



Lakeside School Kelowna Policies

Last Updated: October 2020

Lakeside School Kelowna	0
Policies	0
Governance Procedures Policy	2
Committee Formulation Policy	5
Ethical Conduct Policy for Board of Trustees	7
Stewardship of the Board of Trustees Policy	8
Stewardship of the Business Administrator Policy	12
Appeals Policy	14
Protection of Personal Information & Privacy Policy	16
Admissions Policy	24
Student Records Policy	28
Teacher Evaluation and Professional Development Policy	41
Anaphylaxis Policy	43
Child Abuse Reporting Policy	45
Harassment and Bullying Prevention Policy	47
Substance Use Policy (Smoking, Drugs, Alcohol)	48
Field Trip Policy	52
Water Testing Policy	53
Student Supervision Policy	54
Student Discipline Policy	55
Emergency Drills Policy	58
Emergency Response Plan Policy	59
Volunteer Driver Policy	64
Volunteer Policy	67
Child Abuse Reporting Policy	70
Special Needs Policy	74
Bylaws of Lakeside Educational Society of Kelowna	76

Policy Name: Governance Procedures Policy		Policy Number: 201
Created by: Board of Trustees	Version: 1.0	Approved: October 2018

Policy Statement:

The Board of Trustees of Lakeside School maintain procedures regarding their Board and Committee meetings to ensure effective and efficient governance. The Board is focused on sound stewardship and providing leadership in a transparent, professional and ethical manner. The procedures outlined support Trustees to fulfill their responsibilities to the Board and the school community.

Principles and Procedures

Executive of the Board

The Trustees named to executive positions will hold these positions for three years. Should a vacancy in one of the positions arise part-way through a year, the Board will fill that vacancy in a timely manner through the nomination process. That position will come to an end at the next Annual General Meeting and be filled again in the manner provided for in the by-laws. If a vacancy occurs partway through the term in the position of the Chair, the Board shall fill that vacancy, using the nomination process. The Board shall ensure that the position of Secretary is filled for every meeting.

Regular Board Meetings

The meeting schedule for Board meetings shall be set by Board motion for the upcoming school year before the school year starts. Additional meetings may be set as required.

Notice of upcoming regular meetings will be provided two weeks in advance of the meeting. Materials for the Board’s consideration will be posted electronically 6 days before the date of the meeting. The agenda will be posted 2 days before the meeting. The Principal or Director of Operations shall, at his/her discretion, be able to call Board meetings of an extraordinary or emergent nature.

Requests to have items scheduled for consideration at the Board meeting will be directed to the Board Chair or the Director of Operations.

In-Camera Meetings

The Board may convene in-camera meetings as part of their ongoing meeting schedule, at which matters of a confidential nature shall be discussed. No Trustee or staff shall disclose the proceedings of an in-camera meeting unless a resolution has been passed at the in-camera meeting allowing disclosure of a particular motion or action.

Unless otherwise determined by the Board, the following matters shall be considered in-camera items:

- salary claims and adjustments;
- accident claims and other matters where Board liability may arise;
- legal opinions respecting the liability or interest of the Board;
- the discipline, suspension or termination of employees;
- medical reports of employees;
- matters pertaining to individual students such as suspension or expulsion;
- purchase, lease, exchange or sale of properties;
- safety and security of Board property;
- such other matters that the Board deems of a sensitive or preliminary nature.

Minutes

The Board Secretary shall be responsible for minutes of all Board meetings. Minutes of Board meetings will be distributed to the Board as part of the next regularly scheduled Board meeting agenda.

In-camera minutes will be noted as in-camera and will be filed separately from regular meeting minutes. Minutes of all meetings will be signed by the Chair and Secretary and filed in the Board Meeting Minutes book.

Minutes of regular meetings will be open for inspection by members of the school community at reasonable times and with reasonable notice. Copies will be made upon request. Should the request represent a significant cost, that cost will be borne by the individual making the request.

Board Motions

Motions shall be phrased in a clear and concise manner to express a direction or achieve a result. All motions proposed shall require a second in order to proceed.

An amendment to a motion does not require notice. Friendly amendments to active motions move forward at the discretion of the Chair. Amendments must be relevant to the main motion and not alter the original motion in a material way or be contrary to the principle embodied in the main motion. The Board will have the practice of having the Board Secretary read the motion before the question is called.

All Trustees present at a meeting must vote, although a Trustee must abstain from voting in the event the Trustee has a conflict of interest.

Only the actual motion will be recorded in the minutes. Preamble, discussion and rationale will not be recorded. Names of Trustees opposing motions will be recorded if requested.

Committees

The Board may establish such committees as it considers necessary and desirable as per the Board Committee Formation Policy. Each Committee shall have terms of reference defining its responsibilities, functions, powers and procedures. All Board committees are advisory to the Board in nature.

Any Trustee may attend any Committee as an observer at the discretion of the Committee Chair. Minutes or notes shall be recorded at all Committee meetings.

All Committees shall report to the Board regularly. The reporting schedule may be determined by the defined mandate or at the call of the Chair of the Board.

The Board will appoint the appropriate number of Trustees to each Committee and may change appointments at any time during the term, including filling vacancies that arise. Appointments will be determined by consultation between the Board Chair and Trustees, taking into consideration each Trustee's area of interest, expertise and willingness to serve.

Policy Name: Committee Formulation Policy		Policy Number: 202
Created by: Board of Trustees	Version: 1.0	Approved: October 2018

Policy Statement:

The creation of a new Board Committee requires a general agreement on the need for the Committee by the Board and is subject to the creation of an approved Mandate by the selected Committee Chair. A Board resolution and vote is required for the approval of any Board Committees.

Definitions:

A Board Committee can be either Standing, wherein it meets regularly throughout the year and from year-to-year, or Ad Hoc, in which case the Committee is struck for the purpose of accomplishing a particular outcome and then it is disbanded.

In both cases, Board Committees must have a specific Mandate which outlines their purpose, specific work objectives, activity timelines, and the rules around which it will operate.

Both Standing and Ad Hoc committees are advisory in nature and, as such, are not decision making bodies in and of themselves unless they have been specifically granted decision making powers within their Mandate by the Board.

Principles and Procedures

Step	Responsibility	Process
1. Suggest New Committee	Board Chair, Board Trustees, Principal, Director of Operations, Parent Community	<ol style="list-style-type: none"> 1. Suggestion for a new committee to be put to the Chair prior to a Board meeting. 2. Chair to determine next steps including whether/when to add to meeting agenda for discussion.
2. Agree on Need	Board, Principal, Director of Operations	<ol style="list-style-type: none"> 1. Board to discuss the need, high-level purpose 2. Set Committee name, Standing or Ad hoc status, leadership and membership criteria
3. Create Draft Mandate	Committee Chair, Board Vice-Chair	<p>Create draft Mandate from #2 and include:</p> <ol style="list-style-type: none"> 1. Detailed purpose of Committee 2. Term limits of Committee members 3. Decision-making capabilities 4. Points of interaction with staff, faculty, BoT, community 5. Committee size 6. Reporting frequency 7. Recusal 8. Quorum 9. Meeting Rules
4. Approve Mandate	Board	<ol style="list-style-type: none"> 1. Committee Chair to present a draft mandate to the Board for final review and discussion. 2. Resolution and vote to approve the proposed committee
5. Recruit Members	Committee Chair, Board Chair, Principal, Director of Operations	<ol style="list-style-type: none"> 1. Advertise for Committee membership internally. 2. Recruit and select members from the community depending on membership criteria.
6. Set Calendar, Roles and Responsibilities	Committee members	<ol style="list-style-type: none"> 1. Review approved Mandate. 2. Set meeting dates. 3. Determine the need for individual roles within the committee. 4. Assign responsibilities within the committee for the fulfilment of roles.
7. Governance and Reporting	Committee Chair	<ol style="list-style-type: none"> 1. Prepare and present monthly progress reports on activities at Board meetings. 2. Maintain committee membership through succession planning. 3. Review Mandate annually.

Policy Name: Ethical Conduct Policy for Board of Trustees		Policy Number: 203
Created by: Board of Trustees	Version: 1.0	Approved: October 2018

Policy Statement:

The Board of Trustees of Lakeside School is committed to the highest standards of ethical, transparent and responsible governance of the school. They are in a position of leadership in the school community. They strive, with every decision and action, to serve their community and provide for the care of the children they are responsible for, in a manner befitting the trust placed in them.

Principles and Procedures

Trustees of the Board of Lakeside School will:

- Devote their time, thought and study to their duties and responsibilities so that they may render credible and effective service.
- Ensure governance of the school is structured and implemented in a manner that supports clear leadership and cultivates collaboration and shared responsibility.
- Strive to work in an ongoing way to cultivate their spiritual development.
- Recognize that the expenditure of school funds is a public trust and they will endeavour to see that all such funds shall be expended efficiently, economically and in the best interests of the school.
- Work with fellow Trustees in harmony and co-operation, encouraging full and open discussion and treating all with respect and consideration.
- Recognize that individual Trustees have no legal authority outside the meetings of the Board unless the Board has so delegated. Relationships with staff, students, the school community and the broader community will be conducted on the basis of this understanding.
- Maintain the confidential nature of the business of the Board.
- Recognize that the primary function of the Board is to establish policies by which the school is governed and the daily administration of the educational program and the conduct of school business shall be the responsibility of the Principal and Director of Operations.
- Endeavour to understand the needs and aspirations of the entire school and school community.

Policy Name: Stewardship of the Board of Trustees Policy		Policy Number: 204
Created by: Board of Trustees	Version: 1.0	Approved: December 2018

Policy Statement:

The Board of Trustees of Lakeside School holds in trust the governance, management and operations of Lakeside Educational Society of Kelowna. The Board delegates the authority for the management and operations of the school to the Principal and Director of Operations. The Board focuses on:

Leadership

- Providing visionary leadership for the school community.
- Developing and building commitment to a defined strategic direction.
- Ensuring long-term planning and engaging in the development of financial, facilities, staffing and educational plans.

Governance

- Providing policy at the broad governance level.
- Assessing the implementation and effectiveness of approved policies.
- Evaluating and improving the performance of the Board.

Financial

- Reviewing and approving the Society’s budget, monitoring administration and financial performance to ensure the solvency, financial strength and good performance of the Society.
- Acknowledging and approving annual financial statements and required reports in the province of British Columbia.

Legal

- Ensure compliance to minimum standards in accordance with all government legislation, regulations and guidelines pertinent to the organization's role as an employer and non-profit agency.
- Aware of legal requirements for operating an Independent School in the province of British Columbia with regards to education and student safety and ensuring compliance with all regulations.
- Reviewing and monitoring the effectiveness of risk management and compliance for the Society; agreeing or ratifying all policies and decisions on matters which might create a significant risk to the Society, financial or otherwise.

Relationships

- Appointing the Principal and Director of Operations.
- Defining the stewardship expectations of the Principal and Director of Operations.
- Evaluating and developing the Principal and Director of Operations.
- Ensuring that all relationships in the school community are conducted according to the values and beliefs espoused in the Mission and Vision of the school.
- Advocating for the school in the broader community as appropriate.

Policy Name: Stewardship of the Principal Policy		Policy Number: 205
Created by: Board of Trustees	Version: 1.0	Approved: December 2018

Policy Statement:

The Principal is in a position of trust and leadership in the community and in service to the Board, Administration, Faculty and Parent Community. The Principal holds accountability to the Board of Trustees with regards to upholding the legal requirements for operating a school in the province of British Columbia, curriculum delivery and student safety. The Principal serves on the Board of Trustees (ex-officio) and on other committees as required. The stewardship expectations of the Principal as established by the Board include:

- Serving as the professional advisor on all educational matters and matters relating to the operation of the school.
- Modelling and implementing the school vision and mission.
- Leading an effective educational program for children based on the province of British Columbia, Ministry of Education Curriculum Requirements utilizing Waldorf Pedagogy.
- Overseeing the operations of the school and the organization, exercising discretionary powers with appropriate stewardship regarding the policies of the Board of Trustees.
- Communicating with the Board and keeping it fully and accurately informed on a timely basis on all educational matters.
- Advising the Board regarding the implications of their actions with reference to applicable legislation and government direction.
- Supporting the Board of Trustees in their role.
- Building effective relationships within the school community.

Leadership

- Providing visionary leadership for the school community.
- Provide leadership and guidance to the Board of Trustees in understanding and supporting the principles and practices of Waldorf education in support of the school with regards to financial matters.
- Ensure the completion of long-term, mid-term and short-term lesson planning as required for the Ministry of Education.
- Liaise with the Ministry of Education on all issues and reporting as it relates to education including FSA, transcripts and monitoring and evaluation visits.
- Developing and building commitment to a defined strategic direction.
- Ensuring long-term planning and engaging in the development of financial, facilities, staffing and educational plans.

- Ongoing study of anthroposophy, and striving to keep the spiritual foundations of the school intact.

Governance

- Assessing the implementation and effectiveness of approved policies.
- Approving the budget and ensuring fiscal responsibility as a shared responsibility of the Business Administrator

Policy Name: Stewardship of the Business Administrator Policy		Policy Number: 206
Created by: Board of Trustees	Version: 1.0	Approved: December 2018

Policy Statement:

The Business Administrator is in a position of trust and leadership in the community and in service to the Board, Faculty and Parent Community. The stewardship expectations of the Business Administrator as established by the Board include:

- Serving as the professional advisor on all matters relating to the operation of the school.
- Modelling and implementing the school vision and mission in collaboration with the Principal
- Overseeing the operations of the school and the organization, exercising discretionary powers with appropriate stewardship regarding the policies of the Board of Trustees.
- In collaboration with the Principal oversee the preparation of administrative, faculty and parent handbooks, outlining specific, policies, procedures and duties.
- Communicating with the Board and keeping it fully and accurately informed on a timely basis on all operational matters.
- Advising the Board regarding the implications of their actions with reference to applicable legislation and government direction.
- Supporting the Board of Trustees in their role.
- Building effective relationships within the school community.

Legal

- Ensure compliance with legal requirements for the operation of a licensed child care facility in the Province of British Columbia.
- Ensure compliance to minimum standards in accordance with all government legislation, regulations and guidelines pertinent to the Society’s role as an employer and non-profit agency.

Leadership

- Provide leadership and guidance to the Board of Trustees in developing and building commitment to a defined strategic direction.
- Ensuring long-term planning and engaging in the development of financial, facilities, and staffing.

Governance

- Assessing the implementation and effectiveness of approved policies.
- Approving the budget and ensuring fiscal responsibility as a shared responsibility of the Principal

Policy Name: Appeals Policy		Policy Number: 207
Created by: Board of Trustees	Version: 1.0	Approved: October 2018

Policy Statement:

The Board of Trustees of Lakeside School recognizes that parents have the right to appeal a decision of the school where such a decision significantly affects the education, health or safety of the student.

Principles and Procedures:

The following decisions may be deemed to significantly affect the education, health or safety of a student:

- Disciplinary suspension from school for a period exceeding ten (10) days;
- Exclusion from school for a health condition;
- Failure to provide an Individual Education Plan (IEP) to a student with a diagnosed disability that meets the Ministry of Education standards and thresholds for a designation;
- Failure to offer to consult with a parent regarding an IEP of a student with a diagnosed disability that meets the Ministry of Education standards and thresholds for a designation;
- Failure to respond to a complaint of bullying, intimidation, harassment or threat of violence by one or more students against another student;
- Any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

Filing an Appeal

It is the expectation of the Board of Trustees that the parent has discussed the issue in dispute in a constructive manner with the Principal before considering or filing an appeal. The appeal must be filed within thirty (30) days of the date the parent was informed of the decision unless the appellant can demonstrate that there are reasonable grounds to extend this time limit.

Should a parent wish to file an appeal, a Resolution Package will be made available from the Secretary of the Board of Trustees at boardsecretary@lakesideschool.ca. The Resolution Package must have the required information completed. Incomplete applications will not move forward for consideration. The Executive Committee of the Board will ascertain that the subject of the appeal complies with the requirements for an appeal and provide the Resolution

Package to the Board. The Board will consider the appeal within forty-five (45) days of receiving the Resolution Package. Prior to the date of considering the appeal, the Board may request a report on the issue under dispute from the Principal. The appellant shall receive a copy of this report.

Decision

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

Policy Name: Protection of Personal Information & Privacy Policy		Policy Number: 301
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement:

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

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

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

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

Definitions

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

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

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

“Student” means a prospective, current, or past student of Lakeside School Kelowna.

Principles & Procedures:

Ten Privacy Principles

As part of Lakeside School Kelowna’s commitment, the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the Ten Privacy Principles and provides further details regarding Lakeside School Kelowna’s compliance with the principles.

Principle 1 – Accountability:

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

Lakeside School Kelowna

Attention: Privacy Officer

Address: 429 Collett Road, Kelowna, BC

Phone: 250-764-4130

Email: privacyofficer@lakesideschool.ca

Principle 2 – Identifying Purposes

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

Principle 3 – Consent

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

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

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

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

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

Principle 4 – Limiting Collection

Lakeside School Kelowna will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

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

Lakeside School Kelowna uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services
- achievements and other test reports

If for any reason personal information is required to fulfil another purpose, the school will, where appropriate, notify the individual or family involved and request consent before the school proceeds. Information collected through surveys or statistical information regarding students, to constantly improve our school.

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

The following are some examples of how Lakeside School Kelowna may disclose personal information:

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Parents' permission to pass on these records is usually obtained when the student is registered and parents authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.
- In some cases, when communication is over the telephone, consent to the use and/or disclosure of personal information will be obtained verbally. In other cases such as when parents are communicated with through e-mail, consent will be obtained electronically.

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

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

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

Outside Service Suppliers

At Lakeside School Kelowna, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. Suppliers of specialized services are given only the information necessary to perform those services, and Lakeside School Kelowna takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfil the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

If parents choose to limit the sharing of personal information, parents are asked to please contact the school office and submit a written letter specifying which items of personal information they wish to limit, and to whom they wish these items to be restricted.

Please remember that certain agencies, by law, have access to certain types of personal information.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfil the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfil the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

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

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

Principle 7 – Safeguarding Personal Information

Lakeside School Kelowna will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

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

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

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

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

Principle 8 – Openness

Lakeside School Kelowna will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Lakeside School Kelowna.

Principle 9 – Individual Access

Lakeside School Kelowna will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

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

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

A student may access and verify school records of the student, with appropriate notice during normal school hours,

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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

Lakeside School Kelowna Families

In order to meet statutory obligations to students and families, Lakeside School Kelowna uses electronic means to provide services including, but not limited to: reporting, communicating results, offering assessments, sharing educational progress and offering ongoing information on initiatives. Lakeside School Kelowna keeps information on file in order to serve Lakeside School Kelowna students, to efficiently process requests for student enrollment, donations and other transactions, to inform the community about information relevant to them, to provide families with information, receipts and records and to maintain the highest standards of service to our community.

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

Lakeside School Kelowna Community

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

Lakeside School Kelowna collects information from enrolling families and other subscribers or event attendees. In order to keep the information current and accurate all community members are expected to inform the school is information when information changes and requires updating. We destroy personal information in a secure manner at the appropriate time to do so.

Policy Name: Admissions Policy		Policy Number: 302
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement:

Lakeside School's mission is to empower creative and courageous leadership by delivering exceptional education through the integration of arts in a safe and supportive learning community. Lakeside School strives to ensure that the needs of students applying can be fully met. The admissions process will be thorough regarding the planning required for each applicant's educational program.

Lakeside School has a responsibility to every child enrolled to offer them a quality education and environment in which to learn. Therefore, not every child who applies to Lakeside School is accepted. Careful and thorough educational planning will be undertaken to ensure that the school can meet the needs of applicants and that students receive programming appropriate for them.

Admission will be subject to the availability of a place and the parents and student satisfying the evaluation criteria. The ultimate authority on admissions rests with the Principal.

Principles and Procedures

Registration and Admission

Students will begin classes only when registration has been completed and all registration and admission fees required have been paid.

Evaluation criteria include, but is not limited to:

- The benefit the child will derive, and their contribution to the school.
- An assessment of the students' abilities.
- The teachers' observation during the child's interview.
- Applicant's previous school records.
- Grade Readiness Screening with Educational Support Teacher

Age of Child at School Entrance

A child must be five years old by June 1st of the year in which he/she enters Kindergarten, six years old by June 1st of the year in which he/she enters Grade One, seven years old by June 1st of the year in which he/she enters Grade Two, and so on.

Entry to Grade One is of special interest and importance; a First-Grade Readiness Parent Meeting is offered in May or June of each school year.

The class which a child joins is usually determined by the date of birth, with some leeway allowing for the individuality and needs of the child, and for the configuration of classes. Deciding placement is a process which includes informal observation, individual assessment, and consultation between teachers and parents. A final decision of student placement lies with the Principal.

As the School's curriculum is strongly based on the progressive stages of human development, the decisions about appropriate class placement are taken earnestly and seriously.

Special Education

Lakeside School has resources to support students who fall within a standard range of academic and social styles and who do not present severe and persistent learning or social differences or challenges. The decision to accept a child with special needs at the Lakeside School is made after discussions between the applying parents and the faculty of our school. This includes the development of a case management plan (CMP) for the child's educational, emotional and physical needs. Developing a case management plan requires a review of the diagnosed condition and consideration of the layout of the school. Further details are contained in the school's Special Needs Policy and the Remedial Services Policy.

Disclosure

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

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

Acceptance and deposit for students new to Lakeside School

A non-refundable deposit of the School Registration Fee will be payable on January 15th of the year of enrollment. Upon receipt of the deposit, it is understood that the child is enrolled for the entire year with the parents/guardians responsible for the payment of the full tuition fees. Tuition Fees are due on March 31st of that same year. All dates and payments must be met to ensure a space at Lakeside School.

Should acceptance be offered after the dates outlined above, parents have one week from acceptance to pay the School Supply Fee, and two weeks from acceptance to pay tuition. Families enrolling during the school year must pay all required fees prior to the child attending school. For those children requiring additional support, the scope and nature of the tuition assistance service will be at the discretion of the school.

Acceptance and deposit for students returning to Lakeside School

A non-refundable deposit of the School Supply Fee and Registration Fee will be payable on **February 15th** of the year of enrollment. Upon receipt of the deposit, it is understood that the student is enrolled for the entire year with the parents/guardians responsible for the payment of the full tuition fees.

Cancelling Acceptance

The cancellation of a place which has been accepted by a family will result in the loss of any fees paid to that point. Notification of cancellation must be made in writing.

Withdrawal or dismissal

No portion of fees will be refunded and all unpaid balances are due immediately in the event of the student's withdrawal or dismissal from the school.

For a student to be re-registered for any upcoming school year, the family must be in good financial standing for all siblings, with all outstanding fees fully paid.

Accessible Tuition Assistance

It remains Lakeside School's ambition, consistent with the vision of a diverse student body, to broaden the intake to include students of families unable to afford the full school tuition. Means-tested financial assistance is offered to Canadian residents who cannot afford the full tuition, in accordance with Lakeside School's Accessible Tuition Assistance program. Awards to both new and returning students are based on demonstrated need and are available to students entering Kindergarten to Grade 6. Students applying (or reapplying) for financial assistance must be in good standing.

Payment of fees by a third party:

An agreement with a third party (such as a grandparent) to pay the fees or any other sum due to the school does not release the parents from liability if the third party defaults.

Installment Arrangements:

Parents may pay the school fees in ten installments in accordance with the tuition schedule.

Community Code of Conduct

Courtesy, integrity, discipline and respect for the needs of others is the cornerstone of Lakeside School. The Community Code of Conduct outlines behaviour and discipline policies. In accepting a placement at Lakeside School, parents and students are agreeing to the Community Code of Conduct and will be asked to sign the registration document stating they understand that the students and their families are expected to abide by the Community Code of Conduct. The Community Code of Conduct can be found on the school website.

Policy Name: Student Records Policy		Policy Number 303	
Created by: Principal	Version: 2.0	Approved: October 2018	Revised: October 2019

Policy Statement

The *Independent School Act* and its accompanying regulations and orders currently provide some directives on matters pertaining to student records through the Student Records Order.

The *Personal Information Protection Act* (PIPA) came into effect on January 1, 2004. There are three basic principles in PIPA which apply to all [BC independent schools](#):

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

Definitions

For this Policy, the following terms are set out below:

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

“Parent” means the parent, guardian, or other legal representatives of a student **“Student”** means a current or past student of Lakeside School.

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

Principles and Procedures

STUDENT RECORD GUIDELINES COMPONENTS

This policy defines guidelines for four area under the following topics:

PART I - Permanent Student Record: required and optional contents; Form 1704 inclusions, completion, currency and format; and retention

PART II - Additional Student Record Items: required and optional contents; sensitive information

PART III - Access and Disclosure of Student Records

PART IV - Transfer of Student Records and 55-year retention for Permanent Student Records

PART V - Updating Permanent Student Records

PART I - Permanent Student Record

The following items make up a student's Permanent Student Record (PSR):

1. Permanent Student Record Form 1704, PSB 048 (revised 1997) completed according to instructions.
2. Copies of a minimum of the two most recent years of Student Progress Reports or an official transcript of grades.
3. Copies of Form 1704 inclusions.

PSR (Form 1704) Inclusions

Inclusions are documents (or copies) used to plan or support a student's educational program. Not all students will have inclusions. Inclusions are listed in the "Inclusion Section" on Form 1704, noting date entered, title and expiry/rescinded date (if applicable). If the space for inclusions becomes full, it may be necessary to create a second portion and attach it to the form for future additions. Documents listed as PSR inclusions on Form 1704 become components of the PSR and are to be transferred with Form 1704 if the student enrolls at another school.

Required Inclusions

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

- A. Health services information as indicated by a medical alert;
- B. Court orders as indicated by the legal alert;
- C. Other legal documents (e.g. name change or immigration document);
- D. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities);
- E. Individual Education Plans (IEP's)
- F. Registered Home Schooled Students.

Optional Inclusions

The following *optional* inclusions *will not* be listed on Form 1704.

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

Lakeside School will include these items as additional items (defined in Part II).

PART II - Additional Student Record Items

In addition to the PSR, other items must and may be included in student records. Student and parental/legal guardian information are required. *The location of all PSRs and additional items will be in one paper file that is locked in a fireproof cabinet.*

A. Additional Items

Required Items

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

- A. Legal name of child (verify the original and file a photocopy of birth certificate);
- B. Allergies, medication and/or other health concerns (other than those with medical alerts; medical alerts are included in the PSR);
- C. Emergency contact numbers;
- D. Doctor's name and contact information;
- E. Care card number;
- F. Official name(s) of parent(s) or guardian(s) with home and work contact information;
- G. Parental/guardian verification - legally in Canada and resident of British Columbia (see Appendices for verification details and the format for inclusion in school registration forms).

The student registration information listed in **B - F** above should be updated annually.

*A copy of the student registration information listed in **B - F** above must accompany the teacher supervising a class trip, (and/or bus or vehicle drivers transporting students to an off-site location) in case of a traffic accident or other emergencies.*

Optional Items

The following items will be included in the additional items according to school policy:

- A. Standardized test scores;
- B. Records of information which an educator deems relevant and important to the educational program of the student;
- C. Previous student progress reports (can be archived separately and stored in a secure location that is not necessarily fireproof);
- D. Serious student discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions that have been taken);

NOTE: To determine the appropriateness of including information in a student's file, ask the following question:

Is this necessary or clearly helpful for educators to know when working for the benefit of this student?

All documents entered into student records will have the date recorded on them and be signed.

B. Sensitive Information

“Sensitive information” is information which by its nature requires that school staff observe a high level of confidentiality, such as:

- A. Psychiatric reports;
- B. Family assessments;
- C. Referrals to or reports from school arranged counselling services;
- D. Record of a report of alleged sexual or physical child abuse made to a child protection social worker under section 14 of the *Child, Family and Community Service Act*.

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

If sensitive information is placed in a school record, the handling procedures apply:

- A. Obtain parental consent for retention of psychiatric reports and family assessments (written, dated and signed consent is best);
- B. Store where only the school principal or persons authorized by the Principal can access such information;
- C. Disclose or transfer only according to the guidelines in the next section “Access and Disclosure”;
- D. Handle records of reports under section 14 of the *Child, Family and Community Service Act*, according to instructions defined under "Sensitive Information".

PART III - Access and Disclosure of Student Records

Lakeside School policies and procedures ensure the confidentiality of information contained in a student's record and we strive to maintain privacy for all students and their families. While disclosures may be made to parents/guardians regarding their children/students, disclosures will not be made that would reveal private information about other students or individuals.

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

- A. Examine all student records kept by a school pertaining to that student, while accompanied by the Principal or a person designated by the Principal to interpret the records;
- B. Receive a copy of any student record (Lakeside School or the School Authority may charge a fee that does not exceed the cost born to the school for providing the copies).

Further directives relating to the examination of student records can be found in the Student Records Order (s.3).

Lakeside School will not withhold report cards from students and parents as leverage to collect tuition arrears or for other purposes. Students have earned their marks and have a right to receive them. Parents have a right to view and receive copies of student records which include current and past report cards.

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

- A. Professionals who are planning for, or delivering education, health, social or other support services to that student;
- B. The School Authority's insurer to defend any claim/potential claim;
- C. Court when ordered to do so.

Before access is granted to professionals who are planning for or delivering education, health, social or other support services to that student; or school authority's insurer to defend any claim/potential claim, the professional or insurer must ensure, in writing, that:

- A. They will maintain the privacy of the student and the student's family with respect to matters disclosed in the record;
- B. They will not use or disclose the information in the student record except for the specific purposes for which the information is provided.

Further directives relating to student record disclosures can be found in the Student Records Order (s.6).

If a student's parents are separated or divorced, school staff may receive requests from the non-custodial parent for student record information or for visits with the student at the school. In these cases, Lakeside School will confirm the entitlement of the non-custodial parent to obtain such information or to have contact with the student. This will include reviewing applicable court orders respecting custody of, and access to the student and other relevant documents. The custodial parent should be notified of a non-custodial parent's request for student information or for contact with the student at the school. If Lakeside School is unsure as to the legal entitlement of the non-custodial parent or if there is serious conflict between the parents with respect to the request, then the school should obtain legal advice from the Society's legal counsel.

PART IV - Transfer of Student Records

Lakeside School will keep permanent student records for 55-year retention from the date on which the student withdraws or graduates from school in our locked storage unit on the school grounds.

On receipt of a request from a school, school board or school authority *in* British Columbia where the student is enrolled, Lakeside School will transfer the Permanent Student Record for a student, to the requesting school, board or authority as well as two years of student reports. Lakeside School will retain a photocopy of the Form 1704, indicating the school and date where and when the PSR was sent.

Note: If an independent school enrolling a student requests the student's record from a public school, the public school must transfer a copy of the Permanent Student Record and current Student Learning Plan and IEP to the requesting independent school. The original Permanent Student Record will be retained by the public school (Public School Minister's Order entitled *Permanent Student Record Order*).

If the requesting educational institution is *outside* British Columbia, a photocopy of the PSR should be sent as well as two years of student reports. The original PSR should be retained.

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

Transfer of any sensitive, confidential information should only occur *after* written, dated and signed parental/ guardian consent has been obtained to do so (other than section 14 reports - see NOTE above).

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

If Lakeside School closes, the school authority shall transfer PSR's to the schools in which students will be enrolled to continue their education. All PSR's not transferred must be sent, within 60 days of the closure of the school, to the Inspector of Independent Schools.

Further directives relating to student record transfers can be found in the Student Records Order (s.5).

PART V - Updating Permanent Student Records

January - February

1. All existing students are sent a Registration form for the following September. Parents make corrections, additions, update medical information
2. Once registration form is returned, office staff checks over all forms to ensure completeness

March - Administration team will add report cards to Student Files

April - June

Students renewing for the following September are sent renewal package. This package includes:

- PIPA Form
- Walk-about Permission Form
- Student Emergency Release Form
- Tuition Agreement and Payment Plan

June

Administration team adds FINAL report cards to Student Files and teachers complete Permanent Student Records Cards. Students in grade four or higher require a grade for their subjects on the permanent student records. Grades are determined by the main teacher from the students final summary report card completed in June. The Grades are:

Emerging (1 point) 50-69% - D	Developing (2 points) 70-79% - C	Applying (3 points) 80-89% - B 90-100% - A
----------------------------------	-------------------------------------	--

Within each subject there are categories for benchmarks of what the children have learned for the school year. Grades are determined in each subject by:

- Add up the total points the children received in that subject in each category
- Divide the student's total points by the subject total (3 points X number of Categories per subject)
- Multiply by 100 to get the grade percentage and letter grade.

August

Office Staff updates student information in computer files and in student records files in preparation for the start of school

November

Administrator add report cards to Student Files.

Information for Determining Student Eligibility

The following information may be helpful to schools, school authorities and school auditors attempting to verify the eligibility of certain students for provincial operating grants.

To be eligible for the student's parent/legal guardian, one must be:

- Lawfully admitted to Canada
- A resident of British Columbia

The *Independent School Regulations* section 1 "Interpretation" reads as follows: "**eligible student**" means a student

- A. Who is of school age, and;
- B. Whose parent or guardian;
- C. Is, or was at the time of that parent's or guardian's death, a citizen of Canada or a permanent resident, as defined in the Immigration and Refugee Protection Act (Canada), who is or was at the time of the parent's or guardian's death, ordinarily resident in British Columbia, or;
- D. Is lawfully admitted to Canada and is ordinarily resident in British Columbia.

"**guardian**" means guardian of the person of a child within the meaning of the *Family Relations Act*; Parent/legal guardian is lawfully in Canada if he/she meets one of the following:

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

Indicators of "**residency**" include such criteria as:

- Ownership of dwelling or long-term lease or rental of a dwelling
- Residence of spouse, children and other dependent family members in dwelling
- Mailing address

- Telephone listing
- Driver's license
- Employment
- Registration of automobile, etc.
- Bank accounts
- Credit cards
- Insurance policies

Quick Reference Chart

	Permanent Student Record - PSR (Transferable)	Additional School File Items (Non-transferable)
Required Elements	<ol style="list-style-type: none"> 1. 1704 with list of inclusions (if any) 2. Student Progress Reports (most recent 2 years or transcript) 3. Copies of inclusions (if any) <ol style="list-style-type: none"> a. Health services information in reference to the 'Medical Alert' checkbox b. Court orders in reference to the 'Legal Alert' checkbox c. Support services information (Psychometric Assessments, etc.) d. IEP or CMP e. Notification of student being homeschooled 	<ol style="list-style-type: none"> 1. Legal Name (copy of birth certificate) 2. Official names of parents or guardians and contact information 3. Parental/Guardian Legal residency in BC
Optional Elements	<ol style="list-style-type: none"> f. Standardized Tests g. Records of information relevant to student's educational program h. Award information <p>Note. These items, once included as part of the permanent student record, Do become transferable.</p>	<ol style="list-style-type: none"> 4. Carecard/BC Service Card Number 5. Other health or medical concerns that may affect the student in less serious ways 6. Emergency contact information 7. Family Physician's name and contact information 8. Other progress reports 9. Serious discipline reports 10. Important meeting reports 11. Sensitive information

The following forms are recommended by the [BC Student Records Requirements & Best Practice Guidelines \(June 2012\)](#) to verify parental/legal guardian lawful admission to Canada and residency in British Columbia. This information must be included in the PSR.

Legal Residency of Parent - FORM A

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

1. I am (please check one):

- A Canadian citizen (if not born in Canada, please attach a photocopy of citizenship paper/card)
- A Permanent Resident (landed immigrant) (attach a 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 a photocopy of the 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)
 - Employment authorization (working 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):

2. I am a resident of British Columbia:

- Yes - I am a resident of British Columbia.

Residency Address

- No - I am not a resident of British Columbia.

Parent/Legal Guardian's Name

Parent/Legal Guardian's Name

Date

Status of Deceased Parent - FORM B

To be completed and signed by the student or a knowledgeable adult (one who knew the student's parent(s) and has knowledge of the facts respecting their decease and the matters set out in this document).

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

1. The student's deceased Parent was at the time of death:
 - A Canadian citizen (if not born in Canada, please attach a photocopy of citizenship paper/card)
 - A Permanent Resident (landed immigrant) (attach a photocopy of landed immigrant status paper or PR card)

2. The student's deceased parent was at the time of death a resident of British Columbia:
 - Yes - a resident of British Columbia.

Residency Address

- No - not a resident of British Columbia.

Student

Knowledge Adult Signature

Date

Knowledge Adult Name (Please print)

** Knowledgeable Adult is one who knew the student's parent(s) and has knowledge of the facts respecting their decease and the matters set out in this document*

Policy Name: Teacher Evaluation and Professional Development Policy		Policy Number: 305
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement

The Board of Trustees of Lakeside Independent School expects that teachers will seek to continually improve their professional practice and skill. Leadership in providing both summative and formative assessment of their instruction is the responsibility of the Principal and his/her delegates. Ensuring that teachers are developing increasing skill in the classroom, that they grow and improve and are current with best practice in their field, is the foundation of supporting successful student learning. Reflective practice in teachers through professional development and instructional supervision helps to ensure faculty are implementing the school’s vision and mission effectively and that student needs remain foremost in planning for learning.

Principles and Procedures

The Principal will use both summative and formative assessment to supervise teacher growth and provide oversight on instructional skill in the classroom.

The summative assessment process is used at the discretion of the Principal and is designed to identify teaching strengths and weaknesses and provide a formal plan of guidance when necessary. As a general principle, teachers in their first year at Lakeside Independent School will have a summative assessment. Teachers may also request a summative assessment at any time and the Principal may determine to use the summative assessment process to supervise and guide instruction at any point with any member of the faculty. Future summative assessment will be conducted every two years thereafter.

Formative assessment will be the central focus of the schools’ instructional supervision for teachers and whole school progress on skill development and professional growth. Lakeside Independent School will maintain and continually strive to enhance a program of professional development for teachers designed to improve individual and specific program skills as well as cross-curricular and whole school instructional initiatives.

The Principal will receive a summative assessment from the Board of Trustees annually to evaluate the overall effectiveness of the Principal in meeting the school’s annual goals, his/her

ability to work collaboratively with the board, effectiveness as a representative of the school, overall leadership and any other established goals or objectives.

Lakeside Independent School will seek to work collaboratively with other BC Waldorf schools, educational consultants and the Ministry of Education to ensure teachers have access to current knowledge and changing practices. Teachers are expected to be active participants in their area of specialty in the profession and actively participate in professional development outside of the school as well as the work internally undertaken at Lakeside Independent School to improve instructional practice.

Policy Name: Anaphylaxis Policy		Policy Number: 402
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement

The Board of Trustees strives for a healthy school environment for all students. This includes those students with allergies and life-threatening allergic conditions. The Board has defined standards and procedures required for the management of students at risk of severe allergic reactions while they are in the responsibility of the school. We recognize that this responsibility is shared among the individual, parents, the school and health care providers. The purpose of this policy is to minimize the risk of exposure to students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

The Board recognizes the dangers faced by students and staff with severe reactions to certain allergens. While the School cannot guarantee an allergen-free environment, all reasonable steps will be taken to ensure a safe environment for students with life-threatening allergies further to the goal of maintaining an appropriate learning environment for all students.

Definitions

Allergy – A condition in which the body has an exaggerated response to a substance (e.g. food and drug). Also known as hypersensitivity.

Allergen – A normally harmless substance that triggers an allergic reaction in the immune system of a susceptible person.

Anaphylaxis – Anaphylaxis, or anaphylactic shock, is a sudden, severe and potentially life-threatening allergic reaction to food, stings, bites, or medicines.

Epi-Pen – Brand name for syringe style device containing the drug Adrenalin which is ready for immediate inter-muscular administration.

Minimized Risk Environment – An environment where risk management practices (e.g. Risk assessment forms) have minimized the risk of (allergen) exposure.

Health Management Plan – A detailed document outlining an individual student’s condition treatment, and action plan, including the location of an Epi-Pen.

Policies and Procedures

During the registration process, parents will be required to provide information about medical conditions, including whether children are at risk of anaphylaxis and asthma. The Business Administrator shall ensure, that upon registration, parents, guardians and students shall be asked to supply information on life-threatening allergies.

Parents of students with severe allergies must advise the Principal, Business Administrator and Teacher about the student's severe allergy when the allergy is diagnosed, at the beginning of each school year, or when the student changes schools.

It is the responsibility of parents with children at risk of anaphylaxis to ensure their child wears an allergy alert bracelet and carries an Epi-Pen (Epinephrine Auto-Injector).

Practices that reduce the risk of exposure to products containing peanuts and tree nuts will be part of daily operating procedures and school activities.

- Lunch supervisors will ensure that procedures for proper hand washing and clean-up are being followed.
- A "no sharing" policy of food, utensils containers, straws, etc. will be enforced.
- The school community, including parents and guardians, will be asked to keep peanut butter and other peanut/tree nut products out of the school.

Planning, Training and Emergency Response Additional auto-injectors

Additional auto-injectors will be brought on field trips should any student on the field trip be one with an allergy that necessitates this treatment. The Teacher of the field trip (or their designate) will carry a cell phone as per the Field Trip Policy and know the location of the closest medical facility.

- **Emergency Protocol** - An Individual Anaphylaxis plan for each child requiring one will be compiled and updated at the beginning of each school year. The information will be shared with the whole Junior or Senior team as appropriate.
- **Training** - Training will be held at the beginning of each school year for staff that includes an overview of anaphylaxis, signs and symptoms of the onset of an anaphylactic reaction and a demonstration on the use of an Epi-Pen (Epinephrine auto-injector).
- **Emergency Response Procedures Manual** - Available in all classrooms and with all staff, will guide those who are serving in an on-call capacity or parents, caregivers or community members who are present during the emergent need to provide assistance to a student suffering a reaction.

All off-site activity service providers will be notified of the student's severe allergy, when necessary and appropriate (e.g. camp or overnight field trips).

With the consent of the parent, the Principal and the Teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students.

Policy Name: Child Abuse Reporting Policy		Policy Number: 402
Created by: Principal	Version: 2.0	Approved: October 2018

Policy Statement:

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

Principles & Procedures:

Duty to Report

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

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

All employees shall co-operate fully with the RCMP and/or MCFD in all stages of the report and investigation.

Confidentiality

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

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

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

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

The Board's Appointed School Official

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

- investigate where appropriate on behalf of the School Authority;
- ensure a safe environment during investigations;
- consult with MCFD and/or the RCMP;
- communicate with parents with respect to actions taken by the School Authority;
- report to the British Columbia Teacher Regulation Branch of the Ministry of Education and/or the Inspector of Independent Schools when the School Authority dismisses, suspends or otherwise disciplines a certified teacher and refer student(s) for counselling, according to the school's procedures and/or policies.

The Appointed School Official will keep records of:

- protection/abuse prevention training and maintain a regular process of orienting employees
- referral, assessment, treatment and care plans and all related correspondence, for those who are or have been registered students and;
- any historical liability and/or abuse insurance policies

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

Policy Name: Harassment and Bullying Prevention Policy		Policy Number: 403	
Created by: Principal	Version: 2.0	Approved: October 2018	Revised: October 2019

Policy Statement

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

Lakeside School recognizes that all children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Lakeside School will ensure that all children attending the school will experience a learning environment that enables each child to feel safe, accepted and respected, and free from discrimination, bullying and harassment.

Principles & Procedures

Bullying, harassment and discrimination are not acceptable and not tolerated at Lakeside School. In striving to be a safe, caring and orderly school environment and community, all staff, children and community members will be treated in a fair and responsive manner. The protection of students’ physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

No discrimination, bullying, cyberbullying, intimidation, threatening or violent behaviours or harassment will be tolerated while at Lakeside School while engaging in a school-related activity, or in other circumstances, such as interpersonal, and electronic communications, where engaging in the activity will have an impact on the school environment, including, but not limited to, the use of email, text, digital media sites, like Facebook, etc.

A student demonstrating any unacceptable behaviours may require additional discipline and consequences for their actions. Lakeside School will follow the Student Discipline policy and take into account the student's age, maturity and individual needs. Lakeside School will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

Policy Name: Substance Use Policy (Smoking, Drugs, Alcohol)		Policy Number: 404
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement:

Lakeside School is committed to the health and safety of its students and anyone attending the School. The School recognizes that the use of drugs, tobacco, vapour products, alcohol, medical cannabis, certain medications, and impairment generally can have serious effects on students and the learning environment. Accordingly, the School is committed to preventing substance use and impairment on school property, and at all times during school hours.

Definitions:

Drug(s): includes but is not limited to any substance which affects a person’s physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include medications taken pursuant to a valid prescription, and in accordance with a physician’s directions.

Impaired or Impairment: a deterioration or diminishment of an individual’s physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely because of intoxication by any substance.

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

School Property: includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, equipment, and vehicles, whether owned, leased or used by the School and wherever located.

Substance Use Disorder: means a condition in which the recurrent use of alcohol, drugs, medication, or any other substance causes impairment of daily life, such as health problems, disability, and failure to meet responsibilities at work, school, or home, and includes the conditions classified as substance use disorders in the Diagnostic And Statistical Manual Of Mental Disorders, Fifth Edition, as amended.

Tobacco: means tobacco leaves or products produced from tobacco in any form or for any

use.

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

Medical cannabis: Medical cannabis refers to the use of cannabis or marijuana, including constituents of cannabis, THC and other cannabinoids, as a physician-recommended form of medicine or herbal therapy.

Principles & Procedures:

The School strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs, tobacco, vapour products, or alcohol during school hours, whether on or off school property. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not the school is in session. The ban also includes parking lots, fields, driveways, courtyards, and private vehicles parked on school property.

Students breaching this policy may be subject to discipline in accordance with the School's Code of Conduct and Discipline Policy.

A. Medication

Where a student is required to use medication (including but not limited to medical cannabis) pursuant to a valid prescription and in accordance with a physician's directions, at a time, whether on or off of School property, that could cause them to be impaired during school hours, the student or their parent/guardian is required to adhere to the following:

- The parent/guardian must notify a School Administrator, prior to the student using the medication and attending school impaired, or using the medication at school, to permit a determination of whether the use of that medication can be accommodated; and
- The parent/guardian must provide medical confirmation authorizing the student's use of the medication in order for the School to consider a request for accommodation. Any medical license or prescription relied on for the use of medical cannabis must be issued in accordance with the applicable statutory requirements.

If a student uses the medication in breach of this Policy, without their parent/guardian first disclosing the student's need to use such medication to a Business Administrator, the student may be subject to discipline in accordance with the School's Code of Conduct and Discipline Policy.

B. Addiction or Substance Use Disorder

The School understands that certain individuals may develop an addiction or substance use disorder related to their use or consumption of drugs or alcohol and that this may be defined as a disability.

Where a student has or suspects they may have an addiction or substance use disorder, and where that addiction or substance use disorder does not render them unable to do so, the student or their parent/guardian is required to notify a School Administrator prior to the student using drugs or alcohol during school hours, whether on or off of School property, and prior to their attending school impaired.

Where a student discloses an addiction or substance use disorder prior to breaching this Policy, the School will take reasonable steps to assist them in their recovery. No student who discloses an addiction or substance use disorder prior to breaching this Policy will be disciplined because of the student's disclosure or their involvement in a rehabilitation effort.

If a student uses drugs or alcohol in breach of this Policy without first disclosing their circumstances to a School Administrator, they may be subject to discipline in accordance with the School's Code of Conduct and Discipline Policy.

C. Accommodation

Where a parent/guardian discloses that the use of medication that could cause their child to be impaired during school hours or discloses an addiction or substance use disorder in accordance with this Policy, the School will work with that individual to determine what, if any, accommodation could reasonably be provided to that individual.

The provision of reasonable accommodation to persons with disabilities related to the use of medication that could cause them to be impaired, or to persons with an addiction or substance use disorder, requires cooperation and collaboration between the student requesting the accommodation and the School.

Policy Name: Field Trip Policy		Policy Number: 405
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement

The Board of Trustees of Lakeside School believes that the educational value of well-planned and supervised curricular and extra-curricular field trips enhances our students' learning experience. These experiences enrich the curriculum and provide opportunities for students to extend their understanding of study beyond the classroom. Safety of students on field trips away from school is paramount. It is expected that field trips reflect careful and methodical planning, with full consideration for the supervisory needs of students during the time away from the classroom as well as addressing the appropriate learning outcomes of the curriculum.

Principles and Procedures

The Principal is responsible for granting approval for field trips, both locally and for extended trips including overnight stay and international travel.

Parents provide permission for local field trips during the registration process. Extended trips require a full package of information sent home to parents confirming: itinerary, travel arrangements, any health or dietary restrictions for students, medical coverage of students, supervisory personnel and instructions regarding items to take on the trip.

The school will ensure that adequate supervision, contact information of parents, and emergency information is provided for each field trip experience.

The Volunteer Driver Policy may apply to local field trips and will be administered in conjunction with this policy.

In the case of multiple classes attending the same field trips, one faculty member will lead the group and be responsible for the direction, communication with the school and parents and any decisions to cancel or change activities, should that prove necessary. The Principal will be informed at the earliest opportunity of any change in the approved plan for the field trips.

Policy Name: Water Testing Policy		Policy Number: 406
Created by: Principal	Version: 2.0	Approved: Revised: October 2018 October 2019

Policy Statement:

Lakeside School is committed to a safe school environment for the students registered at the school, including the provision of drinking water that meets the obligations of *The Drinking Water Protection Act*. The school will undertake systemic processes to ensure that drinking water meets the obligations of the Act and that students have potable drinking water at school.

Principles & Procedures:

Lakeside Independent School must test for lead content in its drinking water in its school facilities, to ensure the drinking water quality meets established applicable guidelines under provincial and federal legislation: the *Drinking Water Protection Act* and the *Drinking Water Protection Regulation*, the *Public Health Act* and the *School Act*.

Lakeside School will complete lead content testing on all school facilities at a minimum of once every 3 years.

Policy Name: Student Supervision Policy		Policy Number: 407
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement:

Lakeside School Kelowna provides a learning environment where children can attend and learn without fear or threat of unsafe conditions, violence or harassment. The supervision and safety of all students are of the highest priority for the Board of Trustees, the Principal, Administration and Faculty.

Principles and Procedures:

Playground supervision at recess and at lunch is carried by one or two teachers, on the west field for morning recess and on the east field for lunch.

When conditions reach -20 Celsius or colder including the wind-chill factor, it is recommended that students be kept inside for recess or lunch breaks.

Teachers and staff are expected to supervise, according to a posted schedule, and to delegate supervision to another faculty member in case of unavoidable absence.

For safety and legal liability reasons, children must be supervised at all times, therefore teachers must not send children outdoors until they are certain a supervisor is on duty.

After-school supervision is done by a scheduled faculty supervisor until 3:30 pm. The supervising teacher must ensure that all children have left or are in the care of an adult before supervision ends. If the Parent/Guardian has not arrived at the school, the supervising teacher will bring the children to the main school office where the Administrator will contact the Parent/Guardian or the emergency contact.

Policy Name: Student Discipline Policy		Policy Number: 408
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement

The goal of discipline is that eventually, the child becomes capable of self-discipline. Discipline is seen as an opportunity for growth, to develop healthy relationships, learn social skills, and for gaining a healthy picture of the world in relation to giving and receiving.

Each one of us at school must respond to the three-fold nature of our companions. The thinking, feeling, and doing of individuals must be respected throughout the school and playground area.

Definitions

Discipline committee - A committee consisting of the Principal and at least one other member involved in a student's behaviour and/or issue. This committee ensures the discipline policy is fair and consistent with the policies of the board.

Principles and Procedures:

The Discipline Committee serves throughout the year to ensure continuity with students and issues. When a question arises around a student's behaviour, and deeper working is necessary, the committee becomes involved. Other teachers, parents and students may be asked to meet with the committee over specific issues. The intent of the committee is to support the student towards healthier behaviour while protecting the health of the School. The discipline committee exists to ensure the discipline policy is upheld and supported.

Grades 1 to 6

When a child's behaviour is unacceptable in the classroom or on the playground, constituting a breach of school rules, the steps outlined below will be initiated in sequence by the class teacher, subject teacher, or supervising teacher, as they deem necessary.

Class teachers will be informed as soon as possible of action contemplated/taken by subject or supervising teachers. Consultation between teachers and - when necessary - with parents is essential. In cases of serious import, an Incident Report must be completed promptly. All steps must be taken and Incident Reports must be recorded.

First Level

- The child is removed from the situation and is sent either to the class teacher or to another supervising adult. If necessary, an incident report is completed and parents are informed as soon as possible.
- The child may be required to remain with the teacher during recess or lunch to complete work, tidy up, etc. as appropriate.
- The child may be kept after school for a maximum of thirty minutes to complete work, tidy up, etc. as appropriate. Parents will be contacted by telephone about their child's detention.

Second Level – Principal Must Be Informed Immediately

- When a child's behaviour is causing disruptions to the class on a continual basis such that the behaviour has become a deterrent to the class and/or the child, or when a serious breach of rules occurs, then the class teacher must inform the parents in writing of the behaviour/incident. A meeting between the teacher(s) and parent(s) will be required at this time.
- If the child continues, the child and the parents will be asked to meet with the Discipline Committee to discuss the difficulty. At that time, the behaviour/incident will be reviewed with all parties present. The teacher(s) and also the child will be given a fair hearing of their understanding of the incident(s). Appropriate actions and solutions shall be discussed and considered.
- Behaviour management goals shall be set and a specific time frame enforced, in the case of ongoing difficulties. The goals will be recorded in the child's file and forwarded in writing to the student and his/her parents. Further meetings between the student, the parents and the Discipline Committee may be required.

Third Level

- If the teacher feels that the student's behaviour is not improving and that the student is not meeting the behaviour goals set by the Committee. When a third Incident Report is filed or an extreme occurs, a meeting is called between the Discipline Committee, the parents and the child. The child may be suspended from attending school for a specified period (one day to one week.) The child and parents will be informed in writing of the decision and the grounds for the decision.
- During the period of the suspension, the Discipline Committee and the parent shall seek further solutions. Medical and/or psychological assessment may be recommended or required. A plan of action and a time frame of implementation and review shall be decided upon.
- A re-entry meeting, including the student, parents, class teacher, and Principal, is held before the student returns to the class. At the meeting, the student agrees to the requirements of rejoining the class.

Fourth Level

- If the above steps are unsuccessful, then with Faculty consensus, the parents will be asked to withdraw the child from the school.

APPEALS PROCEDURE

A student or parent who wishes to appeal a decision of suspension or withdrawal reached may do so. Refer to the Appeals Policy.

DISCIPLINE POLICY – KINDERGARTEN

We work with the reassuring rhythm of daily activity, with the modelling of respect and cooperation, with an appreciation for the individual nature of each child, with acknowledgment of the stages of human development.

When play becomes too rough or wild, we redirect the child to another activity or space, perhaps inviting her/him to help with washing dishes or sweeping the floor. Sometimes, a brief “time-out”, watching quietly while others play, may be necessary.

Our approach is of loving firmness which nurtures all of the children. If repeated difficulties do arise, we will consult with parents privately to support healthier behaviour. Please note that the Discipline Council is not in place for children until they enter Grade 1.

Policy Name: Emergency Drills Policy		Policy Number: 409
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement

The Board of Trustees, Faculty and Staff of Lakeside Independent School provide a learning environment where students can attend and learn without fear or threat of unsafe conditions. The establishment and maintenance of a safe learning environment for all students are of the highest priority for the Board of Trustees, the Principal, Administration and Faculty.

Principles & Procedures

Safety drills for fire, lockdown, earthquake response and playground evacuation will be specifically taught to students and practiced throughout the school year as follows:

- Fire Drills - 6 times per school year
- Lockdown Drills - 2 times per school year
- Earthquake Drills - 3 times per school year
- Playground Evacuation Drills - 2 times per school year

Policy Name: Emergency Response Plan Policy		Policy Number: 410
Created by: Principal	Version: 2.0	Approved: October 2018 Revised: October 2019

Policy Statement

The purpose of this policy is to provide guidelines to ensure the safety of students and faculty. It is impossible to foresee all the types of threats that could put the safety of the faculty and students at risk. This policy is expected to create procedures that can reduce and prevent emergencies, or minimize the negative impact of major emergencies if they were to occur.

In the event of an emergency, teachers, principals, and administrators must ensure that students are cared for until such time as they can be safely reunited with their parents. As employers, the Board of Trustees is also responsible, pursuant to the *Workers Compensation Act* and Occupational Health and Safety Regulation, for the safety of employees.

Definitions

“Duty of Care” A well-established legal principle that educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent or careful parent would in the same circumstances.

Principles and Procedures

Rather than focus on and try to provide detail relating to a large number of different events, this policy takes an all-hazards approach. An all-hazards approach focuses on planning that involves a small number of responses that can be used in different types of emergencies. This policy is based on the five basic all-hazard approaches – drop/cover/hold on, evacuate, lockdown, lockout and shelter in place.

Goals and Guiding Principles

These goals of emergency management reflect how faculty are to respond. These goals are to:

- Keep students and faculty safe in the event of an emergency,
- Make sure personnel have clear and consistent standards and procedures to follow in the event of an emergency,
- Describe the roles and responsibilities of personnel in our school during an emergency,
- Ensure that there are communications and protocols aligned with your community, and
- Minimize disruption and ensure the continuity of education for all children.

Emergency management must be:

1. Responsible,
2. Comprehensive,
3. Collaborative,
4. Coherent,
5. Risk-based,
6. Resilient and flexible,
7. Transparent,
8. Continuously improving, and
9. Ethical.

The Principal is responsible for the operation and management of the school including knowing what to do in an emergency to protect their students and faculty. The Principal is also responsible for conducting drills on an annual basis. The school endorses the following best practices.

- Six fire drills (BC Fire Code requirement – three in fall/three in spring)
- Three earthquake drills (BC Earthquake Alliance recommendation)
- Two lockdown drills (RCMP recommendation)
- Two Playground evaluation drills

School Emergency Management Plan (SEMP)

The school planning process should include the following ten steps:

1. School Planning Committee
2. School profile
3. Pre-assign roles according to the ICS structure
4. Develop response protocols
5. Develop a student release plan
6. Develop a communications plan
7. Develop a continuity of operations plan (COOP)
8. Identify and resource necessary equipment and supplies
9. Conduct training and drills
10. Debrief and revise

1. Establish a school planning committee:

All the members of the committee will add expertise and value to the planning process, the responsibility for the safety of students and faculty in the school lies with the Principal and ultimate responsibility belongs to the Board of Trustees.

2. Develop a school profile:

A school profile is developed to act as a quick resource of relevant information that may be needed in different emergencies.

3. Faculty roles and establish a school-based Violence Threat Risk Assessment (VTRA) team:

As part of a team approach, the Principal reviews the emergency response roles under the headings of Operations, Logistics, and Planning and identifies faculty members who are most suited to each role. At the beginning of the year, all faculty members are surveyed regarding special skills that might be useful in an emergency.

4. Response Protocols:

The most commonly used response protocols are drop/cover/hold on, evacuate, lockdown, lockout (hold and secure), and shelter in place. Each plan should account for the best interests of the students and faculty in the particular circumstance. Each plan should consider the unique hazards associated with that school, which may require specific responses.

5. Student release plan:

The school plans include a student release plan outlining how, when and to whom students will be released from the school during or after an emergency. This information should be kept in several locations, both in hard copy and electronically. Plans include pre-assigned sites for reunification and parents know the location of the primary and secondary sites. It is important for the school to be prepared for both small-scale and large-scale reunification.

Faculty with roles in the release of students practice these procedures at least once each school year. This includes procedures to account for students and faculty, to communicate with parents and to dismiss students to participating parents or alternate guardians.

6. Communications plan:

Communication is a critical part of emergency response and coordination. A SEMP must describe how the school will communicate internally and externally during and after an emergency.

First Responders. The Principal or assigned member will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

Parents/guardians. Lakeside School will communicate with parents/guardians in the event of a critical incident through email and using the Emergency Phone Tree to call parents. In the event of a critical incident, the Principal and Faculty will work together to determine when the communication with parents/guardians will occur based on the severity of the incident.

Media. The communication plan specifically outlines who will act as the media request spokesperson for the school site. The principal or president of the board may be the spokesperson for a school incident. See our Emergency Communication Plan - Information List.

7. Continuity of operations plan (COOP):

The objectives of a continuity of operations plan are to restore critical systems and the learning environment as soon as possible. Information that is needed to continue the work of the faculty and student learning, even if school resumes at an alternate site, should be available digitally, backed up, and stored on a remote server.

8. Identify and resource the necessary equipment and supplies:

Part of the planning process includes identifying documentation, equipment and resources to provide first aid, shelter, comfort, basic rescue and care for students and faculty for a period that could range from a few hours to a few days. The school will work with parent committees in gathering and safely storing equipment and resources.

9. Conduct training and drills.

Training and drills are critical to a successful emergency response. The time taken to educate all members of the school community and to practice responses will lessen anxiety for all participants. However, it is important to consider the timing and context of drills so that students and faculty are best able to learn from the experiences.

10. Debrief and revise:

To close the emergency planning cycle, debriefing the event is important to inform the planners about how to improve mitigation, preparedness and response. Debriefing is a routine part of emergency response drills as well as being an important aspect of recovery from an actual emergency.

Persons with Special Needs

Students and faculty with special needs may require extra support in the event of an emergency. The school has plans in place to support these individuals, including their evacuation. Care will be taken to ensure that persons with special needs will be able to access the same level of care as others. Plans are adapted for each identified individual and these plans are kept current. If a faculty member or student with special needs arrives at the school after the emergency planning has been completed and they require special consideration in the plan, this will be done as soon as possible. Individualized plans may involve assigning one adult to each individual to act with and for them during the emergency response.

Off-Site Activities

Students and faculty may not always be on school property when an emergency occurs. There may be times when school is in session but students and faculty may be out of the building – recess, lunch breaks, PE classes, field trips or attending tournaments or other events. The school’s SEMP provides for guidance in the event of the need for response during school-sponsored events that take place off school property.

NON-SCHOOL GROUPS

Emergencies happen at all times of the night and day, on school days and weekends. The school rents space to outside group. The school plan considers these outside groups and how they will respond to school incidents after hours.

When an emergency occurs, it is too late to turn to this policy. Everyone must know his/her role and set the plan into motion. The Principal is responsible for the safety of the students in the event of an emergency or disaster. S/he must ensure a school-based plan is in place and maintain order. The Principal and faculty goal during an emergency is to ensure that students are able to return safely to parents or approved guardians or cared for by an appropriate medical or protective facility.

Policy Name: Volunteer Driver Policy		Policy Number: 501
Created by: Principal	Version: 2.0	Approved: October 2018 Revised: October 2019

Policy Statement:

Lakeside School is responsible for the supervision of students during instructional time and must control any related transportation of those students. This policy addresses curricular and extra-curricular transportation of students where specific volunteer drivers, including staff, are organized, directed, and supervised by the Lakeside School staff. Outside the scope of this policy is transportation to or from the student’s home, group transportation via commercial carriers and emergency medical transportation.

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

Definitions

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

“Volunteer Driver “means a parent, authorized relative, guardian, or legal representative of a student.

Principles and Procedures

- It is the intent of the Lakeside School Board to minimize risk to students being transported by volunteer drivers through the administration of the procedures noted below.
- Volunteer drivers and vehicles may be utilized within the law.
- Volunteer drivers will normally only be utilized on trips of a single day duration or less.
- Selection of volunteer drivers is intended to achieve safe transport by considering factors including:
 - Volunteer suitability for the task
 - Driver licensing appropriate to the vehicle

- Vehicle licensing, insurance (and car safety/reliability)
- Students and drivers with Learner (“L”) drivers’ licenses and Novice (“N”) are strictly prohibited from transporting students during field studies.
- The orientation of volunteer drivers is to cover both the specific travel and general procedures relating to transporting students.
- Volunteer drivers must submit a copy of a valid drivers’ license, drivers’ abstract that is less than a year old, a copy of vehicle insurance with proof of \$2,000,000 in liability coverage. This documentation will be kept on file at Lakeside School for 1 year.
- Insurance on the vehicle driven by the volunteer is the responsibility of the owner of the vehicle. Lakeside School carries Excess Third Party Legal Liability Insurance to supplement the vehicle owner’s insurance.
- Companies which provide student transportation services are independent contractors responsible for the appropriate maintenance, licensing, insurance, and operation of the bus by a driver appropriately licensed and operating according to law.
- The Principal (or his/her designate) shall have responsibility for the oversight and administration of the procedures necessary to utilize the support of volunteer drivers using their personal vehicles for the transport of Lakeside School students. Denying the role of volunteer driver to a parent will be at the sole discretion of the Principal.
- The documentation outlined above will be collected and updated annually. Once it is on file for a specific driver, that driver will be able to transport Lakeside School students for the duration of that school year. Adherence to the policy and to the Administrative Procedures applies to all volunteer drivers transporting students for school events, including those volunteer drivers who are transporting only their own child, children, or grandchildren.
- The driver must have the appropriate child seat(s) installed correctly in the vehicle prior to departing Lakeside School. If the driver is unfamiliar with the car seat provided, they must seek advice from a Lakeside School staff member to ensure the installation is correct.
- The driver will take direction from Lakeside School staff regarding pick-up and delivery of students to activities. In most cases, pickup will be from Lakeside School and drivers will proceed directly to the event without stopping unless there is an emergency. The Principal (and his/her designate) will provide direction on any alternatives to this practice

for specific events. The same procedure and expectation are in effect for transporting students back to Lakeside School when an activity is completed.

- The driver must have a charged cell phone and have readily available the Lakeside School staff event coordinator's phone number as well as that of the school and the capability of calling emergency services if necessary. Drivers will contact the Lakeside School staff in charge of the activity should any event arise during the trip which would cause alternative consideration to the procedures.
- In the event of an emergency, the driver must call emergency services first and when practical, call the Lakeside School staff event coordinator to inform them of the situation.
- Once the driver has returned to the designated destination, the driver will ensure that all students in their vehicle are met by and in the care of the Lakeside School staff before departing. Alternative arrangements to this must be approved and confirmed by Lakeside School staff.

Policy Name: Volunteer Policy		Policy Number: 502
Created by: Principal	Version: 1.0	Approved: October 2019

Policy Statement:

At Lakeside School Kelowna we believe that the education of students is an undertaking that should be shared among its faculty, staff, Board of Trustees, parents, and members of the community. We actively support and encourage involvement of parents in a volunteer role and recognize the considerable benefits this provides to the intellectual, emotional, and social development of students. In addition, the participation of volunteers increases communication and positive relationships between the school, parents and the community.

Definition

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

“Volunteer” means a parent or other person who has made an accepted commitment to assist the school without expectation of compensation. This policy does not apply to students and to school staff who volunteer.

Principles and Procedures:

Lakeside School believes that the use of volunteers supports parental involvement, complements the skill and expertise of employees, assists the school in providing an enriched learning experience and extracurricular programs, and strengthens lines of communication among the school, home and community.

Volunteer are to be qualified, benefit the school, and not interfere with faculty and staff performing their regular duties or result in the displacement of an employee. An effective volunteer program requires a harmonious relationship between school faculty and volunteers.

While encouraging the community context of schooling, Lakeside School expects the school to be safe, secure, and a caring environment for the students. Therefore, appropriate screening, selection, and management of volunteers must be applied. Lakeside School, through the faculty and staff must maintain control of school programs and school-sponsored activities.

The Role of Volunteers

- Volunteers should function in a supportive role which is compatible with the philosophy of the school and should not undertake tasks that require making programmatic or educational decisions.

- Volunteers must not be used to provide services that would result in the displacement of any employee.
- All volunteers are expected to respect the confidential nature of any student, family, or school information. Volunteers may be asked to sign a confidentiality agreement depending on the type of service work you perform for the school.

Screening, Selection, and Management of Volunteers

- Volunteers are selected on the basis of an ability to deal with students, skill in performing needed services, previous related experience, interest in the work, and personal character. In order to reinforce a sense of community, volunteers are encouraged from within the community at large, and efforts should be made to involve a wide representation of the community.
- The Principal, Administrator, or designate must ensure that the screening of potential volunteers includes following the Volunteer Screening Process, and depending on the nature of the activity and the extent of supervision undertaken by the potential volunteer, the need for an interview to determine the appropriateness of the volunteer candidate.
- When a volunteer will not be under the direct supervision of a teacher or administrator and will have regular and ongoing involvement with students, a criminal record check, interview and reference checks are required. The Principal, Administrator, or designate has the discretion to waive one or more of these processes if there is assurance the volunteer has previously undertaken a similar screening process.
- It must be recognized some applicants will not be suitable for volunteer work in a school setting. All information collected in the screening process should be officially documented and treated as confidential, except when the disclosure of information is necessary to determine suitability.
- A volunteer's services may be terminated at the discretion of the Principal, Administrator, or designate.

Orientation of Volunteers

An orientation for volunteers conducted by the Principal, Administrator, or designate should include a review of relevant and applicable policies and procedures. The supervising faculty member shall provide any necessary direction or specific instruction related to the volunteer's assignment, with particular attention to procedures related to student safety.

Supervision, Monitoring and Conduct of Volunteers

Volunteers are visitors and must report to the office on arrival and sign in unless other arrangements have been approved by the Principal, Administrator, or designate. Administration is required to maintain a list of volunteers and the specifics of their tasks. Parents will be informed if their child is working exclusively with a volunteer on a regular basis.

Volunteers shall meet all the criteria of conduct required of faculty and staff, shall not be under the influence of or in possession of illicit drugs or alcohol, shall maintain confidentiality of students and of school matters, and shall comply with all relevant and applicable legislation and

school district policies. Complaints about volunteers should be handled by the supervising teacher or the school Principal, Administrator, or designate responsible for volunteers.

Policy Name: Child Abuse Reporting Policy		Policy Number: 509
Created by: Principal	Version: 1.0	Approved: October 2018

It is our policy that all employees of Lakeside School follow the guidelines set out in the 2017 [“BC Handbook for Action on Child Abuse and Neglect”](#) for Service Providers.

We recognize the following laws and definitions:

Legal Duty to Report

Certificate holders

Section 14 of the Child, Family and Community Service Act (CFCSA) requires individuals to report promptly to a child welfare worker if they have reason to believe¹ a child has been or is likely to be:

- Physically harmed, sexually abused or exploited, emotionally harmed, or neglected by a parent, or
- Otherwise in need of protection as set out in Section 13 of the CFCSA.

¹ “Reason to believe” simply means that, based on what you have seen or information you have received, you believe a child has been or is likely to be at risk.

Informing another person (e.g., a colleague or the principal) does not discharge your legal duty to report directly to a child welfare worker. You do not need to be certain that abuse and/or neglect has, is, or will occur; a child welfare worker will determine this and can discuss options and courses of action with you.

Please note:

- The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the Youth Criminal Justice Act apply.
- A “child welfare worker” is a person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and neglect
- In British Columbia, under the CFCSA, a child is anyone under the age of 19.

Employers

Sections 7 and 7.2 of *The Independent School Act* require Independent school authorities to report discipline for misconduct involving physical harm, sexual abuse or exploitation, or serious emotional harm to a student or students to the Commissioner.

Reports must be signed by the independent school principal or the chair of the authority operating an independent school.

Circumstances that must be reported:

The *Child, Family and Community Service Act* sets out the circumstances under which you must report to a child welfare worker. You must report when you have reason to believe that:

- A child has been or is likely to be, physically harmed, sexually abused or sexually exploited by a parent or another person and the parent is unwilling or unable to protect the child.
- The child has been or is likely to be physically harmed because of neglect by the child's parent
- The child is emotionally harmed by the parent's conduct
- The child is deprived of necessary health care
- 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
- The child's parent is unable or unwilling to care for the child and has not made adequate provisions for the child's care
- The child is or has been absent from home in circumstances that endanger the child's safety or well-being
- The child's parent is dead and adequate provision has not been made for the child's care, or
- The child has been abandoned and adequate provision has not been made for the child's care.

Definitions:

Physical Abuse is defined as but not limited to the use of intentional force that can result in physical harm or injury to an individual. It can take the form of slapping, hitting, punching, shaking, pulling, throwing, kicking, biting, choking, strangling or the abusive use of restraints.

Sexual Abuse is defined as but not limited to any unwanted touching, fondling, observations for sexual gratification, any penetration or attempted penetration with a penis, digital or object of the vagina or anus, verbal or written propositions or innuendos, exhibitionism or exploitation for profit including pornography.

Emotional Abuse is defined as but not limited to a chronic attack on an individual's self-esteem. It can take the form of name calling, threatening, ridiculing, berating, intimidating, isolating, hazing, habitual scapegoat, blaming, domestic violence.

Verbal Abuse is defined as but not limited to humiliating remarks, name calling, swearing at, taunting, teasing, continual put-downs.

Psychological Abuse is defined as but not limited to communication of an abusive nature, sarcasm, exploitive behaviour, intimidation, manipulation, and insensitivity to race, sexual preference or family dynamics.

Neglect is defined as but not limited to any behaviour that leads to a failure to provide services which are necessary such as withdrawing basic necessities as forms of punishment, failing to assess and respond to changes in health status and refusing or withdrawing physical or emotional support.

Harassment is defined as but not limited to any unwanted physical or verbal conduct that offends or humiliates, including gender-based harassment. It can be a single incident or several incidents over time. It includes threats, intimidation, display of racism, sexism, unnecessary physical contact, suggestive remarks or gestures, offensive pictures or jokes.

Harassment will be considered to have taken place if a reasonable person ought to have known that the behaviour was unwelcome.

Sexual exploitation is defined as 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:

- Performing sexual acts
- Sexually explicit activity for entertainment
- Involvement with escort or massage parlour services, and
- Appearing in pornographic images.

In fulfilling the role as a school's Appointed School Official, the Principal may be required to:

investigate where appropriate on behalf of the school authority;

- Ensure a safe school environment during investigations;
- Consult with the child welfare worker and/or police;
- Ensure that no school employee interferes with any investigations;
- Communicate with parents with respect to actions taken by the school authority;
- Refer student(s) for counselling according to the school's policies;
- Report to the British Columbia College of Teachers and/or the Inspector of Independent Schools when the School Authority dismisses, suspends or otherwise disciplines a certified teacher (Independent School Act section 7); Inspector's Order I 1/92, Discipline Reporting Order):

In fulfilling the role as the school's Alternate School Official, the Business Administrator will ensure the continuity of the reporting and investigation process in the event of possible involvement of the primary School Official in a matter that falls under section 14 of the CFCSA.

The Discipline Process

The *Teachers Act* sets out the discipline process for educators and creates a system where reports and complaints can be received by the Commissioner for Teacher Regulation concerning the conduct or competence of those holding certificates or letters of permission. The Commissioner acts in the public interest and is responsible for reviewing the information gathered and deciding which process is appropriate to address a complaint or report.

The Commissioner may:

- Take no further action and provide reasons for this decision
- Initiate an investigation
- Make or accept a proposal for a consent resolution agreement
- Issue a citation, which would lead to a hearing.

In any case, whether it is resolved through the disciplinary hearing or consent resolution process, there are several options available if the certificate holder is found to have breached the professional standards. These include a reprimand, suspension, placing limits or conditions on, or cancellation of a certificate.

Employees are required to report suspected cases of abuse, as outlined above, to the Principal before or immediately after reporting to a Child Welfare Worker.

The Principal is required to report to the Administration Support Team that a call has been made.

Policy Name: Special Needs Policy		Policy Number: 511
Created by: Principal	Version: 1.0	Approved: October 2018

Policy Statement

Lakeside Independent School promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs and includes meaningful participation and the promotion of interaction with others. Students with special needs come to our school because their parents are aligned to our teaching philosophies.

Principles and Procedures

Students, who exhibit the need for additional aid in the classroom, must also:

1. Have a professional assessment from an appropriate professional in the medical community and be eligible for funding for a Certified Teaching Assistant. Appropriate professionals may include: psychologists, teachers of the hearing impaired, teachers of the visually impaired, and developmental assessment teams, such as those at Sunny Hill Hospital for Sick Children, B.C. Children's Hospital, or local Child Development Centers. Approval of all applications requires the submission of appropriate documentation of the student's disability – including specific scores verifying the student's status.
2. Faculty then considers whether or not the required resources needed to ensure that both the new student and the current students in the class can participate in a most optimal learning environment are available.
3. An Individual Education Plan (IEP) is designed for all students with funding must have an IEP who has special needs and/or:
 - the student with special needs requires little or no adaptations to materials, instruction, or assessment methods; or
 - the expected learning outcomes have not been modified; or
 - the student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year.

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or

- a list of the adaptations to educational materials, instructional strategies or assessment methods.
4. The IEP is reviewed at least twice each school year, and where necessary, is revised or cancelled.
 5. The parent(s) of the student, and where appropriate, the student will be offered the opportunity to be consulted about the preparation of the IEP.
 6. The Independent School Act requires a parent of a student to consult with the student's teacher or the Principal about the student's educational program, when requested to do so.
 7. The teacher must offer each student who has special needs learning activities in accordance with the IEP designed for that student.
 8. A student with special needs is so listed along with his/her designation on the 1701 Form as required.

Evaluation and Reporting

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Students with special needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

Where a student with special needs is expected to achieve or surpass the learning outcomes, performance scales, letter grades and regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning outcomes of provincial or Lakeside School curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her IEP. Performance scales, letter grades, and structured written comments may be used to report the level of the student's success in achieving these modified goals and objectives. It may not be appropriate to provide letter grades to all students with special needs. Considering the potential impact on the student, not providing letter grades should be a decision made by the school based team.

Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program, that person should provide written reports on the student's progress for inclusion with the report of the classroom teacher.

Bylaws of Lakeside Educational Society of Kelowna(the “Society”)

PART 1 – DEFINITIONS AND INTERPRETATION

Definitions

1.1 In these Bylaws:

“**Act**” means the *Societies Act* of British Columbia as amended from time to time;

“**Board**” means the Trustees of the Society;

“**Bylaws**” means these Bylaws as altered from time to time:

“**Trustees**” means the Trustees elected or appointed, of the society for the time being.

Definitions in Act apply

1.2 The definitions in the Act apply to these Bylaws.

Conflict with Act or regulations

1.3 If there is a conflict between these Bylaws and the Act or the regulations under the Act, the Act or the regulations, as the case may be, prevail.

PART 2 – MEMBERS

Application for membership

2.1 Individuals who acknowledge Rudolf Steiner’s spiritual research on human development as the foundation of the Lakeside School’s pedagogy and who wish to actively support, promote and represent the school on this basis, may apply to the Board for membership in the Society, and the person becomes a member upon the Board’s approval of the application.

Duties of members

2.2 Every member must uphold the constitution of the Society and must comply with these Bylaws and act in the best interest of the Society

Amount of membership dues

2.3 The annual membership dues of the society will be set from time to time at its annual general meeting.

Due date of membership fees

2.4 Membership fees shall be due and payable on or before the 30th day of September in each calendar year.

Honorary Membership

2.5 The Board of Trustees may recognize individuals whose outstanding service over the course of many years has been a major contribution to the life of the school by awarding them honorary membership. Honorary members will not be required to pay an annual membership fee. In all other respects they will have the same rights and obligations as regular members.

Member not in good standing

2.6 A member is not in good standing if the member fails to pay the member's annual membership dues or any other subscription or debt due and owing by the member to the society. This member is not in good standing as long as the debt remains unpaid without an agreement made with the Board Secretary regarding payment of the outstanding debt.

Member not in good standing may not vote

2.7 A voting member who is not in good standing

- (a) may not vote at a general meeting, and
- (b) is deemed not to be a voting member for the purpose of consenting to a resolution of the voting members.

Termination of membership if member not in good standing

2.8 A person's membership, including an honorary membership, in the Society may be terminated if the person is not in good standing for 3 consecutive months.

Annual Membership Renewal

2.9 A person's annual membership renewal in the Society is subject to the Board's approval of the membership renewal application.

PART 3 – GENERAL MEETINGS OF MEMBERS

Time and place of general meeting

3.1 A general meeting must be held at the time and place the Board determines.

Notice of general meeting

3.2 Notice of a general meeting must include the following:

- (a) Written notice of the date, time and location of a general meeting must be sent to every member of the society at least 14 days before the meeting;
- (b) Notice of a general meeting shall be given to,
 - (i) every member shown on the register of members of the day notice is given, and
 - (ii) the auditor;
- (c) No other person is entitled to receive a notice of general meetings.

Accidental omission to send notice

3.3 The accidental omission to send notice of a general meeting to a member, or the non-receipt of notice by a member, does not invalidate any proceedings at the meeting.

Ordinary business at general meeting

3.4 At a general meeting, the following business is ordinary business:

- (a) adoption of rules of order;
- (b) consideration of any financial statements of the Society presented to the meeting;
- (c) consideration of the reports, if any, of the faculty, administrators, Trustees or auditor;
- (d) appointment of an auditor, if any;
- (e) business arising out of a report of the Trustees not requiring the passing of a special resolution.

Notice of special business

3.5 A notice of a general meeting must state the nature of any business, other than ordinary business, to be transacted at the meeting in sufficient detail to permit a member receiving the notice to form a reasoned judgment concerning that business.

Chair of general meeting

3.6 The following individual is entitled to preside as the chair of a general meeting:

- (a) the individual, if any, appointed by the Board to preside as the chair;
- (b) if the Board has not appointed an individual to preside as the chair or the individual appointed by the Board is unable to preside as the chair,
 - (i) the Board chair,
 - (ii) the Board vice-chair, if the chair is unable to preside as the chair, or
 - (iii) one of the other Trustees present at the meeting, if both the chair and vice-chair are unable to preside as the chair.

Alternate chair of general meeting

3.7 If there is no individual entitled under these Bylaws who is able to preside as the chair of a general meeting within 15 minutes from the time set for holding the meeting, the voting members who are present must elect an individual present at the meeting to preside as the chair.

Quorum required

3.8 Business, other than the election of the chair of the meeting and the adjournment or termination of the meeting, must not be transacted at a general meeting unless a quorum of voting members is present.

Quorum for general meetings

3.9 The quorum for the transaction of business at a general meeting is 7 voting members or 10% of the voting members, whichever is greater.

Lack of quorum at commencement of meeting

3.10 If, within 30 minutes from the time set for holding a general meeting, a quorum of voting members is not present,

- (a) in the case of a meeting convened on the requisition of members, the meeting is terminated, and
- (b) in any other case, the meeting stands adjourned to the same day in the next week, at the same time and place, and if, at the continuation of the adjourned meeting, a quorum is not present within 30 minutes from the time set for holding the continuation of the adjourned meeting, the voting members who are present constitute a quorum for that meeting.

If quorum ceases to be present

3.11 If, at any time during a general meeting, there ceases to be a quorum of voting members present, business then in progress must be suspended until there is a quorum present or until the meeting is adjourned or terminated.

Adjournments by chair

3.12 The chair of a general meeting may, or, if so directed by the voting members at the meeting, must, adjourn the meeting from time to time and from place to place, but no business may be transacted at the continuation of the adjourned meeting other than business left unfinished at the adjourned meeting.

Notice of continuation of adjourned general meeting

3.13 It is not necessary to give notice of a continuation of an adjourned general meeting or of the business to be transacted at a continuation of an adjourned general meeting except that, when a general meeting is adjourned for 30 days or more, notice of the continuation of the adjourned meeting must be given.

- (a) . The date and time of continuation of the adjourned meeting will be set by the end of the meeting if to be within the 30 day period by the members present.

Order of business at general meeting

3.14 The order of business at a general meeting is as follows:

- (a) the welcome and opening of meeting;
- (b) elect an individual to chair the meeting, if necessary;
- (c) determine that there is a quorum;
- (d) approve the agenda;
- (e) the appointment of minute approval committee;
- (f) the reading of minutes of the last general meeting;
- (f) deal with unfinished business from the last general meeting;
- (g) if the meeting is an annual general meeting,
 - (i) receive the Trustees' report on the financial statements of the Society for the previous financial year, and the auditor's report, if any, on those statements,
 - (ii) appoint an auditor, if any,
 - (iii) receive any other reports of Trustees', faculty's or administrators' activities and decisions since the previous annual general meeting, and
 - (iv) announcement of the Trustees comprising the Board for the ensuing year;
- (h) deal with new business, including any matters about which notice has been given to the members in the notice of meeting;
- (i) terminate the meeting.

Other general meetings

3.15 Other general meetings may be held in-between annual general meetings, in accordance with the Act.

Methods of voting

3.16 At a general meeting, voting must be by a show of hands, an oral vote or another method that adequately discloses the intention of the voting members, except that if, before or after such a vote, 2 or more voting members request a secret ballot or a secret ballot is directed by the chair of the meeting, voting must be by a secret ballot.

Announcement of result

3.17 The chair of a general meeting must announce the outcome of each vote and that outcome must be recorded in the minutes of the meeting.

Proxy voting permitted

3.18 Any member may appoint another member in good standing to attend at any meeting on a member's behalf. The proxy form and the manner of its use shall be as outlined by the Board of Trustees.

Matters decided at general meeting by ordinary resolution

3.19 A matter to be decided at a general meeting must be decided by ordinary resolution unless the matter is required by the Act or these Bylaws to be decided by special resolution or by another resolution having a higher voting threshold than the threshold for an ordinary resolution.

PART 4 – AUDIT

Appointment of auditor

4.1 At each annual general meeting the society must appoint an auditor to hold office until the auditor is re-elected or a successor is elected at the next annual general meeting.

Removal of auditor

4.2 An auditor may be removed by ordinary resolution.

Notice to auditor of removal or appointment

4.3 An auditor must be promptly informed in writing of the auditor's appointment or removal.

Independence of auditor

4.4 Subject to the Act, a person who is not independent of a society must not act as the auditor of the society.

Attendance at general meetings

4.5 The auditor may attend general meetings.

Remuneration of auditor

4.6 The remuneration of the auditor shall be fixed by the Trustees.

Filling of vacancy between general meetings

- 4.7** The Trustees shall fill a vacancy in the office of Auditor should the auditor resign between general meetings.

PART 5 – TRUSTEES

Prerequisite for Trusteeship

- 5.1** All candidates for election or appointment must be members of the society prior to accepting a nomination.

Number and Term of Trustees on Board

- 5.2** The Society must have no fewer than 3 and no more than 9 Trustees and each Trustee shall serve a three (3) year term unless otherwise specified by the Trustees at the time of the appointment. The terms shall be staggered at the discretion of the Trustees to ensure a minimal number of vacancies in any one year.

Appointment of Trustees

- 5.3** The Governance Committee, as appointed by the Board, shall, prior to each annual general meeting, submit its nominations for the appointment of the Trustees to the Board. The nominations for Trustees shall be subject to the following conditions:

- (a) any nominee shall possess the qualifications, collaborative skills and time commitment necessary to effectively govern and manage a private school;
- (b) any Trustee who has completed his or her three (3) year term and has expressed to the Governance Committee a willingness to complete another three (3) year term, may be eligible for nomination by the Governance Committee;
- (c) no current faculty member of Lakeside School may be nominated as a Trustee.

The Trustees shall review and consider the list of nominees presented by the Governance Committee for appointment to the Board. However, the Trustees shall have the ultimate discretion to appoint Trustees from the Governance Committee nominees or to appoint other candidates who the Trustees have determined are better qualified to fulfill the duties and responsibilities of being a Trustee of the Society.

Removal of Trustees

- 5.4** The Trustees may, by way of a vote of 50% +1, elect to remove a Trustee before the expiration of the term of office and may request the Governance Committee to provide the Board with nominations for a successor to complete the vacancy in the term of office created by the removal of such Trustee. The Board has the discretion of filling such vacancy with one of the Governance Committee's nominees, with one of the Board's nominees or to allow the vacancy to remain unfilled.

Trustees may fill casual vacancy on Board

- 5.5** The Board may, at any time, appoint a member as a trustee to fill a vacancy that arises on the Board as a result of the resignation, death or incapacity of a Trustee during the trustee's term of office.

Term of appointment of trustee filling casual vacancy

- 5.6** A Trustee appointed by the Board to fill a vacancy ceases to be a Trustee at the end of the unexpired portion of the term of office of the individual whose departure from office created the vacancy.

Duties of Trustees

- 5.7** The duties of the Trustees shall be as outlined in the Act and as written by Board Policy.

Appointment of Principal

- 5.8** The Trustees shall be responsible for the appointment of the Principal of the Lakeside School (the "Principal"). The Principal shall be responsible for the daily operation of the Lakeside School and shall be the sole authority on the management of the faculty and learning goals of the Lakeside School. The Principal shall serve as an *ex officio* voting trustee of the Society and may only be terminated prior to the end of the Principal's employment term upon a vote of the Trustees' approved by 75% of the Trustees.

PART 6 – TRUSTEES’ MEETINGS

Calling Trustees’ meeting

6.1 A Trustees’ meeting may be called by the chair or by any 3 other Trustees.

Notice of Trustees’ meeting

6.2 At least 2 days’ notice of a Trustees’ meeting must be given unless all the Trustees agree to a shorter notice period.

Proceedings valid despite omission to give notice

6.3 The accidental omission to give notice of a Trustees’ meeting to a trustee, or the non-receipt of a notice by a trustee, does not invalidate proceedings at the meeting.

Conduct of Trustees’ meetings

6.4 The Trustees may regulate their meetings and proceedings as they think fit.

Quorum of Trustees

6.5 The quorum for the transaction of business at a Trustees’ meeting is a majority of the Trustees.

Chairing of Trustees’ meetings

6.6 The chair shall preside as chair of all meetings of the Trustees, unless this function is delegated to another trustee for a specified meeting. If the chair is not present within 10 minutes after the time appointed for holding the meeting, the vice chair shall act temporarily as chair. If neither is present, one of the Trustees present shall preside.

Electronic Voting

6.7 The Board of Trustees may pass a Trustee’s resolution by way of email through the following process:

- (a) The resolution is to be put forward by the Chair, or in the Chair’s absence or inability, the Vice-Chair.
- (b) The resolution and all required related material are to be delivered by e-mail to each trustee.
- (c) Trustees may declare their vote on the resolution by way of return email to the person who delivered the resolution.
- (d) Except as provided in paragraph (E), Trustees shall have 5 days from delivery of the resolution to deliver their vote.

- (e) If the Chair or Vice-Chair deems that there is an urgency to the matter, then the voting period set out in paragraph (D) may be shortened, provided that the directors are advised of shortened period and the reason for it.
- (f) A simple majority of Trustees voting in favour shall be a passing vote, and
- (g) The failure of a trustee to vote within the time prescribed shall be deemed a vote against the resolution.

PART 7 – BOARD POSITIONS

Election or appointment of Officers

7.1 Trustees must be elected or appointed to the following Board positions, and a trustee, other than the chair, may hold more than one position:

- (a) chair;
- (b) vice-chair;
- (c) secretary;
- (d) treasurer.

Role of Chair

7.2 The Chair is the Chair of the Board and is responsible for supervising the other Trustees in the execution of their duties.

Role of Vice-Chair

7.3 The Vice-Chair is the Vice-Chair of the Board and is responsible for carrying out the duties of the chair if the Chair is unable to act.

Role of Secretary

7.4 The Secretary is responsible for doing, or making the necessary arrangements for, the following:

- (a) issuing notices of general meetings and Trustees' meetings;
- (b) taking minutes of general meetings and Trustees' meetings;
- (c) keeping the records of the Society in accordance with the Act;
- (d) conducting the correspondence of the Board;
- (e) filing the annual report of the Society and making any other filings with the registrar under the Act.

Absence of Secretary from meeting

7.5 In the absence of the secretary from a meeting, the Board must appoint another individual to act as secretary at the meeting.

Role of Treasurer

7.6 The Treasurer is responsible for doing, or making the necessary arrangements for, the following:

- (a) receiving and banking monies collected from the members or other sources;
- (b) keeping accounting records in respect of the Society's financial transactions;
- (c) preparing the Society's financial statements;
- (d) making the Society's filings respecting taxes.

PART 8 – GOVERNANCE COMMITTEE

Appointment of the Governance Committee

8.1 The Trustees shall appoint a Governance Committee comprised of persons who are either past Trustees, current members of the Society and/or current Trustees.

Role of the Governance Committee

8.2 The Governance Committee shall seek qualified persons to be nominated to the Board and shall provide recommendations to the Board with respect to the appointment of offices and the appointment of Trustees to fill any Trustee vacancy.

PART 9 - REMUNERATION OF TRUSTEES AND SIGNING AUTHORITY

Remuneration of Trustees

9.1 These Bylaws do not permit the Society to pay to a trustee remuneration for being a trustee, but the Society may, subject to the Act, pay remuneration to a trustee for services provided by the trustee to the Society in another capacity or reasonably incurred expenses while engaged in the affairs of the society.

Signing authority

- 9.2** A contract or other record to be signed by the Society must be signed on behalf of the Society
- (a) by the Chair, together with one other trustee,
 - (b) if the Chair is unable to provide a signature, by the Vice-Chair together with one other trustee,
 - (c) if the Chair and Vice-Chair are both unable to provide signatures, by any 2 other Trustees, or
 - (d) in any case, by one or more individuals authorized by the Board to sign the record on behalf of the Society.

PART 10 – BORROWING, DONATIONS AND SECURITIES

Borrowing and Donations

- 10.1** In order to carry out the purposes of the society the Trustees may, on behalf of and in the name of the society, raise or secure the payment or repayment of money in the manner they decide, including the solicitation of donations up to an amalgamated amount not larger than 20% of the property values as assessed by the BC Assessment Authority. A debenture and/or higher sums of indebtedness shall not occur without the sanction of a special resolution by the members of the society.

Securities

- 10.2** Any two of the chair, vice chair, secretary or treasurer or any person from time to time designated by the Trustees may transfer any and all shares, bonds or other securities from time to time standing in the name of the society and may accept in the name and on behalf of the society transfer of shares, bonds or other securities from time to time transferred to the society, and may make, execute and deliver any and all instruments in writing necessary or proper for such purposes, including the appointment of an attorney or attorneys to make or accept transfers of shares, bonds or other securities on the books of any company or corporation.

PART 11 – TRUSTEE LIMITATIONS

Trustee’s powers

11.1 The Trustees may exercise all the powers and do all the acts and things that the society may exercise and do, including the acquisition of property both real and personal and the hiring of staff, but subject to, the following:

- (a) all laws affecting the society;
- (b) these bylaws and the constitution;
- (c) the policies which are made from time to time by the Trustees of the society being consistent with these bylaws.

Delegation of Trustees’ powers

11.2 The Trustees may delegate any, but not all, of their powers to staff, committees and portfolio holders as they think fit.

Limitations of delegation of Trustees’ powers

11.3 All who have Trustees’ powers delegated to them shall exercise them within the parameters given by the Board.

PART 12 – BYLAWS AND GOVERNANCE

Hierarchy of governing documents

12.1 This society is governed by the following documents in this sequence:

- (a) the Act;
- (b) Constitution and Bylaws;
- (c) Roberts Rules of Order Newly Revised Online
- (d) the Board Policy Manual;
- (e) School Policies.

PART 13 – OTHER

Fiscal year

13.1 The fiscal year of the Association shall terminate on the last day of July in each year or on such date as the Trustees may from time to time by resolution determine.

Payments in Good Faith

13.2 All income of the society shall be applied solely towards the promotion of the objects of the society as set forth in the constitution of the society and no part thereof shall be applied to the personal profit of any member. This shall not prevent the payment in good faith of remuneration to any servant of the society, who may be a member, or the fair payment of rent or interest or alike to a member for actual goods or service provided.

PART 14 – DISSOLUTION OF SOCIETY

Disposal of assets

14.1 In the event that the society should at any time be wound up or dissolved, the remaining assets after payment of all debts and liabilities shall be turned over to a recognized charitable organization in the Province or elsewhere in Canada as directed by the members. This provision was previously unalterable.