

## Table of Contents

<b>5.1 Challenge And Appeal</b> .....	<b>1</b>
5.1.1 Appeals and Fairness Policy.....	1
5.1.2 Course Challenge, Equivalency, and External Credentials Policy.....	5
<b>5.2 Field Trips</b> .....	<b>8</b>
5.2.1 Field Trips Policy.....	8
5.2.2 Learner Safety at Third Party Locations Policy.....	10
5.2.3 Water Evaluation at Physical Locations Policy.....	12
5.2.4 Anti-Smoking Policy.....	13
<b>5.3 Learner Records</b> .....	<b>15</b>
5.3.1 Enrolment and Legal Residency Policy.....	15
5.3.2 Learner Records Policy.....	17
<b>5.4 Learning</b> .....	<b>24</b>
5.4.1 Active Participation Policy.....	24
5.4.2 Grade Promotion and Retention Policy.....	26
5.4.3 Grades 10-12 Policy.....	28
5.4.4 Learning Resources Policy.....	30
5.4.5 Proctor Guidelines Policy.....	34
5.4.6 Progress Reporting Policy.....	36
5.4.7 Authentic Work Policy.....	37
5.4.8 Grading Policy.....	39
<b>5.5 Roles and Responsibilities</b> .....	<b>40</b>
5.5.1 Role of the Educator Assistant Policy.....	40
5.5.2 Grades 10-12 Role of the Learner Policy.....	42
5.5.3 Grades 10-12 Role of the Learning Consultant Policy.....	44
5.5.4 Grades 10-12 Role of the Learning Specialist Policy.....	47
5.5.5 Grades 10-12 Role of the Parent/Guardian Policy.....	50
5.5.6 Grades 10-12 Role of the Support Provider Policy.....	52
5.5.7 K-9 Role of the Learning Consultant Policy.....	54
5.5.8 K-9 Role of the Learner Policy.....	56
5.5.9 K-9 Role of the Parent/Guardian Policy.....	57

# 5.0 Education Policies



5.5.10 K-9 Role of the Support Provider Policy.....	59
<b>5.6 Safety.....</b>	<b>60</b>
5.6.1 Anaphylaxis Policy.....	60
5.6.2 Child Abuse Reporting Policy.....	69
5.6.3 Education Environment of Safety, Acceptance, and Respect Policy .....	73
5.6.4 Emergency Preparedness Policy .....	76
5.6.5 Harassment, Bullying, and Abuse Prevention Policy.....	79
5.6.6 Medication Administration Policy.....	82
5.6.7 Emergency Preparedness Drills Policy .....	86
5.6.8 SDLC Emergency Response Plan Policy.....	87
5.6.9 Homeschooling at SDLC Policy.....	89
<b>5.7 Educator Specific .....</b>	<b>91</b>
5.7.1 Copyright in the Classroom Policy.....	91
<b>5.8 Special Education .....</b>	<b>92</b>
5.8.1 School Completion (Evergreen) Policy.....	92
5.8.2 Special Education Policy .....	94
5.8.3 SupportEd Assistant (SEA) Engagement Policy .....	98

## 5.1 Challenge And Appeal

### 5.1.1 Appeals and Fairness Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting procedural fairness and the respectful treatment of all persons involved in a situation involving learner disputes.

#### *Definitions*

**Dispute** - a disagreement, argument, or debate

#### *Policy*

SelfDesign Learning Community will provide all learners with:

- Clear expectations for participation at SelfDesign Learning Community
- Respect and dignity
- Essential facts of an allegation provided when notified of an accusation of breaking the rules
- Opportunity to be heard/give their perspective
- Appeal process
- No retribution for making an appeal

In the case of a serious dispute, the learner(s) parent(s)/guardian(s) will be notified, and SelfDesign Learning Community will be diligent to gather all the facts and provide all parties a chance to share their perspective. All findings and hearings will be recorded, documented, and filed.

#### *Protocol*

##### **Clear Expectations**

Upon completion of the enrolment agreement, learners will know what is expected of them regarding their participation at SelfDesign Learning Community in both the program agreements and SelfDesign policies

##### **Respect and Dignity**

SelfDesign Learning Community acknowledges that all learners have the right to be treated with respect and dignity and will treat all learners with respect and dignity.

# 5.0 Education Policies

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## Facts of the Allegation in a Timely Manner

When a learner is accused of a transgression of an agreement, they will be notified in a timely manner of what they are accused of and provided with the essential facts of what they allegedly have done.

## Opportunity to be Heard

When a dispute arises concerning the transgression of an agreement, the learner(s) concerned will be given the opportunity to tell their perspective of the event(s).

## Serious Disputes

In the case of a serious dispute, the learner(s) parent(s)/guardian(s) will be notified, and SelfDesign Learning Community will:

- Through talking with the persons involved and/or reading any documentation, a concerted effort will be made by a team appointed by the school principal to glean the basic facts of the situation without interpretation or evaluation
- Be diligent to gather all the facts
  - Information considered by the team will be shared with all involved
  - The team will conduct a meeting with the persons involved in the dispute to review the situation, with the mandate to decide how best to resolve it
  - If for any reason it is decided by the school principal that it is inappropriate for the team to mediate this meeting, a mediator from outside of the SelfDesign Learning Community will be hired
  - At the hearing, it will be required that the team or mediator will consider and implement guidelines for those involved to protect the complainant from retaliation
- Report, document, and file all findings
  - All findings concerning the dispute(s) and complaint(s) that proceed to a hearing will be recorded and kept in the appropriate individual's file.
  - Hearing minutes will also be recorded and kept in the appropriate individual's file.

## *Appeal Process*

### **Appealing a Decision**

In the event that a learner or parent(s)/guardian(s) would like to dispute a decision made, the learner or parent(s)/guardian(s) can make an appeal in writing to the school principal and/or the president/CEO of the SelfDesign Learning Foundation.

To ensure unbiased treatment

- No one involved in the initial team can play a role in an appeal process
- A review of the procedures followed by the original decision-maker will be done to ensure fairness and correctness

### **Appealing an Appeal to the AMS Ombudsperson**

After an appeal to the school principal and/or president CEO has been reviewed and a decision made, any learner or parent/guardian of a learner affected by the decision, recommendation, act, or omission of an independent school or school authority may ask the Associate Member Society (AMS) Ombudsperson to investigate the complaint.

A complaint must be made in writing, setting out the basis for the complaint in reasonable detail. The complaint must set out the disputed decisions, procedures, and actions of the school based on one or more of the following:

- The complainant was treated in a manner contrary to the principles of natural justice, or related to the application of arbitrary, unreasonable or unfair procedure
- That the school applied a policy incorrectly or inconsistently
- That the decision, procedure, or action was contrary to the philosophy and mission of the school
- acted for an improper purpose
- The school failed
- Failed to give adequate and appropriate reason in relation to the nature of the matter
- Was negligent or acted improperly
- There was unreasonable delay in dealing with the subject matter of the investigation

The complainant must agree at the time of making the complaint to accept the Ombudsperson as an unbiased party in the complaint and not to compel the Ombudsperson to give evidence in a court or in other proceedings of a judicial nature in respect of anything coming to the Ombudsperson's attention in the course of investigating of the complaint. If the complainant does not accept the Ombudsperson as an unbiased person in the matter in dispute, the complainant may ask the AMS to designate another ombudsperson for that matter.

# 5.0 Education Policies

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## ***No Retribution for Appeal***

SelfDesign Learning Foundation will protect the complainant from retaliation.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Associate Member Society School's Ombudsperson Policy
- Independent School Information for Administrators
- Procedural Fairness Best Practice Guidelines for Independent Schools

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.1.2 Course Challenge, Equivalency, and External Credentials Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting learner graduation or school completion by the earning of credits for courses taken elsewhere or challenged.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will uphold that learners at a high school level have the right to be assessed to receive credits for courses successfully completed elsewhere or challenged.

### *Protocol*

#### **Course Challenge**

SelfDesign Learning Community undertakes course challenges to honour and credit excellent work a learner has already completed independently or in the community. Students enrolled with a Board of Education are entitled to undertake a free Challenge or Equivalency process to assess their documented and undocumented prior learning for any Ministry developed graduation program course offered by any Board of Education in the Province that school year, as well as any Board Authorized (BAA) course taught in the enrolling district that school year. The course challenge:

- Is not undertaken to “save” the learner time or the trouble of taking a course
- Is not available to learners who have already
  - challenged the course and received a passing grade
  - completed the course through previous enrolment
  - been granted equivalency for the course

Prior to engaging in the course challenge process, the school principal or their designate will review any documentation of prior learning that a learner presents in order to determine if credit can be awarded through equivalency.

- Where necessary the school principal or their designate will assign an appropriately certified educator to conduct the course challenge who must deliver and document the course challenge assessment delivered to the learner.
- To receive credit for a course (aka for a course challenge to be considered successful) that does not have a required exam, a learner must obtain at least a C- (50% minimum) grade/score in the course challenge assessment. This course challenge assessment is created by SelfDesign

# 5.0 Education Policies

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educators, and the award credit is based on the same standards used for learners who have taken the course through enrolment.

- The school principal or their designate must document the course challenge assessment delivered to each learner, including a pre-challenge equivalency review, and the documentation must be made available to Ministry auditors, if requested.
- Learners should be able to demonstrate their readiness to challenge a course based on factors such as:
  - a recommendation for a previous teacher
  - evidence that relevant learning has been acquired outside the regular classroom setting

School staff, in consultation with learners and parents, will make the decision about readiness. Examples of assessment strategies that could be used in a course challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work. The demonstration should not be an onerous process.

- For reporting and transcript purposes, SelfDesign will assign a letter grade and percentage to all credits awarded through course challenge processes.
- After the school principal, or their designate, signs off on the course challenge process, successful course challenges will be reported to the Ministry through the Transcript and Examination (TRAX) system by June 30 the July reporting period of the school year in which the course challenge occurred.

## Equivalency

Courses taken outside of B.C. may be eligible for equivalency credit if they:

- closely match the learning outcomes of grades 10, 11, or 12 courses
- match approximately 80% or more of the prescribed learning outcomes of an approved B.C. course.

Learners will provide documentation that the learning outcomes of the course were successfully completed. The following will be compared for equivalency when reviewing the documentation:

- learning outcomes
- general subject matter
- depth and breadth of coverage or subject matter
- assessment methods, instruments, and standards.

SelfDesign will assign a percentage to all credits awarded through equivalency. If the student's documents show only a letter grade or level, SelfDesign may choose to assign a percentage, based on the mid-point of



# 5.0 Education Policies

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the matching B.C. letter grade range. SelfDesign may use Transfer Standing (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

## External Credentials

Although external credentials may contribute toward graduation requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. It is learners' responsibility to verify admissions requirements for the post-secondary institutions they plan to attend.

- In order to earn credit for an approved credential, learners must provide the appropriate documentation proving successful completion of the external assessment, course, or program.
- Learners may have earned an approved external credential prior to entering grade 10. If so, they are awarded credit if they present their credential any time after they enter grade 10.
- For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either a letter grade or percentage, if possible to determine. If impossible to determine, Transfer Standing (TS) may be used.

## *Standard Operating Procedure*

N/A

## *Related Documents*

- Ministry Policy
- Graduation Program Order

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.2 Field Trips

### 5.2.1 Field Trips Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting learning, which occurs in all aspects of life, including engaging in experiences in the community (i.e., field trips).

#### *Definitions*

None

#### *Policy*

SelfDesign Learning Foundation will make sure that each field trips that is selected, planned, organized, and conducted has the following in place:

- Learning goals
- Safety, inclusion, and security of all participants
- Management of risk for all activities
- Protection of learners, educators, and volunteers, as well as the school authority

#### *Protocol*

#### **Responsibility**

The school principal or their delegate must ensure that all school field trips are appropriately planned, authorized, organized, and supervised.

- Specific procedures and policies for all aspects of field trips and camps are outlined in the SelfDesign Learning Community (SDLC) Handbook of Camp Procedures and Policies.
  - The SDLC Handbook of Camp Procedures and Policies is reviewed prior to each camp by each supervising educator.
  - The procedures include notification of the Safe Schools Coordinator (the school principal) and provisions for medical emergencies. In the event of a pandemic, provisions in the Pandemic Response Policy will take precedence over those in this policy.

# 5.0 Education Policies

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## Documentation

All field trip and camp documentation related to safety, medical, venue, planning, communication, and written informed consent is to be retained on file at the school as is required. The documentation includes, but is not limited to:

- SelfDesign Field Trip Release Form
- Learner attendance records, medical records, and home/emergency contact telephone number(s)
- Transportation
  - Volunteer Driver and Automobile Authorization forms, including confirmation of \$5 million liability insurance
  - Bus Transportation - N/A
- Incident Report(s) as applicable
- Medication Administration Policy and Authorization form
- Medication Administration record

## *Standard Operating Procedure*

N/A

## *Related Documents*

- Learner Safety at Third-Party Locations Policy
- Learner Transportation Policy
- Pandemic Response Policy
- SelfDesign Learning Community Handbook of Camp Procedures and Policies

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.2.2 Learner Safety at Third Party Locations Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to learner safety at learning centres in partnerships with the SelfDesign Learning Community.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will ensure that all learning centres in partnership with SelfDesign Learning Community have the appropriate learner safety policies and protocols in place: having and using necessary procedures and drills; having liability insurance that is adequate; having educators and volunteers on site and online that have current Criminal Record Checks.

### *Protocol*

Please refer to Related Documents for a list of all safety policies and protocols to be in place at all learning centres in partnership with SelfDesign Learning Community.

To summarize:

- Emergency preparedness
- environmental and equipment safety
- first aid/medical alerts
- safety protocols for field trips
- controlled substances
- Water quality

### *Standard Operating Procedure*

N/A

### *Related Documents*

- Alcohol and Other Controlled Substances Policy
- Anaphylaxis Policy
- Anti-Smoking and Vaping Policy
- Emergency Preparedness Drills Policy

# 5.0 Education Policies

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- Field Trips Policy
- Five All-Hazard Emergency Preparedness Policy
- Water Evaluation at Physical Locations Policy
- Tobacco and Vapour Products Control Act

## **Contact**

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.2.3 Water Evaluation at Physical Locations Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to the health and safety of all its students and community members.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will, at the request of the Provincial Health Officer via the Ministry of Education to all school districts in the province, evaluate the water quality in all buildings where SelfDesign Learning Community offers in-person programs for learners.

### *Protocol*

1. Evaluate the procedures established by the building owner(s) to test water quality.
2. Ensure that the reported levels from the tested facility comply with the Maximum Allowable Concentration of Lead, as set out by Health Canada in the Guidelines for Canadian Drinking Water Quality. These guidelines set a maximum acceptable concentration of 0.005 mg/L (5 parts per billion) for total lead in drinking water, measured at the tap.
3. Ensure that re-testing occurs at a minimum of every three years.
4. Address any mitigations resulting from testing.

### *Standard Operating Procedure*

N/A

### *Related Documents*

- Testing Lead Content in Drinking Water of Independent School Facilities
- Guidelines for Canadian Drinking Water Quality

### *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.2.4 Anti-Smoking Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to the prohibition of the distribution or sale and use of tobacco and vapour products at SelfDesign Learning Foundation functions both online and in/on physical locations whether individuals are participating in an event or taking a paid/unpaid break.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will not allow/prohibit the distribution or sale and use of tobacco and vapour products at SelfDesign Learning Foundation functions both online and in/on physical locations whether individuals are participating in an event or taking a paid/unpaid break.

### *Protocol*

#### **Tobacco**

No individual shall distribute or sell, smoke, use tobacco, or hold lighted tobacco.

#### **Vapour products**

No individual shall distribute or sell, use vapour products (i.e., e-cigarettes, pod/mod vapes, AIO vapes), or hold an activated vaporizer/e-cigarette.

#### **Ceremonial tobacco**

This policy does not apply to the ceremonial use of tobacco both online and in/on physical locations used for the purpose of delivering SelfDesign educational or learning programs, if the ceremonial use of tobacco is:

- Approved by the principal or CEO
- Performed in relation to a traditional aboriginal cultural activity
- Performed by a prescribed group for a prescribed purpose

### *Standard Operating Procedure*

N/A

### *Related Documents*

- Alcohol and Other Controlled Substances Policy

# 5.0 Education Policies

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- Tobacco and Vapour Products Control Act

## ***Contact***

If you have questions about this policy, please contact the SelfDesign Learning Foundation through <http://support.selfdesign.org/> using the Help Topic "Human Relations".



## 5.3 Learner Records

### 5.3.1 Enrolment and Legal Residency Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to requiring that all learners enrolled in SelfDesign Learning Community and claiming for funding must be legally entitled to educational funding by the government of the province of British Columbia through the Ministry of Education.

#### *Definitions*

Eligible for Funding - learners who are:

- ordinarily resident in B.C. and whose parent(s)/guardian(s) meet residency requirements
- enrolled in SelfDesign Learning Community's certified Class 1

**Proof of Residency-** a recent document (within the last three months) with the legal parent's/guardian's name and current British Columbia physical address

#### *Policy*

SelfDesign Learning Foundation will require that all learners enrolled in SelfDesign Learning Community and claimed for funding must be legally entitled to educational funding by the government of the province of British Columbia through the Ministry of Education as SelfDesign Learning Community if only eligible to apply to the Ministry of Education for funding for an individual learner if the learner, as well as the learner's parent(s)/guardian(s) meets residency requirements.

#### *Protocol*

All learners wishing to enrol or register in any programs that SelfDesign Learning Community offers, funded by the Ministry of Education, must:

- Complete the SelfDesign Enrolment Application Form.
- Provide a copy of the following documents:
  - Birth Certificate
  - Legal Alert (if any)
  - Medical Alert (if any)
  - Proof of Residency

In addition to submitting Proof of Residency, parent(s)/guardian(s) must:

# 5.0 Education Policies

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- Declare legal residency (as included within the SelfDesign enrolment form and provided under the Student Records Requirements of the Office of Independent Schools).
- Sign the SelfDesign Learning Community Program Agreements every year.
- Provide proof of citizenship, permanent residency, or current permission to work in British Columbia (acceptable documents are Permanent Resident Card or work visa).

If a family moves or travels outside of British Columbia for an extended period of time (more than six months, but less than two years), they can only remain enrolled with SelfDesign Learning Community if they can continue to prove they are ordinarily resident in B.C. To ensure they do not lose their enrolment status they must:

- Provide SelfDesign Learning Community with proof of being ordinarily resident in B.C. (e.g., most recent/current income tax statement as a B.C. resident).

Learners wishing to enrol in grade 10, 11, and 12 courses that SelfDesign Learning Community offers, funded by the Ministry of Education, must:

- Complete theme selection (course registration) planning with their learning consultant and confirm their registration in each course.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Ministry of Education contractual guidelines
- Personal Information Protection Act
- SelfDesign Learning Community Program Agreements
- Student Records Requirements and Best Practice Guidelines for Independent Schools

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.3.2 Learner Records Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to ensuring that learner records are handled in accordance with legal requirements and, to that end, informing the SelfDesign Learning Community of the policies and protocols for learner records in relation to collection, storage, confidentiality, and access of the personal information under their care. This Learner Records Protocols Policy is operational.

The legal framework for the development of this Learner Records Policy is provided by section 6.1 of the Independent School Act, Sections 9 and 10 of the Independent School Regulation (the Regulation), the Learner Records Order (I 1/07) (the Order), and the Personal Information Protection Act (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of learner records, and (b) ensure confidentiality of the information contained in the learner records and ensure privacy for learners and their families.

### *Definitions*

**Learner File** – additional items to the Permanent Learner Record form the Learner File

**Permanent Learner Record (PLR)** – known as the Permanent Student Record (PSR) outside of the SelfDesign Learning Community, documents the history of a learner's education program.

**Sensitive Learner Records** – information that the loss of, misuse of, unauthorized access of, or modification to, could adversely affect the owner. This information requires by its very nature that contractors observe a high level of confidentiality. Example of sensitive learner records include:

- psychiatric report
- family assessments
- referrals to or reports from school arranged counseling services
- record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

### *Policy*

SelfDesign Learning Foundation will:

1. **Ensure responsibility for Permanent Learner Records and Learner Files**

The lead administrator (or their designate) is responsible for the establishment, security, and maintenance (including regular review and review upon a learner transfer to ensure information is current and complies with legal requirement) of the Permanent Learner Record and Learner File for each learner registered in the school according to the protocols within this policy.

# 5.0 Education Policies

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2. **Collect the least amount of information needed to do a job**  
Only collect personal information (a) for purposes that are reasonable and (b) that is reasonable for fulfilling those purposes.
3. **Provide notification of collection**  
Prior to or at the time of the collection of personal information, notify the learner or the learner's parent/guardian verbally or in writing of the purpose(s) for the collection of their personal information.
4. **Collect, use, and/or disclose personal information as notified**  
Only collect, use, and/or disclose the personal information under their protection for the purpose(s) as notified or with the consent of the learner or the learner's parent/guardian, unless otherwise authorized under the Personal Information Protection Act (PIPA), such as in the case of a medical emergency.
5. **Oversee access of personal information by contractors**  
Permit access to Permanent Learner Records and Learner Files to only contractors who, by the nature of their work, have a need-to-know. Access will be provided during school hours.
6. **Oversee access of personal information by owner**  
Provide learners (if of an age capable of exercising PIPA rights) or their parent/guardian (unless restricted by a court order) with access to learner personal information during school hours and under the supervision of the lead administrator (or their designate). A copy of a learner record for keeping by the learner or their parent/guardian may be made upon request (the school authority reserves the right to recover the direct cost of copying records). When applicable, graduating learners will be provided with interim and/or final transcripts for grades 10, 11, and 12 courses upon graduation and at the future request of the graduate. Interim and/or final transcripts will be mailed directly to graduate or, by their request, to the named institution of higher learning (the school authority reserves the right to recover a reasonable fee for transcript requests outside of those provided to the graduate upon graduation).
7. **Retain personal information as per legal requirements**  
Retain personal information only for the period of time required to fulfill the purpose for which it was collected, subject to legal requirements.
  - a) Permanent Learner Records are required to be kept for a minimum of 55 years unless, upon learner transfer, the transferring school requests the Permanent Learner Record
  - b) Inclusions, at time of review, that are expired, rescinded, or irrelevant will be removed from the Permanent Learner Record and the documents themselves will be shredded
8. **Answer questions/concerns about collection**  
On request by learners or their parent/guardian, provide the position name or title and the contact information for an officer or employee of the school who is able to answer questions about collection.

**9. Disclose personal information during a medical emergency**

Permit the sharing of learner information without requiring learner or parent/guardian consent regarding/for the delivery of health services, social services, or other support services.

**10. Ensure proper use of personal information**

Allow use of learner personal information by the school authority [MJ3] for the following purposes, assuming that the school received consent for such purposes at the time of notification/collection:

- a) Application processing and the provision of education services and co-curricular programs provided by the school authority
- b) Administrative functions, including payment of feeds and maintenance or ancillary school programs such as parent/guardian voluntary groups and fundraising activities
- c) Provision of specialized services in areas of health, psychology, or legal support, or as adjunct information in the delivery of education services that are in the best interests of the learner

**11. Seek legal counsel when required**

In the case of a request for learner personal information from separated or divorced parents/guardians, the school authority will be guided by the legal custody agreement, a copy of which shall be provided to the lead administrator (or their designate). If the lead administrator is unsure as to whether the non-custodial parent is entitled to access the learner personal information, the school's legal counsel will be consulted for a recommendation.

**12. Ensure learner records are transferred correctly and securely**

On receipt of a request for learner records from a school, Board of Education, or independent school authority within B.C. where the learner is (or will be) enrolled, the school authority will transfer that learner's original Permanent Learner Record (including inclusions), the current Learner Learning Plan (if any), and the current Individual Education Plan (in any) to the requesting institution. The school authority will retain a copy of the Permanent Learner Record, indicating the school where the records were sent and the date of the learner record transfer.

If the requesting institution is outside of B.C., a copy of the Permanent Learner Record (including inclusions) will be sent, along with the current Learner Learning Plan (if any), and the current Individual Education Plan (in any).

If a prospective employer (inside or outside of B.C.) is requested by the former learner to be provided a summary of the learner's school progress, the school authority will obtain written request from the former learner prior to sending. The school authority reserves the right to assess a fee for this service.

**13. Ensure sensitive learner records will only be disclosed or transferred in accordance with the law**

On receipt of a request for sensitive learner records, the school authority will obtain dated and signed parent/guardian written consent of the transfer before sending. However, under no circumstance will the school authority transfer a record of a school-initiated report of alleged

# 5.0 Education Policies

sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

## 14. **Ensure proper handling of sensitive learner information**

Sensitive learner information is stored as highly confidential with restricted access. Only the lead administrator (or their designate) has access to school-initiated reports under section 14 of Child, Family and Community Service Act. Sensitive learner information other than school initiated reports under section 14 of the Child, Family and Community Service Act the lead administrator (or their designate) may authorize a person(s) access (such as the school authority authorized for the disclosure/transfer of such sensitive learner records).

The lead administrator (of their designate) will obtain parent/guardian written consent that is dated and signed prior to the collection, use, and disclosure of sensitive learner information. Further, the lead administrator is responsible for ensuring that school initiated reports under section 14 of the Child, Family and Community Service Act are retained only for the purpose of child protection proceedings.

### ***Protocol***

#### **Permanent Learner Record**

The Permanent Learner Record consists of:

- Form 1704, PSB 048 (revised 1997) completed according to the current Permanent Student Record Instructions requirements
- Copies of a minimum of the two most recent years of Learner Progress Reports or an official transcript of grades
- Learner Learning Plan, if applicable
- Individual Education Plan (IEP) and/or Case Management Plan (CMP), if applicable
- Inclusions (as required to be filed with Form 1704)

#### **Form 1704 Inclusions**

##### Mandatory Inclusions

The following inclusions will be listed on Form 1704, including document date, title, and expiry date or date rescinded (if applicable). Copies of the documents listed will be filed with the Permanent Learner Record.

- Medical Alert (conditions which may require emergency care, e.g., diabetes, epilepsy, anaphylaxis producing allergies) as indicated by the medical alert checkbox
- Legal Alert (e.g., court orders, name change) as indicated by the legal alert checkbox
- Personal Education Number (PEN) providing notification that the learner is being home schooled

# 5.0 Education Policies

- Support services information (e.g., psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- Other legal documents (e.g., immigration document)

## Optional Inclusions

The following inclusions may be listed on Form 1704, including document date, title, and expiry date or date rescinded (if applicable). Copies of the documents listed will be filed with the Permanent Learner Record.

- Records of information which an educator deems relevant and important to the educational program of the learner
- Award information
- Standardized test scores (if deemed relevant and important to the educational program of the learner)

If the above optional inclusions are not listed on the Permanent Learner Record Form 1704, then they may be included in the Learner File.

## **Learner File**

### Mandatory Information

The following will be included as part of the Learner File.

- Learner eligibility information
  - Learner Legal Name proof (e.g., birth certificate, passport, First Nation Status Card). Original document will be verified, and a copy put on the Learner File
  - Learner's parent(s)/guardian(s) emergency contact information for both home and work
  - Verification that learner's parent/guardian is legally admitted to Canada and a resident of B.C.

### Optional Information

The following may be included as part of the Learner File.

- BC Services Card number
- Learner's doctor's name and contact information
- Previous Learner Progress Reports (other than the two most recent years required in the Permanent Learner Record)
- Serious discipline records (i.e., copies of letter to parent(s)/guardian(s) regarding discipline matters and corrective actions taken)

# 5.0 Education Policies

- Report of important meetings/discussions relating to a learner
- Records of information which an educator deems relevant and important to the educational program of the learner if not listed as an inclusion on the Permanent Learner Record
- Award information if not listed as an inclusion on the Permanent Learner Record
- Standardized test scores (if deemed relevant and important to the educational program of the learner) if not listed as an inclusion on the Permanent Learner Record

## Secure Storage

### Electronic Records

The lead administrator (or their designate) is responsible for ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (https://) must be established before authenticating.

The lead administrator (or their designate) is responsible for ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of learner records requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

### Paper Records

The lead administrator (or their designate) is responsible for ensuring that hardcopy learner information is locked in fireproof cabinets. If hardcopy learner information is taken off site, the lead administrator is responsible to ensure that, in transition and at rest, the hardcopy learner information is safely stored and protected at all times.

### Inactive Learner Records

The learner records of inactive learners are:

- Archived by the school authority for 55 years after a learner has withdrawn, graduated, or not enrolled in another K-12 school leading to the transfer of learner records.
- Stored securely in a manner that ensures their preservation from calamity (i.e., fire, flood). Access to stored archived records is limited to the lead administrator (or their designate).
- Determined as relevant or not by the lead administrator (or their designate) before being archived.
- After 55 years a designated records clerk keeps a record of learner records that have been destroyed (i.e., shredded).

## ***Standard Operating Procedure***

N/A



# 5.0 Education Policies

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## *Related Documents*

- Child, Family and Community Service Act
- Guidelines for Independent Schools
- Independent School Act
- Independent School Regulation
- Permanent Student Record Instructions
- Personal Information Protection Act
- Student Records Order
- Student Records Requirements and Best Practice

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.4 Learning

### 5.4.1 Active Participation Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting active participation in online learning.

#### *Definitions*

**Online Learning** - means a method of instruction that relies primarily on communication between learners and educators by means of the internet. It may also include other types of instruction at a distance from the learner, such as correspondence or teleconferencing, as well as in-person services.

**Form 1701: Student Data Collection (1701)** – is the application required for each learner for educational funding by the Ministry of Education and Child Care (the Ministry)

**Course Plan** - means, for purposes of demonstrating evidence of active participation in Online Learning, a document that provides an outline for a Grade 8-12 course including the course content and its connection to the curriculum (Curriculum Learning Standards); for example, a course syllabus.

#### *Policy*

SelfDesign Learning Community will have evidence of active participation prior to 1701 submissions in order to obtain online learning funding from the Ministry. Further to, SelfDesign Learning Community will only enrol learners in grades 8-9 for which SelfDesign Learning Community will be the school of record.

#### *Protocol*

Active participation in online learning is equivalent to attendance in an in-person school and is a requirement under the *School Act* and the *Independent School Act*. Boards and Authorities report not only the enrolment of a learner in an Online Learning School, but also the date that a learner met the criteria for active participation. The date that a learner is deemed actively participating in a course or program is the earliest date, supportable with evidence, that satisfies the criteria for funding. To receive funding for learners enrolled in Online Learning Schools, Boards and Authorities must ensure that evidence is available to demonstrate their active participation prior to submitting *Form 1701: Student Data Collection*.

#### **For full time grades K-9**

Learner files for full time grades K-9 will contain:

- A completed school Enrolment Form for the current school year
- A Student Learning Plan, and Individual Education Plan if applicable
- Proof of B.C. residency

# 5.0 Education Policies

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- Evidence of engagement completed according to the Online Learning Procedures Guide for K-12 Public and Independent Schools and documented by the relevant snapshot date as indicated in the Form 1701 instructions for each reporting period.

## For full time grades 10-12

Learner files for full time grades 10-12 (including all adult learners) will contain:

- A completed school Enrolment Form for the current school year
- A Student Learning Plan, and Individual Education Plan if applicable
- Proof of B.C. residency
- Current course selection form that lists the courses reported for funding that meet graduation requirements
- A clear course plan on file for each course
- Evidence of engagement completed according to the Online Learning Procedures Guide for K-12 Public and Independent Schools and documented by the relevant snapshot date as indicated in the Form 1701 instructions for each reporting period.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Form 1701: Student Data Collection
- Independent School Act
- Learner Records Policy
- School Act
- Interim Online Learning Procedures Guide 2024-25 for K-12 Public and Independent Schools July 2024

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.4.2 Grade Promotion and Retention Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to making decisions that are in the best interest of learners when it comes to having a learner either advance or repeat a grade or course.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will consider the educational, emotional, and social effects of retention, as well as how alternative materials and instructional strategies could be used to support the learner when making the decision to have a learner either advance or repeat a grade or course.

Decisions will be made by educators, parents/guardians, and the school principal. However, final responsibility for deciding appropriate learner placement rests with the school principal. In the event that a parent/guardian disputes a decision, the parent/guardian shall have the right to appeal in writing to the school principal.

### *Protocol*

SelfDesign Learning Community (SDLC) is a concept-based and competency-focused learning program. Each learner has a unique learning plan developed in collaboration with the learner and parents/guardians. The learner's personal learning goals are connected to interdisciplinary, theme-based learning experiences, which are connected to the learning standards of the B.C. Curriculum. These learning experiences support learners to build competencies across the curricular subjects through their interests and passions. To support learners in grade progression the SelfDesign Learning Community provides ongoing support for learners in areas of challenge or areas that may not be a focus for a learner each learning year. Educator support includes, but is not limited to:

- Reviewing the documentation tracking curricular competencies throughout each learning year and at reporting periods to identify gaps. Providing resources and learning experience suggestions to facilitate development of curricular competencies, either to support areas of challenge or to extend areas of strength.
- Connecting areas of interest with subjects where there may be gaps
- Reaching out to the High Incidence (HI) Coordinator for specific support, including resources, alternative materials, and instructional strategies, for those learners who are challenged or struggling with specific skills and competencies, despite making a consistent effort. This may result in the creation of a plan for intervention and support, including the creation of an Individualized Education Plan (IEP), depending on the needs and progress of the learner.

# 5.0 Education Policies

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## *Standard Operating Procedure*

N/A

## *Related Documents*

- Appeals and Fairness Policy

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.4.3 Grades 10-12 Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting grade 10-12 learners during enrolment and course participation.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will ensure that learners in grades 10-12:

1. Can enrol at any time, dependent upon space in the program and specific intake and start times to support learner success.
2. Are able to determine their academic schedule based on number 1 and can participate in the program from anywhere, as long as B.C. residency criteria are met.
3. Will complete courses through interdisciplinary themes and add-on courses if the learner has chosen SelfDesign Learning Community as an online learning school for grades 10-12.

### *Protocol*

#### **Enrolment**

Learners enrolling between March and October will begin the course between September and November. Learners enrolling between October and Feb will begin the coursework between January and April. Learners who do not complete by July will be required to re-enrol in order to complete coursework to remain active in SelfDesign systems, however these courses will not be claimed again on a future 1701.

#### **Course Access**

Learners can work on their courses in their own time. All course work is available as an asynchronous program with synchronous connection with educators throughout the course and opportunities for synchronous connection with peers. The SelfDesign grades 10-12 program provides supportive pacing and rhythms as well as specific intake times to support learners to complete the courses in a manageable way. If the pacing and rhythms become a challenge, individualized plans with timelines are developed in consultation with each learner and their family.

## Theme-based Learning and Add-on Courses

### Theme-based Learning

Learners enrol in an interdisciplinary program where they choose themes which cover specific courses. These themes are developed based on learner interest, educator expertise and interest, with attention to requirements for graduation in B.C. Learners may choose themes for interest, for the courses they cover, or both.

### Add-on Courses

Learners can register in add-on courses that are not included in an interdisciplinary theme, where available and as needed

What happens when a learner does not complete by the end of a learning year

It may happen that a learner does not complete by the end of a learning year, even after an individualized completion/support plan has been set up with the learner, educator, and parent/guardian.

- Some learners will fail the course(s) and re-do the course(s) the following year.
- Some learners will fail and are supported to find courses to complete at another provincial or district online learning school, public summer school, etc. so they can move to the next grade the next year.
- Some learners withdraw well before the end of a learning year.

All of these outcomes/options are noted and discussed several months prior to the end of the learning year.

### ***Standard Operating Procedure***

N/A

### ***Related Documents***

- None

### ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.4.4 Learning Resources Policy

### *Policy Statement*

SelfDesign Learning Foundation (SelfDesign) is committed to allocating significant resources on a yearly basis to support appropriate educational resource use.

### *Definitions*

**Learning Standards** - are an explicit statement of what learners are expected to know, understand, and be able to do in a given grade and area of learning.

**Learning Resources** - are texts, videos, software, and instructional materials that educators use to assist learners to meet expectations for learning defined by provincial and local curricula.

### *Policy*

SelfDesign Learning Foundation will evaluate and approve SelfDesign Learning Community learning resources that form the core program collection of resources with the following considerations (which align with and implement the Learning Resource Selection Model, outlined by Focused Education Resources):

- **Curriculum fit** - evaluators examine the resource to determine if it supports the philosophy, rationale, and goals of the B.C. curriculum, and to determine the degree to which it supports the big ideas curricular
- **Content** - evaluators examine the content of the resource to determine its accuracy and relevancy, to determine if it contains the Canadian perspective necessary to support the learning standards of the B.C. curriculum, and to determine its cognitive and linguistic appropriateness for the intended audience.
- **Social considerations** - evaluators examine the resource for social considerations to identify potentially controversial or offensive elements that may exist in the content or presentation, and to highlight where resources might support pro-social attitudes and promote diversity and human rights. Evaluation on social considerations must take into account many considerations within a context of community, societal values and standards, to determine the suitability of the resource for instructional use in B.C. schools. Factors to consider may include approaches to multiculturalism, First Nations learning, gender and gender identity, among others.
- Age and developmental appropriateness
- **Design of the resource** - evaluators examine the resource to determine the effectiveness of its organization, teaching strategies, and assessment provisions in supporting the goals and objectives of the specific curriculum. Evaluators also examine the various technical aspects of the design of the resource to determine if it enhances student accessibility and understanding.



# 5.0 Education Policies

- Pedagogy
- Educational philosophy and policies of SelfDesign
- Requirements set by copyright and privacy legislation are met

## Protocol

### Recommending Resources

The Learning Experience Library and the annual Subscription Survey allow any educator, parent, or learner to recommend a resource (and challenge or appeal the selection process).

- The Learning Experience Library has a form that can be accessed and utilized at any time. The form will go to the Library Manager and Education Program Lead for consideration.
- The annual Subscription Survey, each spring, collects suggestions. (The annual Subscription Survey notes resources that are under utilized are culled each spring as the school year winds down and, following the Learning Resource Selection Model, outlined by Focused Education Resources, new resources are brought on board each fall for the start of a new learning year.)

### Approving Resources

As an independent school board authority to SelfDesign Learning Community, SelfDesign authorizes its certified B.C. educators to approve resources in the following ways:

Resource	Approval
Board authority-authorized (BAA) courses in grades 10-12	SelfDesign Learning Foundation
Community-wide, online subscriptions and webinars in alignment with B.C.'s Curriculum, including First Peoples Principles of Learning	Digital subscriptions educator (a trained teacher-librarian, B.C. certified educator)
Development of learning experiences in the SelfDesign Experience Library (thematic learning themes and resources in alignment B.C.'s Curriculum, including First Peoples Principles of Learning, created by a team of B.C. certified educators)	Educational program lead (B.C. certified educator)

# 5.0 Education Policies

Resource	Approval
Individual learner resources on Learning Plans (updated three times yearly) and in weekly conversation with families	SelfDesign Learning Community educator with support for determining approvability and suitability of resources available from a B.C. certified educator on the leadership team
Preferred resource list for use of Learning Resources and Services (LRS) funds to support learning plan goals, which is created and vetted by the Procurement Lead	Education team review

All educators and decision makers are encouraged to take the 'Selecting Learning Resources for the Classroom' course offered by Open School BC.

## Removing Resources

Whether or not resources are community-wide or part of individualized learning plans, those resources that do not adhere to the standards set for SelfDesign Learning Community (i.e., do not follow SelfDesign's Educational Environment of Safety, Acceptance, and Respect Policy) are immediately removed.

To request the removal of a resource:

1. Learners and/or parents/guardians are requested to contact their learning consultant/educator.
2. Educators will contact the education program lead and/or school principal via email.
3. The Principals team will gather the feedback from the individual requesting the removal.
4. The Principals team will review the learning resource according to the principles outlined in this policy and will make a decision about the removal of the resource.
5. Appeals of a decision can be made. Please see the Appeals & Fairness Policy.

## Standard Operating Procedure

N/A

## Related Documents

- Appeals and Fairness Policy
- B.C. Curriculum

# 5.0 Education Policies

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- Educational Environment of Safety, Acceptance, and Respect Policy
- First Peoples Principles of Learning
- Learning Resources (provincial policy)
- 'Selecting Learning Resources for the Classroom' Selection course (offered by Open School BC)
- Learning Resource Selection Model Focused Education Resources

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.4.5 Proctor Guidelines Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting learners and proctors in the invigilation process.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will support learners requiring proctors for:

- grades K-9 foundation skills assessments and
- grades 10-12 provincial numeracy and literacy assessments,

and the proctors themselves.

### *Protocol*

#### **Grades K-9**

SelfDesign Learning Foundation will allow any responsible adult over 18 to proctor.

#### **Grades 10-12**

Proctors must be certified teachers or school administrators (including SelfDesign educators). Proctors:

- must be over the age of 21 years old,
- not a learner's family member, and
- will ensure that the youth writing the provincial assessment does so in an honest manner, using only their own knowledge, skills, and abilities in the subject area.

Exams and assessments must be:

- Written at a supervised exam site. SelfDesign's provincial assessment facilitator will make arrangements for SelfDesign's learners to write their provincial assessments at host schools, or at a session facilitated by SelfDesign.
  - For literacy and numeracy assessment, SelfDesign will organize them during January, April, June, and November sessions.

# 5.0 Education Policies

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- Written electronically and the computer must be configured appropriately and securely as outlined in the electronic computer and browser requirements. Security controls must be downloaded and installed. The assessment/exam must stay secure during and after it is written.
- Written during the scheduled exam window, adhering to the set start and end times.
- Submitted by the learner upon completion.

After an assessment/exam, proctors must return all materials back to the Ministry.

Learners may have access to a scribe and/or reader, as required. Scribes/Readers must follow the guidelines for Scribes/Readers provided by SelfDesign.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Electronic Computer and Browser Requirements
- Guidelines for Scribes/Readers

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.4.6 Progress Reporting Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to providing meaningful progress reporting to learners and parents/guardians.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation, through educators, will, for each learner enrolled at SelfDesign Learning Community in K-9, offer timely, meaningful, and flexible communication of learning.

SelfDesign Learning Foundation, through educators, will, for each learner enrolled at SelfDesign Learning Community in grades 10-12, offer written and verbal anecdotal feedback, formative assessment comments, rubric levels, and interim guidepost comments in an ongoing fashion throughout all courses.

### *Protocol*

Records of completion of courses, including final proficiency scales (K-9) and course percentages (10-12) are reported to the learner and to the Ministry of Education.

### *Standard Operating Procedure*

N/A

### *Related Documents*

- Authentic Work Policy
- Grading Policy

### *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

# 5.0 Education Policies

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## 5.4.7 Authentic Work Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to and expects honesty from K-12 learners, parents/guardians, and support providers.

### *Definitions*

**Plagiarism** - is the practice of taking someone else's work or ideas and passing them off as one's own, including:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words by copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

### *Policy*

SelfDesign Learning Foundation, through educators, will have weekly contact with each learner with respect to the learner's activities and must ascertain, through questioning and conversation, the validity of learning. Educators are also required to have at least two direct connections per year with each learner and their family, if appropriate, during which educators observe the learner, either in person or in a video conference.

### *Protocol*

In grades 10-12, at the beginning of each course/thematic session, learners are required to fill out the Authentic Work and Tutor Use Declaration Agreement.

Learners who submit plagiarized work for formative and summative assessment will be required to complete the Academic Integrity Challenge to learn more about plagiarism. If subsequent plagiarism occurs the learner will be required to have a meeting with a member of the school principal's team and may have other restrictions or consequences implemented. In the case where a learner submitted plagiarized work for summative assessment, the learner may not have met the minimum requirements to pass the course. In these situations, incidents will be looked at individually and the learner's situation and previously completed work will be taken into consideration.

# 5.0 Education Policies

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## *Standard Operating Procedure*

N/A

## *Related Documents*

- Academic Integrity Challenge
- Authentic Work and Tutor Use Declaration Agreement
- SDLC Statement on Use of Artificial Intelligence
- Grading Policy
- Progress Reporting Policy

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).



## 5.4.8 Grading Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to providing fair and collaborative grading practices for learners.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation, through educators, will assess learning and provide summative assessment, including determining final marks in grades 10-12, according to established assessment guidelines and protocols.

### *Protocol*

Learner artifacts are assessed using anecdotal formative feedback on an ongoing basis, whether through Observing for Learning or through assessment of learner artifacts. Summative assessment checkpoints take place throughout the learning year (K-9) or semester course (10-12), ending with final summative evaluation and percentage marks, if applicable, being determined through collaborative assessment opportunities between the learner and all the educators who have worked with that learner, as appropriate.

### *Standard Operating Procedure*

N/A

### *Related Documents*

- Authentic Work Policy
- Progress Reporting Policy

### *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5 Roles and Responsibilities

### 5.5.1 Role of the Educator Assistant Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting educator assistants in their role.

#### *Definitions*

**Certified Teacher** – an educator that is certified by the B.C. Teacher Regulation Branch to teach the course, directly responsible to: plan, direct, assess, and report on student learning. A certified teacher can be classified as an educator assistant in cases where they are teaching outside of their certified subject and must fulfill all requirements of an educator assistant when acting in that role.

**Educator Assistant (EA)** – supports the educator in working one on one with the learner and/or in supporting the delivery of the course. The EA supports the educator and does not, in any way, replace the responsibility of the educator.

#### *Policy*

SelfDesign Learning Foundation will put guidelines in place for educators and educator assistants (EAs) as they work together.

#### *Protocol*

The EA will:

- Be identified, along with the educator, in all SelfDesign systems when there is the provision of an EA.
- Take part in discussing the course approach with the educator.
- Work with and provide input to the educator at assessment times.
- Acknowledge that the educator will submit the assessment and final grades.

#### *Standard Operating Procedure*

N/A

# 5.0 Education Policies

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## *Related Documents*

- Grades 10-12 Role of the Educator Policy
- Grades 10-12 Role of the Parent/Guardian Policy
- Grades 10-12 Role of the Learner Policy
- Grades 10-12 Role of the Learning Specialist Policy
- Grades 10-12 Role of the Support Provider Policy
- K-9 Role of the Educator(s) Policy
- K-9 Role of the Learner Policy
- K-9 Role of the Parent/Guardian Policy
- K--9 Role of the Support Provider Policy

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.2 Grades 10-12 Role of the Learner Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting learners in their role during grades 10-12.

### *Definitions*

**Learning Consultant (LC)** - is a B.C. certified teacher. The main role of the LC is to provide educational leadership and work in cooperation and collaboration with the grade 10-12 learner, with support from parent/guardian, support provider(s) and/or other learning team member(s) to plan, support, and account for the learner's learning progress.

**Learning Specialist (LS)** - is a B.C. certified teacher. The main role of the LS is to a) provide educational leadership and work in cooperation and collaboration with the learner to facilitate weekly workshops, support activities, and support processes that foster personal learner growth and b) connect theme and add-on course materials and learner-created artifacts to the B.C. curriculum by assessing weekly challenges, portfolios, and personal projects, together with the learning consultant and learner where applicable.

**Support Provider** – is a 3rd party service provider contracted by SelfDesign Learning Foundation to provide specific services in support of progress on goals outlined by the LC on a learner's Individual Education Plan, if applicable.

**Observing for Learning process** - acts as the base for communications and interactions between grade 10-12 learner and LC, with support from parent/guardian, support provider(s) and/or other learning team member(s), to dialogue and reflect upon the development and progress of the learner as well as building relationships among the learning team. It is fundamental to the conversations that live at the heart of our program.

**Path to Completion** – is a personalized learning plan for learners in grades 10-12 that outlines the courses, themes, and add-ons an individual learner has and will take to chart a course to high school completion for the learner. It includes courses taken through cross-enrolment.

**Individual Education Plan (IEP)** – designed for a learner that includes one or more of the following: personalized goals or learning outcomes that are different from, or in addition to expected learning outcomes, a list of support services, a list of adapted materials, instruction or assessment methods.

### *Policy*

SelfDesign Learning Foundation will put guidelines in place for learners to take responsibility for their own Observing for Learning communications.

### *Protocol*

Learners will:

# 5.0 Education Policies

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- Collaborate with their learning consultant, with support from parent(s)/guardian(s), support provider(s) and/or other learning team member(s) to plan, self-assess and dialogue about their learning progress, including participating in self-assessment and goal setting of core competencies.
- Provide the educators, LC and LS(s), with insight into their passions, interests, learning styles, work habits, motivations and goals for the educational process.
- Inform the LC or LS of resources and services successfully used in the past and/or preferred for the present.
- Reflect on their learning and communicate weekly with both the LC and LS to discuss progress and needs.
- Request changes to the Path to Completion, including indicating cross-enrolment with other schools for approval.
- Complete creation of learning artifacts in timely ways according to guidelines, including weekly challenges, portfolios and personal projects, engaging in further conversation with their LC and LS(s) when appropriate.
- Engage in legal, ethical, and safe behaviour related to technology use.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Grades 10-12 Role of the Learning Consultant Policy
- Grades 10-12 Role of the Parent/Guardian Policy
- Grades 10-12 Role of the Learning Specialist Policy
- Grades 10-12 Role of the Support Provider Policy

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

# 5.0 Education Policies

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## 5.5.3 Grades 10-12 Role of the Learning Consultant Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting learning consultants in their role working with learners in grades 10-12.

### *Definitions*

**Learning Consultant (LC)** - The main role of the LC is to provide educational leadership and work in cooperation and collaboration with the grade 10-12 learner, with support from parent/guardian, support provider(s) and/or other learning team member(s) to plan, support, and account for the learner's learning progress.

**Learning Specialist (LS)** - the LS is a B.C. certified teacher. The main role of the LS is to a) provide educational leadership and work in cooperation and collaboration with the learner to facilitate weekly workshops, support activities, and support processes that foster personal learner growth and b) connect theme and add-on course materials and learner-created artifacts to the B.C. curriculum by assessing weekly challenges, portfolios, and personal projects, together with the learning consultant and learner where applicable.

**Support Provider** – is a 3rd party service provider contracted by SelfDesign Learning Foundation to provide specific services in support of progress on goals outlined by the LC on a learner's Individual Education Plan, if applicable.

**Observing for Learning process** - acts as the base for communications and interactions between grade 10-12 learner and LC, with support from parent/guardian, support provider(s) and/or other learning team member(s), to dialogue and reflect upon the development and progress of the learner as well as building relationships among the learning team. It is fundamental to the conversations that live at the heart of our program.

**Path to Completion** - is a personalized learning plan for learners in grades 10-12 that outlines the courses, themes, and add-ons an individual learner has and will take to chart a course to high school completion for the learner. It includes courses taken through cross-enrolment.

**Individual Education Plan (IEP)** - designed for a learner that includes one or more of the following: personalized goals or learning outcomes that are different from, or in addition to expected learning outcomes, a list of support services, a list of adapted materials, instruction or assessment methods.

### *Policy*

SelfDesign Learning Foundation will put guidelines in place for educators as they provide educational leadership and work in cooperation and collaboration with the learner and their parent(s)/guardian(s) to plan, support, and account for the learner's learning progress.

# 5.0 Education Policies

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## *Protocol*

Learning Consultants will:

- Support the learner to develop self-awareness of their strengths, stretches, interests, passions, and activities.
- Create a path to completion that outlines courses, themes, add-ons (that chart a course to completion for the learner, including cross-enrolment), and that meet the Ministry of Education curriculum requirements, in collaboration with each enrolled learner and their parent(s)/guardian(s).
- Will monitor learning each week, respond to weekly Observing for Learning communications, and assess and evaluate learning in relation to goals, objectives, and the Learning Standards in the B.C. Curriculum.
- Promote learner success through clear expectations, prompt responses, and weekly communication and feedback.
- Connect Career Education course materials and learner-created artifacts to the B.C. curriculum by assessing challenges, portfolios, and personal projects, together with the learning specialist and learner where applicable.
- Advise learners on suitable learning resources to meet the learner's needs and that fulfill the provincial learning standards.
- Model, guide, and encourage legal, ethical, and safe behaviour related to technology use.
- Officially communicate learning and assessment with families seasonally.
- Where applicable, create and monitor an Individual Education Plan (IEP) as well as a supporting budget for the use of supplemental funding to meet IEP goals, in consideration of the family's priorities, the documented recommendations, and the guidelines from the Ministry of Education.
- Where applicable, find appropriate support providers in the community, in accordance with the learner's IEP, and in consultation with the family and with the community professionals involved. Supervise, guide, and monitor the work of all support providers.
- Use information shared by the learner, the family, and support providers through weekly contact, to monitor growth towards learning plan/IEP goals.
- Manage the learner's program, keeping all reports, correspondence, and documentation current.
- Where applicable, provide both special education and educational expertise, to develop and implement the learner's education program and provide additional special education services.

## *Standard Operating Procedure*

N/A

# 5.0 Education Policies

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## *Related Documents*

- Grades 10-12 Role of the Parent/Guardian Policy
- Grades 10-12 Role of the Learner Policy
- Grades 10-12 Role of the Learning Specialist Policy
- Grades 10-12 Role of the Support Provider Policy
- Learning Standards (B.C. Curriculum)

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).



## 5.5.4 Grades 10-12 Role of the Learning Specialist Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting learning specialists in their role during grades 10-12.

### *Definitions*

**Learning Consultant (LC)** - is a B.C. certified teacher. The main role of the LC is to provide educational leadership and work in cooperation and collaboration with the grade 10-12 learner, with support from parent/guardian, support provider(s) and/or other learning team member(s) to plan, support, and account for the learner's learning progress.

**Learning Specialist (LS)** - is a B.C. certified teacher. The main role of the LS is to a) provide educational leadership and work in cooperation and collaboration with the learner to facilitate weekly workshops, support activities, and support processes that foster personal learner growth and b) connect theme and add-on course materials and learner-created artifacts to the B.C. curriculum by assessing weekly challenges, portfolios, and personal projects, together with the learning consultant and learner where applicable.

**Support Provider** – is a 3rd party service provider contracted by SelfDesign Learning Foundation to provide specific services in support of progress on goals outlined by the LC on a learner's Individual Education Plan, if applicable.

**Path to Completion** – is a personalized learning plan for learners in grades 10-12 that outlines the courses, themes, and add-ons an individual learner has and will take to chart a course to high school completion for the learner. It includes courses taken through cross-enrolment.

**Individual Education Plan (IEP)** – designed for a learner that includes one or more of the following: personalized goals or learning outcomes that are different from, or in addition to expected learning outcomes, a list of support services, a list of adapted materials, instruction or assessment methods.

### *Policy*

SelfDesign Learning Foundation will put guidelines in place for learning specialists as they a) provide educational leadership and work in cooperation and collaboration with the learner to facilitate weekly workshops, support activities, and support processes that foster personal learner growth and b) connect theme and add-on course materials and learner-created artifacts to the B.C. curriculum by assessing weekly challenges, portfolios, and personal projects, together with the learning consultant and learner where applicable.

### *Protocol*

Learning specialists will:

# 5.0 Education Policies

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- Engage and become familiar with weekly content, resources, and challenges.
- Plan and facilitate weekly real-time meetings to support peer-to-peer learner connection in an inclusive environment, centered around the theme topic, with inspiration from the current weekly content.
- Host weekly, consistent office hours for learners to receive personalized support for their learning, or provide one-to-one support to families/learners with respect to content.
- Use the Learning Platform as directed to keep track of learner progress.
- Communicate with learners and/or LCs regarding incomplete theme/add-on submissions.
- Request Completion Plans for learners as needed based on the Completion Plan Guidelines for Educators.
- Document any questions or impacts pertaining to educator workflow as directed.
- complete assessments of learning artifacts in timely ways according to guidelines.
- Assess learner artifacts and share anecdotal comments that reference SelfDesign's provided assessment frameworks and guidelines.
- Assess learner artifacts submitted for summative assessment, including challenges, portfolio and personal projects, engaging in further conversation with LCs and learners when appropriate.
- Provide a final percentage grade for each course, theme, or add-on.
- Promote learner success through clear expectations, prompt responses, and weekly communication and feedback.
- Assess and evaluate learning in relation to goals, objectives, and the Learning Standards in the B.C. Curriculum.
- Model, guide, and encourage legal, ethical, and safe behaviour related to technology use.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Grades 10-12 Role of the Learning Consultant Policy
- Grades 10-12 Role of the Parent/Guardian Policy
- Grades 10-12 Role of the Learner Policy
- Grades 10-12 Role of the Support Provider Policy
- Learning Standards (B.C. Curriculum)

# 5.0 Education Policies

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## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.5 Grades 10-12 Role of the Parent/Guardian Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting parents/guardians in their role during grades 10-12.

### *Definitions*

**Learning Consultant (LC)** - is a B.C. certified teacher. The main role of the LC is to provide educational leadership and work in cooperation and collaboration with the grade 10-12 learner, with support from parent/guardian, support provider(s) and/or other learning team member(s) to plan, support, and account for the learner's learning progress.

**Learning Specialist (LS)** - is a B.C. certified teacher. The main role of the LS is to a) provide educational leadership and work in cooperation and collaboration with the learner to facilitate weekly workshops, support activities, and support processes that foster personal learner growth and b) connect theme and add-on course materials and learner-created artifacts to the B.C. curriculum by assessing weekly challenges, portfolios, and personal projects, together with the learning consultant and learner where applicable.

**Support Provider** – is a 3rd party service provider contracted by SelfDesign Learning Foundation to provide specific services in support of progress on goals outlined by the LC on a learner's Individual Education Plan, if applicable.

**Path to Completion** – is a personalized learning plan for learners in grades 10-12 that outlines the courses, themes, and add-ons an individual learner has and will take to chart a course to high school completion for the learner. It includes courses taken through cross-enrolment.

**Individual Education Plan (IEP)** – designed for a learner that includes one or more of the following: personalized goals or learning outcomes that are different from, or in addition to expected learning outcomes, a list of support services, a list of adapted materials, instruction or assessment methods.

### *Policy*

SelfDesign Learning Foundation will take the input of and work closely with learners' families to develop a learning plan that meets the learning needs of the families' learners, understanding that the parent/guardian's role is vital.

# 5.0 Education Policies

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## ***Protocol***

Parents/Guardians usually know their/learner's needs better than anyone and they often have clear ideas as to the types of learning activities that would best facilitate their learner's optimal development. The parent/guardian's role is central as they:

- Have responsibility for the learner's well-being, growth, and development.
- Support the LC's and LS's professional training and expertise regarding the learner.
- Support the LC and learner, as necessary, by providing the LC with insight into the child's passions, interests, learning styles, work habits, family values, and educational philosophy.
- Inform the LC of resources and services successfully used by the learner in the past and/or preferred for the present.
- Request changes to the Path to Completion, including indicating cross-enrolment with other schools for approval.
- Approve the Individualized Education Plan (IEP), where applicable.
- Facilitate, where needed, the activities and goals noted in the learning plan and IEP.
- Facilitate communication with any support provider contracted to support their child's IEP goals.
- Share information with the LC about the learner's individual learning path (strengths, stretches, highlights) on an ongoing basis.
- Together with the learner, where appropriate, request changes to the IEP.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Grades 10-12 Role of the Learning Consultant Policy
- Grades 10-12 Role of the Parent/Guardian Policy
- Grades 10-12 Role of the Learning Specialist Policy
- Grades 10-12 Role of the Support Provider Policy

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.6 Grades 10-12 Role of the Support Provider Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting support providers in their role during K-9.

### *Definitions*

**Learning Consultant (LC)** - is a B.C. certified teacher. The main role of the LC is to provide educational leadership and work in cooperation and collaboration with the grade 10-12 learner, with support from parent/guardian, support provider(s) and/or other learning team member(s) to plan, support, and account for the learner's learning progress.

**Learning Specialist (LS)** - is a B.C. certified teacher. The main role of the LS is to a) provide educational leadership and work in cooperation and collaboration with the learner to facilitate weekly workshops, support activities, and support processes that foster personal learner growth and b) connect theme and add-on course materials and learner-created artifacts to the B.C. curriculum by assessing weekly challenges, portfolios, and personal projects, together with the learning consultant and learner where applicable.

**Support Provider** – is a 3rd party service provider contracted by SelfDesign Learning Foundation to provide specific services in support of progress on goals outlined by the LC on a learner's Individual Education Plan, if applicable.

**Individual Education Plan (IEP)** – designed for a learner that includes one or more of the following: personalized goals or learning outcomes that are different from, or in addition to expected learning outcomes, a list of support services, a list of adapted materials, instruction or assessment methods.

### *Policy*

SelfDesign Learning Foundation will put guidelines in place for support providers as they implement, in collaboration with the LC, learner, and the parent(s)/guardian(s), the goals stated in a learner's Individual Learning Plan (IEP).

### *Protocol*

Support providers will:

- Promote learner success through clear expectations, prompt responses, and regular communication and feedback with the learner, LC and/or LS, and parent(s)/guardian(s).
- Support the LC by providing feedback on learning in relation to goals, objectives, and provincial learning outcomes as required.
- If required, provide seasonal updates on learner progress on IEP goals to LC and parent/guardian.

# 5.0 Education Policies

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- Recognize that educators have professional training and expertise and are providing direction and supervision to the support provider.
- Model, guide, and encourage legal, ethical, and safe behaviour related to technology use.
- Maintain records of learning achievement and make them available to the LC on an ongoing basis.
- Suggest changes to the established educational plan/goals to the LC, including the use of field trips and events.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- Grades 10-12 Role of the Educator Policy
- Grades 10-12 Role of the Parent/Guardian Policy
- Grades 10-12 Role of the Learner Policy
- Grades 10-12 Role of the Learning Specialist Policy

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.7 K-9 Role of the Learning Consultant Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting educators in their role during K-9.

### *Definitions*

**Learning Consultant (LC)** - another name for the educator. The LC/educator is a B.C. certified teacher. The main role of the LC/educator is to provide educational leadership and work in cooperation and collaboration with the learner and their parent(s)/guardian(s) to plan, support, and account for the learner's learning progress.

**Observing for Learning process** - acts as the base for communications and interactions between parent/guardian, K-9 learner, and learning consultant, with support from support provider(s) and/or other learning team member(s), to grow abilities to notice and reflect upon the development and progress of the learner as well as building relationships among the learning team. It is fundamental to the conversations that live at the heart of our program.

### *Policy*

SelfDesign Learning Foundation will put guidelines in place for educators as they provide educational leadership and work in cooperation and collaboration with the learner and their parent(s)/guardian(s) to plan, support, and account for the learner's learning.

### *Protocol*

LCs/Educators will:

- Recognize that the parent/guardian of the learner knows the learner best.
- Develop and maintain a strong relationship of mutual trust and understanding with the learner and family through weekly communication, providing ideas, resources, extensions, and support, as appropriate.
- Develop a learning plan that meets the Ministry of Education curriculum requirements, in consultation with parents/guardians and/or each enrolled learner.
- Advise parents/guardians and learners on suitable learning resources to meet the learner's needs and that fulfill the provincial learning outcomes.
- Approve budgets for learning resources and services to support the learning plan.
- Promote learner success through clear expectations, prompt responses, and weekly communication and feedback.
- Assess and evaluate learning in relation to goals, objectives, and the Learning Standards in the BC Curriculum.



# 5.0 Education Policies

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- Officially communicate learning and assessment with families seasonally, through a process of working with families to review and report a learner's learning plan four times a year; and where applicable, review the Individual Education Plan (IEP) at least twice during a year.
- Model, guide, and encourage legal, ethical, and safe behaviour related to technology use.
- Where applicable, create and monitor an IEP as well as a supporting budget for the use of supplemental SupportEd funding to meet the IEP goals, in consideration of the family's priorities, the documented recommendations, and the guidelines for the Ministry of Education.
- Where applicable, find appropriate support providers in the community, in accordance with the learner's IEP, and in consultation with the family and with the community professionals involved. Guide and monitor the work of all support providers.
- Use information shared by the learner, the family, and support providers through weekly contact to monitor growth towards learning plan/IEP goals.
- Manage the learner's program, keeping all reports, correspondence, and documentation current.
- Visit learners and families in person once during the year, if geographically possible.
- Where applicable, provide both special education and educational expertise to develop and implement the learner's educational program and provide additional special education services.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- K-9 Role of the Learner Policy
- K-9 Role of the Parent/Guardian Policy
- K-9 Role of the Support Provider Policy
- Learning Standards (BC Curriculum)

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.8 K-9 Role of the Learner Policy

### ***Policy Statement***

SelfDesign Learning Foundation is committed to supporting learners in their role during K-9.

### ***Definitions***

None

### ***Policy***

SelfDesign Learning Foundation will put guidelines in place for learners who take responsibility for their own *Observing for Learning* communications.

### ***Protocol***

The following are the guidelines in place for learners who take responsibility for their own *Observing for Learning* communications:

- Collaborate with your educator(s) and your parent(s)/guardian(s) to help develop your learning plan, providing your educator(s) with insight into your passions, interests, learning styles, work habits, and goals for the educational process. In this way your learning plan can be personalized.
- Inform your educator(s) of resources and services that you have successfully used in the past and/or that you prefer for the present.
- Reflect on your learning and communicate weekly with your educator(s) to discuss progress and needs.
- Request changes to the learning plan when you want them, including the addition of activities and events (e.g., workshops, classes, field trips).

### ***Standard Operating Procedure***

N/A

### ***Related Documents***

- K-9 Role of the Educator(s) Policy
- K-9 Role of the Parent/Guardian Policy
- K-9 Role of the Support Provider Policy

### ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.9 K-9 Role of the Parent/Guardian Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting parents/guardians in their role during K-9 as parents/guardians are vital members of the learning team at SelfDesign Learning Community.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will take the input of and work closely with learners' families to develop a learning plan that meets the learning needs of the families' learners, understanding that the parent/guardian's role is central.

### *Protocol*

Parents/Guardians usually know their child's/learner's needs better than anyone and they often have clear ideas as to the types of learning activities that would best facilitate their child's/learner's optimal development. The parent/guardian's role is central as they:

- Have primary responsibility for their child's/learner's well-being, growth, and development.
- Recognize that educators have professional training and expertise.
- Collaborate with the educator(s) to help personalize the learning plan by providing the educator with insight into their child's passions, interests, learning styles, work habits, family values, and educational philosophy.
- Inform the educator(s) of resources and services successfully used in the past and/or preferred for the present.
- Approve the learning plan.
- Facilitate the activities and goals noted in the learning plan, communicating weekly with the educator(s) to discuss progress and needs of the learner.
- Maintain information about their learner's individual learning path (strengths, challenges, highlights) on an ongoing basis.
- Ensure Grades 4-7 learners have time and opportunity to complete FSAs.
- Request changes to the educator, including the addition of activities and events (e.g., workshops, classes, field trips).

# 5.0 Education Policies

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## *Standard Operating Procedure*

N/A

## *Related Documents*

- K-9 Role of the Educator(s) Policy
- K-9 Role of the Learner Policy
- K-9 Role of the Support Provider Policy

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.5.10 K-9 Role of the Support Provider Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to supporting support providers in their role during K-9.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will put guidelines in place for support providers as they implement, in collaboration with the educator(s) and parent(s)/guardian(s), the goals stated in a learner's Individual Learning Plan (IEP).

### *Protocol*

Support providers will:

- Promote learner success through clear expectations, prompt responses, and weekly communication and feedback with the educator(s), parent(s)/guardian(s), and learner.
- Support the educator(s) by providing feedback on learning in relation to goals, objectives, and provincial learning outcomes as required.
- Model, guide, and encourage legal, ethical, and safe behaviour related to technology use.
- Recognize that educators have professional training and expertise.
- Maintain records of learning achievement and make available to the educator(s) on an ongoing basis.
- Suggest changes to the educator(s), including the use of field trips and events.

### *Standard Operating Procedure*

N/A

### *Related Documents*

- K-9 Role of the Educator(s) Policy
- K-9 Role of the Learner Policy
- K-9 Role of the Parent/Guardian Policy

### *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.6 Safety

### 5.6.1 Anaphylaxis Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to protecting learners with anaphylactic allergies.

#### *Definitions*

**Anaphylaxis** - pronounced [anna-fill-axis] – a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

#### *Policy*

SelfDesign Learning Foundation will put measures in place to prevent serious reactions and deaths due to anaphylaxis. While the SelfDesign Learning Foundation cannot guarantee an allergen-free environment when learners are engaged in-person in SelfDesign Learning Community camps or in-person gatherings, reasonable steps will be taken to provide an allergy-safe and allergy-aware environment for learners with life-threatening allergies by implementing the following:

- Identifying Anaphylaxis
- Identifying Individuals at Risk
- Records Keeping
- Emergency Procedures
- Use of Medical Identification
- Provision and Storage of Medication
- Allergy Awareness, Prevention, and Avoidance Strategies
- Training Strategy

#### *Protocol*

##### **Identifying Anaphylaxis**

If a learner expresses any concern that a reaction might be starting, the learner should always be taken seriously.

# 5.0 Education Policies

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the allergen:

Type of Reaction	Symptoms
<b>Skin</b>	<ul style="list-style-type: none"><li>• Hives (it is important to note that anaphylaxis can occur without hives)</li><li>• Swelling</li><li>• Itching</li><li>• Warmth</li><li>• Redness</li><li>• Rash</li></ul>
<b>Breathing (Respiratory)</b>	<ul style="list-style-type: none"><li>• Wheezing</li><li>• Shortness of breath</li><li>• Throat tightness</li><li>• Cough</li><li>• Hoarse voice</li><li>• Chest pain/tightness</li><li>• Nasal congestion or hay fever like symptoms (runny nose, itching nose, watery eyes, sneezing)</li><li>• Trouble swallowing</li></ul>
<b>Stomach (Gastrointestinal)</b>	<ul style="list-style-type: none"><li>• Nausea</li><li>• Pain/cramps</li><li>• Vomiting</li><li>• Diarrhea</li></ul>
<b>Heart (Cardiovascular)</b>	<ul style="list-style-type: none"><li>• Pale/blue colour</li><li>• Weak pulse</li><li>• Passing out</li><li>• Dizzy/light-headed</li><li>• Shock</li></ul>
<b>Other</b>	<ul style="list-style-type: none"><li>• Anxiety</li><li>• Feeling of impending doom</li><li>• Headache</li><li>• Uterine cramps in females</li></ul>

Signs and symptoms of an allergic reaction can occur within minutes of allergen exposure and, although reactions usually occur within two hours of exposure, in rarer cases reactions can develop hours later. Warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from reaction to reaction in the same person.

# 5.0 Education Policies

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Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. When a reaction begins, it is important to respond immediately, following instructions in the learner's specific Learner Emergency Procedure Plan if the learner is anaphylactic. The cause of the reaction can be investigated later.

## Identifying Individuals at Risk

Parent/Guardian Responsibilities:

- Notifying the school principal when a child is diagnosed as being at risk of anaphylaxis
- Providing the school with updated medical information annually or, in a timely manner, following a new diagnosis/significant change
- Providing the school with updated medical information whenever there is a significant change related to their child

## Responsibilities of those shown an individual learner's emergency procedure plan

Those who are shown an individual learner's emergency procedure plan (e.g., principals, educators, volunteers, classmates) have a duty to maintain the confidentiality of all learner's personal health information.

In the Online Classroom:

1. At the beginning of each school year, or in a timely manner following a new diagnosis/significant change, parent(s)/guardian(s) are responsible to provide the school principal with updated medical information related to their anaphylactic child.
2. Parent(s)/Guardian(s) complete the Learner Emergency Procedure Plan.
3. The school principal or designated contractor files Learner Emergency Procedure Plan into Learner Records.
4. Educators know where to find a learner's Learner Emergency Procedure Plan within Learner Records and review all pertinent Learner Emergency Procedure Plans annually before classes commence.



# 5.0 Education Policies

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On a Field Trip:

1. At time of registration for each in-person event, parents/guardians are responsible to complete the Medical Administration Authorization Form.
2. The Medical Administration Authorization Form is submitted to the school principal or designated contractor. The school principal or designated contractor files Medical Administration Authorization Form info Learner Records.
3. The school principal or designated contractor alerts educator of learners who now have Medical Administration Authorization Forms on file.
4. If, through the Medical Administration Authorization Form, a child is identified as being at risk for anaphylaxis, the educator will share the learner's Learner Emergency Procedure Plan with other educators on the field trip, the first aid designate, and the field trip/camp facilitator(s). All educators, first aid designates, and field trip/camp facilitators are responsible to review all shared Learner Emergency Procedure Plans.
5. If consent was obtained on the Medical Administration Authorization Form from the learner's parent/guardian, the first aid designate will post the learner's Learner Emergency Procedure Plan in their supply kit and in food consumption areas (e.g., cafeterias).
6. The form will be put on the learner's Permanent Learner Record annually.

## Records Keeping

### Responsibilities

School Principal or designated contractor:

- Keeping accurate records for each learner at-risk of life-threatening allergies
- Making certain at time of field trips/camps that medication provided is not expired
- Accurate records shall include the Learner's Emergency Procedure Plan
- Provide an annual inventory of individual Learner Emergency Procedure Plans to make certain they are up to date.
- Aggregating data when reporting to ensure learner privacy to to ensure alignment with privacy legislation
  - The school principal annually compiles and reviews anaphylactic incident statistics in aggregate form (comparing number of at-risk anaphylactic learners to the number of anaphylactic incidents)

Board:

- Reporting to the Ministry of Education annually with respect to anaphylaxis policy and implementation

## Monitoring

Learner Emergency Procedure Plans are:

- Obtained annually.
- Kept on the learner's Permanent Learner Record as defined in the Permanent Learner Record Order.
- Reviewed at the time they are received.
  - All educators are responsible to review pertinent Learner Emergency Procedure Plans prior to the commencement of class.
- Reviewed before field trips.
  - All pertinent educators, first aid designates, and field trip/camp administrators and facilitators are responsible to review Learner Emergency Procedure Plan before field trips.
- Accessible at all times to school principal and vice principal(s).
- Managed by the school principal, who is solely responsible for the records management of Learner Emergency Procedure Plans.

Learner Emergency Procedure Plans contain:

Learner:

- Photograph
- Name
- Emergency contact information
- Allergy description
- Symptoms
- Emergency procedures plan

Physician:

- Diagnosis
- Medication
- Signature

## Emergency Procedures

### In the Online Classroom

1. Educators review the definition of anaphylaxis annually before classes commence to recognize symptoms if a learner has a reaction during online classes.
2. Educators review the learner level emergency procedure plans to know what to do if a learner has a reaction during online classes:
  - a) Call emergency medical care (911 - where available)
  - b) Call learner's emergency contact information (parent/guardian)

### On a Field Trip

The school principal ensures that the parents/guardians and learner (where appropriate), are provided with an opportunity to meet with designated staff (camps administrator and lead facilitator), prior to the beginning of each camp/field trip or as soon as possible to develop/update an individual Learner Emergency Procedure Plan. The Learner Emergency Procedure Plan must be signed by the learner's parents/guardians and the learner's physician. A copy of the plan will be placed in readily accessible, designated areas (e.g., the camp facilitator's handbook and the camp office, facilitator room, first aid room, kitchen) with consent from the parent/guardian. The Learner Emergency Procedure Plan is always accompanied by the Medication Administration Policy.

#### Procedure:

One person stays with the child at all times. One person goes/calls for help.

1. Administer the learner's auto-injector (single dose) at the first sign of a reaction. Note the time of administration.
2. Call emergency medical care (911 - where available).
3. Consult the Learner's Emergency Procedure Plan.
4. Call the learner's emergency contact (parent/guardian).
5. If, within 5 to 15 minutes if symptoms have not improved, administer a second dose.
6. If an auto-injector has been administered, the learner must be transported to a hospital (the effects of the auto-injector may not last, and the learner may have another anaphylactic reaction).

These emergency protocols are outlined in the Handbook of Camps Procedures and Protocols and are included in the board's training policy.

#### Plan Development

Plans are developed in conjunction with the learner's parents/guardians and the learner (where age appropriate), then approved by a qualified physician or allergist. Learner emergency procedure plans are

# 5.0 Education Policies

signed by the learner's parents/guardian, the learner (where age appropriate), and the approving physician. Plans are kept on file and are readily accessible.

The school principal is required to provide an annual inventory of individual Learner Emergency Procedure Plans to make certain they are up to date.

The school principal will also make certain at time of camp/field trips that medication provided is not expired.

## Use of Medical Identification

As it is possible that a learner may have more than one life-threatening condition. In this complex environment it is important to be able to quickly identify a learner and have an idea of their medical needs. To this end, the board has included an education plan for anaphylactic learners and their parents, encouraging the use of medical identifying information (e.g., MedicAlert®) by anaphylactic learners.

## Provision and Storage of Medication

Children at risk of anaphylaxis who have demonstrated ability to self-administer will always carry one auto-injector with them and have a back-up auto-injector stored with the camp first aid supplies, which are identified by a red bag/box, and always located in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored with camp first aid supplies as outlined above.

All camp/field trip facilitators, participants, and other personnel are oriented to the location of the learner auto-injectors at the beginning of each camp/field trip.

Parents/guardians will be informed that it is the parents/guardians' responsibility:

- To provide the appropriate medication (e.g., single dose epinephrine auto-injectors) for their anaphylactic child
- To inform the school when they deem the child competent to carry their own auto-injector (children who have demonstrated ability to self-administer should carry their own auto-injector). It is their duty to ensure their child understands they must always carry their medication on their person
- To provide a second auto-injector to be stored in a central, accessible, safe but unlocked location
- To ensure anaphylaxis medications have not expired
- To ensure they replace expired medications

## Allergy Awareness, Prevention, and Avoidance Strategies

### Awareness

With the consent of the parent(s)/guardian(s), the school principal and the field trip/camp facilitators will:

# 5.0 Education Policies

- Ensure that the learner's peers are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the learners
- That strategies to reduce teasing and bullying are incorporated into this information
- That the strategy stresses the confidentiality of learners' personal health information

Additional best practice, where possible:

Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector will be placed in relevant areas and/or used as a resource for orientation and education of peers and camp staff.

## Avoidance/Prevention

While the key responsibility lies with the learners at risk and their families, the school community must participate in creating an allergy-aware environment. Special care is taken to avoid exposure to allergy-causing substances. Along with parents/guardians, field trip/camp participants are oriented to and asked to abide by the guidelines set out in the Handbook for Camps Procedures and Protocols on Food Safety. Non-food allergens (e.g., medications, latex) will be identified and restricted (where/when possible) from field trips/camps where a child with a related allergy may encounter that substance.

This policy has been established and is maintained annually, outlining allergy avoidance strategies:

- All learners at risk of anaphylaxis will be identified
- On field trips/camps, allergy aware environments will be created
- School is prepared to manage risk associated with rarer allergies (e.g., allergies to latex, etc.)

## **Training Strategy**

- School principal communicates to all school community members (e.g., learners, parents/guardians, educator, volunteers, etc.) the school's anaphylaxis policies and procedures
- Prior to the beginning of each field trip/camp, all facilitators will review the policy and plans for identifying and treating anaphylaxis. Efforts shall be made to include the parents/guardians, and learner (where appropriate), in the training. Camp or field trip participants will learn about anaphylaxis in camp/field trip orientation.
- Emergency protocols are included in the Board's training policy.

Training initiative reflects key recommendations from the national anaphylaxis consensus guidelines, Anaphylaxis in School and Other Settings, 3rd Edition Revised.

## **Standard Operating Procedure**

N/A

# 5.0 Education Policies

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## *Related Documents*

- Anaphylaxis in School and Other Settings, 3rd Edition Revised
- Anaphylaxis Protection
- Anaphylaxis Protection Order
- B.C. Anaphylactic and Child Safety Framework
- Emergency Preparedness Policy
- Overnight Camp Procedures & Protocols Handbook 2023-24
- Medication Administration Policy
- Permanent Learner Record Order

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

# 5.0 Education Policies

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## 5.6.2 Child Abuse Reporting Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to the wellbeing of learners.

### *Definitions*

**Appointed School Official (ASO)** - takes on the responsibility of determining whether a child or youth has been harmed by someone who works, volunteers, or works on contract for the SelfDesign Learning Community. The principal, Catherine Dinim, is the ASO. The Alternate Appointed School Official (AASO) assists the ASO and will take on the responsibilities of the ASO if the ASO is not able and/or available to fulfill their responsibilities. The AASO is the vice principal, Clarissa Tufts.

**Child Welfare Worker** - a person delegated under the CFCSA to provide child welfare service, including responses to suspected child abuse and neglect

**Emotional Harm** - under the Child, Family and Community Services Act, a child or youth is defined as emotionally harmed if they demonstrate severe:

- Anxiety
- Depression
- Withdrawal
- Self-destructive or aggressive behaviour

**Neglect** - failure to provide a child's or youth's basic needs. It involves an act of omission by the parent/guardian, resulting in (or likely to result in) harm to the child or youth. Neglect may include failure to provide food, shelter, basic health care, supervision, or protection from risks to the extent that the child's or youth's physical health, development or safety is, or is likely to be harmed.

**Physical Abuse** - a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child or youth. It includes the use of unreasonable force to discipline a child or youth or prevent a child or youth from harming him/herself or others.

**Sexual Exploitation** - a form of sexual abuse that occurs when a child or youth 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
- Appearing in pornographic images

# 5.0 Education Policies

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## *Policy*

SelfDesign Learning Foundation will require of all members of the SelfDesign Learning Foundation and the SelfDesign Learning Community, who have reason to believe that a child has been or is likely to be abused or neglected, report the matter to a child welfare worker, as this is their legal duty under the *Child, Family and Community Services Act*.

Further, it is the role of the ASO to:

- Investigate, where appropriate, on behalf of the school authority
- Consult with the person making the report and support as necessary
- Oversee the completion of the Violence Threat Risk Assessment and Digital Threat Risk Assessment
- 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
- Respond to reported incidents (e.g., submitted via the erase report it tool [MJ1] or through other communication pathways)
- Liaising with community partners as required (e.g., Ministry of Children and Family Development, police, hospital)
- Communicate with parents/guardians with respect to actions taken by the school authority due to a "reason to believe," meaning that, based on what you have seen or information you have received, you have a reason to believe that a child has been or is likely to be at risk
- Report to the Commission for Teacher Regulation, Teacher Regulation Branch, Ministry of Education, when the School Authority
- Dismiss, suspend, or otherwise disciplines a certified teacher or school principal (Independent School Act section 7 and 7.2)
- Refer student(s) for counseling according to the school's policies [MJ2]

It is the role of the AASO to:

- Assist the ASO and/or investigate where appropriate on behalf of the school authority
- In the event the ASO is away, the AASO will conduct the investigation on behalf of the school authority



# 5.0 Education Policies

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## *Protocol*

### **Child in immediate danger**

If a child or youth is in immediate danger, call **911** or the local police.

### **Known or suspected child abuse or neglect**

#### Members of the SelfDesign Learning Foundation

1. Send an email with “URGENT” in the subject line to both:
  - a) [principal@selfdesign.org](mailto:principal@selfdesign.org) (alerts the ASO and AASO)
  - b) [toddbutler@selfdesign.org](mailto:toddbutler@selfdesign.org) (Family Services Team Lead)
2. Contact the learner’s educator/learning consultant
3. Continue to 2, below

#### Members of the SelfDesign Learning Community

1. Report to the Contact Assistance Team (CAT)
  - a) Complete the *Contact Assistance Request* form using the link below:  
<https://docs.google.com/forms/d/e/1FAIpQLSeQJayr1vsD6OVKn84GuYPC6ZWJrvdojV9Nd0HZcppFQ5NnDQ/viewform>
  - b) Immediately follow through reporting to a child welfare worker (see 2, below). If you would like support in preparing this report, please request this in your *Contact Assistance Request* form
1. Report to a child welfare worker at the Ministry of Children and Family Development (MCFD)
  - c) Call a child welfare worker at MCFD. There are three ways:
    - Toll free: 1-800-663-9122 (Operates 24 hours a day)
    - Helpline for Children: 310-1234 (No area code required. Toll free and operates 24 hours a day.)
    - Long-distance: 1-604-660-4927 (If calling from outside B.C.)
  - d) Ask to speak to an Intake Worker.
  - e) Make a report (see What to Report, below)

## What to Report

The report will include:

- Name of child
- Child's date of birth
- Child's home address
- Child's current location
- Your (reporter's) concerns
- Nature of child's disability, if any
- Sibling name(s)
- Sibling date(s) of birth
- Other children who may be affected
- Parent/Guardian name(s)
- Applicable information about the family, parent(s)/guardian(s), and alleged offenders
- Applicable information about other persons or agencies closely involved with the child and/or family
- Any other relevant information concerning the child and/or family (i.e., language, culture)
- Your (reporter's) name
- Your (reporter's) telephone contact
- Your (reporter's) relationship to the child

## *Standard Operating Procedure*

N/A

## *Related Documents*

- BC Handbook for Action Child Abuse and Neglect
- Child, Family and Community Service Act
- Contact Assistance Request form
- Criminal Code of Canada
- Digital Threat Risk Assessment
- Reporting Abuse – Guidance for SelfDesign Educators and Contractors
- Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse
- Violence Threat Risk Assessment

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.6.3 Education Environment of Safety, Acceptance, and Respect Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to a learning and working environment that is safe, respectful, and accepting, promoting and striving to provide inclusivity, equity, diversity, and belonging within educational programmatic offerings and administrative, contractual, and relational domains of the SelfDesign Learning Community.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation will actively work to create and promote environments that support non-violence, safety, acceptance, respect, inclusivity, equity, diversity, and belonging with regard to race, religion, colour, national origin, culture, ancestry, neurodiversity, medical condition, abilities, marital status, age, sexual orientation, sex, gender identity, or any area where discrimination, prejudice, or intolerance can occur. SelfDesign Learning Foundation strives to become aware and commits to the elimination of all forms of systemic oppression, including racism, sexism, ableism, and other forms of discrimination and prejudice by its board members, contractors, learners, parents, or any persons directly or indirectly associated with the SelfDesign Learning Community.

### *Protocol*

SelfDesign Learning Community promotes an environment of safety, acceptance, and respect by:

- Creating an educational program, based on SelfDesign philosophy and values, which welcomes diversity in the following ways:
  - Educational equity through the provision of quality programs for all learners regardless of their race, colour, ancestry, national or ethno-cultural origin, religion, or socioeconomic status.
  - Diverse voices and perspectives included in content, programming, and resources.
  - Universal Design for Learning (ULD) is utilized in the development and implementation of programmatic offerings.
- Weekly contact between families and educators, where:
  - The learner and family are acknowledged as legitimate in their unique expression of their learning.
  - Core competencies are incorporated ongoingly to promote connected, respectful communications.

# 5.0 Education Policies

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- Mutual selection of learner/educator relationships wherein the intrinsic dignity of each person is valued and respected.
- Implementation of criteria for vetting learning resources amongst educators and administrative teams; identify, select, and utilize resources which:
  - Provide a diversity of perspectives, identity considerations, cultural practices, and belief systems
  - Incorporate First Peoples' Principles of Learning
  - Promote reconciliation, allyship, diversity and anti-racism
- In-person gatherings are created and facilitated by SelfDesign Learning Community educators, certified B.C. teachers, and personnel who all have up-to-date Criminal Records Checks and first aid in place.
- Educators and volunteers acquire the necessary knowledge, skills, and attitudes to identify and respond effectively to oppression in any form:
  - ERASE bullying training has been completed by appropriate educators, including the school principal; ERASE training is available to all educators.
  - Educators have access to online training, theme-based conversations, and support materials which foster the development of SelfDesign principles and praxis in the areas of self-reflection, respect, inclusivity, nonviolent communication, conflict resolution, and anti-bullying efforts.
  - Educators are provided with updates to policies as well as information and guidelines from authorities such as the Ministry of Education and Child Care, Teacher Regulation Branch, Federation of Independent Schools (FISA), ERASE and other pertinent newsletters and announcements pertinent to the role of the SelfDesign educator.
  - Educators are certified B.C. teachers and are held to [B.C. teacher standards](#).
  - Postings for new contractors encourage applications from members of groups with historical and/or current barriers to equity.
- Clear program agreements which form the basis of mutual understanding and respect for roles within the educational program.
- Supporting policies with:
  - Clear protocol for identifying, reporting, and resolving incidents or racism, oppression, abuse, bullying, and/or harassment.
  - Support networks such as the Contact Assistance Team (CAT), Family Services, Support Education Services, Educator Services, etc.
  - Restorative model or conflict resolution.
- Community-wide communications (i.e., bulletins, Org Updates, newsletters) that communicate the foundational ideas and strategies of the SelfDesign Learning Community as a school authority.

# 5.0 Education Policies

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## *Standard Operating Procedure*

N/A

## *Related Documents*

- Abuse, Bullying, and Harassment Prevention Policy
- Acceptable Use Policy
- Appeals and Fairness Policy
- Dispute Resolution Policy
- Electronic Communication Policy
- Non-Discrimination Policy
- Privacy Policy

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.6.4 Emergency Preparedness Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to preparing learners, families, and educators in the case of an emergency such as an earthquake, fire, or need for lockdown online/in the home and at third party locations during learning activities.

### *Definitions*

**Five All-Hazard Emergency Response** - five key responses that can be appropriately implemented in the event of most emergencies:

1. Drop-Cover-Hold On
2. Evacuate
3. Lockdown
4. Lockout
5. Shelter in Place

### *Policy*

SelfDesign Learning Foundation will, utilizing Five All-Hazard Emergency Response:

- a) Deliver regular bulletins to families, bringing attention to emergency preparedness materials and resources that enable learners and families that enable effective handling of emergency situations in the home/during online learning.
- b) Hold emergency awareness drills at the commencement of a field trip, requiring fire, building codes, and response plans from third-party locations where learning activities are held.

### *Protocol*

#### **Earthquake: Drop-Cover-Hold On**

1. Drop under heavy furniture such as a table, desk, bed, or any solid furniture.
2. Cover your head and neck as best you can.
3. Hold on to the object that you are under, so you remain covered.
4. If you can't get under something, flatten yourself or crouch against an interior wall.
5. Stay away from windows and shelves with heavy objects.
6. If you cannot stay away from windows, face away from the windows.
7. If you are in a wheelchair, lock the wheels and cover the back of your head and neck.

# 5.0 Education Policies

8. Wait until the shaking stops.
9. Uncover and go out slowly, watching for anything that could fall or anything dangerous on the ground.

## Fire: Evacuate

### Indoors

1. A fire alarm is sounded (either a series of short whistles or the fire alarm system)
2. Leave the building. If there is an adult, follow the adult quietly and in a single file
3. See Outdoors

### Outdoors

1. A fire alarm is sounded (either a series of short whistles or the fire alarm system).
2. Calmly walk to the area that has been identified for safety (usually a fence or border of a property).
3. Once safely away from the building, an adult will call out each child's name. When you hear your name respond with "Here" in a very loud voice. If there is no adult, wait until one comes and tell them your name.
4. Do not re-enter the building for any reason and stay together.

### In a Vehicle

1. A fire alarm is sounded (a series of short whistles).
2. Calmly leave the vehicle following an adult quietly and in a single file.
3. Once safely away from the vehicle, an adult will call out each child's name. When you hear your name respond with "Here" in a very loud voice.
4. Do not re-enter the building for any reason and stay together.

### Lockdown

1. Stay clear of exterior doors.
2. If able and if applicable, go immediately and quietly to the lockdown area.
3. Lock the door and barricade the room.
4. Remain quiet and turn off cell phones.
5. One person should call 911 and Security Services at 204-786-6666. Advise both of your location and the number of people in the room.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- BC Earthquake Alliance

# 5.0 Education Policies

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- Emergency Management Planning Guide
- Emergency Preparedness Drills Policy
- National School Safety Council
- SDLC Emergency Response Plan Policy

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).



## 5.6.5 Harassment, Bullying, and Abuse Prevention Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to maintaining a creative and caring learning environment that supports diversity and respects individual rights and safety, being concerned with the impact of harassing or abusive behaviour, regardless of the intent. SelfDesign Learning Foundation is therefore committed to ensuring that all community members have an avenue to deal with a grievance or situation that they wish to have resolved.

### *Definitions*

**Abuse** - cruel and violent treatment

**Bullying** - unwanted, aggressive behaviour that involves a real or perceived power imbalance

**Harassment** - aggressive pressure or intimidation

### *Policy*

SelfDesign Learning Foundation will not tolerate any form of the physical, emotional, and/or psychological abuse, bullying, and/or harassment of any member of the SelfDesign Learning Community, in person or online, on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability, or any other characteristic protected by law. SelfDesign Learning Foundation will take the reporting of such behaviours seriously, managing such reporting by utilizing prescribed procedures for the timely and non-discriminatory resolution of such.

### *Protocol*

#### **Prevention**

Of concern is the impact of abusive, bullying, and/or harassing behaviour, regardless of intent. Abusive, bullying, and/or harassing behaviours will not be excused because someone 'didn't mean it'.

#### **Behavioural Expectations**

It is expected that we will all treat others with dignity and respect. Each individual has the right to work and learn in an environment free of discrimination. Therefore, SelfDesign Learning Foundation expects that all relationships among persons under the SelfDesign Learning Foundation umbrella will be kind and free from explicit bias, prejudice, and discrimination, against any person on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability, or any other characteristic protected by law.

Examples of abusive, bullying, and/or harassing behaviour include:

# 5.0 Education Policies

- Unwanted and/or unwelcome physical or electronic contact.
- Linking skills with gender or sexual orientation.
- Demeaning nicknames and name calling.
- Cat calls or embarrassing whistles.
- Insulting remarks and jokes about race, gender, class, ability, physical abilities, etc.
- Intimidating, threatening, or violent behavior.
- Bullying behavior that has a negative impact, regardless of intent.
- Cyberbullying.
- Belittling artwork
- Sexually suggestive artwork.

## Reporting

Report abuse, bullying, and/or harassment to the appropriate person:

Reporter	Report to
Learners and parent(s)/guardian(s)	Educator (LC/LS) or the school vice principal (or principal)
Contractors, educators, and volunteers	School vice principal (or principal)

- If the report is second-hand, based on observation, rumors, or comments, the person receiving the report will contact those involved in the alleged abuse, bullying, and/or harassment, including mentor(s) and parent(s)/guardian(s) to determine if a response is required.
- Reports such as sexual abuse or child abuse, physical attack, or electronic harassment will be immediately reported to the vice principal or principal to determine if the situation requires reporting to the local police or the Ministry of Children and Family Development.

## Resolution Process

### Informal Meeting

An informal meeting of the parties involved will be held as soon as possible after the report is made, ideally within 24 hours.

### Further Mediation

1. If the issue is not resolved through informal meeting, the vice principal and principal will:

# 5.0 Education Policies

- Fact Find - talking with the complainant, respondent, and witnesses, and/or reading any documentation to glean the basic facts of the report without interpretation or evaluation.
- 2. Next, the vice principal and principal will review the situation and reports gleaned from fact finding with those involved and their educator(s) or support person to decide on how best to deal with the situation.
  - Factors such as age, maturity level, and special needs of all parties will be taken into account.

Outcomes may include:

- Restorative actions such as impact statements, restorative conversations either synchronous or asynchronous, letters of apology, etc.
- Discovery conversations, trial enrolment agreements, possible withdrawal or contract cancellation.

If for any reason it is decided by the vice principal and principal that it is inappropriate for them to mediate, the parties may seek mediation from the SelfDesign Learning Foundation through an investigative discussion or a mediator from outside of SelfDesign Learning Community will be hired.

## Protection from Retaliation

During the resolution process, it is required that the vice principal and principal, or mediator, consider and implement guidelines for those involved to protect and prevent the complainant from retaliation.

If retaliation does occur, it may result in dismissal or withdrawal from the educational program and learning community.

## Documentation

All reports of abuse, bullying, and/or harassment that proceed to a hearing will be recorded and filed in the individual(s) files, along with informal meetings and further mediation minutes.

## *Standard Operating Procedure*

N/A

## *Related Documents*

- Appeals and Fairness Policy
- Canadian Human Rights Act
- Dispute Resolution Policy
- Education Environment of Safety, Acceptance, and Respect Policy
- erase (gov.bc.ca website)
- Non-Discrimination Policy

# 5.0 Education Policies

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- SelfDesign's Brochure Rack:
  - Allyship - Relationships
  - Bullying - Crisis and Trauma
  - Bullying - Relationships
  - Bullying Prevention - Relationships
  - Conflict Resolution - Relationships
  - Healthy Relationships - Relationships
  - Online Safety - Safety
  - Power Dynamics in Relationships - Relationships
  - Sending Nudes, Sexting and Sextortion
  - Team Relationships - Relationships
  - Workplace Relationships - Relationships
  - Understanding Social Media - Parenting
- SelfDesign's LE Library:
  - My Body, My Say
  - Netiquette - Digital Literacy and Technology
  - Online Reputation - Digital Literacy and Technology
  - Online Safety - Personal Safety
  - Online Safety and Digital Relationships - Digital Literacy and Technology
  - Personal Safety
  - Privacy in an Online World - Digital Literacy and Technology
  - Relationships

## **Contact**

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## **5.6.6 Medication Administration Policy**

### ***Policy Statement***

SelfDesign Learning Foundation is committed to following the required procedures for the administration of medication.

### ***Definitions***

None

# 5.0 Education Policies

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## *Policy*

SelfDesign Learning Foundation (SelfDesign) will apply the procedures for the administration of medication by the parent/guardian and prescribed by a physician or other health care professional. Administration will and can only be provided during in-person attendance at a SelfDesign learning centre, camp/field trip, or other in-person gathering organized with a SelfDesign contracted support provider and must follow the stipulated procedure.

## *Protocol*

### **Request for Medication Administration**

A request for medication administration must be provided as follows, in two parts:

1. The request for medication administration must be made in writing by the parent/guardian and include:
  - a) Parent's/Guardian's name
  - b) Learner's name
  - c) Physician's name
  - d) Parent's/Guardian's signature
  - e) Date of signature
  - f) Parent's/Guardian's phone number
  - g) Permission for the child to self-administer, where applicable

# 5.0 Education Policies

For example:

I, <parent's/guardian's name>, request that my child, <learner's name>, receive medication at school as directed by their physician, <physician's name>.

Parent's/Guardian's signature: < parent's/guardian's signature>

Date: <date of signature>

Contact: <parent's/guardian's phone number

2. The physician authorization must be made in writing by the physician and include:

- a) Learner's name
- b) Date of authorization
- c) Medication
- d) Dosage
- e) Frequency of administration
- f) Method of administration
- g) Acknowledgment of child's readiness for self-administering, where applicable
- h) Date for which the authorization applies
- i) Possible side effects
- j) Protocol in case of missed/late dose
- k) Storage and safekeeping of medication
- l) Physician's name
- m) Physician's phone number
- n) Physician's signature
- o) Date signed

## Storage of Medication

Storage and safekeeping of medication must be determined prior to the in-person event and is required to:

- Limit access to medication from other learners
- Be stored with the first aid supplies which are identified by a red bag or box
- Always be located in a safe, central, easily accessible, unlocked location
- All in-person facilitators, participants, and other personnel are oriented to the location of the medication at the beginning of each in-person event

# 5.0 Education Policies

- In such cases where a child has demonstrated ability to self-administer their medication, it is the sole responsibility of the parent/guardian to inform the school where the child's medication will be kept (e.g., with the student in their backpack lid, in the student's handbag or toiletries bag, and/or other locations)
- In such cases where a child at risk of anaphylaxis, who has demonstrated ability to self-administer, and who will carry one auto-injector with them at all times, will also have a back-up auto-injector stored

It is the responsibility of the parent/guardian first, and the school principal second, to ensure that medication is not expired, and that expired medication is replaced.

## Provision of Medication

Medication must be administered in a manner which allows for sensitivity and privacy, and which encourages the learner to take an appropriate level of responsibility for their medication.

## Post-Administration of Medication

When medication is administered by the educator or support provider, a Medication Administration Record must be maintained. A Medication Administration Record must include:

- Learner's name
- Date of the medication administration
- Time of provision
- Dosage given
- Name of personal who administered

## Standard Operating Procedure

N/A

## Related Documents

- Medication Administration Record

## Contact

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

# 5.0 Education Policies

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## 5.6.7 Emergency Preparedness Drills Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to preparing learners and their families for emergency situations with drills.

### *Definitions*

None

### *Policy*

SelfDesign Learning Foundation has operationalized emergency awareness drills and will hold emergency awareness drills regularly for learner safety during in-person learning activities, preparing learners in the event of a fire, earthquake, or lockdown. SelfDesign Learning Community expects of learner parents/guardians that they will provide learners with home specific emergency preparedness.

- Fire, earthquake, and lockdown awareness drills will be held:
- SelfDesign Learning Foundation will publish Bulletin articles about emergency preparedness and will offer materials and resources that support the preparation for handling emergency situations in the home and other learning environments four times during the school year.
- At the commencement of a field trip, every time a field trip is taken
- During online classes, three times during the school year
  - at the commencement of classes in the Fall
  - when learners come back after the December holiday break in the Winter
- When learners come back after spring break in the Spring.

### *Protocol*

Please review the Emergency Preparedness Policy protocol.

### *Standard Operating Procedure*

N/A

### *Related Documents*

- Emergency Preparedness Policy
- Emergency Management Planning Guide for School Districts & Authorities
- SDLC Emergency Response Plan

### *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).



# 5.0 Education Policies

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## 5.6.8 SDLC Emergency Response Plan Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to inform prior to and take action in the event of an emergency, disaster, or critical event which affects learners, families, contractors, and third-party supports involved in the education program of SelfDesign Learning Community.

### *Definitions*

**Critical Incident** - any incident, whether natural or human-caused, that has a negative emotional impact on those affected, resulting in a state of stress or discomfort and feelings of loss of control (i.e., accident, traumatic event, death involving learners, family members, or contractors within the SDLC community)

**Disaster** - an event, generally considered to have a greater impact than an emergency, cause by an accident, fire, explosion, technical failure, or force of nature, and has resulted in serious harm to health, safety, and/or welfare of people or in widespread damage to property

**Emergency** - an event or circumstance that is caused by accident, fire, explosion, technical failure, force of nature, or human action (such as a criminal event or violent threat), that requires prompt coordination of action or special regulation or persons or property to protect the health, safety, or welfare of a person and/or to limit damage to property

**Incident Manager** - the point person responsible for further discovery, documentation, and follow-up during and after a critical incident/disaster/emergency

### *Policy*

SelfDesign Learning Foundation will, in the event of an emergency, disaster, or critical event:

- Inform prior to
  - Clearly describing roles and responsibilities of personnel in our school system during an emergency
  - Ensuring that communications and protocols are aligned
  - Ensuring that third-party supports have clear and consistent standards and procedures to follow during an emergency
- Take action
  - To keep learners and staff safe in the event of an emergency
  - To minimize disruption and ensure the continuity of education for all learners

# 5.0 Education Policies

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## *Protocol*

### **How to Determine Scope of Incident**

The scope of the incident is dependent on:

- Number of people affected
- How wide the incident reaches
- Who/What roles would be required to join the incident response team

### **When to Enact the Emergency Response Plan**

When a serious incident occurs, either online or in the community, that affects the ability of people to participate in the online educational program offered by SelfDesign Learning Community.

## *Standard Operating Procedure*

SDLC Emergency Response Plan

## *Related Documents*

- CAT Form
- Center for Trauma Informed Practices (CTI Practices)
- Contractor/Employee Compliance Policy
- Emergency Management Planning Guide
- Emergency Preparedness Policy
- erase (expect respect and a safe education)
- Incident Report Form
- Learner Safety at Third-Party Locations Policy
- Safer School Together
- Traumatic Events Systems Model

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.6.9 Homeschooling at SDLC Policy

### *Policy Statement*

SelfDesign Learning Foundation will provide access to homeschool registration to families living in British Columbia and who choose to take responsibility for their children's educational program.

### *Definitions*

**Educational Program:** The School Act defines an "educational program" as a set of learning activities that is designed to enable learners (enrolled Students and homeschooled children) to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. Within the context of Homeschooling, the parent has the authority to determine how the homeschooling educational program meets this definition.

### *Policy*

SelfDesign Learning Foundation recognizes the right of parents and guardians to choose alternative methods of teaching where the parent/guardian delivers an educational program to children at home. Section 12 of the *School Act* provides parents with the statutory right to educate their children at home. Homeschooling allows children to work at their own pace and parents/guardians to blend family, life, and learning into their own schedule. Homeschooling is the full responsibility of the parent/guardian, is not supervised by a British Columbia certified teacher, is not required to meet provincial standards, and is not inspected by the Ministry of Education and Child Care. SelfDesign Learning Community (SDLC) will provide limited resources and services to children who are homeschooling through SelfDesign Home Learning, however, there is no access to Special Education funding or Learning Resources and Services.

### *Protocol*

Parents/Guardians may register their children with SelfDesign Home Learning via the registration form by September 30th of the learning year. After September 30th, a registration fee applies.

SelfDesign Home Learning will provide the following services to children registered as homeschoolers:

- a contact person to answer questions
- evaluation and assessment services to determine the child's educational progress in relation to students of similar age and ability upon request
- educational resource and activity suggestions that are authorized and recommended by the education program team which are sufficient to enable the child to pursue their educational program.

# 5.0 Education Policies

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## *Standard Operating Procedure*

N/A

## *Related Documents*

- School Act
- Homeschooling Procedures and Guidelines Manual None

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.7 Educator Specific

### 5.7.1 Copyright in the Classroom Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to respecting copyright.

#### *Definitions*

**Copyright** - the exclusive legal right to produce, reproduce, publish, or perform an original literary, artistic, dramatic, or musical work

#### *Policy*

SelfDesign Learning Foundation will advise all educators of the Fair Dealing Guidelines of the Council of Ministers of Education, Canada with respect to their copyright responsibilities when using copyright protected materials in learning situations.

#### *Protocol*

None

#### *Standard Operating Procedure*

N/A

#### *Related Documents*

- Copyright Matters!
- Dealing Fairly with Copyright-Protected Works of Others
- Fair Dealing Guidelines
- Notice to principals and teachers

#### *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.8 Special Education

### 5.8.1 School Completion (Evergreen) Policy

#### *Policy Statement*

SelfDesign Learning Foundation is committed to celebrating success in learning and recognizing the accomplishments of learners with special needs.

#### *Definitions*

**School Completion Certificate (SCC)** - a recognition of the completion of a learner's goals of their educational program. The SCC, also known as the "Evergreen", does not satisfy the requirements for graduation.

#### *Policy*

SelfDesign Learning Foundation will recognize SelfDesign Learning Community (SDLC) learners with special needs and an Individual Education Plan (IEP), who have met the goals of their educational program, but have not satisfied the requirements for graduation, with the chance to complete the School Completion Certificate (SCC).

#### *Protocol*

#### **Participation**

The decision to participate in an SCC program in SDLC is made in collaboration with the learner's educator, SDLC administrators/support, parent(s)/guardian(s), and the learner. In this process, SDLC will ensure that learners and their parents/guardians clearly understand that the SCC represents the completion of personal learning goals but does not represent graduation. The decision to put a learner in an SCC program will not be made prior to Grade 10 and will include the informed consent of the learner's parent(s)/guardian(s).

#### **IEP**

All learners pursuing an SCC will have an IEP that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an SCC should be issued. Parents/Guardians, and wherever appropriate the learner, are to be provided an opportunity to be consulted about the preparation of the IEP.

#### **Entitlements**

In addition to receiving a School Completion Certificate, learners on an SCC path are also entitled to a Ministry transcript of successfully completed Grades 10-12 courses, both for-credit and non-credit,

# 5.0 Education Policies

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including Ministry-authorized, Board/Authority Authorized (BAA), and Locally Developed (LD) courses (e.g., IEP courses).

SDLC will apply to the Ministry for the SCC and the transcript upon completion of the program. If it is not in the best interest of the learner to receive a transcript (e.g., learners with limited awareness of their surroundings, learners with fragile mental/physical health, learners medically and cognitively/multiply challenged), SDLC will apply for the SCC only.

## ***Standard Operating Procedure***

N/A

## ***Related Documents***

- None

## ***Contact***

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.8.2 Special Education Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to every learner having the fundamental right to an education that is designed as comprehensively as possible to meet their needs.

### *Definitions*

**Support Ed Services (SE Services)** - an integral part of SelfDesign Learning Community's education program and not a separate component. SE Services provides inclusive support for learners with disabilities/diverse abilities with various levels of needs, including: autism, vision needs, deaf and hard of hearing, physical dependencies, mental health, behavioural needs, learning disabilities, ADHD, and physical and chronic health needs.

**Learning Consultant (LC)** - is a B.C. certified teacher. The main role of the LC is to provide educational leadership and work in cooperation and collaboration with the grade 10-12 learner, with support from parent/guardian, support provider(s) and/or other learning team member(s) to plan, support, and account for the learner's learning progress.

**Individual Education Plan (IEP)** – designed for a learner that includes one or more of the following: personalized goals or learning outcomes that are different from, or in addition to expected learning outcomes, a list of support services, a list of adapted materials, instruction or assessment methods.

**Support Provider** – is a 3rd party service provider contracted by SelfDesign Learning Foundation to provide specific services in support of progress on goals outlined by the LC on a learner's Individual Education Plan, if applicable.

### *Policy*

SelfDesign Learning Community, a part of SelfDesign Learning Foundation, will, when a learner has been identified as and has documented special needs, make a careful assessment of the learner's functional levels, including learning strengths, learning needs, and learning styles, as part of the development of the learner's Individual Education Plan (IEP).

### *Protocol*

#### **How is the program delivered?**

SelfDesign Learning Community's Inclusive Education program, SupportEd, is delivered in the home and community and requires the participation of at least one parent/guardian to be in regular weekly communication with a specially trained educator with Inclusive Education experience.



## How can a learner be accepted into the program?

SupportEd accepts admissions for enrolment from learners aged 5-18 who have provided documentation that will enable submission to the Ministry of Education to obtain a Special Education Grant for that learner in one of the designated categories as described in the Ministry of Education and Child Care: Special Education: A Manual of Policies, Procedures, and Guidelines.

SupportEd reserves the right to refuse an application for enrolment if:

- The documentation is incomplete or inadequate to meet the criteria for Special Education Grant funding.
- The learner will not be eligible for additional services that require qualification for the Special Education Grant.
- In the judgment of the SupportEd coordinator, it is deemed that the family will not be able to meet the program agreements of the online learning program, which include an understanding that the program is delivered in the home and requires online coordination and weekly reporting on learner progress.
- SupportEd does not have enough space with specially trained educators or does not have available resources to support the needs of the learner.

## What are the admission procedures?

1. Parents/Guardians who express an interest in SupportEd services are sent a contact request by the intake coordinator to establish a day/time where they can be contacted by phone.
2. During the initial discussion, to ensure connection and cover questions/concerns that the family would like addressed, the discussion will also include:

### *A family overview*

- The family's and learner's story
- The age of the learner
- The diagnosis (including where it was done and by whom)
- The learner's passions, interests, and strengths
- The learner's areas of challenge and where support is needed
- The parents'/guardians' ideas and wishes
- The parents'/guardians' level of commitment and interest in participating in the program

### *SupportEd overview*

- SelfDesign Learning Community's Philosophy

# 5.0 Education Policies

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- Administration of educational funding
  - Ministry Guidelines
  - Expectation and Program Agreements
  - LCLI Role
  - Parent/Guardian Role
  - Contact information for the SupportEd coordinator
3. After the initial discussion, parent(s)/guardian(s) indicate whether or not they think SupportEd would be a good fit for their learner.
  4. Potential applicants are invited to submit documentation outlining their learner needs.
  5. Documentation is reviewed to determine if/how the learner meets Ministry of Education requirements for funding categories/levels.
  6. If documentation meets criteria, the learner is placed on a waitlist. When the program is full, families are advised and given the choice to decide whether they would like to remain on the waitlist in anticipation of a later enrolment opportunity.
  7. Depending on the time of year, if there is an educator available to work with the learner and family, and if the program is not full, families are invited to enrol.

## What support services exist?

- Educators will be assigned to learners.
- Special Education Assistants will be provided in consultation with the educators and parents/guardians.
- The educator will develop a budget for services to support the learner's IEP. (The parent/guardian does not determine the budget; however families are encouraged to contribute to the development of the support services budget.)

## What if a parent/guardian has a concern?

When parents/guardians have a concern relating to the education needs of their learner, they may contact their educator or SupportEd Coordinator.

# 5.0 Education Policies

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## How is program completion obtained?

Learners will be supported to complete their IEP in the manner that best meets their long term goals.

- Graduation Certificates will be awarded to learners who successfully meet the requirements of the Dogwood or Adult Graduation Certificates.
- School Completion Certificates will be awarded to learners upon successful completion of their Evergreen school program.

## *Standard Operating Procedure*

N/A

## *Related Documents*

- Individual Education Plan
- Ministry of Education Special Education: A Manual of Policies, Procedures, and Guidelines

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).

## 5.8.3 SupportEd Assistant (SEA) Engagement Policy

### *Policy Statement*

SelfDesign Learning Foundation is committed to providing a comprehensive educational program for learners receiving SupportEd services. This includes the contracting of SupportEd Assistants (SEAs).

### *Definitions*

**SupportEd Assistant (SEA)** - an educator who works individually with a learner to achieve IEP goals under the direction of a specially-trained educator with Special Education experience

### *Policy*

SelfDesign Learning Foundation will engage the learner in activities in consideration of the IEP goals, as directed by the educator and the learner's family.

A parent/guardian (over the age of 19 years old) will be present in the home at any time the SEA is providing service. The SEA will respect the importance of confidentiality for the learner and family.

SelfDesign Learning Foundation will also require adherence to the Protocols below.

### *Protocol*

#### **Hiring**

Final approval for contracting a SEA will be made by the educator, further:

- If it is necessary to advertise for a SEA, the educator will approve the ad and SelfDesign Learning Community must not be mentioned by name.
- A SEA will not be a member of the learner's immediate or extended family.
- A SEA may not begin providing service until the Orientation, Documentation Checklist, a signed agreement, and budget info are complete and have been received by SelfDesign Learning Community.

A family may interview potential SEAs and make recommendations to the educator.

#### **Invoicing & Payment**

SEAs will submit the required documents monthly, within the appropriate time frame, after support has been rendered.

SEAs will be paid according to the rates and regulations put forth by SelfDesign Learning Foundation, therefore:

# 5.0 Education Policies

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- The rate of pay for a SEA will be determined by the educator in accordance with the SP fee schedule.
- SEAs will not provide service during the months of July and August (except as approved by the educator).
- SEAs will be paid for direct support of the learner only, not for meetings, prep, or travel, with one exception - SEAs will be paid for a meeting arranged and facilitated by the educator (usually once a year, if at all).

## Communicable Disease Procedure

SelfDesign Learning Foundation requires that any communicable disease -related health and safety protocols specified on the SelfDesign Learning Foundation website be adhered to by SEAs while providing educational services to SelfDesign Learning Community learners.

## Reporting on Engagement

The SEA will report to the educator by providing feedback on learning in relation to IEP goals, objectives, and provincial learning outcomes as required. The SEA will report weekly if providing eight or more hours of service a week, however the educator may require weekly reporting from SEAs working less than eight hours a week if it is appropriate for the situation. If there is no weekly reporting required, the SEA is required to provide two reports: mid-year and end of year.

## Session Cancellation

If the parent/guardian cancels a session(s) with a SEA with less than 48 hours notice:

- SelfDesign Learning Community will honour payment for up to two sessions that are canceled with less than 48 hours notice of the scheduled appointment using the family's IEP budget if the session is not able to be rescheduled within 7 days, however in order to be compensated, SEAs must follow the invoicing procedures in their Contract Agreement.
- SEAs are responsible for communicating their individual cancellation policies to families at the start of each contract. SelfDesign Learning Community recommends that the policy require the family give 48 hours notice when rescheduling with the SEA. The parent/guardian is responsible for paying out-of-pocket for session(s) within 48 hours of the scheduled appointment(s) if they have canceled more than twice during the school year.

## Transporting Learners

SEAs will adhere to the Learner Transportation Policy which includes having a valid Driver's License, holding current \$5 million liability automobile insurance, and having submitted a signed parent/guardian permission form.

# 5.0 Education Policies

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## *Standard Operating Procedure*

N/A

## *Related Documents*

- Learner Transportation Policy
- Communicable Disease Safety Protocols

## *Contact*

If you have questions about this policy, please contact the school principal at [principal@selfdesign.org](mailto:principal@selfdesign.org).