff. Ultimately, we wish for every community member to be willing to accept responsibility for their behaviour, their attitudes, and their experiences. We do not label children negatively. Our focus is on recognizing the root of the behaviour.

In keeping with the true meaning of the word discipline, which is to teach, we prefer to model and we discuss ways to learn appropriate, kind and considerate ways to behave. Rather than focus on rules and the consequences for students breaking them, we prefer to teach students appropriate behaviour proactively. We encourage and model ways to negotiate in conflict situations so that whenever possible everyone can achieve resolution and at the very least, everyone is heard. As necessary we cue and remind students of appropriate behaviour.

i. Inappropriate Behaviour

When behaviour is inappropriate and a gentle reminder is not enough, we intervene and respectfully, but firmly, stop the behaviour. Our ultimate goal is to teach students awareness of appropriate behaviour so that they can be self-disciplined.

In order to do this we use the principles of *Choice Theory* in order to determine class beliefs, social contracts and the roles of teacher and student conduct.

We do this by identifying:

- behavioural needs,
- components of behaviour, and
- quality world.

We do this by asking the four questions:

- What do you want?
- What are you doing to get this?
- Is it working?

- Do you want to make a new plan?

And then we:

- establish core class beliefs,
- create my job/your job lists, and
- establish the bottom line, or consequence, for serious offences.

ii. Conflict Resolution

In the event of a problem occurring by a student or between members of the school community, we follow the Restitution Guidelines. The resulting restitution is meant to ensure:

The person who has offended others is strengthened to accept responsibility for actions and change behaviours. This process includes:

- Making satisfactory amends to the victim (not dependent on acceptance by victim),
- Showing an honest effort is required from the offender,
- Ensuring within the process that there is little incentive for repetition of the offense,
- Ensuring that the amends or corrective actions have relevance to the 'offense' where possible,
- Administering mutually agreeable consequences that tie to a higher value, and/or our mission statement,
- Requiring that there is no resentment by the planner/helper, and
- Executing the process with restraint of criticism, guilt, or anger.

iii. School Bullying

1. Definition of Bullying

Bullying is defined as a person expressing their power through the humiliation of another person. It may include:

- Offensive, cruel, intimidating, insulting or humiliating behaviour combined with the misuse of power or position.
- Repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Types of bullying include:

- Physical bullying: such as hitting, kicking, damaging or stealing another's property.

- Verbal bullying: name-calling, hurtful teasing, humiliating or threatening; may happen in person, in notes, over the phone, text messaging, email, chat rooms, web sites.
- Relational bullying: cutting off victims from social connection by convincing peers to exclude or reject an individual. May occur through any of the means listed under verbal bullying, and can include discrimination based on gender, race, culture, religion, sexual orientation or gender identity.

Bullying is NOT:

- conflict or disagreement between friends or peers,
- an argument between people of equal power,
- accidental,
- “normal” challenges in developing relationship skills,
- a one-time event (usually), or
- friendly teasing.

Bullying IS:

- hurting behaviours based on oppression and discrimination,
- based in a power differential,
- intentionally harmful,
- characterized by intensity and duration, and
- generally repeated over time.

2. Response to Bullying

In the event of a report of bullying or any breach of conduct, the school will respond using its Conflict Resolution and Restorative Justice Process, as outlined in Part E of this document (Student Management and Conduct Policy) and will take the additional following steps:

Any employee of BBMS witnessing or receiving a bullying complaint:

- will gather information from all students and adults involved in the situation,
- will record information and inform the Head of School of the incident,
- will initiate the Conflict Resolution and Restorative Justice Process,
- will attempt to keep the problem contained to the people involved and invite the support of parents when required to ensure that a peaceful resolution take place, and
- will inform parents when required, or when parents have launched the initial complaint, in order to solicit partnership in problem- solving and promote transparency of the reconciliation process.

Parents are required to be informed when:

- the incident involved teachers with students,
- the incident involves bullying, cyberbullying, intimidation, threatening or violent behaviours,
- the incident results in physical harm, or
- the incident(s) escalate to a point where a student reports feeling unsafe at school.

Information must be shared with parents as soon as possible, specifically, on the same day if it is possible to reach the parent by phone or in person, or by the end of the next school day following the report of the incident.

c. Access to School Network/Internet and Technology Guidelines

BBMS currently provides laptop and desktop computers, applications, Internet access and file storage for students. Each year, we create accounts for Intermediate students to work in Google Apps on the computers in the Intermediate classroom. Our goal is that Google Apps will support students to work in an online environment both at school and from home.

Students have access to computers in the Intermediate classroom at BBMS. Teachers provide guidelines to students at the beginning of the school year regarding when and how computers are to be used for research and project work. Students are required to respect those guidelines. In the event that students do not respect classroom guidelines or school policies regarding computer and Internet use, the school and Directresses reserve the right to revoke student computer-use privileges.

Using the network will enable students and teachers to:

- Access online subscriptions to Google Apps from both home and school to produce and store their work.
- Access resources through Google Apps for the sole purpose of supporting their work in and out of the classroom.
- Use electronic resources to access current information in international libraries and databases (e.g. newspapers from around the world, electronic reference books, etc.).
- Work cooperatively with fellow students/teachers on collaborative learning projects.
- Gain technological skills and promote their understanding of telecommunications and the world of Information Communication Technology (ICT).

Please be advised that it may be possible for your son/daughter to encounter material that is inaccurate or not acceptable according to school safety standards. While we

actively monitor student accounts, and have installed Internet security/controls and provide education to students regarding accessing inappropriate material, it is not possible to prevent all access to inappropriate material. Students are advised to inform their teacher immediately if they have accidentally accessed an inappropriate website. We ask parents to monitor and provide support to their children at home to use safe Internet practices and to ask for help as needed.

Students need to understand when working on the Internet that humour and sarcasm do not always translate well. Students need to be sensitive to the diversity of our community and be respectful when using the computer at all times. Students are prohibited from accessing another student's work unless that work has been 'shared' with them using Google Apps. We also advise students not to share their password with other students.

Students must develop the habit of signing out of Google Apps when they have finished using the computer so that their work cannot be accessed by other students. Students who use the computer under another student's account will lose computer privileges.

Please review BBMS' Internet Access and Email Policy (Part E) with your child to ensure they understand the policies and the expectations regarding computer use at BBMS.

Year 4 students will be assigned a login and password, and will be trained on how to access a school computer. Year 5, 6 and 7 students will retain the same account as was established in the previous school year. Please ask your child to speak to their classroom teacher if they have forgotten their login and/or password.

d. Celebrations and School Culture

During the year a number of celebrations are included as part of our peace curriculum and cultural studies. These include, but are not restricted to, special celebrations such as International Peace Day (September 21), United Nations Day (October 24), Earth Day (April 22) and Spirit Day (early June). You will be notified by newsletter as to the specific dates of these events.

Please note that Hallowe'en and Valentine's Day are not celebrated as school events. Traditionally, on or near Hallowe'en, elementary students participate in the schools' annual Read-a-Thon event, where we participate in reading and literary activities throughout the school day. Throughout the year, students participate in an act of service, where they support a local or global non-profit organization that is meaningful to the students. During the month of February, students are involved in inviting and preparing a Family Appreciation Activity for parents.

Celebrations of children's birthdays are marked (at the child's request) by simple tradition and songs. **Please ensure that birthday invitations are not distributed at the**

school. The school will provide each family with the BBMS Family Contact list for this purpose, and we request that invitations are distributed by phone, email or post, outside of school time. Our emphasis on courtesy, social grace and sharing is greatly assisted by your sensitivity to this situation. Other than the above exception, the use of family emails is restricted to ensure the privacy of personal information.

D. HEALTH AND SAFETY

a. Medication for Students

If your child requires doctor-prescribed or over-the-counter medication throughout the school day, parents are required to complete a Medication Permission Form, which is available at the Administration Desk in the main school building. Medication will be kept at the Administration Desk or by the classroom Directress unless special alternative arrangements have been made.

BBMS staff will only dispense doctor-prescribed medication when parents submit written authorization specifying the dosage and number of applications to be administered.

In the event that a child becomes ill during the school day, school staff will not administer any over-the-counter medications (e.g. Benedryl or Children's Tylenol) unless permission is obtained by telephone or email from the student's parent.

<https://bc.thrive.health/covid19/en>

b. Accidents that Occur at School

It is vital that you as parents keep the Emergency Contact Information current. In the event of an accident at school, during physical education or on a field trip, which results in an injury requiring medical attention, the following procedure will be implemented.

- In the event of a serious injury requiring immediate urgent medical attention, the Directress or Supervisor will:
 1. Call an ambulance and accompany child to hospital.*
 2. If unsuccessful in contacting the parent or guardian, attempt to contact emergency person(s) – registration form.
 3. Attempt to contact child's physician.

*In this scenario, other children in the class will come under the supervision of other

staff members until their dismissal.

- School staff will provide emergency First Aid to students who sustain minor injuries at school. Teachers will contact parents if any injury requires non-emergency medical attention. Parents are responsible to transport their children for medical assistance in a non-emergency situation.
- School staff will contact parents at the earliest possible time to report any head injury (regardless of how minor the injury) sustained by their child.
- The Teaching Team or Administrator will inform parents at the end of the school day of any injury experienced by their child during the school day.

c. Student Illness at School

If a student becomes ill at school, School staff will:

- provide a quiet, comfortable space for the student to rest, and
- monitor the student for changes in symptoms.

If the student vomits, has diarrhea, develops a fever or serious allergy symptoms, or is unable to return to class after a rest, the Teaching Team or Administrator will phone parents or the Emergency Contact person to pick up the child from school.

The Teaching Team or Administrator will inform parents at the end of the school day of any illness experienced by their child during the school day.

If the student develops symptoms that require immediate medical attention, the attending adult will follow the policy titled "Accidents That Occur at School"

The Head of School will notify the Medical Health Officer within 24 hours after it comes to our attention that a child enrolled in BBMS has a reportable communicable disease as listed in schedules A or B of the *Communicable Disease Regulation* (under the auspices of the provincial *Health Act*).

If a Nido or Casa child is involved in a "reportable incident", including incidents described in Schedule H of the *Community Care and Assisted Living Act Child Care Licensing Regulation*, or has a communicable disease as listed in schedules A or B of the *Community Care and Assisted Living Act Child Care Licensing Regulation*, the Administrator or Casa Manager must notify the Medical Health Officer within 24 hours.

***Note: In the case of possible CoVid19 symptoms the staff will follow the steps.

Staff or students who become unwell during the school day

Should staff become unwell through the day they will be sent home immediately and

instructed to follow BBMS health policy. Should students become unwell through the day, they will be isolated, parents will be called to pick them up immediately and instructed to follow the appropriate steps outlined in BBMS health and screening form.

E. SCHOOL GOVERNANCE

a. Montessori in Delta Society

Boundary Bay Montessori School is operated by the Montessori in Delta Society (MIND), founded in 1987. The Board of Directors of MIND is responsible for:

- Upholding the Constitution and Bylaws of the organization.
- Deciding the aims and objectives of the group.
- Delegating responsibilities to volunteers and teaching team.

The MIND Board meets monthly. All meetings are open for any MIND member to attend, however only Board members hold voting privileges. Notice of the Annual General Meeting (AGM) of MIND is given 3 weeks prior. The AGM is held in the fall of each year.

Members of the Board are elected for a 2-year term. The first year of Board membership provides experience in various aspects of the organization and operation of the Society and the school. The second year generally provides an opportunity to move from a Directors' position into that of a member of the Executive.

b. Committees

The MIND Board delegates some of their powers to committees. These committees are accountable to the Board. The Executive Committee (i.e. President, Vice-President, Secretary and Treasurer) shall be ex-officio members of every committee. The following committees are currently in operation:

- Executive
- School
- Fundraising
- Building Maintenance
- Marketing
- Policy
- Personnel/Finance/Bursary
- Volunteer

Additional ad-hoc parent committees are formed as needs arise. For example, a

Playground Committee would be involved in designing and developing the playground and a Grounds Committee would address maintenance and improvements to the school grounds and play areas.

i. Executive Committee

The Executive Committee provides leadership for all other MIND Directors and ensures that mutually-defined goals and required tasks of the Board committees are being met on a timely basis.

The Executive Committee also provides direct support to the Head of School in the day-to-day operations of the school. Executive members are expected to be available to discuss, troubleshoot and advise the Head of School regarding confidential school matters on an as-needed basis.

The responsibilities of each member of the Executive Committee are outlined in the MIND Constitution and are as follows.

1. President

The President shall preside at all meetings of MIND and of the directors. The President is the chief executive officer of MIND and shall supervise the other officers in the execution of their duties. The President, and such other director as the directors may by resolution stipulate, shall sign all notes, contracts, deeds, mortgages, releases, bills of sale, leases and all papers and instruments required to be executed by MIND in its name.

2. Vice-President

The Vice-President shall carry out the duties of the President during his/her absence. Any two members of the Executive Committee may be authorized by the Board to sign papers and instruments in the name of MIND.

3. Secretary

The Secretary shall conduct the correspondence of MIND, issue notices of meetings of MIND and directors, keep minutes of all meetings of MIND and directors, have custody of all records and documents of MIND except those required to be kept by the Treasurer, and maintain the register of members.

4. Treasurer

The Treasurer shall keep such financial records, including books of account, as are necessary to comply with the *Society Act* and render financial statements to the directors, members and others, when required.

ii. School Committee

A School Committee model was formed and first utilized in September 1993. This committee is convened by the Head of School when it is necessary to discuss sensitive concerns of students or parents which have not been satisfactorily resolved through the first two steps of the Student Management and Conduct Policy process. These meetings are confidential in nature. The committee is composed of the Head of School of BBMS, and 1-2 members of the MIND Board. In addition, the student(s), parent(s) or staff connected with the specific concern, as well as a facilitator, may be in attendance.

Occasionally, the concerns of parents may include issues that cross into Board or Administrative jurisdiction. In the event of this, the Board of Directors can also appoint a School Committee. The role of the MIND Board of Directors is to facilitate the meetings and follow the resolution process as defined in the Student Management and Conduct Policy. The members of the School Committee are required to be well-informed and have a skill set that enables them to work peacefully, in an objective manner, in order to facilitate and lead the parties toward resolution. The Board of Directors shall be non-partisan through this process.

When a School Committee has been appointed the Board Members are to do the following.

- Review and understand the Communication Policy.
- Seek information regarding the current issue and models of conflict resolution strategies.
- Follow a collegial model in the meetings, which is to work in consensus as outlined in brief below; refer to the Student Management and Conduct Policy for details. The collegial model can also be found at the following website address: www.realrestitution.com.

Collegial Model:

- assign tasks;
- give feedback;
- design back;
- determine conflict of interest; and
- report following conflict resolution.

iii. Fundraising Committee

This committee is chaired by a MIND Board member and identifies fundraising opportunities appropriate for BBMS. It assigns fundraising roles to volunteers and supports volunteer efforts. Fundraising events occur throughout the year and may include a Gala event.

iv. Building Maintenance Committee

This committee is chaired by a MIND Board member and identifies required maintenance and renovation tasks. Required duties are assigned to volunteers or tendered for contract.

v. Marketing Committee

This committee is chaired by a MIND Board member and works to increase enrolment, promote a positive image of the school for parents and for the community at large and to provide information regarding Montessori education at BBMS.

vi. Policy Committee

This committee is chaired by a MIND Board member and works to ensure that school policies are maintained and kept up to date, and responds to our own community's needs and Ministry of Education requirements regarding writing and reviewing new policy.

vii. Personnel/Finance/Bursary Committees

These committees are comprised only of Board members and are directly involved in personnel operations, finances and bursary funding.

viii. Volunteer Committee

This committee maintains records of Parent Participation hours for each family, and works with parents to ensure that their annual commitment is met.

c. The Parent Advisory Committee

Every independent school must have a parent group, separate and distinct from the authority of the board.

The PAC is linked to the Parent Participation Program and members support school and social events such as September/June BBQ, Skating Party, Hot Lunch program and Parent Education Evenings. The Volunteer Subcommittees support the coordination of volunteer jobs.

The Parent Advisory Committee and Parent Participation Program offers families a unique opportunity to become more actively involved in the success of their child's educational experience. The PAC and Parent Participation Program continues to be a success because it encourages a sense of community among the parents of the Casa and Elementary school and is gratefully appreciated by the staff.

F. MONTESSORI IN DELTA SOCIETY POLICIES AND GUIDELINES

a. Appeals Policy

When conflicts arise within the school, whether they involve parents, the teaching team, students, or the administrators, every attempt will be made to find the best and highest resolution of the issues under dispute that is most consistent with the school's fundamental values as outlined in the BBMS Blueprint, which is oriented to a win-win model.

A win-win model involves coming to consensus without blaming, shaming, criticizing or using coercion. Naturally, those concerned need to be willing to engage in the fair process of conflict resolution. The ultimate goal of all parties concerned, on which difficult decisions must be balanced, is what is best for each individual student and what is consistent with the core values of the school. To that end the following processes must be understood and followed as outlined below.

i. Meeting Timelines

The following meeting timelines are presented in numerical order for ease of reference.

1. When a concern arises that a parent wishes to discuss with their child's Directress, the parent is to do as follows.

- Request an appointment to discuss the issue with the Directress/staff member within five (5) days of the incident or situation being made known to the parent.
- The parent and the Directress/staff member will meet to discuss the matter within seven (7) days of the parent making their desire for a conference known.

2. In the event that Item #1 does not resolve the issue, the parent is to do as follows.

- Request an appointment with the Head of School within five (5) days to request a 3-way conference. The conference will include the parent, Directress and the Head of School.
- The 3-way conference is expected to occur within seven (7) days of the staff member making their desire for a 3-way conference known.

3. In the event that process in Item #2 does not resolve the issue, within five (5) days of the 3-way conference the parent is to do as follows.

- Ask to meet with the BBMS School Committee. The School Committee is comprised of two members of the MIND Board and the Head of School. The parent and the teaching team member involved will have input into which members may be most able to provide non-partisan options to resolve the issue, but the MIND Board ultimately decides who will represent them. Refer to School Governance (Part D) for a description of the role of the BBMS School Committee.
- Enumerate his/her concerns in writing stating all the particulars of the matters of concern in a formal letter to the Head of School. This may be done simultaneously with the request for the BBMS School Committee meeting or separately thereafter. In addition, the parent is encouraged to clarify their proposed remedy to the situation in as much detail as possible.
- The meeting of the BBMS School Committee under this section is expected to occur no later than fourteen (14) days after a decision to convene has been made. It is highly recommended that both parents of the student attend the School Committee meeting.

4. In the event the process outlined in Items #1-3 does not resolve, or is not followed according to this policy, the Head of School shall report the results of the intervention process to the MIND Board, in camera, for recommendations as to appropriate action. At such time the MIND Board may advise the parties to communicate with a trained facilitator.

All participants are deemed to commit to conducting the meeting(s) within the timelines. If the parents are not able to meet target timelines set for the MIND School Committee, the parents may request an alternative time. In good faith, the School Committee shall attempt to re-schedule the meeting for a later time. If this meeting time cannot be accommodated by the parents, the complaint procedure shall at that point be deemed to be concluded. The Head of School shall report such a result to the MIND Board of Directors, in camera. The meetings and communications will be documented in order to have a record of activity.

ii. Rules of Meetings

The following rules of meetings shall be maintained.

- 1) Discussion occur in circle
- 2) Confidentiality is required
- 3) No side talking
- 4) Each person takes their turn
- 5) A recorder should use the model in practice at BBMS, called the GRID. This document can be found in the Communications Binder (CP Binder) located in the Head of School office.

iii. Conflict Resolution Process

The model used at BBMS involves asking the following questions:

- 1) What is our problem? Each person describes/accounts.
- 2) Is what is happening now working? Each person evaluates/takes responsibility.
- 3) What do we want to do? Each person articulates desire.
- 4) Is what we want helping? Each person evaluates.
- 5) What is our plan? Each person problem solves.

iv. Role of School Committee

Occasionally the concerns of parents will be issues of personal concern and may include issues that cross into Board or Administrative jurisdiction. In the event of this, the Board of Directors will appoint a School Committee. The role of the MIND Board of Directors is to facilitate the meetings and follow the resolution process as defined in the Student Management and Conduct Policy. The members of the School Committee are required to be well-informed and have a skill set that enables them to work peacefully, in an objective manner, in order to facilitate and lead the parties toward resolution. The Board of Directors shall be non-partisan through this process.

When a School Committee has been appointed, the Board Members are to:

- Review and understand the Communication Policy.
- Seek information regarding the current issue and models of conflict resolution strategies.
- Follow a collegial model in the meetings, which is to work in consensus as outlined in brief below; refer to the Student Management and Conduct Policy for details. The collegial model can also be found at the following website address: www.realrestitution.com.

The following steps of the collegial model are presented in numerical order for ease of reference.

1) Assign Tasks

- Someone records the exchange using the GRID.
- Someone interprets the style of interactions (e.g. avoidance, compromise, collaboration, competition).
- Someone looks for coherence of beliefs.
- Someone encourages participation.

- 2) Give Feedback
 - Look for areas of agreement.
 - Get facts.
 - Ask the questions – What’s our goal? Can we reframe this? What’s your suggestion?

- 3) Design Back
 - Find common ground and core beliefs.
 - Set end goals.

- 4) Determine Conflict of Interest
 - Board member who is involved in the conflict and following the process outlined in the Communications Policy will remove himself/herself from any board discussion regarding this issue.
 - At the discretion of the Board he/she may be asked to temporarily resign from the MIND Board of Directors.

- 5) Reporting
 - Staff Member Involved to Head of School after Meeting #1.
 - Head of School to School Committee (MIND Board is informed) after Meeting #2.
 - School Committee to MIND Board after Meeting #3.
 - MIND Board to Head of School and Staff Member involved (after Meeting) #4.
 - As a Member of the Associate Member Group (AMG) of the FISA, any community member of the school, who has followed the above process and still feel that due process or unreasonable or unfair treatment has occurred can ask for the assistance of the AMG Ombudsman to review. The Ombudsperson for the AMG group can be reached through the President of the Associate Member Group through the FISABC Office (info@fisabc.ca)

BBMS Appeals policy reflects the principles of procedural fairness as described in the resource entitled Procedural Fairness: Best practices for Independent Schools

<https://fisabc.ca/wp-content/uploads/2019/12/Procedural-Fairness-Best-Practice-Guidelines.pdf>

b. Student Management and Conduct Policy/Discipline Policy

At BBMS we are committed to developing character in our students by embracing virtues and high personal standards for behaviour. The nature of the child plays an important role in the learning process. We affirm that education begins at birth and continues throughout life. While our emphasis is on our children, we provide a center of support for all to continue learning and developing toward becoming whole, balanced, and healthy individuals and families. We believe that wisdom can be cultivated and that it emerges from the ability to listen to both heart and mind. We nurture self-esteem. We affirm that self-esteem is a crucial ingredient for the full expression of a person's potential. We strive to base every interaction between community members on this principle, from how we foster self-discipline to respecting personal learning styles and stages of development. This is the very fabric of our community and our educational methods. We strive to provide a safe learning environment in which students take the necessary risks to progress and grow. Through feedback and self-evaluation, students learn from all experiences, both positive and negative.

Our goal is to develop community members who have the skills to create healthy relationships and work towards personal fulfillment. To achieve this goal, self-esteem, human dignity, and emotional well-being, as well as the ability to communicate and cooperate effectively with others, are valued at BBMS as highly as academic and material success. We teach our students to be attentive to their own feelings and those of others. We help them learn to solve conflicts effectively and fairly and to express their feelings in a respectful manner. The power of group dynamics and peer pressure is explored. Human relations and conflict resolution skills, nonviolence, leadership training and cooperative teamwork skills, and communication skills are all important elements in nurturing our students. Peace Education is as vital an element of our curriculum as mathematics and science.

We endeavor to provide a school environment that will promote and protect the physical and emotional well-being of our students and staff. Ultimately, we wish for every community member to be willing to accept responsibility for their behavior, their attitudes, and their experiences. The enormous reward that comes with accepting this responsibility is to choose and create the type of person they wish to be, and the life they wish to live. In keeping with the true meaning of the word discipline, which is to teach, we prefer to model and encourage appropriate, kind and considerate ways to behave in various situations. In instances where student behaviour differs from our expectation we focus on recognizing the root of the anti-social behaviour. We understand that all behaviour is purposeful and a result of need fulfillment. Therefore by seeking to find alternative or more positive ways to meet those needs, we teach the students that they are valued and respected as people whose needs are important. We do not label children negatively in terms of their behaviour. Because our focus is on recognizing the goals of the student's behaviour, we instead look to find more appropriate ways for the students' needs to be met in a way that is respectful. Rather

than focus on rules and the consequences for students breaking them, we prefer to teach students, beforehand, appropriate, kind and considerate ways to behave in given situations. As necessary we cue and remind students of appropriate behaviours before they forget. We use positive reinforcement whenever possible to acknowledge their progress, their contributions, and strengthen their character. We encourage and model ways to negotiate in conflict situations so that whenever possible everyone can achieve resolution and at the very least, everyone is heard. Our ultimate goal is to encourage self-discipline and self-motivation as the reasons for behaviour rather than fear or social pressure.

While we are normally successful with a very wide range of students, we can never be right for every child. One of our greatest challenges is to be objective, compassionate, yet realistic in considering the needs of each child as a unique individual. When we fail despite our best efforts to work with the child to help him/her meet appropriate behavioural expectations within the school's fundamental ground rules, we sadly and reluctantly counsel the family to seek out another school setting in which the child can experience success.

i. Conflict Resolution and Restorative Justice Process

The model of discipline that accurately reflects the core values of the blueprint of BBMS and is used by the teaching team is that developed by William Glasser called Choice Theory. See www.wglasser.com. Choice Theory is a methodology for adults and children alike that includes the following process:

Our students are taught the basic level of Choice Theory which includes:

- basic needs,
- needs versus wants,
- identification of behaviour,
- analyzing choices,
- creating a plan for quality conditions, and
- creating a class contract based on beliefs and modeling the core values of the BBMS Blueprint.

In addition to this we teach the children collaborative conflict resolution skills such as:

- self-awareness; positive thinking; open mindedness; fairness; the 7 Caring Habits (supporting, encouraging, listening, accepting, trusting, respecting, negotiating differences),
- taking time out to cool down,
- using "I" messages (e.g. "I feel disrespected when you speak to me that way"),
- practicing reflective listening,
- taking responsibility and being accountable, and
- brainstorming solutions (WIN/WIN).

And finally when a conflict occurs we seek to actively engage our students in the restorative justice process which includes:

- Invitation to all participants in order to begin the goal of repairing what trust has been broken.
- Seek Direct Accountability: In cases where certain individuals are responsible for causing harm, those people should be held accountable for their actions to the people they have hurt. Appropriate reparation will be expected.
- Reintegrate where there has been division: restorative action will help with reintegration and the repair of relationships.
- Strengthen the community and individuals to prevent further harm by asking "What needs to happen to reduce the chance of people being harmed again?" In this way, the focus is not on punishment but on how to create a healthier and safer community.

The stages that have been developed to address student behaviour in times of conflict are as follows.

The supervising directress will gather the students involved and in a circle, or face to face, actively engage in collaborative conflict resolution using the following process:

- Identify the problem using "I" statements.
- Let one child at a time explain the problem or incident.
- Ask the group what part they played in the incident.
- Ask the group to identify how they could restore peace.
- Ask the individual students whether they feel resolved.
- If not, ask the individual student to return when they are ready.

At the discretion of the directress, the parent will be informed of the incident and asked to support their child to come to a resolve. Parents are to be informed when:

- the incident involves teachers or other employees of BBMS
- the incident results in serious physical harm to the student or to another person
- the incident involves breach of conduct
- the incident(s) escalate to a point where the student reports feeling unsafe at school
- the problem is reoccurring without resolution being reached
- the incident is perceived as having an inflammatory nature

Information will be shared with parents as soon as possible, within a maximum of 24 hours after the incident is reported.

ii. Breach of Conduct and Reporting Guidelines

1. Definition

Breach of Conduct is physical or verbal aggression with the intention to harm that clearly creates an unsafe situation as is perceived by the supervising adult or the student.

This includes behaviour that:

- continues to escalate after adult supervisor is on hand to manage the situation, which includes defiance of authority and/or
- can be defined as bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, and/or
- includes rage, which is distinctive from a temper tantrum.

2. Classroom Safety

If a student reports feeling unsafe in the classroom, teachers will:

- Make a plan with student to address his/her safety needs.
- Work with any other students and teachers involved to restore safety.
- Check back with said student on an ongoing basis to ensure that the plan is working and the student feels safe.
- Inform parents if any conduct issues arise.

3. Reporting Guidelines

During school hours, while at a school-related activity, or where engaging in the activity will have an impact on the school environment, if a breach of conduct occurs that is witnessed by another child or a Directress, all involved parties will be removed from the public area and asked to discuss this behaviour with the Head of School and the child's Directress. At this time the Directress will begin the conflict resolution process with all involved parties. All parties will be asked to engage in the restorative justice process which will include:

- Invitation to all participants in order to begin the goal of repairing what trust has been broken.
- Seek Direct Accountability: In cases where certain individuals are responsible for causing harm, those people should be held accountable for their actions to the people they have hurt. Appropriate reparation will be expected.
- Reintegrate where there has been division: restorative action will help with reintegration and the repair of relationships.
- Strengthen the community and individuals to prevent further harm by asking "What needs to happen to reduce the chance of people being harmed again?" In this way, the focus is not on punishment but on how to create a healthier and safer community. A plan will be made to prevent retaliation by the person against a student who has made a complaint of a breach of conduct.
- The supervising adult will file a report to the Head of School.

During school time if a student witnesses a breach of conduct they must report this to their Directress immediately. At this time the Directress will begin the conflict resolution process with all involved parties. All parties will engage in the restorative justice process as mentioned above.

If a student reports a breach of conduct by a teacher or adult employee of BBMS, the report must be brought to the immediate attention of the Head of School to resolve the issue according to policies in this handbook.

All incidents will be reported to the Head of School who will then, in consultation with the Supervising Directress and Class Directress, report to the President of the Board. This group will determine the necessity of filing a formal report to the Board of Directors. Suspensions will be reported to the Board of Directors of MIND.

4. Monitoring Progress

If a breach of conduct is repeated by the same student then the Head of School and Directress will begin formal meetings with the child's parents and begin a process of monitoring behaviour with the potential of zero tolerance and consequences such as the restricted freedoms and vigilant supervision.

At all times the Head of School along with the offending student's Directress will develop the necessary consequences for the student's behaviour. It is the jurisdiction of the Directress and Head of School to determine the suitability of the consequence and to judge the level of accountability that the offending student has taken responsibility for in managing his or her behaviour.

5. Suspension

A student can be suspended for a breach of conduct by the Head of School. The student will be asked to go home and reflect on his or her behaviour. The Head of School, the student's Directress and the parents will meet before the student returns to school to discuss the level of accountability that the student takes for his or her behaviour and to determine the readiness of the student to re-enter the program. The Head of School will report all student suspensions to the MIND Executive, and inform them of the accountability plan and progress of the student in re-entering the BBMS program.

If a student is unable to fulfill these requirements to re-enter the BBMS community successfully and safely, after all breach of conduct policies and procedures have been exhausted, the Head of School will report the situation to the MIND Executive, and the student will be required to be withdrawn from the school program. Parents remain responsible to fulfill all terms of their contract with BBMS, unless an amendment has been made by the MIND Executive.

6. Withdrawal Procedures

While we are normally successful with our students, we can never be right for every child. We are objective, compassionate, yet realistic in considering the needs of each child as a unique individual and their placement in our school. When we fail, despite our best efforts, to work with the child to help them meet appropriate behavioural expectations within the school's fundamental ground rules, we counsel the family to seek another school setting in which the child can experience success. Parents will be notified of the requirement of their child's withdrawal in writing from the Head of School. Should the parent/guardian not forward an email/letter of withdrawal within 2 weeks of the request, the Head of School will conclude all student reports. All student records will be forwarded to the student's next school as required by the Student Records Requirements and Best Practices Policy.

iii. Internet Access and Email Policy

Our goal in providing Internet access to students is to promote a higher level of service to our students and parents by facilitating resource sharing, research, information exchange and general communication.

Our access blocking or filtering software proxy site and/or other controls limit access to undesirable sites and material. While the school monitors, and makes every effort to control the information accessed through the Internet, it will not be held responsible for the content of accessed sites that evade the controls in place. Individuals are required to exercise their own judgment regarding suitability of accessed material and must immediately report access gained either deliberately or inadvertently to material which is not in accordance with the ethical standards of the school.

Internet access is intended to be used solely for educational or educational administrative purposes. Any personal use must be of an incidental, infrequent nature, and not interfere with school activities and work schedules, must not involve solicitation, must not be associated with any for-profit or not-for-profit outside business activity, and must not potentially embarrass Boundary Bay Montessori School, its Board members, its individuals or its parents or students.

Once on the Internet, actions will be viewed as representative of not only the person, but of the school as well. The following are some basic rules of proper Internet conduct:

- be polite
- do not use vulgar, obscene, harassing or sarcastic language or images (e.g. cartoons),
- use caution when revealing your address or phone number (or those of others),
- respond to messages or requests promptly,
- always fill in subject lines on message headers,
- do not mark every message as urgent,
- do not waste time being too formal when it is not required,
- do not use too many fonts and colours,

- do not clutter networks with a lot of copied messages or use blind carbon copies of messages,
- do not send messages of a confidential or personal nature – email is not private even when encoded,
- do not intentionally disrupt the network or other users,
- abide by generally accepted rules of network etiquette, and
- personal web-based email accounts (e.g. Hotmail, Gmail) should not be accessed from school premises.

Having Internet access creates the potential for virus and other threats to BBMS systems and data. To minimize these threats, the following standards must be maintained at all times:

- if you identify a security problem, notify the Head of School immediately,
- do not show or identify a security problem to others outside the school, and
- avoid unnecessary subscriptions to mail/news sites even if they are free.

Internet access is a privilege, not a right. If an individual violates any of the acceptable use provisions outlined in this document, applicable provincial and federal laws, or posted policies, that person's access privileges may be terminated and future access may be denied. Some violations may constitute a criminal offense and may result in legal action. Any on line behaviours that constitute inappropriate behavior or breach of conduct, including cyberbullying, can result in a loss of computer privileges, at the Head of School's or supervising teacher's discretion.

Use of the Internet has many benefits, as well as carrying certain responsibilities. It is every individual's responsibility to effectively weigh the advantage of the benefits while accepting accountability for those responsibilities. Modifying or tampering with hardware and software without prior authorization by Head of School is vandalism to property and may result in disciplinary and/or legal action.

c. Health and Safety Policy

i. Communicable Diseases

When children work and play together in groups, this environment provides an opportunity for the spread of a number of common childhood diseases that can be passed on from one child to the next. It is important that these diseases be prevented or, if they do occur, that they are recognized quickly and steps taken to stop them from spreading. Public health nurses work to prevent diseases and control disease outbreaks. Further information about communicable diseases can be found at the HealthLink BC website (<http://www.healthlinkbc.ca/>).

If your child has received verification from your health provider that they have contracted a communicable disease, it is critical that the school be notified immediately, so that we can take steps to prevent and control disease outbreaks among the school population. Please phone or email us regarding the physician's diagnosis, and follow the physician's recommendations regarding keeping your child at home for the recommended period of treatment.

For information regarding preventing the spread of any of the following communicable diseases, please contact the public health nurse:

- Acquired Immune Deficiency Syndrome (i.e. AIDS/HIV)
- Food borne illness (e.g., salmonella, E-coli)
- Chicken Pox
- Hepatitis Viral (i.e. Hepatitis A, Hepatitis B, Hepatitis C)
- Malaria
- Measles
- Meningitis (all causes)
- Malaria
- Mumps
- Pertussis (i.e. Whooping Cough)
- Rabies
- Rubella (i.e. German Measles)
- Tuberculosis
- Typhoid/Paratyphoid Fever
- Waterborne Disease (all causes)

CoVid-19 Updates

We are no longer under pandemic restrictions, rather we are managing an endemic. It is very important that students, staff and parents manage their own symptoms and follow local guidelines on illness.. Please use the below website for helpful information.

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19>

All staff and students are expected to self-screen for symptoms of any illness on a daily basis and should a person become ill through the day, will be instructed to go home/or be picked up immediately and seek care from a healthcare professional

ii. First Aid

In the event of the need for minor first aid treatment, the school must have one employee on site with First Aid Certification and Training.

Students requiring treatment will be brought to the Administration area and may rest in

the office if waiting for pick up from a parent. Parents will be called to pick up students who need medical attention.

If a child is tired but not sick they are permitted to rest on a cushioned mat in a designated area until they feel well enough to continue lessons.

iii. Student Wellness

Students attending BBMS will provide records of immunization with their registration records. If parents elect not to immunize their children it is important that they notify the school in writing.

The purpose of providing immunizations is to offer protection against vaccine-preventable diseases, in order to eliminate or prevent outbreaks.

Vaccines identified below are provided free of charge by public health nurses and require parent/guardian/student consent. The vaccines which are offered are subject to federal/provincial recommendations and provincial funding.

The schedule of recommended vaccinations can be found on the HealthLink BC website: (<http://www.healthlinkbc.ca/toolsvideos/immunization/>).

For specific immunization questions, contact your public health nurse or physician.

iv. Student Absenteeism Due to Illness

For the protection of your child, as well as other children, keep your child home if he/she:

- Has a fever.
- Has vomited or had diarrhea within the past 24 hours.
- Is too sick or tired from illness to take part in all normal school activities including outdoor play.
- Has a suspected or known communicable disease (i.e. strep throat, pink eye, chicken pox, or any other undiagnosed rash).
- Has green or bright yellow mucus discharging from the nose.

Parents must:

- Keep children at home until they are no longer infectious
- Ensure that their child has been fever-free and/or has not vomited/had diarrhea for a minimum of 24 hours before sending them back to school.
- Phone the school to let them know of your child's absence each day, and provide information about their child's illness if they have a communicable disease.
- Provide a note of explanation upon their child's return to school, via email or hand-written letter.

The school may require a letter from the student's doctor confirming that they are healthy enough to return to school

v. Nutrition

1. Casa and Out-of-School Care Provisions of Snacks

Children in the Casa program and Out-of-School Care will be provided with healthy snacks according to Canada's Food Guide. Types of food served during snack will be posted daily outside the Preschool by the end of class. Any cooking/baking activity will promote healthy eating and nutritional habits.

2. Healthy Lunch Guidelines

In an effort to reinforce the healthy living practices that we teach at BBMS, please respect the following lunch guidelines:

- Pop/soft drinks: if a child brings pop to school, he or she will have it removed and returned at the end of the day.
- Fast food: it is the preference of school staff that fast food deliveries be eliminated or reduced to once a term. It is the preference to have children taken out of the school for fast food if that is the meal of choice.
- Treats: parents are asked to provide only one "treat" per day that is balanced by other healthy options.

Ingredients for a healthy lunch:

- sandwich,
- canned or fresh fruit,
- vegetables (e.g. baby carrots, celery),
- milk (1% or 2%) or water,
- yogurt (i.e. single-serving container, lower-fat), and
- granola bar or pudding (i.e. lower-fat).

Ingredients for a healthy sandwich:

- whole-grain bread, bagel or tortilla, and
- lean meat, tuna, cheese, or pea butter.

Please note: BBMS is a nut-aware school so peanuts and other nut products are prohibited. (source: www.actionschoolsbc.ca).

vi. Special Fundraising Lunch Sales

All special fundraising lunch sales will comply with the Ministry of Education's and the Ministry of Health's Guidelines for Food and Beverage Sales nutritional criteria, available

at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/the-guidelines-for-food-and-beverage-sales-in-bc-schools>

vii. Allergy/Anaphylaxis

We as a school are interested in protecting all children against the possibility of a severe, life-threatening anaphylactic reaction to allergens in our environment. Anaphylaxis is a severe allergic reaction. It can cause severe sickness or death. It can happen in seconds, minutes or even hours after someone has been exposed to the “allergen” (allergy source). Urgent medical treatment is required.

Two excellent resource documents on preventing anaphylactic reactions are available on-line. A copy of each is also available for review at the school.

- Canadian School Boards Association, Anaphylaxis: A Handbook for School Boards, <https://foodallergyCanada.ca/tools-and-downloads/key-resources/anaphylaxis-in-schools-guidelines/>
- Nut Aware Classrooms (https://www.fraserhealth.ca/media/Nut-Aware-Classrooms-Pamphlet_2012.pdf) <https://www.fraserhealth.ca/health-topics-a-to-z/school-health/medical-conditions-at-school/allergies-at-school/allergies-and-anaphylaxis#.Y5lly-963U>

The goal of our policy is to provide a safe environment for children with life threatening allergies, but it is not possible to reduce the risk to zero. The texture of peanut butter, for example, presents particular challenges in terms of contamination and cleaning of surfaces. While it may be possible to eliminate peanut products from the school it would be virtually impossible to do so with milk or wheat products. For this reason, we ask parents not to send food to school with peanuts or other nuts (e.g. almonds, cashews, pecans, walnuts, etc.) when there is a child enrolled in the school who is known to have an anaphylactic reaction to these foods. Parents should check product labels on common items such as granola bars, cookies and crackers. Should we have a child enrolled with an equally serious reaction to another food substance, we would re-examine this policy depending on the nature of the allergen.

Each September, information will go out informing parents if nut products can be included in food sent to school or if there has been a change.

The following guidelines should be followed to ensure the safest environment possible if your child has a severe allergy. A coordinated effort between parents, staff members and students is required to make this happen.

Parents and Guardians of Students with Allergies must:

- Inform school every year of your child's allergy and give updated emergency contacts.
- Provide school with a doctor's note stating the allergy, symptoms of an attack and the prescribed treatment.
- Work with the school and teachers to develop a plan for your child.
- Encourage your child to speak out when he/she feels he/she is having an allergic reaction.
- Encourage your child to carry his/her own Epi-Pen, not share foods/utensils and practice good hand washing.
- Teach your child that it is okay to say, "no" to foods when offered.
- Ensure that your child wears a medic-alert bracelet or necklace.

The Head of School is required to:

- Indicate with a check on the Medical Alert box on the student's 1704 Permanent Student Record and with a red dot on their student file, that there is important medical information on the student
- Ensure that the student's medical alert information remains with the 1704 Permanent Student Record when the student transfers to another school.

Directresses and staff are required to:

- Follow school policy and plan for the allergic child.
- Discuss allergies in age-appropriate terms with students.
- Create a positive attitude and safe environment without isolating the child.
- Do not use identified foods in activities or parties.
- Encourage hand washing before and after eating.
- Discourage sharing of food and utensils.
- Take Epi-pen and cellular phone and/or arrange phone access on all field trips.

Students with allergies:

- Will only eat foods from home and not share utensils or drinks.
- Will tell an adult if he/she feels he/she is having an allergic reaction.
- Know where his/her Epi-pen is at all times.
- Wash hands before and after eating.

viii. Playground Safety Guidelines

Students are expected to follow the playground safety guidelines at all times, both during school hours, and when using the playground before or after school under the supervision of parents. The supervision of students by BBMS staff is not provided before 8:30am and after 3:00pm.

- BBMS students are expected to behave on the playground within the school's Behavioural Guidelines as outlined in the BBMS Family Handbook.

- The Lunch Hour Supervisor is responsible for guiding the children through the traffic and parking areas of the school on the way to the playground.
- The playground equipment is safe and maintained by MIND's Building Maintenance committee. Appropriate ground cover is used beneath the playground structures.
- The playground equipment is age appropriate in both the Casa playground (for children aged 2-6) and the Elementary playground (for children aged 5-12). The students are instructed in the use of the playground equipment and are supervised at all times. The equipment is used as it was intended to be used. The play area is kept free of garbage and debris.
- The Lunch Hour Supervisor, parents and students have been made aware of unsafe playground situations (e.g. students are not permitted to climb on the top of the monkey bars and when not using the swings, students must remain outside of the bark-mulched area around the swings).
- The Lunch Hour Supervisor, parents and children are also aware of clothing that could catch on equipment and be a choking hazard, such as strings on hoods and hats, open jackets, scarves, loose clothing and bike helmets. Safe play (i.e. no pushing, shoving or tripping) is enforced at all times.
- The children are obligated to stay where the Lunch Hour Supervisor can see them at all times. The students have clear guidelines about the defining boundaries considered safe by the Lunch Hour Supervisor.
- When children need to use the washroom facilities, they must first inform the Lunch Hour Supervisor. The student then proceeds to the washroom with a student partner.
- In case of an emergency, the Lunch Hour Supervisor will have a first aid kit with them at all times. The Supervisor will also carry a cell phone with them while on the playground in order to maintain contact with the school. The Supervisor is also required to record incidents in a notebook found in the office area.
- In the event of an emergency, the following steps are taken by the Supervision staff:
 - 1) care for the injured student,
 - 2) call 911,
 - 3) ensure that supervision is maintained by another adult if they must leave, and
 - 4) thoroughly document the incident for insurance purposes.

ix. Field Trips and Student Transportation

1. Driving Volunteers

In order to be a volunteer for driving children to field trips or other events during the school day, the volunteer must undergo a successful Criminal Record Check (CRC), have a valid driver's license, and carry at least 2 million dollars of liability car insurance. Parents wishing to perform these tasks will be asked for verification of the above prior to being involved in these tasks.

Driving volunteers must adhere to the following requirements:

- Ensure your vehicle has a full tank of gas.
- Ensure your car insurance is up-to-date.
- Ensure seatbelts are in satisfactory working order and that booster seats are used according to legal age and weight requirements.
- Ensure that the carpool driver has a carpool form with Emergency Medical information for students and the Directress' or Head of School's cell phone number.
- Drive students directly to and from their field trip/event destination
- no side trips or unscheduled stops should be made.

We strongly discourage the provision of snacks, in-vehicle TV or movie screening and prohibit the use of electronic devices by students (such as video games, phones or iPods) during a school-sanctioned activity.

2. Field Trips Permission Forms

The Ministry of Education requires parents to be informed and to willingly consent, with reasonable knowledge, to their children's participation in school-sanctioned or school-organized, off-site field trips and activities. BBMS parents must grant formal permission for their child(ren) to participate in each different off-site event.

- Field Trip Permission Forms will be distributed to parents a minimum of one-week in advance of the first of any series of school-supervised P.E. activities which take place off the school grounds, or a minimum of one-week prior to any school-conducted field trip.
- Field Trip Permission Forms may be distributed to parents as paper copies or via electronic communications. Parents must read, complete the required information and submit the Permission Form prior to the field trip or activity in order for their child(ren) to participate.
- Field Trip Permission Forms will include the dates, times, location, nature of the activity, mode of transportation (e.g. school bus or parent carpool), special equipment required (e.g. multi-sport helmet), and will describe, within reason,

any foreseeable risk for accidental injury during the event or activity.

- The school will maintain an electronic file system that saves Field Trip Permission Forms that have been received from parents for one school year.
- While the school will make reasonable effort to work with parents to ensure the completion of Field Trip Permission Forms prior to the field trip date, ultimately, the onus to complete and submit these forms is the responsibility of the parent. Students whose parent has not submitted a Field Trip Permission Form to participate in a school field trip or P.E. activity may be prohibited from participating in the field trip. Acceptable alternative forms of permission or alternative plans may be approved by the Head of School on a case-by-case basis.
- School administration will collect Field Trip Permission Forms and provide BBMS teachers with information in the case of any student being prohibited to participate in any school field trip or off-site activity.
- Parents are encouraged to discuss with their child's classroom teacher if they have any questions or concerns regarding the upcoming field trip for which permission is being sought.

3. School Bus Transportation Policy

- Student Safety when using School Bus Transportation
 - In cooperation with contracted, qualified school bus transportation providers (SBTP), teachers will provide bus passenger safety instruction to all grade levels, including kindergarten through grade seven.
 - In September of each school year, before going on their first off-site field trip, classroom teachers will conduct a basic school bus safety discussion with kindergarten to grade seven students. Students will be reminded of safety procedures as deemed necessary throughout the school year
 - In September or October of each school year, teachers will conduct a formal school bus emergency evacuation drill. All students, kindergarten to grade seven, will participate in these drills under the direction of the SBTP.
 - In September of each school year, the BBMS Administrative team will enlist parental support by circulating school bus safety information newsletter to the BBMS parent community, with the request that parents review safety procedures with their child(ren).

➤ Responsibilities of Contracted, Qualified SBTP:

- SBTP will provide bus safety education to all of their passengers. The bus driver will provide safety directions to students, and can request the teacher's and/or supervisor's assistance to ensure that students follow all safety directions. Students who do not comply with safety directions may be prohibited, at the discretion of the supervising teacher, from riding on school buses on future field trips.
- In September or October of each school year, before departing on the first off-site field trip of the school year, SBTP will provide formal bus safety instruction to BBMS students, kindergarten to grade seven.
- In September or October of each school year, SBTP will provide instruction on emergency evacuation procedures to BBMS students, kindergarten to grade seven.
- SBTP will be required to provide BBMS teachers and/or supervisory staff with bus emergency evacuation curriculum for field trips, which will apply for field trips throughout the entire school year.

School bus drivers follow specific instructions to load and unload passengers. This is one of the most important responsibilities of the driver as most accidents occur outside the bus.

➤ Responsibilities of Students: School Bus Safety Rules

- Getting on and off the bus, students will abide by the following:
 - Follow the directions of the teachers or adult supervisors for exiting the school and approaching the school bus.
 - Wait outside the bus, at a safe distance, until the bus driver determines that students are permitted to get on the bus and opens the door.
 - Always use the handrail when climbing the steps of the bus.
 - Never push or shove other students.
 - Follow the directions of the teachers or adult supervisors about where to sit on the bus.
 - Follow the directions of the teachers or adult supervisors about where to meet or stand after exiting the bus.
 - Take two giant steps away from the bus when getting off the bus.
 - Walk, not run, away from the bus and meet in the designated spot with their teacher or adult supervisor.
- On the bus, all passengers will abide by the following:
 - Sit facing the driver, with feet down in front of the seat.
 - Keep hands and head inside the bus.
 - Keep the aisle clear at all times.

- Always follow the bus driver's instructions.
- If students need to cross the road after exiting the bus they must abide by the following:
 - Always cross the road in front of the bus, never behind it.
 - Take at least 10 giant steps in front of the bus.
 - Pause at the crossing arm; stop and look at the driver to give you the signal to cross.
 - Walk, never run across the road.
 - If you drop anything on the road, do not stop to pick it up. Ask an adult or the bus driver to help.

➤ Responsibilities of the Teachers and/or Designated Adult Supervisors

When using a Contracted, Qualified School Bus for school field trips, Teachers and/or Designated Adult Supervisors must abide by the following:

- Teachers must request a booking for the school bus through the BBMS Administrative Team. Teachers will receive a confirmation from BBMS Administrators once the school bus booking has been secured.
- A teacher or designated adult supervisor must always ride with the students on the school bus.
- The teacher or designated adult supervisor will work in cooperation with the school bus driver to ensure that students follow safety procedures and follow the driver's instructions in the event of an emergency.
- The teacher or designated adult supervisor must carry a school first aid kit with Emergency Permission Cards, school cell phone, and an attendance sheet, for all students who are participating in the field trip.
- The teacher or designated adult supervisor must take attendance before departing from school and before departing from the field trip destination to return to school, or at any time that students are dispersed from the bus, to ensure that all students are accounted for.
- If a student is injured or becomes ill while riding on a school bus, the teacher or a designated adult supervisor will follow procedures per MIND Policies Section D: Health and Safety, b. Accidents that Occur at School and/or c. Student Illness at School. If the student requires immediate emergency medical attention, the teacher/adult supervisor will:
 - Tell the bus driver to stop the bus due a medical emergency and call 911.
 - Stay with the student until first responders/paramedics have attended to the student and have determined whether it is safe to

transport the student back to school on the bus, or that medical transport is necessary.

- Inform the student's parent of the medical emergency and of the student's destination by telephone.
- Send the student's Emergency Permission Card, located in the first aid kit, with paramedics.
- Inform the school administration by phone so that the Administrator can determine if the injured or ill student or the teacher/adult supervisor need further support from the school.
- If there is only one teacher/designated adult supervisor with the class on the field trip, the teacher or designated adult supervisor will stay with the class and the Administrator or her/his designate will meet the student at the medical facility and wait until the student's parent or the parent's designate arrives.
- Safely return the rest of the class to school by school bus.
- Complete an Incident Report Form and communicate with parents and BBMS Administration as necessary.

x. Policy Regarding the Testing of Drinking Water Supply

1. Policy statement

School authorities must annually test for lead content in the drinking water available in their school facilities to ensure the quality meets guidelines established under applicable provincial and federal Acts and Regulations, and report the results, as requested, to the BC Ministry of Education (Ministry).

School authorities must take reasonable steps, as necessary, to reduce lead levels that are higher than established guidelines for drinking water quality.

2. Rationale or purpose of policy

This policy provides the minimum requirements for testing lead content in the drinking water of the school facilities, reporting of the results, and mitigation strategies to eliminate or reduce any risks to students and staff.

This policy specifically addresses lead content in drinking water. The Ministry expects school authorities to mitigate other issues that affect the quality of water as prescribed under applicable provincial and federal Acts and Regulations.

3. Relevant Acts and Regulations

- [Drinking Water Protection Act](#)
- [Drinking Water Protection Regulation](#)
- [Public Health Act](#)
- [School Act](#)

4. Policy Overview

All water suppliers in the province are required to test their water regularly. This includes small private systems (such as restaurants), cooperatively owned systems (such as strata properties), and larger municipal systems owned by local governments.

The Ministry is responsible for providing oversight to ensure public and independent schools are safe and well-functioning for students and staff across the province. As such, the Ministry has established minimum requirements for lead testing in schools built prior to 1990, due to the use of lead in plumbing materials.

MIND is responsible for ensuring the quality of water within the school facilities' systems and plumbing and is required to consult with their Regional Health Authority to develop a water quality lead testing program for their school facilities. This testing program must include the following elements:

- 1) Risk assessment.
- 2) Water testing.
- 3) Mitigation strategies.
- 4) A communication and reporting plan.

5. Procedures related to policy

➤ Risk Assessment

MIND must retain on file an assessment of the school facilities, including the school (building) age, historical testing results and recent improvements. This information will indicate which facilities are required to be tested for lead content in drinking water as set in the following requirements below. Risk assessment and testing documentation will remain on file at the school, and will be available for presentation to the Inspector of Independent Schools at his/her request.

All plumbing systems that provide drinking water in school facilities shall be tested for lead content under the following circumstances:

- 1) Plumbing systems were installed before January 1, 1990.
 - 2) The school has any history of elevated lead levels.
- ##### ➤ Water Testing Requirements

MIND will work with its Regional Health Authority to determine a suitable testing program for the school facilities. The testing procedure and number of samples taken at each facility shall be determined in collaboration with the Regional Health Authority, and be based on risk. MIND will complete lead content testing on all school facilities every 3 years.

➤ Mitigation Strategies

If sample results reveal lead levels above the maximum allowable concentration of 0.010 mg/L as stated in the [Guidelines for Canadian Drinking Water Quality](#) by Health Canada, MIND, in consultation with their Regional Health Authority, must immediately commence daily flushing of the pipes, or deactivate and place a “Not in Use” sign on the water source.

Mitigation solutions may include any of the following:

- 1) Flushing regimes.
- 2) Deactivation of water sources and supplemental signage.
- 3) Installation of filtration systems.
- 4) Plumbing upgrades.
- 5) Other steps that result in reducing the exposure to lead to acceptable levels

➤ Communication and Reporting

In the event that testing finds drinking water concentrations of lead at or above the maximum acceptable level, MIND must:

- 1) immediately inform the Independent Schools Branch, BC Ministry of Education, of the issue. Ongoing compliance with this policy will be confirmed during monitoring visits and external evaluations.
- 2) collaboratively work with their Regional Health Authority to communicate the results of annual drinking water testing with parents, students and staff, and will provide the following information:
 - The rationale for testing lead in drinking water.
 - An outline of the partnership with the Regional Health Authority.
 - The results of sampling.
 - Any mitigation strategies implemented or being considered by the Board (if required).
 - The contact information for the school district and the Regional Health Authority for parents, students and staff if they wish to request further information.

MIND shall submit all testing results to the Ministry during Monitoring Inspections and External Evaluations, and/or using reporting forms as provided by the Ministry.

xi. [Anti-smoking Policies \(including prohibition of vapour products\)](#)

1. [Policy Statement](#)

In accordance with Section 2.2 of the British Columbia Tobacco and Vapour Products

Control Act, in effect September 1, 2016, the use of tobacco and vapour products is banned on all public and independent kindergarten to Grade 12 schools in British Columbia. A person who is part of the Montessori in Delta community, participating in a school event on school property, or during off-site activities where children are present, must not smoke or use tobacco/e-cigarettes, or hold lighted tobacco/activated e-cigarettes.

2. Rationale of Policy

This policy upholds the Ministry of Health's Tobacco Control Strategy, which aims to reduce the death, disease and disability caused by tobacco by discouraging young people from starting to smoke; helping smokers to quit; and protecting people from exposure to second-hand smoke. B.C.'s five regional health authorities enforce the current Tobacco Control Act, which prohibits the sale of tobacco to anyone under the age of 19, restricts retail tobacco displays and promotions and bans tobacco use at all schools.

3. Resource Links:

[Bill 14 - Tobacco Amendment Act, 2015](#)

[Tobacco and Vapour Products Control Act](#)

[Tobacco and Vapour Products Control Regulation](#)

[Requirements under the Tobacco and Vapour Products Control Act and](#)

[Tobacco and Vapour Products Control Regulation](#)

4. Policy in Full

This ban on the use of tobacco/e-cigarettes extends to all members of the Montessori in Delta Society/Boundary Bay Montessori School community on school property, 24 hours per day, 7 days per week, regardless of whether or not school is in session. The ban includes school parking lots, sports fields, driveways, courtyards, and vehicles parked on school property.

The MIND Board believes in providing welcoming, safe and sustainable facilities that enhance the learning and teaching environment and is committed to its fundamental responsibility of enforcing a tobacco and vapour products free environment, as required under the legislation and this policy.

d. Harassment Policy for MIND Membership

There will be zero tolerance of harassment within our society. This includes all employees, volunteers, members, parents or anyone directly involved with the society's activities. We are committed to providing an environment in which all individuals are treated with dignity and respect. Every person has the right to participate in an environment that promotes equal opportunities and prohibits discriminatory practices.

Harassment takes many forms, but can generally be defined as behaviour including comments and/or conduct which is insulting, intimidating, humiliating, hurtful, malicious, degrading, or otherwise offensive to an individual or groups of individuals or which creates an uncomfortable environment.

Harassment may include:

- written or verbal abuse or threats,
- sexually oriented remarks,
- racial or ethnic slurs,
- unwelcome remarks, jokes, innuendoes, or taunting about a person's body, attire, age, marital status, ethnic or racial origin, religion, sexual orientation or gender identity, etc.,
- displaying sexually explicit, racist, or other offensive or derogatory material,
- sexual, racist, ethnic or religious graffiti,
- practical jokes which cause awkwardness or embarrassment, endanger a person's safety, or negatively affect performance,
- unwelcome sexual remarks, invitations or requests whether indirect or explicit, or leering (suggestive staring) or otherwise obscene or offensive gestures,
- condescension, paternalism, or patronizing behaviour which undermines self-respect or adversely affects performance or working conditions,
- physical contact such as touching, kissing, patting, pinching, etc., or
- physical assault.

If a member of the Society experiences or observes harassment, that member has a responsibility to approach the individual to let them know that the behaviour is unacceptable, and that the individual is expected to stop. If one is not comfortable to approach such an individual, another member of the Society could be invited to facilitate the conversation.

If the behaviour persists, the Executive members of the MIND Board must be notified. The MIND Executive will follow-up with a full investigation and determine the course of action that will satisfy all parties. It is the right of MIND to make the determination of appropriate consequences, which may include that membership in the Society and all contracts for services may be subject to termination.

e. Child Abuse and Neglect Policy for Employees

This policy underscores the importance of a collaborative approach between independent school authorities and personnel, the Ministry of Children and Family Development (MCFD), and the police to respond effectively to incidents of suspected child abuse and neglect and to ensure that children are protected.

BBMS is committed to the prevention of child abuse and the enhancement of the well-being and safety of the students entrusted to its care. This commitment is made first and foremost as an ethical and legal responsibility, but is also recognized as a response to government and societal expectations for the well-being and safety of students.

i. Purpose

The purpose of this policy is to provide specific guidance to the employees of Boundary Bay Montessori School in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

BBMS may add, modify, or remove portions of this policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy.

ii. Guiding Principles

The following guiding principles are provided to inform all parties serving children and families.

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm, or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parent

iii. Protocol on Reporting Child Abuse and/or Neglect Involving Parents or Parental Failure to Protect a Child

The following protocol will be used when dealing with a suspected case of child abuse.

- BBMS Head of School is designated as the Appointed School Official (ASO). All staff and volunteer personnel will be informed if a person other than the Head of School has been named as the ASO. The President of MIND will act as the Alternative Appointed School Official (AASO).
- Any school personnel who suspect or have information that a child is being abused or at risk of being abused, must promptly contact the MCFD or the Aboriginal Child and Family Services Agency (refer to the contact information provided below) and the ASO. If the ASO is the alleged abuser, then school personnel, after reporting to the previously mentioned agencies, will report to

the Superintendent, head, or chairperson of the MIND Board of Directors.

- It is the legal duty of all persons who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, conduct an investigation in accordance with the Child, Family, and Community Services Act (CFCSA; Section 13).
- Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection as set out in the CFCSA (Section 13) is legally responsible under CFCSA (Section 14) to report promptly to a Child Welfare Worker. “Reason to believe” simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. The reporter need not be certain. It is the Child Welfare Worker’s job to determine whether abuse or neglect has occurred or is likely to occur.
- School personnel, who are uncertain about their duty to report, will consult with a Child Welfare Worker who can discuss the options and appropriate course of action (refer to the contact information provided below).
- The police must be contacted immediately if the child is in any immediate danger.
- School personnel will not contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the Child Welfare Worker.
- School personnel will cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
- The school will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. School personnel should not share information with outside agencies about child abuse investigations, particularly if the police are involved.
- The ASO will ensure that the school environment is safe during any investigation.
- School personnel will support students who are victims of child abuse or neglect.

iv. Procedures Following Allegations of Child Abuse

According to the MCFD handbook, *“The BC Handbook for Action on Child Abuse and Neglect – For Service Providers”* (page 32) “if the abuse occurs in a setting such as a school, youth custody or child care centre, the head of the organization is responsible for responding.” It is the legal responsibility of school officials and employees to provide a safe learning environment for students. If the school officials and employees believe

that a child is being abused or at risk, there is a legal duty to report the concern to the local Child Welfare Worker and the police if the child is in imminent danger.

1. Dealing with Allegations Against Staff and Volunteers

Independent School officials have the primary responsibility for dealing with allegations of child abuse involving independent school employees, volunteers, contract service providers, or others on independent school property or supervising an independent school activity outside the school.

- Staff Member

Where there are allegations of child abuse by a school staff member, the Head of School or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The Head of School has the authority under the *Independent School Act* (Section 7(2)(b)) to suspend a school staff member whose presence threatens the safety and welfare of students.

- Volunteer

Where there are allegations of child abuse by a volunteer, the Head of School or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting attendance at school by a volunteer whose presence threatens the safety and welfare of students.

- Contract Workers and Other Persons

Where there are allegations of child abuse by a contract worker or other person at school or at an independent school activity outside of the school, the Head of School or ASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offense has been committed. The School Authority has the authority to issue a “No Trespass Order” prohibiting, from attending at the school, a contract worker or other person whose presence threatens the safety and welfare of students.

School personnel, who are uncertain about their duty to report, are encouraged to consult with a Child Welfare Worker who can discuss the options and appropriate course of action (refer to the contact information provided below).

2. Responsibility to Investigate Allegations by School Personnel

School personnel who have reason to believe that another employee, volunteer, contract service provider or other person on school property or supervising an independent school activity outside of the school has abused a student, must report the incident or information to the school Head of School or ASO. It is the responsibility of the Head of School or ASO to investigate the allegations and, in collaboration with the school personnel, determine what action is required.

3. Responsibility to Investigate Allegations by Parents

Parents of children alleged to have been abused in the school setting must be informed by the Head of School or ASO of the allegations and the outcome of the school investigation, unless there are special circumstances (e.g. relating to a child protection or police investigation, or endangerment of the child).

4. Dealing with Professional Misconduct of Employees

In addition to the authority provided in the *Independent School Act*, BBMS has the Teaching Team and Employee's Code of Conduct and Standards in Practice and Breach of Conduct Policy, which deal with professional misconduct of employees.

5. No Trespass Order

Where there are allegations of child abuse by a staff member, volunteer, contract service provider or other persons, the School Authority has the authority to issue a "No Trespass Order" prohibiting the volunteer's attendance at school. The order, provided orally or in writing, to the volunteer, contracted service provider or other person, and copied to the police, must specify the date of issue, the reason for the order, and the termination date of the order. Such orders may be re-issued on an annual basis, if required. This authority is provided under the *Trespass Act* (sections 4(1)(b) and (c)).

6. Reporting to the Police

Not every incident that might constitute an offense, if proven, will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, the school official should consult with the police regarding the matter.

7. Reporting to a Child Welfare Worker

Although the primary responsibility for dealing with abuse allegations involving independent school staff, volunteers, or contract workers rests with an independent school official, there may still be a need to report to a Child Welfare Worker. Where there is reason to believe that abuse or neglect has taken place outside the scope of the independent school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the independent school

investigation, a school official must report this to a Child Welfare Worker in accordance with CFCSA.

v. Duty to Report Professional Misconduct

An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student (*Teachers Act*; Section 38(1)(b)).

If a Head of School suspends, dismisses, or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the Head of School must without delay send to the commissioner a report regarding the suspension, dismissal, or disciplinary action (*Independent School Act*; Section 7.2).

If the MIND Board suspends, dismisses or disciplines an authorized person, the Board must without delay, notify the Head of School who must without delay report the matter to the commissioner (*Independent School Act*; Section 7.3).

vi. Protocols on Relationships with Partner Agencies

The school will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect. Agency names and contact information are provided in Attachment A.

The ASO will inform school staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation or the child is in immediate danger. Employees should become familiar with the information presented in Attachment A.

School personnel will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused, and report abuse and neglect to the appropriate authorities.

vii. Staff Training and Review

The ASO will ensure that annual training is provided to all school personnel, contractors, and volunteers who are working with children and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.

Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone's legal responsibility if they suspect abuse and/or neglect of a child. Frequently asked questions about child abuse and/or neglect are included in [Attachment B](#); topics addressed include indicators of abuse/neglect, information about the duty to report, and what information must be reported.

The authority/school will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in "*The BC Handbook for Action on Child Abuse and Neglect*".

The authority/school will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide. This information is available in "*The BC Handbook for Action on Child Abuse and Neglect*".

The details of the annual training provided by the school will be found in the minutes of the Teaching Team meeting where training has occurred – annually at the August or September monthly meeting.

viii. [Additional Resources](#)

Refer to the following attachments for additional information:

Attachment C (Legislation and Government Protocols) Attachment D (Glossary and Definitions)

Attachment E (Quick Reference – Possible Indications of Child Abuse and/or Neglect)

f. [Out-of-School Policies](#)

i. [Before School Care](#)

The Before School Care services offered by BBMS provides families with an option to have their children cared for at BBMS before school hours (7:30-8:30am). A supervisor will offer the children a morning cold breakfast option, engage them in activities and take them to their classroom for 8:30am. The before school program is subject to change for subsequent school years.

1. [Registration Options](#)

Registration option as noted below:

- Daily Sign-Up: Before School Care for the current day.

There is limited space available in the Before School Care program. If the Before School Care program is full on a given day, due to licensing regulations, BBMS will not be able to accommodate any additional students for this program.

2. Hours of Operations

Before School Care: 7:30 am – 8:30 am (as required on school days)

3. 2022/23 Price Schedule for Before School Care

One registration option is available with the following price schedule:

Daily Sign-Up \$10 for that day

ii. Out-of-School Care

The Out-of-School Care (OSC) and services offered by BBMS provides families with an option to have their children cared for at BBMS after school hours (3:00-5:30). An OSC supervisor will engage the children in interesting extra-curricular activities and provide an afterschool healthy snack.

1. Registration Options

Two registration options are available as noted below:

- Full Month OSC: OSC for every day of the month selected.
- Daily Sign-Up: OSC for the current day. An OSC sign-up sheet is located at the school entrance. Sign-up occurs in the morning pending space available.

As there is limited space available in the OSC program, highest priority in assigning space is given in the descending order of the program as noted above. Full-month OSC is highest priority and daily sign-up is lowest priority. If the OSC is full on a given day, due to licensing regulations, BBMS will not be able to accommodate any additional students for this program.

2. Hours of Operations

OSC: 3:00 pm – 5:30 pm daily (on school days)

3. 2023/24 Price Schedule for OSC

Two registration options are available with the following price schedule:

Full Month OSC \$270 for the month selected
Daily Sign-Up \$21 for that day

4. Late Fee

The OSC program end at 5:30 pm sharp. If the child is picked up after 5:30 pm, a late fee of \$1 per minute per child will be charged.

Parents who are delayed due to unforeseen circumstances that are beyond their control (e.g. traffic accidents causing congestion, family emergency), are requested to phone the school at the earliest possible time to report their situation. BBMS OSC and Daycare staff will do their best to accommodate emergency situations, but we also request that parents make every attempt for alternate pick up arrangements of their child(ren) in the case of an emergency.

5. Automatic Enrolment in OSC

Note that if your child is not enrolled in OSC and you are late picking up your child from school, the child will be automatically enrolled into OSC 15 minutes after class ends. Parents are responsible to pay the OSC daily fee.

The school day ends at 3:00 pm. There is a 15-minute grace period allowed so that if you are unavoidably late, please call and explain that you will be picking your child up by 3:15 pm. If your child has not been picked up by 3:15 pm, then he/she will be automatically enrolled in OSC and the daily sign-up fee will apply.

If the OSC program is full and cannot accommodate your child, then a late fee of \$1 per minute per child for every minute after 3:15 pm will be charged.

g. Privacy Policy for Parents, Guardians, Students and Others - Our Commitment To Privacy

Boundary Bay Montessori School is committed to maintaining the security, confidentiality and privacy of your personal information. BBMS respects your privacy and strives to be an open and accessible organization. This Privacy Policy documents our ongoing commitment to you and has been developed in compliance with relevant privacy legislation.

i. Scope of Policy

This Policy addresses personal information about individuals only. This Policy does not apply to information collected, used or disclosed with respect to corporate or commercial entities. Further, it does not impose any limits on the collection, use or disclosure of the following information by BBMS:

- your business contact information, or
- publicly available information.

However, corporate and commercial information is protected by other BBMS policies and practices and through contractual arrangements.

ii. Definitions

In this Policy, the following definitions apply:

"*business contact information*" means information to contact an individual at a place of business, including the individual's name, position, business telephone number, business address, business e-mail address and business fax number.

"*collection*" means the act of gathering, acquiring, or obtaining personal information from any source, including third parties, by any means.

"*consent*" means voluntary agreement to the collection, use and disclosure of personal information for specified purposes. Consent may be express or implied. Express consent may be given orally or in writing, if it is unequivocal and does not require any inference on the part of BBMS. Implied consent exists when BBMS can reasonably infer consent based upon your action or inaction.

"*disclosure*" means making personal information available to a third party.

"*personal information*" means information about an identifiable individual but does not include his or her business contact information. Personal information does not include information concerning corporate or commercial entities. It also does not include information that cannot be associated with a specific individual.

"*privacy officer*" means an individual designated by BBMS who is accountable for compliance with this policy by BBMS and whose name and contact particulars are set forth at the end of this policy.

"*third party*" means an individual or organization other than BBMS and you.

"*use*" means the treatment and handling of personal information by and within BBMS.

"BBMS" means Boundary Bay Montessori School; the private Montessori school which operates classes from preschool to grade 7 inclusive at 3800 72nd Street, Delta, BC.

"*you*" means a parent or guardian of a prospective, enrolled or former student at Boundary Bay Montessori School, the student them self and anyone else for whom BBMS collects personal information, except for employees of BBMS for whom BBMS has a separate privacy policy.

iii. Accountability

BBMS is accountable for personal information under its control. BBMS has designated a privacy officer to ensure compliance with this policy. Ultimate accountability for BBMS compliance rests with the MIND Board of Directors who delegates day-to-day accountability to the privacy officer. Other individuals within BBMS may be accountable for the day-to-day collection and processing of personal information or may act on behalf of the privacy officer.

BBMS will adopt procedures to protect personal information, receive and respond to complaints and inquiries, train staff regarding privacy policies and procedures, and communicate policies and procedures to you.

iv. Purposes

When collecting information, BBMS will state the purpose of collection and will provide, on request, contact information for the privacy officer who can answer questions about the collection. BBMS may collect your personal information for the following purposes:

- to assess applications for admission to (or continued enrolment in) BBMS by prospective students or students through their parents or guardians;
- to determine the financial status (including through credit reports) of parents or guardians for admission or continued enrolment of students;
- to provide and administer services through Boundary Bay Montessori School;
- to disclose to the BBMS/MIND Parent Advisory Committee for the purpose of coordinating their activities, which are directly or indirectly beneficial to BBMS;
- to disclose to those administering the Parent Participation Program for the purposes of such Program;
- to disclose grades, as required, to the BC Ministry of Education;
- to disclose information requested by third parties (with permission of parents/guardians);
- to protect BBMS, you and others from fraud and error and to safeguard the interests of BBMS and its students, staff and representatives;
- to verify your identity;
- to collect debts owed by you to BBMS;
- to ensure staff and contractors comply with their agreements and legal obligations to BBMS;
- to manage or transfer assets or liabilities of BBMS, for example in the case of an acquisition or merger, the provision of security for a credit facility or the change of a supplier of products;
- to administer relations with the BC Ministry of Education, the Federation of Independent Schools of BC, and other educational organizations with whom BBMS has relations;
- to directly or indirectly collect photographs of students for the purposes of publications in the newsletter, however photographs collected for use on the

website, in promotional videos, and other promotional purposes will require a "Consent to Publish" form from the individual student and/or parent/guardian. (Note that photographs where a person could not be reasonably/specifically identified will not require a consent to publish)

- BBMS may use your personal information to contact you regarding special events, fundraising and other matters in which it is involved, directly or indirectly; and
- to comply with any lawful, legal or regulatory requirement.

The above collections, uses and disclosures are a reasonably necessary part of your relationship with BBMS. When your personal information is to be used for a purpose not previously identified, the new purpose will be disclosed to you prior to such use, and your consent will be sought unless the use is authorized or required by the Personal Information Protection Act (PIPA) or other law.

v. Consent

BBMS will obtain your consent to collect, use or disclose personal information except where BBMS is authorized or required by law to do so without consent. For example, BBMS may collect, use or disclose personal information without your knowledge or consent where:

- BBMS is collecting or paying a debt;
- BBMS is obtaining legal advice; or
- BBMS reasonably expects that obtaining consent would compromise an investigation or proceeding.

Your consent may be express or implied, or given through an authorized representative such as a lawyer, agent or broker. If you are under the age of majority, your consent may be obtained from a parent or guardian.

Consent may be provided orally, in writing, electronically, through inaction (such as when you fail to notify BBMS that you do not wish your personal information collected/used/disclosed for optional purposes following reasonable notice to you) or otherwise. For example, oral consent could be expressed over the telephone when information is being collected; electronically when submitting an agreement, application or other information; or in writing when signing an agreement or application. You may withdraw your consent at any time, subject to legal or contractual restrictions, provided reasonable written notice of withdrawal of consent is given by you to BBMS. Upon receipt of your written notice, BBMS will inform you of the likely consequences of the withdrawal, which may include the inability of BBMS to provide certain products or services for which the delivery of that information is a prerequisite.

vi. Limits on Collection of Personal Information

BBMS will not collect personal information indiscriminately and will limit its collection

of your personal information to what is reasonably necessary to provide a product or service either directly or indirectly and which is reasonably necessary for the purposes which you consented to. BBMS may also collect information as authorized by law.

vii. Limits For Using, Disclosing And Retaining Personal Information

Your personal information will only be used or disclosed for the purposes set out above and as authorized by law. BBMS will keep personal information used to make a decision affecting an individual for at least one year after using it to make the decision.

BBMS will destroy, erase or make anonymous documents or other records containing personal information as soon as it is reasonable to assume that the original purpose is no longer being served by retention of the information and retention is no longer necessary for legal or business purposes.

BBMS will take due care when destroying personal information to prevent unauthorized access to such information.

viii. Accuracy

BBMS will make a reasonable effort to ensure that personal information it is using or disclosing is accurate and complete. In most cases, BBMS will rely on you to ensure that certain information, such as your street address, e-mail address or telephone number, is current, complete and accurate.

If you demonstrate the inaccuracy or incompleteness of personal information, BBMS will amend the information as required. If appropriate, BBMS will send the amended information to third parties to whom the information has been disclosed.

When a challenge regarding the accuracy of personal information is not resolved to your satisfaction, BBMS will annotate the personal information under its control with a note that a correction was requested but not made.

ix. Safeguarding Personal Information

BBMS protects the personal information in its custody or control by making reasonable security arrangements to prevent unauthorized access, collection, use, disclosure, copying, modification, disposal or similar risks.

BBMS will take reasonable steps, through contractual or other reasonable means, to ensure that a comparable level of personal information protection is implemented by its suppliers and agents who assist in providing products and services to you.

Please note that confidentiality and security are not assured when information is transmitted through e-mail or other wireless communication. BBMS will not be

responsible for any loss or damage suffered as a result of a breach of security or confidentiality when you transmit information to BBMS by e-mail or other wireless communication.

x. Openness

BBMS is open about the policies and procedures it uses to protect your personal information. Disclosure of our policies and procedures will be made available in writing and electronically. However, to ensure the integrity of our security procedures and business methods, BBMS will not disclose sensitive information about its policies and procedures.

BBMS will make available a description of the type of personal information held by BBMS, and a general description of its use and disclosure.

xi. Providing Access

You have a right to access your personal information held by BBMS. Upon written request and verification of identity, BBMS will provide you with your other personal information under its control, information about the ways in which that information is being used and a description of the individuals and organizations to which such information has been disclosed.

BBMS may charge a reasonable fee for providing personal information in response to an access request and will provide an estimate of any such fee upon receiving a written access to personal information request. BBMS may require a deposit for all or part of the fee. BBMS will make personal information available within 30 days or provide written notice where additional time is required to fulfill the request.

In some situations, BBMS may not be able to provide access to certain personal information. This may be the case where, for example, disclosure would reveal personal information about another individual, the personal information is protected by solicitor/client privilege, the information was collected for the purpose of an investigation or where disclosure of the information would reveal confidential commercial information that, if disclosed, could harm the competitive position of BBMS. BBMS may also be prevented, by law, from providing access to certain personal information.

Where an access request is refused in whole or in part, BBMS will notify you in writing, giving the reason for refusal and outlining further steps which are available to you.

xii. Complaints

BBMS will, on request, provide information regarding its complaint response procedure. Any inquiry, complaint or question regarding this Privacy Policy must be directed in writing to the BBMS privacy officer.

xiii. Contact Information:

Privacy Officer

Boundary Bay Montessori School 3800 72nd Street, Delta, BC V4K 3N2

Phone: 604-946-9814

Email: academicdirector@bbmschool.ca

h. Student Records Requirements and Best Practices Policy

i. Introduction

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit independent school students, parents, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage. The legal framework for the development of this policy is provided by Section 6.1 of the *Independent School Act*, Sections 9 and 10 of the Independent School Regulation (the Regulation), the Student Records Order (I 1/07) (the Order), and the *Personal Information Protection Act* (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

In addition to the above, the Office of the Inspector of Independent Schools and FISA BC have collaborated in producing the Student Records Requirements and Best Practice Guidelines for Independent Schools, Ministry of Education, June 2012, which serves as a guide for independent school policy development in this area.

The School Authority may add, modify, or remove portions of this policy when it is considered appropriate to do so, if it is not in conflict with legal requirements and government policy.

Boundary Bay Montessori School is committed to ensuring that student records are handled in accordance with all legal requirements.

ii. Purpose

The purpose of this policy is to establish procedures for the collection of student information and its storage, use, disclosure, transfer, and protection.

iii. Policy Statements

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer, and protect student information.

Boundary Bay Montessori School will undertake the following.

- Ensure that the Head of School is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
- Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- Secure student records and student files with access within the School Authority restricted to the Head of School, administrative staff, the student's teachers, and support staff who, by the nature of their work, are required to have access to the student's information.
- Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the Head of School or designate.
- Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- Inform parents that concerns, complaints, and questions about personal information handling policies and practices of the School Authority may be directed to the Head of School or Montessori in Delta Society President by calling the school office.

iv. Definitions and Student Record Components

The following elements comprise the student record:

- the Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
 - Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - Student Progress Reports for the two most recent years or an official transcript of grades;
- all documents listed as inclusions on Form 1704 (see 21.4.2 below);
- a copy of the student's current Student Learning Plan, if any; and
- a copy of the student's current Individual Education Plan (IEP), if any.

v. Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

- health services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
- court orders as indicated by the legal alert checkbox;
- other legal documents (e.g. name change or immigration document);
- support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities);
- current IEP and/or Case Management Plan (CMP) where applicable; and
- notification of a student being home schooled.

vi. Student File

Additional items must (see Table 5, Column A) or may (see Table 5, Column B) be included in the school's Student Records as part of the Student File. As of January 2018, all newly received items will be date stamped and listed on the student's Form 1704 under "Student Record Inclusions" before they are placed in the Student File. These items include the following (Table 5).

Table 5. Information to be Included in Student File	
Column A (Must be Included)	Column B¹ (May be Included)
legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document	Care Card number
	emergency contact numbers of parents, guardians and designated alternates
official name(s) of parent(s) or guardian(s) with home and work contact information	doctor's and dentist' name and contact information
	previous Student Progress Reports (other than the two most recent years required in the PSR)
Form A: Verification that parent/guardian is legally admitted to Canada and a resident of BC and student is for funding (see Attachment F)	serious discipline reports resulting in suspension or expulsion, or when sharing information of the disciplinary concern will benefit the needs and support of the student in his/her new school (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken)
	reports of important meetings/discussions relating to the student
	standardized test scores, records of information which an educator deems relevant and important to the educational program of the student

¹ At Boundary Bay Montessori School, the following information is collected from enrolled students. This information is part of the Student File, but will not be forwarded to other schools as part of the Student Record, except as noted in reports of important meetings/discussions relating to the student, standardized test scores, records of information which an educator deems relevant and important to the educational program of the student.

vii. Sensitive Student Information

Sensitive student information may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

- psychiatric reports;
- family assessments;
- referrals to, or reports from, school arranged counselling services; or
- record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under the CFCS (Section 14).

Documents falling under the Sensitive Student Information category must be handled using the following practices.

- Documents may only be forwarded after written, dated and signed consent has been obtained from parents for the collection, use and disclosure of psychiatric reports or family assessments.
- Documents must be stored in the locked filing cabinet holding Student Files in the Head of School's office. Only the Head of School and the student's teacher may view the document, unless permission for others to view is obtained from parents in writing.

- Records will not be disclosed or transferred to a new school as part of the school record without written, dated and signed consent being obtained from parents.
- Reports under Section 14 of the CFCSA will NOT be disclosed to third parties or transferred to other schools.
- Reports made under Section 14 of the CFCSA will be sealed in an envelope and placed in a specific confidential file in the Head of School's office. No other staff, other than the individual who initiated the report and the Head of School, shall have access to any Section 14 report.

viii. Procedures

The Head of School or designate will be responsible for the following.

- Updating Form 1704 as information changes and the student progresses through the system.

ix. Student Record and Student File Retention

The required inclusions are to be included in the PSR. Refer to Table 6 below for a summary of Student Record and Student File Retention requirements.

Table 6. Summary of Student Record and Student File Retention			
Student Records		Student Files	
Active	Inactive	Active	Inactive
Student Records are locked in the fireproof cabinet in the Head of School's office. Access is restricted to those employees (the Administrative Assistant, teachers and tutors) who, by the nature of their work, are required to have access.	Unless another school requests a Student Record (see section 6 below), the School Authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.	Student Files are locked in the fireproof filing cabinet in the Head of School's office. Access is restricted to those employees (such as the Head of School, the Administrative Assistant, teachers, and tutors) who, by the nature of their work, are required to have access.	The School Authority archives Student Records for 55 years after the student has withdrawn or graduated from the school.
The School Authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined below.	The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the Head of School or the Administrative Assistant.	The School Authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined below.	The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.
The Head of School or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements.	The Administrative Assistant keeps a record of Student Records that are destroyed (shredded) after 55 years.	The Head of School or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.	The Head of School or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

x. Currency of Student Records

Student eligibility information (Attachment F) will be updated during student registration each year. As stated above, the Head of School or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

xi. Security of Student Information Off Campus

The Head of School is responsible for ensuring that personal information taken off campus is safely stored and that personal information is protected.

xii. Handling of Sensitive Student Information

Access to Sensitive Student Information is restricted to the Head of School or a person or persons authorized by the Head of School to access such information defined in the section titled “Sensitive Student Information” in this policy.

xiii. Use of Student Personal Information

The Montessori in Delta Society and Boundary Bay Montessori School will use a student’s personal information for the following purposes.

- To communicate with the student and/or the student’s parent or legal guardian, to process a student’s application, and to provide a student with the educational services and co-curricular programs provided by Boundary Bay Montessori School.
- To enable the Montessori in Delta Society to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as the PAC and fundraising activities.
- To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

xiv. Access to and Disclosure of Student Records

A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to do the following.

- Examine the Student Record and Student File kept by Boundary Bay Montessori School/Montessori in Delta Society pertaining to that student, while accompanied by the Head of School or designate to interpret the records.
- Receive a copy of any student record upon request. The Montessori in Delta Society reserves the right to recover the direct cost of copying records. An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with a minimum of one week’s notice during the school year (September to June) to the school administration. Access will be provided during school hours. During summer hours, access to Student Records and Student Files may be made by appointment and is subject to availability of the Head of School or designate.

xv. Disclosure for Delivery of Health Services, Social Services, or other Support Services

Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.

In the case of a request for personal student information from separated or divorced parents, the Montessori in Delta Society will be guided by the legal custody agreement, a copy of which should be provided to the Head of School. In cases where the Head of School is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

xvi. Transfer of Student Records

On receipt of a request for student records from a school, a Board of Education, or an Independent School Authority from within British Columbia where the student is (or will be) enrolled, the Montessori in Delta Society will first obtain written, dated and signed notice of transfer from the student's parent, and will then transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution.

In the event that a parent notice has not been returned by the parent within a reasonable time frame (i.e. one month into the new school year), the Montessori in Delta Society will transfer the student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The Montessori in Delta Society will notify the parent by letter that this transfer has taken place.

The Montessori in Delta Society will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.

If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).

Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the Independent School Authority. The original PSR must be retained by the public school.

The School Authority will only transfer sensitive, confidential information (e.g.

psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

The School Authority will not transfer a record of a Section 14 *Child, Family and Community Service Act* report of alleged sexual or physical abuse made to a child protection social worker.

A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The School Authority reserves the right to assess a fee for this service.

A Student Record will be reviewed when a student transfers. The Head of School will ensure that the documents listed as inclusions are still required inclusions (e.g. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

xvii. Additional Resources

Refer to Attachment G (Student Records Acts, Regulations, and Guidelines) for the following:

- information on student record legislation;
- student record requirements and guidelines; and
- relevant acts and regulations.

i. Casa 3 - 6 Policies

i. Casa Directress' Child Abuse/Neglect Reporting Policy

Note: this policy is in addition to MIND's Child Abuse Policy and refers specifically to children who fall under MIND's childcare license.

When there is alleged abuse suspected of occurring at the child care centre, the following will be undertaken.

- Immediately upon suspecting that the abuse of a child has occurred at the Child Care Facility, individual will call the Licensing Office at 604-572-1687 and make a verbal report.

Immediately following that call, individual will create a written document containing all necessary facts and observations leading to the report. A signed and sealed copy of this report will be kept in a bound notebook at the centre, and a confidential Child Abuse

Report Form will be filed with the Licensing office. A serious incident report will also be documented and filed with the Licensing Office.

When there is alleged abuse suspected of occurring outside of the child care centre, the following will be undertaken.

- Immediately upon suspecting that the abuse of a child has occurred outside the Child Care Centre, individual will call Ministry of Children and Families at 604-501-3237 and make a verbal report.
- Immediately following the call, individual will create a written document containing all necessary facts and observations leading to the report. A signed and sealed copy of this report will be kept in a bound notebook in the centre.

ii. Casa Directress' Declaration on Guidance to Students

The following will be undertaken when teachers/director/ress' provide guidance to students.

- When a child behaves inappropriately, the Directress will move close to the child and is then usually able to stop the behaviour by saying the child's name.
- If there is an altercation between two or more children, the Director/ress will ask the children to come and sit with him/her to cool their tempers, to explain to one another their feelings and wishes, and to decide when they feel ready to calmly join into class activities again.
- If a child is mistreating something in the school environment, such as the learning materials, the Director/ress would attempt to inspire a feeling of respect and reverence in the child using a matter-of-fact, yet gentle approach.
- We follow the route of positive re-direction and encourage accountability rather than be punitive.
- If a child creates disarray in a disrespectful, attention-seeking manner, the child would be required to restore order, sometimes with the help of the Director/ress - especially if such support was needed. The Director/ress would encourage the child to verbally express his/her feelings although not all children have the verbal skills to do so. If feelings are demonstrated in body language and limited verbal ability, the Director/ress might reflect what he/she interprets in the child. Quite often a child will confirm a reflective interpretation.

We wish to state that our goal is to:

- respectfully guide children to conduct themselves with civility at all times,
- to offer opportunities for problem-solving, and
- to apply natural and logical consequences when they are needed.

Our intention is to correct socially irresponsible behaviour, not to punish. Verbally, we do not belittle, humiliate, or shout at children, though the tone of a firm parent may be necessary on occasion.

Where physical intervention is necessary or prudent, it will be undertaken cautiously in the interests of safety. We will not harm children by hitting, spanking or physically hurting them in any way.

iii. Casa Directress' Declaration on Release of a Child

Boundary Bay Montessori School will only release children to those individuals listed on the Parent Authorization Carpool Form, provided to all parents during the first week of school. Picture I.D. will be requested by anyone picking up a child who is unfamiliar to the staff.

In the event that an unauthorized (by Carpool Form) individual arrives to pick up a child, that individual must present a written, dated permission form from the child's parent or guardian or staff must receive a telephone message from the parent in advance, authorizing pick up by that individual. In the event of a custody and/or access agreement, court order, and/or restraining order, a copy of said agreement/order must be on file at the school. Members of the teaching team are required by law to follow its direction.

The child will remain in the care of centre staff until the parent or guardian is contacted. At no time would said child be released into the care of any adult without parental permission.

In the event that the designated caregiver/parent/guardian appears, in the opinion of the teachers, to be incapable of providing safe care or transportation for the child, teachers will supervise the child and telephone the emergency contact person to demand alternate transport for the child.

If the parent/guardian refuses to wait while the Emergency contact person is reached, teachers have no recourse but to release the child into the parent/guardian's care and must then proceed to immediately contact the Ministry of Children & Families at 604-501-3237 and the local police.

In the event that a parent/guardian fails to pick up a child or notify the school as to his/her delay within 30 minutes of the school's dismissal time, staff will make every effort to contact the parent/guardian or emergency contact person.

If no contact is made with caregivers or emergency contact people, this will be viewed as neglect. Staff are legally bound to contact Ministry of Children and Families at 604-501-3237 for further direction. All incidents of this nature will be documented in the centre's daily log book.

j. School Calendar Preparation Policy

The school calendar for the following school year must be approved by the MIND Executive before it is released to the BBMS parent community. The calendar must clearly show instructional days on which student attendance is required. General posting of teacher non-instructional preparation days is optional.

Whenever possible, Professional Development days should match those of Delta School District because this allows parents to assess Delta Parks and Recreation programs, and to manage family commitments when siblings are enrolled at other Delta School District schools. Tentative special event dates should be included as much as possible. All attempts should be made to minimize changes to the general calendar once classes resume in September. The calendar should be distributed prior to the end of June in preparation for the following start of a new school year in September.

k. Education Resource Policy (Selection of Learning Resources)

i. Statement of Policy

Our goal is to provide traditional Montessori materials for all subject areas, and where warranted, to provide additional support materials and learning resources to broaden the range of instruction, which are appropriate to students' varying learning needs, and which present a balance of different points of view, to ultimately meet the learning and teaching needs of students and teachers.

ii. Definition of Learning Resources

For the purposes of this statement of policy, the term "learning resources" will refer to any material this is acquired, or produced by teachers or others in support of teachers, or any person (e.g. a guest presenter) with instructional content or function that is used for formal or informal teaching/learning purposes.

This may include Montessori materials, textbooks, reference books, supplementary reading and informational materials, charts, community resource people (guest presenters), materials from agencies and organizations, dioramas, filmstrips, flash cards, games, globes, instructional kids, maps, microfilms, models, motional pictures, periodicals, pictures, realia, slides, sound recordings, transparencies, and videos (online digital or other media).

iii. Objectives of Selection

The primary purpose for learning resources is to support, enrich, and help to implement the educational program of the school.

MIND (Montessori in Delta Society) affirms that it is the responsibility of its professional teaching team to provide learning resources that meet the following criteria:

- They are either prescribed Montessori materials or can be presented to and support students according to the Montessori educational philosophy.
- They will support the curriculum and/or provide opportunities for enrichment beyond the basic curriculum, while taking into consideration the varied interests, abilities, learning styles, and maturity levels of all Boundary Bay Montessori School (BBMS) students.
- They will nurture curiosity, creativity and imagination.
- They will stimulate experiential learning whenever possible, including concrete manipulative learning, experimental discovery, seminar discussions, independent library research, field investigation, or computer simulations.
- They will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal values and standards.
- They will allow students, at an appropriate age, to become aware of the major social, political, economic, environmental and ethical issues of our day, so that they may consider all sides to take a responsible stand for themselves, and to explore ways of making a positive personal contribution to society.
- They place principle above personal opinion and reason above prejudice.
- They are of the highest quality available and appropriate to the school community.

iv. Responsibility for Selection of Learning resources

- The Montessori in Delta Society (MIND) Board of Directors delegates the responsibility for the selection of learning resources to the professional teaching team employed by MIND.
- The responsibility for coordinating the selection of learning resources rests with the Head of School, who will make purchasing decisions in accordance with the annual budget allocation set by the MIND Board of Directors.
- Any proposal for the acquisition of a learning resource that was not included in the annual budget allocation will be brought to the MIND Board of Directors via a recommendation from the Head of School, and will be approved or rejected through the Board's normal voting procedures. The MIND Board's duty will be to determine whether the annual operating budget can allow for any extraneous, non-budgeted purchases rather than evaluating whether the learning resource is appropriate or valid.

v. Criteria for Selection of Learning Resources

The following criteria will be followed for selecting learning resources:

- Learning resources shall support and be consistent with the aims and objectives of the Montessori curriculum, and/or will meet the educational goals of the B.C. Ministry of Education.
- Learning resources shall meet high standards of quality and accuracy in manufacturing, factual content and presentation. High standards of quality of Montessori and other educational materials shall be the priority over cost.
- Learning resources shall be appropriate for the subject area and for the age, social-emotional development, and ability level of the students who will use them.
- The physical format and appearance of learning resources shall be suitable for their intended use.
- Learning resources that are purchased shall have been developed by competent authors and producers.
- Any teaching aids, materials or curricula developed by the teachers or under the teachers' supervision, while they are employed by MIND, shall also meet a reasonable, Montessori standard of hand-made quality, and shall meet the same requirements of accuracy and factual content as purchased learning resources. No member of the faculty will be authorized to sell, transfer, assign, or disseminate said materials to a third person or a competitor of the school without first obtaining the Head of School's permission.
- Learning resources shall be designed to help students gain awareness of, and celebrate, our diverse community and society, including the contributions made by women, minority and ethnic groups.
- Learning resources shall be chosen that inspire students and teachers to examine their personal attitudes, beliefs and behaviours, and to develop diverse interests, an openness to new ideas and possibilities and a love for learning.
- Learning resources that are biased or slanted may be provided to meet specific curriculum objectives, such as to teach students to recognize propaganda and to understand its purpose in a specific context, to analyze critically, or to balance an argument.
- Learning resources that express opinions on controversial issues will be part of a balanced collection that represents various views, that presents historical and contemporary contexts and perspectives objectively, and that recognizes the social and economic implications of the issue.
- Priority will be for the selection of Canadian learning resources where appropriate. These resources include book and non-book learning materials by or about a Canadian person, about a region or event, and/or wherever possible, published or produced in Canada.

vi. Procedures for Selecting Learning Resources

- When selecting learning resources, Boundary Bay Montessori School faculty will evaluate the available resources from reputable suppliers to meet curriculum needs.
- Boundary Bay Montessori School faculty will order learning resources in consultation with the Head of School or MIND Board Treasurer. Faculty members may be reimbursed for small, incidental purchases of materials (costing less than CA\$100) needed for classroom instruction. If faculty members purchase learning materials with their own money on behalf of the school, they must obtain advance approval from the Head of School and must submit proof of purchase (receipts) to the bookkeeper in order to be reimbursed.
- Donated materials shall be evaluated by faculty according to the criteria outlined in this policy and shall be accepted or rejected by those criteria.
- The selection of learning resources is an on-going process that should include the removal of materials that are no longer appropriate, and the replacement of lost and worn materials which are still in use.

I. Montessori in Delta Society Members Request for Reconsideration of Instructional Materials

i. Statement of Policy

Any member of the Montessori in Delta Society (MIND) may informally or formally request reconsideration for the use of specific instructional materials that are used in the school's educational program based on appropriateness. This document summarizes the procedure for considering the opinions of those persons in the community who are not directly involved in selecting instructional materials.

ii. Request for Informal Reconsideration of Instructional Materials

As with any conflict or difference within the school, every attempt will be made to resolve the issues under dispute in the manner most consistent with the school's fundamental values as outlined in the BBMS Blueprint, which is oriented to a win-win model.

Procedures for informal reconsideration of instructional materials will follow closely with the principles of MIND's Communication Policy (Section F. a.), to ensure MIND members feel that their concern has been respectfully considered and so that due process is given to resolve the member's concern.

iii. Procedures:

The following procedures are presented in numerical order for ease of reference.

- When a concern arises from a MIND member regarding an instructional material used by a teacher at Boundary Bay Montessori School, the MIND member is asked to do as follows.
 - Request an appointment to discuss the concern with the Directress/staff member.
 - Within seven (7) days of the MIND member's request for a meeting, the MIND member and the Directress/staff member will meet. At that meeting the Directress/staff member will explain the selection criteria and intended educational purpose of the instructional material in question.
- If the meeting between the MIND member and the Directress/staff member does not resolve the issue, the MIND member may do as follows:
 - Request an appointment with the Head of School within five (5) days of the first meeting to request a 3-way conference. The conference will include the MIND member, Directress and the Head of School.
 - The 3-way conference is expected to occur within seven (7) days of the receipt of the request by the Head of School.

iv. Request for Formal Reconsideration of Instructional Materials

In the event that the meeting between the MIND member, Directress and the Head of School does not resolve the issue, the MIND member may do as follows:

- Request a formal reconsideration of Instructional Materials by writing a letter explaining their concern to the MIND Board, copied to the Head of School. In response to this formal request, the MIND Board will form an ad hoc Reconsideration Committee. The Reconsideration Committee will be comprised of two members of the MIND Board and the Head of School.
- The Head of School or Reconsideration Committee may request a written or verbal submission from the Directress/staff who is using the instructional material to explain the intended educational purpose of the material, and how it fulfills the selection criteria as outlined by MIND's Instructional Materials policy.
- The Reconsideration Committee will meet no later than fourteen (14) days after a decision to convene has been made.
- The Reconsideration Committee will complete the following:

- Examine the instructional material(s).
 - Consider the written submissions of the MIND member, the Directress/staff member and the Head of School.
 - Read critical reviews to gauge the professional acceptance of the resource.
 - Consider the values and faults of the instructional material and form opinions based on the selection criteria provided in MIND's Instructional Materials policy.
 - Discuss the instructional material with the MIND member, as appropriate.
 - Determine a final recommendation in camera.
 - Prepare a written report that will include the procedures followed, the minutes of the meeting, and the rationale for the decision made by the committee. This report will be forwarded to the MIND Board and to the MIND member who filed the request for reconsideration.
- The decision of the Reconsideration Committee is final and binding.

ATTACHMENT A – CONTACT PROCEDURES AND CONTACT INFORMATION FOR PARTNER AGENCIES WITH RESPECT TO CHILD ABUSE

In the event of suspected child abuse and/or neglect, the individual learning of or suspecting abuse and/or neglect will contact one or more of the following agencies: Ministry of Children and Family Development (MCFD), the Delegated Aboriginal Child and Family Services Agencies, the Police if the child is in immediate danger and/or when a criminal offense is suspected. In a case where the disclosure suggests that the child is in immediate danger, the child is kept at the school until the Police arrive.

If a child is in immediate danger, or if a criminal offense has occurred, is occurring, or is likely to occur, call the Police. Make a report to the Child Welfare Worker at MCFD after the Police have been called.

If the child is not in immediate danger, but there is reason to believe that he or she has been or is likely to be abused or neglected, call a local Child Welfare Worker at MCFD. Contact information is listed below. If it is after hours and you are not sure whom to call, phone the Helpline for Children toll free at 310-1234 (no area code) any time of day or night from anywhere in British Columbia.

1. To report a case of suspected abuse and/or neglect, contact one of the following:
 - a. Ministry of Children and Family Development: 604-660-8189
-OR-
 - b. Aboriginal Child and Family Service Agency: 604-501-3237
2. After hours calls to MCFD or Delegated Aboriginal Child and Family Service Agencies, please call:
 - a. In Vancouver, North Shore, Richmond: 604-660-4927
 - b. In the Lower Mainland, Burnaby, Delta, Maple Ridge, Langley: 604-660-8180
 - c. In any community of British Columbia: 1-800-663-9122
-OR-
3. Anytime from anywhere, toll free: 310-1234 (no area code)
4. To report a case of suspected abuse and neglect involving an Aboriginal student, call: 1-800-663-7867 and ask for the Delegated Aboriginal Child and Family Services Agency nearest you.
5. To report that a child is in immediate danger and/or a criminal offence against a child has been or is likely to be committed, call: 911.

ATTACHMENT B – CHILD ABUSE: FREQUENTLY ASKED QUESTIONS

What is child abuse and what are the possible indicators of child abuse and/or neglect?

Child abuse and/or neglect occurs with alarming frequency. As public awareness of the subject has grown, so has the number of reported and confirmed cases. The following definitions (Table 1) and possible indicators of abuse are adapted from “*The BC Handbook for Action on Child Abuse and Neglect - For Service Providers*”.

Table 1. Summary of Types of Abuse and Possible Physical/Behavioural Indicators			
Type of Abuse	Definition	Possible Physical Indicators	Possible Behavioural Indicators
physical abuse	Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull, to, in the most extreme cases, death.	<ul style="list-style-type: none"> -any injury to an infant who is not yet mobile, especially head/facial injuries -injuries to a toddler or older child for which there is no explanation, the explanation does not fit with the injuries, or the story keeps changing -injuries at different stages of healing -injuries that have a pattern or look like they may have been caused by an object (hand, stick, buckle, stove element) -bruising in unusual places such as ears, trunk, neck or buttocks 	<ul style="list-style-type: none"> -afraid or reluctant to go home, or runs away -shows unusual aggression, rages or tantrums -flinches when touched -has changes in school performance and attendance -withdraws from family, friends and activities previously enjoyed -poor self-esteem (e.g. describes self as bad, feels punishment is deserved, is very withdrawn) -suicidal thoughts or self-destructive behaviour (e.g. self-mutilation, suicide attempt, extreme risk-taking behaviour)

Type of Abuse	Definition	Possible Physical Indicators	Possible Behavioural Indicators
Sexual Abuse	<p>Sexual abuse occurs when a child is used (or likely to be used) for the sexual gratification of another person. It includes:</p> <ul style="list-style-type: none"> -touching or invitation to touch for sexual purposes; intercourse (vaginal, oral, or anal); -menacing or threatening sexual acts, obscene gestures, obscene communications or stalking <p>sexual references to the child's body/behaviour by words/gestures;</p> <ul style="list-style-type: none"> -requests that the child expose their body for sexual purposes; -deliberate exposure of the child to sexual activity or material; <p>and</p> <ul style="list-style-type: none"> -sexual aspects of organized or ritual abuse. 	<ul style="list-style-type: none"> -unexplained or persistent pain, bleeding or unusual discharge in the genital or anal area -pregnancy -sexually transmitted diseases 	<ul style="list-style-type: none"> -engages in age-inappropriate sexual play or exhibits age-inappropriate sexual knowledge (e.g. through drawing or play) -forces or coerces another child to engage in sexual play -inserts objects into vagina or rectum -directs sexually intrusive behaviour to adults -has unexplained gifts, new clothes or money -has changes in school performance and attendance -is secretive about "new" friends, activities, phone calls or internet use -has unexplained developmental setbacks (e.g. was toilet trained but reverts back) -is involved in sexually exploitive activities, such as performing sex acts for money -is involved in behaviours such as misuse of drug or alcohol, stealing, fire-setting -flinches when touched
sexual exploitation	<p>Sexual exploitation is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Sexual activity includes:</p> <ul style="list-style-type: none"> -performing sexual acts; sexually explicit activity for entertainment; -involvement with escort or massage parlour services; and -appearing in pornographic images. <p>Children living on the street are particularly vulnerable to exploitation. Children in the sex trade are not prostitutes or criminals. They are victims of abuse.</p>		

Type of Abuse	Definition	Possible Physical Indicators	Possible Behavioural Indicators
emotional abuse	<p>This is the most difficult type of abuse to define and recognize. It may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally, it involves acts or omissions by those in contact with a child that are likely to have serious, negative emotional impacts. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence. Emotional abuse can include a pattern of:</p> <ul style="list-style-type: none"> -scapegoating; -rejection; -verbal attacks on the child -threats; -insults; and -humiliation. 	<ul style="list-style-type: none"> -bed-wetting and/or frequent diarrhea -frequent psychosomatic complaints, headaches, nausea, abdominal pains 	<ul style="list-style-type: none"> -mental or emotional development lags -isolated and has no friends or complains of social isolation -behaviours inappropriate for age -fear of failure, overly high standards, reluctant to play -fears consequences of actions, often leading to lying -extreme withdrawal or aggressiveness, mood swings -overly compliant, too well-mannered -excessive neatness and cleanliness -extreme attention-seeking behaviours -poor peer relationships -severe depression, suicidal ideation -runaway attempts -violence is a subject for art or writing -forbidden contact with other children -shows little anxiety toward strangers -unusual severe anxiety or worries
emotional harm	<p>When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the <i>Child, Family and Community Service Act</i>, a child is defined as emotionally harmed if they demonstrate severe:</p> <ul style="list-style-type: none"> -anxiety; -depression; -withdrawal; and -self-destructive or aggressive behaviour. 		

Type of Abuse	Definition	Possible Physical Indicators	Possible Behavioural Indicators
Neglect	Neglect is failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.	<ul style="list-style-type: none"> -injuries where medical care has been unusually delayed or avoided -injuries resulting from a lack of supervision -medical or dental needs that are consistently unattended to -“failure to thrive” where no medical reason has been found -clothing consistently inadequate for weather conditions -persistent hunger -poor or inadequate nutrition -poor personal hygiene 	<ul style="list-style-type: none"> -forages for, hoards or steals food -developmental delay or setbacks related to a lack of stimulation -poor school attendance -inappropriately takes on a caregiver role for a parent or siblings -tired or unable to concentrate at school -appears sad or has flat affect -reluctant to go home; speaks of being or appears to be left alone at home a lot, unsupervised -is involved in behaviours such as misuse of drugs or alcohol, stealing, fire-setting -does not respond to affection or stimulation

Under What Conditions Is There A Duty To Report?

Part 3 (Section 13; referenced below) of the *Child, Family and Community Services Act 1996* (amended 2002) clarifies when protection is needed:

- (1) A child needs protection in the following circumstances:
- if the child has been, or is likely to be, physically harmed by the child's parent;
 - if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
 - if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
 - if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
 - if the child is emotionally harmed by the parent's conduct;
 - if the child is deprived of necessary health care;
 - if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;

- if the child’s parent is unable or unwilling to care for the child and has not made adequate provision for the child’s care;
- if the child is or has been absent from home in circumstances that endanger the child’s safety or well-being;
- if the child’s parent is dead and adequate provision has not been made for the child’s care;
- if the child has been abandoned and adequate provision has not been made for the child’s care;
- if the child is in the care of a director or another person by agreement and the child’s parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of subsection(1)(b) and (c) and section 14(1)(a) but without limiting the meaning of “sexually abused” or “sexually exploited”, a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,

- encouraged or helped to engage in prostitution, or
- coerced or inveigled into engaging in prostitution.

(2) For the purpose of subsection (1)(e), a child is emotionally harmed if the child demonstrates severe

- anxiety,
- depression,
- withdrawal, or
- self-destructive or aggressive behaviour.

What Should Be Reported?

The person making the report does not need to have all of the following information before making a report, especially if the child is in immediate danger. Provide the information that you can and provide follow-up information as required.

When reporting suspected child abuse or neglect, the Child Welfare Worker may ask about:

- the child’s name, age, address, and phone number;
- any immediate concerns for the student’s safety;
- why you believe the child needs protection;
- any statements or disclosures the student has made;
- the alleged offender’s name, address, and relationship to the child, if known;
- any other children, such as siblings, who may be involved or at risk;
- any previous incidents or concerns for the child;

- any other relevant information such as the student’s language, culture, disability or special needs.

The *Child, Family and Community Service Act* (CFCSA) requires that anyone who has reason to believe that a child has been or is likely to be abused or neglected, or that the parent is unwilling or unable to protect the child, MUST report the suspected abuse or neglect to a Child Welfare Worker or directly to the Police if a child is in immediate danger. As “service providers,” it is incumbent on all to be aware of and alert to signs of child abuse or neglect and to be knowledgeable about how to respond when concerns about child abuse or neglect arise.

ATTACHMENT C – LEGISLATION AND GOVERNMENT PROTOCOLS

The following legislation and protocols are in place to protect the safety and wellbeing of children:

- The *Child, Family and Community Service Act*, available online at http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm
- The *Criminal Code of Canada*, available online at <http://laws.justice.gc.ca/en/C-46/>
- *Freedom of Information and Protection of Privacy Act*, available online at http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_01
- *Youth Criminal Justice Act*, available online www.justice.gc.ca
- *The BC Handbook for Action on Child Abuse and Neglect – For Service Providers*, available online at http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf
- *“Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report”*, available online at http://www.mcf.gov.bc.ca/child_protection/pdf/child_welfare_your_role.pdf

ATTACHMENT D – GLOSSARY AND DEFINITIONS

Appointed School Official: The person designated by the authority/school to take responsibility for child abuse and/or neglect cases on behalf of the school.

Aboriginal: Includes First Nations, Inuit, and Metis peoples.

Authorized Person: A certificate holder, or a person who holds a letter of permission issued under Section 35 of the *Teachers Act*.

Child: Anyone under the age of 19 in British Columbia in accordance with the *Child, Family and Community Service Act (CFCSA)*.

Child Welfare Worker: A person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and/or neglect.

Delegated Aboriginal Child and Family Services Agency: An organization that provides culturally-appropriate services to Aboriginal children and families, and whose Child Welfare Workers have delegated authority under the *Child, Family and Community Service Act* to provide child welfare services, including responses to suspected child abuse and/or neglect.

Independent School Authority: Generally means a society with a board of directors registered under the *Society Act*, operating an independent school.

Parent or Guardian: The mother of a child; the father of a child; a person to whom custody of the child has been granted by a court order or agreement; or a person with whom the child resides and who stands in place of the child's mother or father.

Partner Agency: Refers to an agency that has been established by government for purposes of contact, communication, and information sharing on child abuse, and for the purpose of this policy, include the Ministry of Children and Family Development, Delegated Aboriginal Child and Family Services Agencies and the Police.

Service Provider: Any of a wide range of employees, contractors, and volunteers who provide services for children and families in an independent school. Extensive child support is also provided through agencies in the community (See page 8 of the "*BC Handbook for Action on Child Abuse and Neglect – For Service Providers*" for an extended list).

ATTACHMENT E – QUICK REFERENCE-POSSIBLE INDICATORS OF CHILD ABUSE AND/OR NEGLECT

- Unexplained bruises, different coloured bruises, welts, cuts, burns, bite marks- especially on the face, lower back, thighs or upper arms.
- Unexplained fractures, repeated injuries over time.
- Constant complaints such as sore throats or stomach aches that have no medical explanation.
- Lack of proper hygiene, constant hunger, clothing inappropriate for weather conditions.
- Irritation, bruising, bleeding, pain or itching near genitals or anus.
- Bruises on breasts, buttocks, or thighs.
- Sudden onset of nightmares, bedwetting, and/or fear of the dark.
- Cuts or sores on arms or legs.
- Self harming behaviours.
- Fear of going home, attempts to run away.
- Sudden change in attitude towards someone previously liked and trusted.
- Expressing bizarre, sophisticated or unusual sexual knowledge not typical for age, language or play.
- Becoming anxious and fearful after being outgoing and friendly.
- Expressing sadness, crying frequently, becoming depressed.
- Lacking friends or not participating in activities.
- Irregular or non-attendance at school.

ATTACHMENT F – FORM A: STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY)



Ministry of Education
Office of the Inspector of
Independent Schools

Independent School Student Records Requirements and Best Practices Guidelines

APPENDIX II

The following are suggested formats for Student Registration Forms to verify parental/legal guardian lawful admission to Canada and residency in British Columbia. This information must be included in the student records.

STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY) - FORM A (if parents are deceased, use Form B)

To be completed and signed by a parent or legal (court-appointed) guardian. (If legal guardian, attach copy of court order appointing you as legal guardian).

(Lawfully Admitted into Canada)

1. I am (please X one):

- A Canadian citizen (if not born in Canada, please attach a photocopy of citizenship paper/card)
- A Permanent Resident (landed immigrant) (attach photocopy of landed immigrant status paper or PR card)
- Lawfully admitted into Canada under the Immigration and Refugee Protection Act (Canada) with one of the following documents (please mark the appropriate box below and attach photocopy of document):
 - Admission as a refugee or refugee claimant
 - Valid student permit for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)
 - Valid employment authorization (work permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)
- A person carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, preclearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.
- Other - Document description: (must be cleared with Citizenship and Immigration Canada)

(Residency in British Columbia)

2. I am a resident of British Columbia (please X one):

- Yes Residency address: _____
- No I am not a resident of British Columbia

Confirming signatures:

3. Parent/Legal Guardian's name: _____

Parent/Legal Guardian's signature: _____

Date: _____

ATTACHMENT G – STUDENT RECORDS ACTS, REGULATIONS, GUIDELINES, AND ORDERS

Personal Information Protection Act available online at:

http://www.bclaws.ca/Recon/document/ID/freeside/00_03063_01

Independent School Act available online at:

http://www2.gov.bc.ca/gov/DownloadAsset?assetId=B421276A16EC4FC08F92A601090_89624

Independent School Regulation available online at:

http://www2.gov.bc.ca/gov/DownloadAsset?assetId=CD410A04B1F641D0A664372EA4_1222C7

Child, Family, and Community Service Act available online at:

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01

Student Records – Requirements and Best Practices Guidelines for Independent Schools
available online at:

https://www.bced.gov.bc.ca/independentschools/is_resources/student_record.pdf

Student Records Order available online at:

<http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf>

ATTACHMENT H – CASH PAYMENT POLICY

Effective Date: January, 2021

Purpose of this Policy

The purpose of this policy is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services, and to align with anti-money laundering requirements under the *Proceeds of Crime (Money Laundering) and Terrorist Financing Act*.

The School is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property.

In order to fulfil this commitment, the School has established procedures for assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

Scope of this Policy

This Policy applies to all employees of Boundary Bay Montessori House/School.

The Policy

The School will ensure that adequate cash handling and record keeping practices are followed. Where risk factors are identified, the School will ensure that the identities of parents, guardians or other persons making any substantial cash payment to the School are satisfactorily verified.

Procedures

The School will accept the following payment types for tuition payments, deposits, and fees:

- cheque
- e-transfer
- money order or bank draft
- cash (up to a maximum amount of \$200.00).

The School will accept payment from the following financial institutions:

- The Bank of Montreal (BMO)
- Canadian Imperial Bank of Commerce (CIBC)
- The Bank of Nova Scotia (Scotiabank)
- Royal Bank of Canada (RBC)
- TD Canada Trust (TD)
- Envision Financial

- All cooperative credit societies, savings and credit unions incorporated under the British Columbia *Credit Union Incorporation Act*
- All banks incorporated, formed, or authorized under the *Bank Act* of Canada.

Receiving Cash Payments

The School will not accept cash payments in excess of \$200.00 in a single transaction¹ for any purpose. Additionally, any cash payment in excess of \$200.00 will require the School to verify the identity of the individual making the payment and the source of the payment. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as e-transfer or cheques.

If any employee is offered funds that he or she knows or suspects are criminal property or may represent terrorist finance, or if he or she receives any unusual request to receive or transfer money, it will be reported immediately, in accordance with the Reporting section of this Policy, to the Treasurer of MIND who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada (“FINTRAC”), police or other relevant agency.

Verification Steps

Before entering into any transaction with a person which involves the payment of cash in excess of \$200.00, the School needs to take reasonable steps to ascertain and verify the identity of that person and the source of the cash.

In the case of individuals, the following information will be collected:

- Full legal name
- Residential address
- Date of birth
- Nature of principal business or occupation
- Contact information
- Relationship to the student
- Amount and currency of funds received.

The School will also seek independent verification of identity, for example by requiring production of originals of official documents confirming identity. Suitable documents will include passports, driver’s license, birth certificate, health insurance card or other similar record. An employee of the School will verify the individual’s identity in the individual’s physical presence, while viewing the original identification. When checking such documents, employees will ensure that the documents are current

¹ For the purposes of this Policy, a single transaction includes multiple payments within a 24-hour period.

and be alert to any signs that they might have been forged or stolen. A copy of the identification will be taken, and the date of verification recorded.

The School will also seek to verify the source of the cash. The payer will provide independent confirmation of the full name and address of all financial institutions or other entities through which the payer processed the cash, such as a withdrawal receipt from financial institutions. An employee will record the date on which the money was received by the School from the payer and the date the verification was completed.

Refund procedures

Refunds will be issued only in accordance with the School's refund policy.

Cash payments will be refunded by cheque made payable to the parent or guardian of the student. All other refunds will be made to the original form of payment unless otherwise approved by the Treasurer of MIND.

All requests for a refund in cash following a payment by wire transfer, or cheque will be reported to the Reporting Officer.

Suspicious Transactions

Employees will evaluate the source of funds that are paid to the School and be alert to unusual patterns of behaviour or activities that may indicate the possibility of money laundering or other terrorist financial crimes. It is not possible to produce an exhaustive list of the matters that might give rise to a suspicion of money laundering or other terrorist financial crime. It is therefore important that employees use their own judgment when looking at any business relationship or transaction. Facts, context and money laundering/terrorist financing indicators need to be assessed to determine whether there are reasonable grounds to suspect that the transaction is related to the commission or attempted commission of a money laundering/terrorist financing offence.

The following are some possible money laundering/terrorist financing indicators:

- **Transactions:** The parent, guardian or payer engages in multiple transactions conducted below the reporting threshold within a short time period, makes inquiries that would indicate a desire to avoid reporting, or exhibits knowledge of reporting thresholds.
- **Structures:** Payments involving complex or illogical arrangements that make it unclear who is making the payment or appear to be structured to avoid identification or reporting thresholds.
- **Third parties:** Payment of school fees or involvement by companies, trusts, off-shore entities or other third parties with no obvious relationship to student. The parent, guardian or payer appears to be collaborating with others to avoid client identification or reporting thresholds.
- **Assets:** There are reasons to doubt the ability of a person to have a legitimate source for the funds.
- **Identity:** The parent, guardian or payer has taken steps to hide their identity or is difficult to identify. The parent, guardian or payer uses a post office box or general delivery address where other options are available. There are doubts about the honesty, integrity, identity or location of

the parent, guardian or payer.

- **Behaviour:** The parent, guardian or payer seems unusually anxious to complete a transaction, is unable to justify why they need to make a payment quickly, requests a cancellation, reversal or refunds of earlier transaction or makes overpayment for no good reason.
- **Documents:** Information or documentation is withheld by the parent, guardian or their representative or appears falsified. Cash payments are made using old, smelly or extremely dirty bills.

Reporting

Employees of the School will make a report to the Reporting Officer, as soon as reasonably possible, where they have knowledge or suspicion, or where there are reasonable grounds for having knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists (“Suspicious Transaction Report”).

Your report should include as much detail as possible including:

- Full available details of the people, and organizations involved including yourself and other members of staff if relevant.
- Full details of transaction and nature of each person’s involvement in the transaction.
- Suspected type of money laundering activity or use of proceeds of crime with reasons for your suspicion.
- The dates of any transactions, where they were undertaken, how they were undertaken, and the likely amount of money or assets involved.
- Information on any investigation undertaken to date, including whether the suspicions have been discussed with anyone and if so on what basis.
- Whether any aspect of the transaction(s) is outstanding and requires action to progress.
- Any other information that may help the Reporting Officer judge the case for knowledge or suspicion of money laundering and to facilitate any external report.

Once you have reported your suspicions to the Reporting Officer, you will follow any instructions provided. You will not make any further enquiries unless instructed to do so by the Reporting Officer. Any further transactions or activity in respect of the person in question, whether or not it is related to the matter that gave rise to the original suspicion, should be reported to the Reporting Officer as they happen, unless and until the Reporting Officer has confirmed that no report to the FINTRAC is to be made.

The Reporting Officer will consider all Suspicious Transaction Reports and will make an external report to the FINTRAC (who will undertake any necessary investigation) as soon as is practicable if he/she considers that there is knowledge, suspicion or reasonable grounds for knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists, even if no transaction takes place (“FINTRAC Report”). All FINTRAC Reports will comply with FINTRAC reporting requirements.

Record Keeping Practices

All Suspicious Transaction Reports will be documented, either on paper or electronically. All enquiries that are made within the School in relation to any Suspicious Transaction Report should also be recorded. The School will keep details of actions taken in respect of Suspicious Transaction Reports, including details of information considered by the Reporting Officer in respect of a Suspicious Transaction Report where no external FINTRAC report is made. The School will also keep a copy of any FINTRAC Reports and associated evidence and documentation.

The School will retain copies of the information the employee obtained regarding the identification and verification of individuals from whom it received cash payments in excess of \$200.00, together with details of all transactions including relevant dates.

All information, evidence and reports with respect to Suspicious Transaction Reports, FINTRAC Reports, and identification and verification of individuals will be kept by the School for a minimum of five years.

Cash Handling

The School will establish responsibility and describe the minimum requirements for cash handling.

The following procedures will be followed by employees when handling cash:

- Cash will be stored in a locked and secure location until the funds are deposited.
- Cash should be deposited on a daily basis. Where this is not possible and providing amounts are minimal, funds will not be held for longer than one week.
- Collection of cash, deposit preparation, and reconciliation duties will be performed by separate individuals to the extent possible, to ensure the safeguarding of cash. At minimum, deposit preparation and reconciliations are to be completed by separate individuals.
- Cash receipts will be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers will also be made on a timely basis.
- Cash shortages or other discrepancies should be reported immediately to the Treasurer of MIND.

Review

This Policy will be reviewed and updated as needed.