



**PEAK Montessori Society
1829 Beaufort Avenue
Unit 130
Comox, BC**

Draft Policy Manual-September 2026

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PEAK Montessori Society

Admissions Policy - Draft Policy Statement

PEAK Montessori Academy is a B.C. Independent School, providing a B.C. curriculum education for school-age children from Kindergarten to Grade 5. PEAK Montessori Academy is located at 1829 Beaufort Avenue, Unit 130 in Comox, British Columbia. The school provides a Montessori environment that supports students in developing independence, curiosity, academic competence, responsibility, a lifelong love of learning and preparedness for secondary school.

Policy Rationale

PEAK Montessori Academy is a small school community in which students, families, and educators develop close and meaningful relationships. The admissions process is designed to provide prospective families with an understanding of the school's Montessori philosophy, educational program, expectations, and community, while allowing the school to understand each student's individual circumstances and educational needs.

PEAK Montessori Academy is committed to providing an inclusive and respectful learning environment. The school does not discriminate in the administration of its admissions or educational policies on the basis of a protected characteristic under the B.C. Human Rights Code.

The school will consider each application fairly and consistently and will make admission decisions in accordance with this policy, the school's available capacity and resources, the requirements of the educational program, and applicable legislation.

Family Commitment

- Ideally, families will show an understanding of and a commitment to the school's Montessori philosophy along with the mission and values of the school.
- Families are encouraged to participate and contribute to the school community (attendance at school meetings, workshops and functions, support of school's vision, completing volunteer jobs, and adhering to the school's directives and policies).
- Consideration for admissions and re-enrolments apply for siblings of current re-enrolling students, those with previous Montessori experience, and children of staff members.
- Successful re-enrolment applicants will be notified in February of each year.
- Admission and re-enrolment are at the discretion of the school.

Admission and Re-Enrolment Procedure

Admissions and re-enrolment decisions are made by the school's administration and are based on the following general criteria:

- Enrolment forms and the non-refundable deposit of \$650 must be received before the predetermined deadline to be considered for admission or re-enrolment the following year.

- Returning families who do not submit re-enrolment forms before the deadline will need to re-apply as a new student, which includes a new application form and non-refundable application fee of \$100 and will be considered as such.
- Once all re-enrolment applications are received, the school's administration and staff will conduct an evaluation of classroom dynamics and overall composition.
- Our admissions and re-enrolment procedures take into account our ability to accommodate a particular learner's needs as a factor when evaluating applicants for admission and re-enrolment.
- The first six to eight weeks following the commencement of enrolment are considered an initial transition and review period. This is to ensure that learners are thriving in the Montessori environment. We will consult with families during the initial transition and review period should it become clear that any learner is not benefiting from the school's program, or if the school is not the best program to meet their needs. PEAK Montessori Academy does not accept requests for alternative program combinations. For example, partial home-schooling and in-classroom schooling. Admission to the school is strictly for in-classroom learning.

Application Process

PEAK Montessori Academy strongly suggests families attend the school's annual open house if interested in learning more about the school and its programs.

The school also encourages prospective families to arrange to take a tour of the school. Tours can be set up by calling the school office and finding a suitable date and time for a visit.

To apply, families must complete the application form and submit it along with the non-refundable application fee of \$100.

Letters confirming an offer of admission will be sent by email with instructions on due dates for payment. When all spaces are allocated, remaining applicants will be placed on a waiting list and contacted when and if an opening becomes available within that school year. Applicants will be chosen based on the school's need to balance ages and student needs, amongst other considerations.

Please Note: Attending the school's open house, submitting an application form and fee and completing a tour does not guarantee the offer of a spot at PEAK Montessori Academy.

Upon confirmation of admission, the school administration will arrange an interview time for your family. This will provide the opportunity for the administration to give families a more detailed overview of the school's programs, provide a copy of the school's handbook, discuss expectations and answer any questions the family might have at that time.

Payment Policy – *please refer to PEAK Montessori's Tuition Fees Policy*

Learners Not Attending Classes

A learner who attends classes for one or more days of a month is deemed to be enrolled for the whole month, unless otherwise agreed in advance, and tuition fees are due for the whole month.

A learner who is not attending classes is deemed to be enrolled unless the Administration receives written notification from the parents/caregivers that the learner has been or will be withdrawn.

The end of enrolment will be deemed to be the end of the month in which notification is received, or the end of the month of the future date specified in the notification. Tuition fees are due for the whole month for either date.

References:

PEAK Montessori Tuition Fees Policy
B.C. Human Rights Code
Independent School Act

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PEAK Montessori Society Anaphylaxis Policy - Draft

Policy Rationale

PEAK Montessori Society recognizes that it has a duty of care to learners who are at risk from anaphylaxis while under staff supervision at PEAK Montessori Academy. The Board also recognizes that this responsibility is shared among the learner, parents, the school, and health care providers.

The purpose of this policy is to minimize the risk to learners with severe allergies to potentially life-threatening allergens, without depriving the severely allergic learner of normal peer interactions or placing unreasonable restrictions on the activities of other learners in the school.

This policy is designed to ensure that learners at risk of anaphylaxis are identified, parents/guardians are consulted in planning, strategies are in place to minimize the potential of accidental exposure, and staff and key volunteers are trained to respond in an emergency.

Policy

All children, including those at risk of life-threatening allergic reactions, have the right to access their education within a safe, healthy learning environment. However, the school cannot guarantee an 'allergy free' environment. It is expected that school staff, parents and learners will take reasonable steps to establish an 'allergy aware' environment which minimizes the risk of potential anaphylaxis. The school will take realistic and practical actions that will encourage the support of everyone involved.

This policy will describe the following:

- 1. Anaphylaxis Protection Order**
 - a. Definition of anaphylaxis
 - b. Process for identifying anaphylactic learners
 - c. Process for keeping a record of learners with specific allergies
- 2. Planning with parents/guardians - Anaphylaxis Action Plan**
 - a. Parent/Guardian responsibility
 - b. Process for establishing a specific Anaphylactic Student Emergency Procedure Plan for each identified anaphylactic learner (part of their Permanent Student Record)
 - i. Consult on how the school environment has minimized risk to allergens
 - ii. Outline student responsibility with Epi-Pen
 - iii. Define specific actions taken in an emergency situation
 - c. Resources for families
- 3. School Safety Plan** (strategies in place to minimize and how to respond)
 - a. Procedures for storing and administering medications
 - b. Preauthorized consent for staff or volunteers to administer medication to an anaphylactic learner
 - c. Procedure allowing staff or volunteers to administer medication to an anaphylactic student in an emergency where there is no preauthorization
 - d. Process for Principal/Head of Schools to monitor and report information about anaphylactic incidents
 - e. Describe the training strategy which includes:

- (a) signs and symptoms of anaphylaxis; (b) common allergens; (c) avoidance strategies; (d) emergency protocols; (e) how to use the epinephrine auto-injector; (f) identification of at-risk students; (g) emergency plans;
- f. Promoting School Awareness (method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis) (allergy awareness, prevention and avoidance strategies)

1. Anaphylaxis Protection Order

PEAK Montessori Society established this policy and the following procedures relating to anaphylaxis in accordance with the Anaphylaxis Protection Order created by the *School Act*, section 88(1) and 168(2)(t) and the Anaphylactic and Child Safety Framework issued by the Ministry of Education and Child Care.

a. Definition

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with an Epinephrine auto-injector. Any substance can cause an allergic reaction. The most common substances include foods, food additives, medications, insects and latex.

Anaphylaxis can include any of the following symptoms, which may appear alone or in any combination:

- Skin: hives, swelling, itching, warmth, redness, rash.
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion, or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing.
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea.
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock.
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps.

a. Process for Identifying Anaphylactic Learners

At the time of registration, parents are required to report their child’s medical conditions on the registration form, including whether their child has a medical diagnosis of anaphylaxis. Information on a learner’s life-threatening conditions will be recorded and updated on the learner’s Permanent Student Record annually.

The Principal/Head of School will go through PEAK Montessori’s Action Steps for Anaphylaxis Management when children are registered or if a parent informs the school of a new allergy diagnosis. See *Action Steps for Anaphylaxis Management* flow chart to assist in guiding the process.

b. Process for keeping a record of learners with specific allergies

Identified anaphylactic learners will have their individual Anaphylactic Student Emergency Procedure Plan, Life Threatening Health Condition Form, record of incidents relating to allergies, and any other necessary documentation in their Permanent Student Record.

With parent/guardian permission, their ASEPP will be posted in key places such as the office alongside their Epi-pens and in their classroom. If the child carries one dose with them, the second dose will be in an individual kit hanging on the wall in the office with the child’s photo and plan beside it.

2. Planning with parents/guardians - Anaphylaxis Plan

The Principal/Head of School or their delegate must ensure that the parents and learner (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Anaphylaxis Action Procedure Plan. The Plan should be posted in key areas such as in the child's classroom, the office, and the guide's daybook. Parental consent is required to post or distribute the plan. The learner's plan must be signed by their parents, the learner (when age appropriate) and the learner's physician. This will be kept on file.

a. Parent/Guardian Responsibility

It is the responsibility of the parent/guardian to:

- Inform the Principal/Head of School that their child is at risk for anaphylaxis upon registration if this information is known at that time
- Inform the Principal/Head of School when their child is diagnosed as being at risk for anaphylaxis
- In a timely manner, parents/guardians are to complete the *Life Threatening Medical Condition Form* (see example at the end of policy) and the *Anaphylactic Student Emergency Procedure Plan (ASEPP)* (see example at the end of policy). The ASEPP will include at a minimum:
 1. Current diagnosis
 2. Current treatment regimen
 3. Who within the school community is to be informed about the plan (e.g., classroom guides, volunteers, classmates)
 4. Current emergency contact information for the learner's parents/guardian
 5. A requirement for those exposed to the plan to maintain the confidentiality of the learner's personal health information.
 6. Information regarding the parent's responsibility for advising the school about any change/s in the learner's condition.
 7. Information regarding the school's responsibility for updating records.
- Provide the school with two unexpired epinephrine auto-injectors (ex Epi-pen) to the school
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.

b. Process for establishing an Anaphylactic Student Emergency Procedure Plan (ASEPP)

- The school Principal/Head of School (or designated staff) meets with the parent/guardian and the child (where appropriate) to review the completed ASEPP and the Anaphylaxis Responsibility Checklist (*See checklist at the end of the policy*)
- Consult on how the school environment is implementing allergy awareness, prevention, and avoidance strategies
- Outline child's responsibility with Epi-Pen
- Define specific actions taken in an emergency situation

c. Resources for families

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

Resources from Health Link BC, Canadian Society of Allergy and Clinical Immunology, and Food Allergy Canada can be provided for families as well.

3. School Safety Plan (strategies in place to minimize allergen and how to respond)

a. Procedures for storing and administering medications

Safe Storage & Access for Epinephrine Auto-Injectors (EpiPens)

Purpose:

To ensure that all EpiPens are stored safely, remain effective, and are immediately accessible during an anaphylactic emergency.

Storage Conditions

- Keep at room temperature (15–30°C / 59–86°F).
- Do not refrigerate, freeze, or expose to heat or sunlight.
- Store away from windows, heaters, and vehicles.

Location & Accessibility

- Each child's EpiPen will be kept in a clearly labeled emergency medication bag or container in a known, accessible area (e.g., classroom or office).
- Do not lock away EpiPens — they must be available within seconds in an emergency.
- For field trips or outdoor activities, staff will carry the EpiPen in a designated emergency kit.
- A backup EpiPen (if provided) should be stored in a central, known location (e.g., staff room, office, or first aid cabinet).

Student Self-Carry

- Students who are mature and trained may carry their own EpiPen with written consent from parents/guardians and approval from the school administrator.
- A spare EpiPen will still be available on-site.
- Staff must know that the student carries it and where it is kept (e.g., waist pouch, backpack).

For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location(s). The location(s) of learner auto-injectors must be known to all staff members and caregivers.

Labeling

Each EpiPen must be labeled with:

- Student's full name and photo
- Expiry date
- Instructions for use (can be the manufacturer label)

Regular Checks

A designated staff member will:

- Check all EpiPens monthly (or once per term) for expiry and clarity of liquid.
- Record checks in the Medication Log.
- Notify parents when a replacement is needed.

b. Preauthorized consent for staff or volunteers to administer medication to an anaphylactic learner

Parents/guardians will have signed to consent administration of medication by staff or volunteers to their child who is at risk for an anaphylactic allergy on their child's ASEPP. This preauthorized consent is agreed upon during the Anaphylaxis Plan meeting with the Principal/Head of School, parents/guardians, and learner (when appropriate).

c. Procedure allowing staff or volunteers to administer medication to an anaphylactic student in an emergency where there is no preauthorization

PEAK Montessori will have two spare Epi-pens in the office as a precaution.

In the event that a child who does not have a diagnosis of anaphylaxis has an anaphylactic allergic reaction, staff or volunteers will follow these life-saving protocols:

1. Call 911 to seek medical advice.
2. Administer Epinephrine Auto-Injector at guidance of 911 or with display severe symptoms of allergic (anaphylaxis) reaction with the school's spare auto-injector. Time of injection will be noted.
3. Contact parents/guardians
4. Consider a second dose if symptoms have not improved or have worsened 5 to 15 minutes after the first dose.
5. Transport to hospital via ambulance with used Epi-pen.
6. One staff member stays with the child at all times.

The legal and ethical standards shift to implied consent for life-saving measures in a situation like this.

d. Process for Principal/Head of Schools to monitor and report information about anaphylactic incidents

It is the Principal/Head of School or their delegate's responsibility to collect and manage the information on learner's life-threatening health conditions and to review that information annually to form part of the learner's Permanent Student Record. This includes checking off the Medical Alert box in the upper right corner on the

Permanent Student Record

The Principal/Head of School or their delegate is to report information about anaphylactic incidents to the board in aggregate form which includes the number of at-risk anaphylactic students and number of anaphylactic incidents. Aggregate data is required to ensure privacy of learners.

e. Describe the training strategy which includes:

PEAK Montessori will conduct annual anaphylaxis training sessions for all members of the school community including but not limited to substitute employees, employees on call, classroom guides, out of school care staff, bus drivers and volunteers. All members will have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures. Training sessions could be provided by a Public Health Nurse, a member from Anaphylaxis Canada, or a Health and Safety staff member trained in this area. Training sessions are ideally conducted as professional development the week before school begins. If done biannually, another session may be conducted in February.

Once each member has completed the training, they will sign a record with the date and their signature. This record will be kept with storage of the Epi-pens.

The training session will include but will not be limited to the following information:

- Definition of anaphylaxis
- Aggregate number of identified learners at risk within the school
- Where the information on identified learners is stored within the school
- Who has the names of identified learners (e.g. Principal/Head of School, staff, volunteers)
- What the signs and symptoms of anaphylaxis are
- What to signs and symptoms to look for
- Common allergens
- How to administer epinephrine auto-injector
-

Review of Standard Emergency protocols to be followed in the event of an anaphylactic reaction:

1. Administer the learner's auto-injector (single dose, single-use) at the first sign of a reaction. Note time of administration. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child if epinephrine was not required.
2. Call 911
3. Contact the child's parent/guardian. A second single dose-single use auto-injector may be administered within 5 to 15 minutes or sooner, after the first dose is given IF symptoms have not improved (i.e., the reaction is continuing, getting worse, or has recurred)
4. If an auto-injector has been administered, the learner must be transported to a hospital via ambulance (the effects of the auto-injector may not last, and the child may have another anaphylactic reaction). Used Epi-pen will accompany child in the ambulance
5. One person stays with the child at all times.
6. One person goes for help or calls for help.

f. Promoting School Awareness

The Principal/Head of School or their delegate should ensure:

- With the consent of the parent, the Principal/Head of School or their delegate and the classroom guide must ensure that the learner's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the learners, and that strategies to reduce teasing and bullying are incorporated into this information.
- To reduce risk to an acceptable and realistic level, create "allergen aware" areas of the school: If the classroom must be used as a lunchroom, establish it as an "allergen-aware" area, using a cooperative approach with learners and parents in the class.
- Develop strategies for identifying high-risk areas for anaphylactic learners. Establish these as "allergen-aware" areas. Discourage eating/drinking (other than water) in these areas.
- It is recommended the parent share information in a meeting with other parents in the affected classroom, in consultation with the Principal/Head of School or their delegate and/or Public Health Nurse, to explain the seriousness of the situation.
- The Principal/Head of School or their designate will send a letter to parents in the classroom requesting they not send the allergenic food or foods that may contain that ingredient. Provide parents with a listing of ways the offending food may be found in ingredient labels. If possible, provide parents with sample lunch/snack ideas that do not contain the offending food. Consult with the Public Health Nurse or Community Nutritionist if required.
- Signs or posters are to be put up around the school to provide awareness of those at risk of allergic reactions
- Strategies such as handwashing, having designated eating areas, and not sharing food will be discussed with all learners as awareness for allergies.

Precautions for Classroom Guides Outside the Classroom (Field Trip)

Field trips and Going Outs are an extension of school and appropriate duties of care exist towards learners. The Principal/Head of School, or designated staff, must ensure that emergency plan measures are in place for scenarios where learners are off-site (e.g., bringing additional single dose, single-use auto-injectors on field trips/going outs). However, field trips/going outs require informed consent from parents/guardians who must decide if a given field trip/going out is appropriate for their child.

When a learner with anaphylaxis is participating in a field trip/going out activity:

- A classroom guide's cell phone, the learner's Anaphylaxis Information, Emergency Plan and the learner's EpiPen® should be taken on the field trip/going out.
- All adults accompanying learners on a school outing should know who has anaphylaxis and where the EpiPen® is kept.
- Learners must not eat or drink at any time, while in vehicles going to and returning from field trips if this will place the anaphylactic learner at risk.
- Learners with anaphylaxis should only eat approved foods.

References

British Columbia Anaphylactic and Child Safety Framework, Sept 2007

Ministry of Education Website: Anaphylaxis

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools/anaphylaxis>

Sample Anaphylactic Student Emergency Procedure Plan, Updated June 2019

Sample Action Steps for Anaphylaxis Management, Dec 2007

Sample Life Threatening Health Condition Section on School Admission/Registration Form, Dec 2007

Anaphylaxis Training Information and Sample Teaching Plans, June 2010

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ANAPHYLACTIC STUDENT EMERGENCY PROCEDURE PLAN (ASEPP)

Parent/Guardian please complete	Physician please complete
Student's Name: _____	Physician's Name: _____
Date of Birth: _____	Daytime Phone: _____ Fax: _____
Sex: ☐ Male ☐ Female	Allergen: (Do not include antibiotics or other drugs) ☐ Peanuts ☐ Nuts ☐ Dairy ☐ Other food ☐ Insects ☐ Latex ☐ Other
Parent/Guardian: _____	Symptoms:
Daytime Phone: _____	• Skin – hives, swelling, itching, warmth, redness, rash • Respiratory (breathing) – wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing • Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea • Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock • Other: anxiety, feeling of "impending doom", headache, uterine cramps in females
Emergency Contact: _____	Additional symptoms: _____
Daytime Phone: _____	
Physician: _____	
Daytime Phone: _____	
Emergency Protocol	Emergency Medication
• Administer single dose auto-injector and call 911 • Notify Parent/Guardian • Administer second auto-injector as early as 5 minutes after the first dose is given, if symptoms do not improve or if symptoms recur • Have ambulance transport student to hospital with used Epi-pen	NOTE: Emergency medication must be a single-dose auto-injector for school setting. Oral antihistamines will not be administered by school personnel. Name of emergency medication: _____ Dosage: _____

Physician Signature:

Date :

Parent/Guardian please complete

Discussed and reviewed Anaphylaxis Responsibility Checklist with Principal/Head of School?..... ☐ yes ☐ no

Two auto-injectors provided to school?.....

☐ yes ☐ no

Student aware of how to administer?.....

☐ yes ☐ no

Auto-injector locations: 1) _____ 2) _____

Your child's personal information is collected under the authority of the *School Act* and the *Freedom of Information and Protection of Privacy Act*. PEAK Montessori may use your child's personal information for the purposes of:

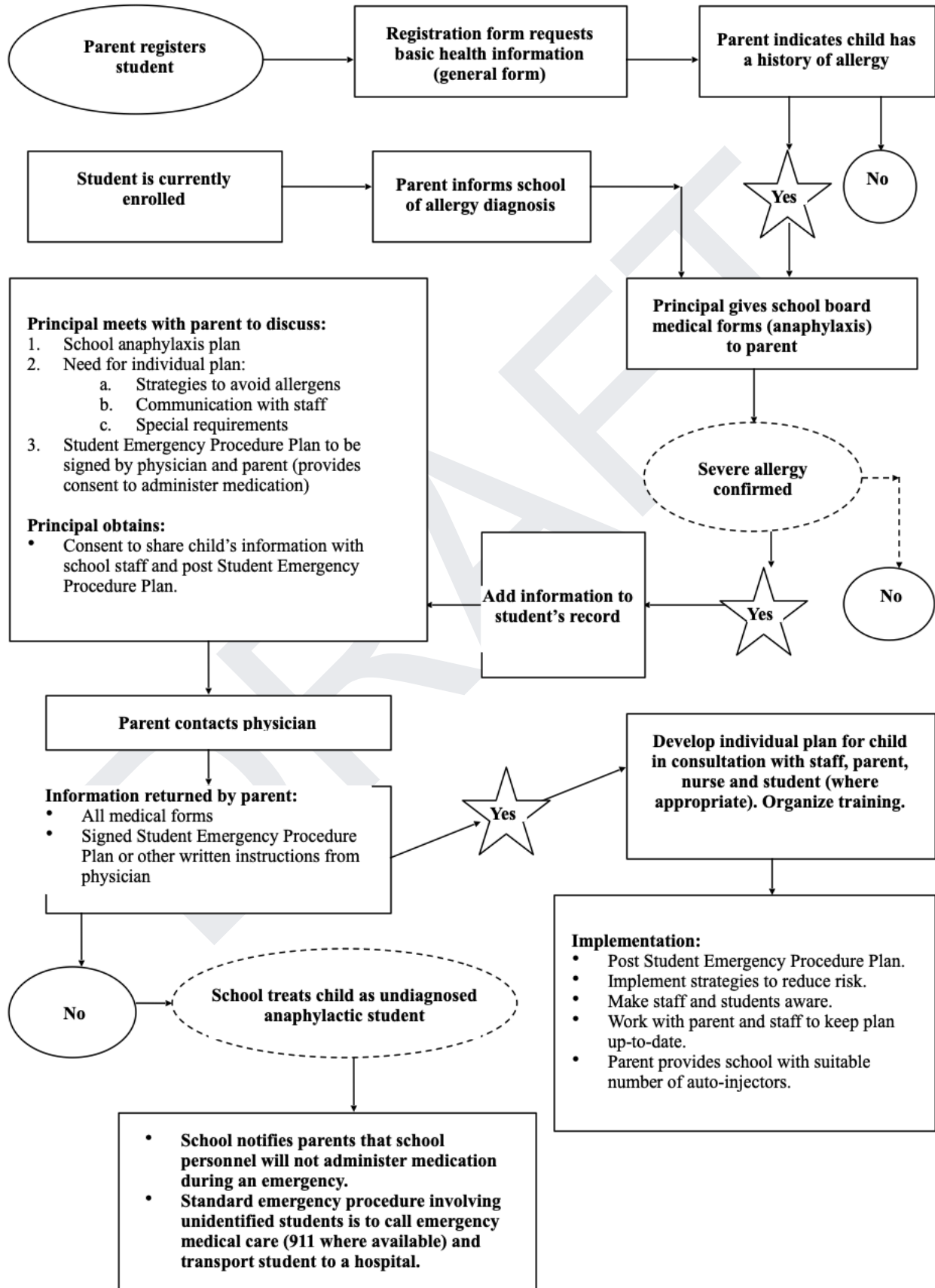
- Health, safety, treatment and protection
- Emergency care and response

If you have any questions about the collection of your child's personal information, please contact the school Principal/Head of School directly. By signing this form, you give your consent to PEAK Montessori to disclose your child's personal information to school staff and persons reasonably expected to have supervisory responsibility of school-age students (as outlined in the *BC Anaphylactic and Child Safety Framework 2007*) for the above purposes. This consent is valid and in effect until it is revoked in writing by you.

Parent/Guardian Signature:

Date:

Action Steps for Anaphylaxis Management



Life Threatening Health Condition Form as part of Registration form *example*

Medical Information	
CareCard No: _____ - _____ - _____	Family Doctor: _____ Phone: _____
Doctor's contact information if student has a life-threatening condition	
Life Threatening Health Condition: ☐ Yes ☐ No	
If the student has a life-threatening health condition, please arrange to meet with the school principal prior to the student attending school.	
The life-threatening health conditions that apply to this student are:	
☐	Anaphylactic or Severe Allergies (e.g. food, insect stings) Allergen(s): _____
☐	Blood Clotting Disorder (e.g. haemophilia) _____
☐	Diabetes _____
☐	Epilepsy with a history of Tonic-Clonic (Grand Mal) seizures in the past two years _____
☐	Serious Heart Condition (e.g. heart murmur, heart repair) _____
☐	Severe Asthma (e.g. resulted in hospitalization in the past year) _____
☐	Special Needs due to renal failure, venous access devices, post transplant and/or significant immuno-suppression _____
☐	Other Health Conditions which may require emergency care – please specify: _____
Medication Administration:	
I request that the student receive assistance with, or be supervised during, medication administration in an emergency. Please contact the school principal to obtain a Student Emergency Procedure Plan.	
Name of Medication(s): _____	
Assistance required with medications	
School staff will give or supervise medications that are required in emergency situations. If your child requires assistance or supervision of medications under these conditions, you need to obtain a Student Emergency Procedure Plan from the school principal and complete it in conjunction with your physician. You must return the signed plan along with the prescribed medication to the principal. These steps must be followed before medication will be given to your child. <i>No medications will be given without authorization from a physician.</i>	
Non-life-threatening health conditions:	
If the student has a non-life-threatening health condition which may affect his/her ability to function at school (e.g. vision impairment, hearing impairment, activity limitation, mental health disorder, mild/moderate asthma), please inform the school principal.	
The student requires medication to be administered during school hours: ☐ Yes ☐ No	
<i>If yes, please contact school principal to obtain the appropriate forms.</i>	
I give permission for my child's photo to be placed on the Medical Alert List and the Student Emergency Procedure Plan.	
Signature: _____	Date: _____



Anaphylaxis Responsibility Checklist

To be reviewed and signed annually by the Principal/Head of School when reviewing Anaphylactic Student Emergency Procedure Plans of identified anaphylactic learners.

Key Responsibilities for PEAK Montessori Staff		
PEAK Montessori's responsibilities focus on establishing a safe environment, training staff, and implementing the emergency plan.		
	Date of review completed:	Signed by Principal/Head of School:
Policy and Plan Development - Inform parents of the school's Anaphylaxis Policy - Work with parents/guardians to develop and review Anaphylactic Student Emergency Procedure Plan (ASEPP) annually - Ensure the student's computer record (e.g., "MEDI" screen) is activated to indicate a life-threatening health condition		
Medication and Emergency Response - Ensure all staff are aware of students at risk for anaphylaxis. - Ensure all school staff, including teachers, teachers-on-call, food service staff, and bus drivers, receive annual training in the recognition of a severe allergic reaction and the use of a single-dose auto-injector (e.g., EpiPen). - Maintain a copy of the ASEPP and the student's epinephrine auto-injector(s) in a central, accessible, and unlocked location.		

Allergen Avoidance and Awareness - Implement allergy awareness and prevention strategies that are realistic, such as encouraging students not to share food, drinks, or utensils. - Encourage a non-isolating eating environment for the student with a food allergy. - Encourage hand washing with soap and water before and after meals/snacks. - Inform supervising adults (e.g., on field trips) of the student's allergy and emergency treatment plan		
Key Responsibilities for Parents/Guardians: Parents/Guardians have the primary role of providing medical information, medication, and educating their child.		
Communication and Planning - Inform the school Principal/Head of School immediately when a child is diagnosed with an anaphylactic allergy. - Complete the required forms, such as the ASEPP, and have it signed by the physician/allergist annually. - Collaborate with school staff to develop and implement the Anaphylaxis Action Plan.		
Medication Provision - Provide the school with two current,		

in-date epinephrine auto-injectors for school use (best practice suggests one for the student to carry, and one back-up for central storage). - Replace auto-injectors immediately if they are used or expire.		
Student Education: - Ensure the child is aware of their allergy and knows the signs and symptoms of an allergic reaction. - Educate the child on avoidance strategies and encourage them to wear a Medical Alert bracelet or necklace.		
Key Responsibilities for Students Students' responsibilities are age-appropriate and promote self-management.		
Self-Management (age appropriate): - Carry their epinephrine auto-injector with them at all times (not in a locker). - Be aware of risks for allergic reactions. - Notify an adult immediately if they feel unwell or believe they are having a reaction. - Work with school staff to help provide "allergy awareness" education to classmates.		

Drafted: September 30th, 2024. Revised September 2026.

**PEAK Montessori Society
Anti Smoking Policy - Draft
(Including Prohibition of Vapor Products)**

Policy Rationale

The PEAK Montessori Society dba PEAK Montessori Academy (the School) is committed to the health and safety of its learners and anyone attending at the School. The School recognizes that the use of drugs, tobacco, vapour products, alcohol, certain medications, and impairment generally can have serious effects on learners and the learning environment. Accordingly, the School is committed to preventing substance use and impairment on School property, and at all times during school hours.

Scope of this Policy

This Policy applies to all learners and staff of the School.

Guiding Legislation

The School recognizes its legal obligation under provincial legislation, specifically the BC *Tobacco and Vapour Products Control Act* and Regulation. This policy is designed to comply with and, where appropriate, exceed the requirements of this Act to ensure a healthy learning and working environment.

Policy

The School strictly prohibits learners from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using drugs, tobacco, vapour products, or alcohol whether on or off School property.

Prohibition of Tobacco, Vaping, and Cannabis

The use, consumption, or possession of tobacco, vapour products, or e-cigarettes is strictly prohibited at all times (24 hours a day, 7 days a week) on all School Property. This prohibition applies to all learners, staff, volunteers, contractors, and visitors regardless of whether or not school is in session. The holding of a lighted tobacco product or activated e-cigarette is also prohibited.

Learners and staff breaching this policy may be subject to discipline in accordance with the School's Code of Conduct and/or Discipline Policy

Awareness, Compliance and Due Diligence

The School will exercise reasonable care and diligence to ensure compliance with this policy and the BC *Tobacco and Vapour Products Control Act* by:

1. Signage: Posting visible, clear, smoke and vape-free signs at the entrances to School Property, including entrances to the unit of our building, six-metre tobacco/vapour buffer around doorways, open windows and air intakes of enclosed workplaces/public places.

2. Communication: Ensuring all members of the school community, including parents/guardians and external user groups, are made aware of this policy annually.

3. Agreements: Referencing this prohibition in any lease or user agreements with community groups or outside contractors using School Property.

Special Situations

Medication

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

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

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

Addiction or Substance Use Disorder

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

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

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

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

Accommodation

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

The provision of reasonable accommodation to persons with disabilities related to the use of medication that could cause them to be impaired, or to persons with an addiction or substance use disorder, requires cooperation and collaboration between the learner requesting the accommodation and the School. Learners requesting accommodation have a duty to facilitate a reasonable accommodation offered by the School.

Ceremonial Use Exception

The prohibition on tobacco use does not apply to the ceremonial use of tobacco in or on School Property if the activity is performed: 1. In relation to a traditional Indigenous cultural activity; AND 2. Has been formally approved in advance by the School Principal/Head of School (or PEAK Montessori Society).

Definitions

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

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

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

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

Substance Use Disorder: means a condition in which the recurrent use of alcohol, drugs, medication, or any other substance causes impairment of daily life, such as health problems, disability, and failure to meet responsibilities at work, school, or home, and includes the conditions classified as substance use disorders in the

Diagnostic And Statistical Manual Of Mental Disorders, Fifth Edition, as amended.

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

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

References

Tobacco and Vapour Products Control Act

Cannabis Control and Licensing Act

Cannabis Control Regulation

Human Rights Code

DRAFT

Drafted: October 13, 2024. Revised September 2026.

PEAK Montessori Society

Appeals and Complaints Policy - Draft

Policy Statement

PEAK Montessori Academy expects all learners, staff, and other members of the PEAK Montessori Society to be treated with respect and courtesy, in accordance with the Code of Conduct.

Decisions made by staff and the Board of Directors of PEAK Montessori Society that affect learners, parents/guardians, or staff shall be made by following procedures that are fair and applied consistently. When disagreements lead to complaints or appeals of decisions, these shall be addressed using procedures that are fair and applied consistently.

Policy Rationale

PEAK Montessori Academy believes that all members of the school community have the right to be treated with respect and courtesy and to feel a sense of belonging and friendship within the school community.

Procedural fairness promotes integrity and consistency in decision-making and provides a clear process for resolving complaints and disagreements.

Scope

A complaint is an expression of dissatisfaction with school services, practices, or decisions that require action or a response.

An appeal is an expression of dissatisfaction with a decision and a request for an alternative outcome or review of that decision.

All complaints and appeals will be addressed internally where possible.

A complainant or appellant may be a learner, parent/guardian, or staff member.

This policy applies to complaints and appeals relating to disciplinary, educational, and administrative decisions.

Where a concern relates to a matter governed by another PEAK Montessori Academy policy, that policy will apply. Where appropriate, the procedures in this policy may be used to review a decision made under another school policy.

Policies and Procedures

Purpose: Fair procedures reassure learners, parents/caregivers, and staff that they and their interests will be treated with respect and dignity.

Awareness: Through programs, staff shall help raise awareness of the Code of Conduct and how learners can incorporate it in their daily behaviours. Procedures for raising and addressing complaints and appeals shall be well communicated to learners, parents/caregivers, and staff.

Principles of Procedural Fairness: When staff are making a decision that may affect the

rights of a member of the Society, the following principles will be adhered to:
Inform the person whose rights may be affected that a decision on a matter is being considered.

- Provide an opportunity for the person to make an oral or written submission on the matter.
- Provide an opportunity for the person to present witnesses.
- Provide an opportunity for the person to respond to all other information submitted that might influence the decision before the decision is made.
- Act in a manner that is unbiased, fair, and open-minded. This may include taking steps to ensure that the potential for bias is avoided and seen to be avoided.
- After the decision is made, inform the person about the reasons for the decision.
- Assure the person that there will be no retribution for pursuing a review or appeal.

No person shall face retaliation or adverse consequences for raising a complaint or appeal in good faith.

Procedures for Bringing Forward and Addressing Complaints and Appeals

The following stages of process correspond to the stages of intervention in the following policies:

Child Abuse Reporting Policy

Discipline Policy

Harassment and Bullying Prevention and Management Policy

Bringing Forward a Complaint: A complainant is encouraged to begin by talking to school staff. If initial discussion does not lead to acceptance or satisfactory changes, the next step would be to request a review at the next higher stage. This request will be in writing (see Formal Notice of Complaint or Appeal, Appendix I). In Stages 2-4, complainants will have five business days from the origin of the complaint to submit their request to the appropriate authorities.

Making an Appeal: An appellant is encouraged to begin by talking to the decision maker. A discussion may help to clarify the reasons for, and lead to acceptance of, the decision. If initial discussion does not lead to acceptance or satisfactory adjustment of the decision, the next step would be to request a review of the decision at the next higher stage. This request must be in writing (see Appendix: Formal Notice of Complaint or Appeal).

In stages 2-4, appellants will have five business days from the time the decision was made to submit their request to the appropriate authorities.

To ensure a lack of bias in a review, a complainant/appellant may request, or staff may suggest, that an appeal be brought to a higher stage.

Appendix: Formal Notice Complaint of Appeal

Stage 1

The complaint/appeal is resolved by the complainant/appellant and the staff that provided the service or made the initial decision.

Stage 2

A service/decision by the Principal/Head of School or their delegate leads to a complaint/appeal to the Principal/Head of School, or an unresolved complaint/appeal from

Stage 1 is appealed to the Principal/Head of School, and the complainant/appellant and Principal/Head of School resolve the issue.

The Principal/Head of School shall document a summary of these events, including names, times, and methods of communication, and retain a copy in administrative files. The Principal/Head of School may choose to inform the Board.

Stage 3

A complaint or appeal from Stage 2 is not resolved, and the complainant/appellant and Principal/Head of School may choose to involve a mutually agreed upon advisor to help resolve the issue.

Any recommendations on how to proceed shall be documented and shared in a written response to both parties.

The Principal/Head of School shall document a summary of these events, including names, times, and methods of communication, and retain a copy in administrative files. A copy of all written submissions to the review shall also be retained in administrative files. The Principal/Head of School may choose to inform the Board.

Stage 4

A Stage 2 complaint or appeal from Stage 2 or Stage 3 is unresolved, and the complainant/appellant requests a formal review of the matter by the Board of Directors. The Board or a subcommittee of the Board reviews the matter and advises both parties of the outcome.

Board members with close out-of-school or family ties to, or adversarial relationships with the appellant shall not participate in the review.

Board members who made or participated in a previous decision on the matter being appealed may provide testimony but should not participate in the decision.

All parties to the matter (or their representatives) shall be in attendance for all evidence that is presented to the review. With the agreement of all parties, a mediator could also be present.

The Board shall document a summary of these events, including names, times, and methods of communication, and retain a copy in administrative files. A copy of all written submissions to the review shall also be retained in administrative files.

Process and Timelines

To enable timely responses to complaints and appeals as they arise, the Principal/Head of School may delegate their authority under this policy for periods when they are unavailable. Responses to complaints and appeals will be handled in a timely manner.

Stages 1 and 2: Proceed in a timely manner at the discretion of staff and Principal/Head of School.

Stage 3: Once the complainant/appellant and Principal/Head of School agree on a Stage 3 response, a timeline for the review will be determined by the advisor.

Stage 4: The Board shall acknowledge receipt of a written appeal within five working days and initiate a formal review process within 30 calendar days of receiving a written

complaint/appeal. Upon completion of the review, the Board outcome/decision will be shared with all parties within five working days.

Higher Appeals

Parties involved may seek resolution through the services of an Ombudsperson, as outlined in the schools' Ombudsperson Policy.

All records relating to complaints and appeals will be stored securely and retained in accordance with the school's Records Management and Privacy Policy.

References

Procedural Fairness Best Practice Guidelines for Independent Schools
Federation of Independent School Associations
Child Protection Policy
Code of Conduct
Discipline Policy
Harassment and Bullying Prevention and Management Policy
Ombudsperson Policy

This policy will be reviewed annually by administration and every three years by the PEAK Montessori Society Board of Directors, or sooner if required by the Ministry of Education and Child Care.

Drafted: October 27, 2024. Revised: October 25, 2025.

PEAK Montessori Society Care and Supervision Policy – Draft

Policy Rationale

The purpose of the PEAK Montessori Academy Care and Supervision Policy is to provide guidelines for all guides, staff, parents, and volunteers, collectively referred to as “Supervisors,” who work with learners registered in the school during the academic year. These guidelines are intended to assist Supervisors with carrying out their responsibility to provide appropriate supervision of students throughout the school day.

All Supervisors must be approved by the school’s administration and must have completed required criminal record checks prior to assuming supervision duties.

Parents or guardians who are late picking up their child(ren) at the school dismissal time of 3:45 p.m., will be expected to pay the late pick-up fee in the amount of \$25.00 per half hour.

The Principal/Head of School is responsible for ensuring consistent implementation of the Care and Supervision Policy and for reviewing it annually in accordance with the Independent School Act.

Policy

Supervision Before the Start of the School Day

Learners are dropped off at the designated location at Marina Park between 8:15 and 8:25 a.m. The School’s Guides will receive learners at Marina Park and supervise them as they transition from Marina Park to the School.

Parents/guardians are responsible for ensuring that their learner is safely transferred to the care of a Supervisor during the designated drop-off window.

If a learner misses the 8:15 to 8:25 a.m. drop-off window, the parent/guardian must make alternate arrangements to bring the learner directly to the School after 8:30 a.m. Parents/guardians should not attempt to join or interrupt the group while it is walking from Marina Park to the School.

If a Supervisor is not available, the parent/guardian must stay with the child until a Supervisor is present.

Supervision at the End of the School Day

Parents/guardians of learners in grades K through 5 are expected to arrive at the designated location no later than 3:45 p.m., the time at which learners are dismissed by their Supervisor.

Any learner who is not met by their parent/guardian by 3:55 p.m. will be accompanied to the school. The parent or guardian will be charged the \$25.00 per half-hour late pick-up fee.

Supervision of Activities Taking Place Outside of PMA Property

- a. When a learner leaves school property under the supervision of a Supervisor, the learner remains under the authority of the school.
- b. Supervisors remain responsible for learners engaging in school-authorized extracurricular activities outside of PEAK Montessori Academy property.

General Supervision Guidelines Applicable Throughout the School Day

Learners are supervised at all times during the school day, including recess, transitions, and lunch breaks.

Refer to the PEAK Montessori Society's Discipline Policy.

References

Discipline Policy
Field Trip Policy
Supervision Policy

This policy will be reviewed annually by administration and every three years by the PEAK Montessori Society Board of Directors, or sooner if required by the Ministry of Education and Child Care.

**PEAK Montessori Society
Cash Payments (Anti-Money Laundering) Policy - Draft**

Policy Statement

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

Policy Rationale

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

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

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

Additional Compliance Reference

This policy also supports compliance with Section 12(1)(b) of the *Independent School Act* and the Ministry of Education and Child Care expectations for sound financial management and audit readiness.

Scope

This Policy applies to all employees of the School.

Procedures

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

- cheque
- wire transfer
- money order or bank draft
- online banking payment
- cash (up to a maximum amount of \$6,500.00)

The School will accept payment from the following financial institutions:

- The Bank of Montreal (BMO)
- Canadian Imperial Bank of Commerce (CIBC)
- The Bank of Nova Scotia (Scotiabank)
- Royal Bank of Canada (RBC)
- TD Canada Trust (TD)
- All cooperative credit societies, savings and credit unions incorporated under the British Columbia Credit Union Incorporation Act
- All banks incorporated, formed, or authorized under the Bank Act of Canada.

Receiving Cash Payments

The School will not accept cash payments in excess of \$6,500 in a single transaction¹ for any purpose. Additionally, any cash payment in excess of \$3,000.00 its source will be verified. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method.

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

Before entering into any transaction with a person which involves the payment of cash in excess of \$3,000.00, the School needs to take reasonable steps to ascertain and verify the identity of that person and the source of the cash.

- In the case of individuals, the following information will be collected:
- Full legal name
- Residential address
- Date of birth
- Nature of Principal/Head of School business or occupation
- Contact information
- Relationship to the learner
- Amount and currency of funds received

The School will also seek independent verification of identity, for example by requiring production of originals of official documents confirming identity. Suitable documents will include passports, driver's license, birth certificate, health insurance card or other similar record. An employee of the School will verify the individual's identity in the individual's physical presence, while viewing the original identification. When checking such documents, employees will ensure the documents are current and be alert to any signs that they might have been forged or stolen. A copy of the identification will be taken, and the date of verification recorded.

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

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

Refund Procedures

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

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

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

Suspicious Transactions

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

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

- **Transactions:** The parent, guardian or payer engages in multiple transactions conducted below the reporting threshold within a short time period, makes inquiries that would indicate a desire to avoid reporting, or exhibits knowledge of reporting thresholds.
- **Structures:** Payments involving complex or illogical arrangements that make it unclear who is making the payment or appear to be structured to avoid identification or reporting thresholds.
- **Third parties:** Payment of school fees or involvement by companies, trusts, off-shore entities or other third parties with no obvious relationship to the learner. The parent, guardian or payer appears to be collaborating with others to avoid client identification or reporting thresholds.
- **Assets:** There are reasons to doubt the ability of a person to have a legitimate source for the funds.
- **Identity:** The parent, guardian or payer has taken steps to hide their identity or is difficult to identify. The parent, guardian or payer uses a post office box or general delivery address where other options are available. There are doubts about the honesty, integrity, identity or location of the parent, guardian or payer.
- **Behaviour:** The parent, guardian or payer seems unusually anxious to complete a transaction, is unable to justify why they need to make a payment quickly, requests a cancellation, reversal or refunds of earlier transaction or makes an overpayment for no good reason.
- **Documents:** Information or documentation is withheld by the parent, guardian or their representative or appears falsified. Cash payments are made using old, smelly or extremely dirty bills.

Reporting

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

Report includes as much detail as possible:

- Full available details of the people, and organizations involved including yourself and other members of staff if relevant.
- Full details of transaction and nature of each person's involvement in the transaction.
- Suspected type of money laundering activity or use of proceeds of crime with reasons for your suspicion.

- The dates of any transactions, where they were undertaken, how they were undertaken, and the likely amount of money or assets involved.
- Information on any investigation undertaken to date, including whether the suspicions have been discussed with anyone and if so on what basis. Whether any aspect of the transaction(s) is outstanding and requires action to progress.
- Any other information that may help the Reporting Officer judge the case for knowledge or suspicion of money laundering and to facilitate any external report.

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

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

Record Keeping Practices

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

The School will retain copies of the information the employee obtained regarding the identification and verification of individuals from whom it received cash payments in excess of \$3,000.00, together with details of all transactions including relevant dates.

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

Cash Handling

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

The following procedures will be followed by employees when handling cash:
Cash will be placed in a locked box that can only be accessed by authorized individuals until deposited.

Cash should be deposited as soon as possible depending on the amounts in question. Amounts greater than \$3,000 should be deposited the next business day.

The duties of collection, recording of receipts in the accounting system, bank deposits and balancing receipts against deposits should be assigned to different people such that any discrepancy can be identified and corrected.

Cash receipts will be reviewed and reconciled to ledger accounts on a timely basis to ensure they have been correctly recorded. Accounting adjustments to ledgers will also be made on a timely basis.

Cash shortages or other discrepancies should be reported immediately to the President of the Board.

Internal Review and Training Addendum

The School's financial records, including all cash receipts and Suspicious Transaction Reports, will be reviewed annually by the Treasurer or external accountant to ensure compliance with this policy. Employees who handle payments will receive annual training on this policy, including recognition of suspicious transactions and reporting procedures.

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if legislation or Ministry requirements change.

References

Financial Management Policy

The BC Ministry of Education's Anti-Money Laundering / Cash Payment Policy

The Federation of Independent School Associations in BC's Cash Payment Policy

Drafted: September 2024 Revised: September 1, 2026.

PEAK Montessori Society Child Abuse Reporting Policy - Draft

Policy Statement

The PEAK Montessori Society expects all learners, staff and other members of the PEAK Montessori Society to be treated with respect and courtesy, in accordance with the Employee Handbook.

The PEAK Montessori Society is committed to protection of learners (children) from physical, emotional and verbal neglect and/or abuse, and sexual abuse. It is equally committed to protection of staff from victimization through false and/or unsubstantiated allegations or charges of child abuse.

Policy Rationale

Under the *Child, Family and Community Service Act* (CFCSA), Principal/Head of Schools and teachers (classroom guides) have a legal responsibility to report all suspected cases of abuse and/or neglect to a child protection social worker in the Ministry of Children and Family Development (MCFD). This policy provides relevant procedures to follow.

The *Criminal Records Review Act* (CRRA) requires authorities covered by the *Independent School Act* to obtain criminal records check authorizations from non-teaching staff who work with children; teaching staff certified by the Inspector of Independent Schools; and those teachers (classroom guides) who, although certified by the College of Teachers, are not currently members of the College.

At PEAK Montessori Society we value respect for each other. This allows learners, staff and society members to feel safe, to develop a sense of belonging, to forge friendships with peers and maintain respectful relationships. With this sense of community, teaching and learning thrive.

This policy also supports compliance with Section 12(1)(b) of the *Independent School Act*, the *Child, Family and Community Service Act*, and the Ministry of Education and Child Care's *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse* (2017).

Scope

The school is responsible for developing policy, procedures and programs that address all forms of harassment, bullying, discrimination, isolation and abuse.

This policy addresses abuse of one or more learners by an adult, including staff or members of the Society. Sexual abuse of a learner by another learner is also covered.

For policy regarding harassment and bullying by learners, staff and members of the Society see the Harassment and Bullying Prevention and Management Policy.

Policy and Procedures

Our policy models a respectful environment that prevents child abuse from occurring and, in the event that it occurs, promotes healing and justice for the victim, and healing and accountability for the abuser.

Awareness

There are many underlying causes of child abuse.

Child abuse can be blunt or subtle and may continue undetected by anyone other than the victim.

Through programs, staff shall help raise awareness of what child abuse is and what can be done to prevent it.

Prevention

Our staff are leaders who nurture and model a school climate that fosters community, prevents child abuse, and works for forgiveness, healing and reconciliation when it occurs.

Staff shall make learners aware that they can safely (and confidentially) communicate complaints about child abuse (and any other matter) to staff.

All staff must undergo a criminal record check as a condition of employment.

Upon request from the Inspector of Independent Schools, the Society must make available to the Inspector, or the Inspector's designate, any information or records pertaining to an individual under review that is necessary for conducting a criminal records review.

All staff will receive annual training on this policy, including their legal duty to report under the *Child, Family and Community Service Act*, recognizing indicators of abuse or neglect, and the school's internal reporting and documentation procedures. Records of completed training will be maintained in the School's administrative files.

Intervention

Reporting

Staff must report any evidence of child abuse that comes to their attention to the Appointed School Official (Principal/Head of School) or the Alternate Appointed School Officials (President – Board of Directors) and to a child protection social worker in the Ministry of Children and Family Development. The Appointed School Official (ASO) and Alternate ASO are formally designated by the Board and registered with the Office of the Inspector of Independent Schools. Their names and contact information will be posted internally and reviewed with staff annually.

For the 2025/2026 School year, PEAK Montessori names Melissa Schwartz as the Appointed School Official and Siobhan McKay as the Alternate Appointed School Official.

If the child is enrolled in the licensed programs (preschool/kindergarten/out of school care), the school's licensing officer should be contacted within 24 hours. If the Principal/Head of School is the subject of the alleged child abuse, staff must advise the Board of Directors of PEAK Montessori Society.

In addition to making a verbal report, staff must document the allegation in a written report to ensure complete and accurate information is shared with child abuse investigators.

The written report shall be submitted to the Board.

The Principal/Head of School or their delegate shall advise the Inspector of Independent

Schools when an employee of an independent school is reported for alleged child abuse. If the Principal/Head of School is the subject of the alleged child abuse, the Board shall advise the Inspector.

If a decision made by the Society as a result of a child abuse allegation involves any disciplinary measures against a teacher (classroom guide), those disciplinary measures shall be reported to the Teacher Regulation Branch.

All actions taken shall be documented, including names, times, methods of communication, and a copy retained in the administrative files.

All reports, notes, and supporting documentation will be stored securely and confidentially in accordance with Ministry and *Child, Family and Community Service Act* requirements for a minimum of five years. Access to such records is restricted to the Appointed School Official, Board Chair, or relevant regulatory authorities as required by law.

Confidentiality

The records of all informal and written complaints, and all information and documentation gathered or produced during, or as a result of, complaints shall be considered confidential by the parties and the Society, except as required by law. The Society may use such information and documentation as required to protect the interests of the general school community with respect to both the subject complaint and in future matters.

The identity of a staff who has reported suspected child abuse shall not be revealed, except as required by law.

Should the identity of a staff who has reported suspected child abuse become known to the alleged abuser, the Board shall support the reporting staff by:

- Notifying police and Ministry for Children and Family Development, if the alleged abuser harasses or threatens the reporting staff.
- Notifying the abuser that the Board considers the reporting staff to have acted according to their legal responsibility and that the Board supports the actions of the staff.

Involvement of Other Agencies

The Society shall cooperate with the Ministry of Children and Family Development, the RCMP, and local police in investigating charges of child abuse.

Dismissal of Staff

If it is demonstrated to the satisfaction of the Board that a staff member has been abusive and/or inappropriately involved including, but not specifically restricted to, sexual involvement with a child or children of school age, the Board will consider such conduct a fundamental breach of the staff's duties and obligations and may dismiss the staff.

Discipline of Students (Learners)

If a student (learner) is found to have sexually abused another student, the Principal/Head of School or their delegate shall take the following action:

- Notify the learners and their parents/caregivers, and the Board that action has been taken.
- Notify the appropriate authorities.

- Ensure that a formal plan is prepared to address healing for the victim and accountability for the abuser. The plan shall include specific accountability for monitoring and follow-up, and may include serious disciplinary action. See Discipline Policy. For purposes of the Discipline Policy, interventions under the Child Protection Policies are considered to be a Stage 3 intervention.
- Ensure that all steps in the plan are implemented in a timely manner.
- Document a summary of these events, including names, times, methods of communication, and retain a copy in the administrative files.

Process and Timelines

To enable timely responses to issues as they arise, the Principal/Head of School may delegate their authority under this policy for periods when they are unavailable.

Time is of the essence in dealing with child abuse, since the victim may continue to be subject to abuse while the interventions and planning are under way. All initial responses shall be undertaken without delay, and where required, a plan shall be completed in 5–10 working days.

Appeals

Parties involved may consult the Complaints and Appeals Policy.

Definitions

Bullying – “Bullying...is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance.” (The most widely accepted definition from the work of leading Norwegian researcher, Dr. Dan Olweus)

Additionally, bullying may include a power imbalance between adult/child relationships.

Child – Any person under 19 years of age.

Child abuse – As defined in the *Inter-Ministry Child Abuse Handbook*, child abuse includes physical, emotional and verbal neglect and/or abuse and sexual abuse.

Criminal records check – A check covered by the *Criminal Records Review Act* (CRRA) and conducted by the CRRA office. Individuals working with children must have had a CRRA check unless exempted under s.3 of the CRRA.

Discrimination – An action or a decision that treats a person or a group negatively for reasons such as their gender, race, culture, religion, sexual orientation or gender identity and expression, physical or mental disability or for any other reason set out in the *Human Rights Code of British Columbia*.

Emotional and verbal abuse – A pattern of destructive behaviours or verbal attacks by an adult on a child. Typical behaviours may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting or corrupting a child.

Neglect – The failure of those responsible for the care of the child to meet the physical, emotional or medical needs of a child to an extent that the child's health, development or safety is endangered.

Physical abuse – Any deliberate physical assault or action which results in, or may result in, a non-accidental injury to a child, and which exceeds that which could be considered

reasonable discipline.

Relevant criminal offense – The *Criminal Records Review Act* designates which offenses are relevant to the protection of children. Only offences associated with physical or sexual abuse, as listed in the Act, Schedule 1, are considered. This includes indecent acts and violence. It does not include offenses that are not relevant to the protection of children.

Sexual abuse – Any sexual exploitation of a child whether consensual or not. It includes touching of a sexual nature and sexual intercourse, and may include any behaviour of a sexual nature toward a child, such as menacing or threatening sexual acts; deliberate exposure of a child to sexual activity or material; and permitting, encouraging or requiring a child to engage in conduct of a sexual nature for stimulation, gratification, or self-interest of another person.

In determining whether behaviour is of a sexual nature, one should ask whether a reasonable observer, looking at the behaviour in its context, would conclude that it is. This would exclude normal affectionate behaviour towards children and normal health or hygiene care.

Sexual activity between children may constitute sexual abuse if the difference in age or power between the children is so significant that the other or more powerful child is clearly taking sexual advantage of the younger or less powerful child. This would exclude consensual, developmentally appropriate sexual activity between children where there is not significant difference in age or power between the children.

Staff – Any individual who is employed by the PEAK Montessori Society, including an independent contractor who has entered into an agreement with the Society.

Work with children – Working with children directly, or having, or potentially having unsupervised access to children in the ordinary course of employment or in the practice of an occupation.

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative or Ministry changes related to child protection or school governance.

References

Child, Family and Community Service Act
British Columbia Human Rights Code
Criminal Records Review Act
Independent School Act
Independent School Regulation
Society Act
British Columbia Handbook for Action on Child Abuse and Neglect (June 2017)
Inter-Ministry Child Abuse Handbook (revised 1988)
Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse
Harassment and Bullying Prevention and Management Policy
Code of Conduct
Complaints and Appeals Policy
Discipline Policy

Drafted: September 2026. Revised: September 20, 2026.

PEAK Montessori Society Communicable Disease Policy – Draft

Purpose

PEAK Montessori Academy is committed to maintaining a healthy, safe and supportive environment for students, employees and the wider school community.

The purpose of this policy is to establish reasonable and practical measures to:

- reduce the risk of transmission of communicable diseases within the school community;
- support students and employees who are ill;
- establish clear procedures for responding to suspected or confirmed communicable diseases;
- support timely communication with families, employees and public health authorities when appropriate; and
- comply with applicable British Columbia legislation, public health requirements, Ministry of Education and Child Care requirements, and current guidance from the BC Centre for Disease Control (BCCDC).

This policy applies to communicable diseases generally and is intended to be adaptable to changing public health circumstances.

Policy Statement

The School will implement communicable disease prevention and management practices consistent with current provincial guidance and applicable requirements.

The School recognizes that communicable diseases circulate in the community and that schools cannot eliminate all risk of transmission. The School will therefore use evidence-informed measures that are proportionate to the circumstances and that support regular attendance and participation whenever reasonably possible.

The School will monitor relevant guidance from the B.C. Ministry of Education and Child Care, BCCDC, the local Medical Health Officer and other applicable authorities and will update school practices when required.

Authority and Reference Framework

This policy is to be interpreted and implemented in conjunction with:

- the Independent School Act and applicable regulations, orders and requirements;
- applicable requirements of the B.C. Ministry of Education and Child Care;
- the Provincial Communicable Disease Guidelines for K–12 Settings;
- the Public Health Communicable Disease Guidance for K–12 Schools issued by BCCDC;
- applicable guidance, orders and directions issued by the Provincial Health Officer or local Medical Health Officer;
- applicable WorkSafeBC requirements; and
- other applicable legislation, regulations and school policies.

B.C. identifies the Provincial Communicable Disease Guidelines as a framework for independent school authorities and schools to support communicable disease prevention planning.

Where a public health order or other legally binding requirement conflicts with this policy, the legal requirement will take precedence.

Roles and Responsibilities

Board/Independent School Authority

The Board/Authority will:

- ensure that the School maintains appropriate communicable disease prevention and management policies and procedures;
- provide appropriate resources to support implementation of this policy;
- ensure that policies are reviewed periodically and updated when provincial requirements or public health guidance change; and
- support the School in meeting applicable independent-school requirements.

B.C. requires independent school authorities to establish school-specific policies and processes addressing responsibilities within the day-to-day operation of the school.

Principal/Head of School/School Administration

The Principal/Head of School or designate will:

- oversee implementation of this policy;
- monitor relevant public health guidance;
- communicate applicable requirements and expectations to employees, students and families;
- liaise with the local Medical Health Officer or public health unit when appropriate;
- ensure appropriate cleaning, ventilation and hygiene practices are maintained;
- respond to suspected or confirmed communicable disease incidents;
- maintain appropriate confidentiality regarding personal health information;
- determine when additional operational measures are required, subject to applicable public health direction; and
- ensure that employees receive appropriate information and training.

Employees

Employees will:

- follow the School's communicable disease prevention procedures;
- stay home when ill and unable to participate safely in normal activities;
- practise appropriate hand hygiene and respiratory etiquette;
- promptly report significant communicable disease concerns to the Principal or designate;
- follow public health directions applicable to their circumstances; and
- protect the privacy of students, families and colleagues.

Students

Students are expected to:

- follow school health and hygiene expectations;
- practise appropriate hand hygiene and respiratory etiquette;
- stay home when sick and unable to participate fully in regular activities;
- promptly tell an adult if they become unwell at school; and
- follow reasonable instructions intended to reduce the spread of communicable disease.

Parents and Guardians

Parents and guardians are expected to:

- monitor their child's health;
- keep a child home when the child is sick and unable to participate fully in normal activities;
- inform the School when their child has a communicable disease that requires notification or follow-up;
- follow public health advice regarding exclusion, treatment, testing, isolation or other measures; and
- provide current emergency contact information.

BCCDC advises families generally not to send a child to school when the child is sick and unable to participate fully in routine activities.

Prevention Measures

The School will maintain reasonable prevention measures appropriate to the school setting and current public health circumstances.

Staying Home When Sick

Students and employees should remain at home when they are ill and unable to participate fully in normal school activities.

A person who becomes ill while at school may be asked to leave school or remain in a designated area while arrangements are made for them to go home, depending on the circumstances.

Return to school should generally occur when the individual is sufficiently well to participate in regular activities and in accordance with any applicable disease-specific public health direction.

The School will not routinely require a medical certificate for ordinary illness unless required by applicable law, public health direction, or a specific circumstance.

Hand Hygiene

The School will promote regular hand cleaning with soap and water or an appropriate alcohol-based hand sanitizer.

Hand hygiene should be encouraged:

- before eating or preparing food;
- after using the washroom;
- after coughing, sneezing or blowing the nose;
- after outdoor activities where appropriate;

- after contact with bodily fluids;
- when hands are visibly dirty; and
- at other appropriate times.

Handwashing facilities and/or hand sanitizer will be made reasonably accessible throughout the school.

Respiratory Etiquette

Students, employees and visitors will be encouraged to:

- cover coughs and sneezes with a tissue or sleeve;
- dispose of tissues appropriately; and
- clean their hands after coughing, sneezing or blowing their nose.

Cleaning and Disinfection

The School will maintain routine cleaning and disinfection practices appropriate to the school environment.

High-touch surfaces and areas requiring additional attention will be cleaned at appropriate intervals.

When a person known or suspected to have a communicable disease has been in an area requiring additional cleaning, the School will follow appropriate cleaning and disinfection procedures.

Ventilation

The School will maintain heating, ventilation and air-conditioning systems in accordance with applicable requirements and good practice.

Where practical, the School will support the circulation of outdoor air and other reasonable measures that contribute to good indoor air quality.

Food and Shared Items

The School will maintain appropriate food safety and hygiene practices. Sharing of food, beverages, utensils or other items that may reasonably contribute to disease transmission may be restricted where circumstances warrant.

Personal Protective Equipment and Masks

Masks and other personal protective equipment are not routinely required unless directed by public health, required for a particular task or setting, or adopted by the School in response to specific circumstances.

Individuals may voluntarily wear a mask when permitted and appropriate.

Where public health guidance recommends or requires masks or other protective measures, the School will implement those measures as applicable.

Immunization

The School encourages students, employees and families to remain up to date with recommended immunizations.

The School may provide or distribute evidence-based information about immunization and may cooperate with public health authorities in vaccination programs or communications.

Disease-specific immunization requirements, records or public-health measures will be managed in accordance with applicable legislation and current public health direction.

Management of Illness at School

When a student or employee becomes ill at school:

1. The individual will be assessed by an appropriate staff member based on the circumstances.
2. The individual may be moved to a suitable area while arrangements are made for them to leave the School, where appropriate.
3. Parents/guardians will be contacted when a student needs to leave school.
4. Emergency medical assistance will be sought where the individual's condition warrants it.
5. Staff will use reasonable measures to reduce exposure to others while the individual is awaiting departure.
6. Frequently touched surfaces and areas requiring cleaning will be addressed as appropriate.

The School will not diagnose communicable diseases. Diagnosis and treatment remain the responsibility of qualified health professionals.

Confirmed or Suspected Communicable Disease

Parents/guardians or employees should notify the School when they become aware of a confirmed communicable disease where notification is required by public health guidance or where the information is reasonably necessary to protect the school community.

The School will:

- maintain confidentiality to the extent reasonably possible;
- seek advice from the local public health authority when appropriate;
- follow disease-specific public health instructions;
- implement recommended measures where directed or appropriate;
- communicate relevant information to affected members of the school community without unnecessarily identifying the individual; and
- maintain records necessary for operational, legal or public health purposes.

The School will not disclose the identity of an individual with a communicable disease to the school community unless disclosure is legally required or specifically authorized and necessary.

Public Health Notification and Outbreak Response

The School will contact the local Medical Health Officer or public health unit when:

- required by law or public health direction;
- there is concern about transmission of a communicable disease within the School;
- the School receives direction to do so; or
- public health expertise is required to assess or manage a situation.

The School will cooperate with public health authorities during investigations, contact tracing,

outbreak management, immunization activities or other public health measures, subject to applicable privacy requirements.

Where public health identifies an outbreak or elevated risk, the School will implement measures recommended or required by public health.

The School recognizes that public health authorities may issue directions or orders applicable to schools in response to communicable disease risks.

Communication

The Principal/Head of School or designate will coordinate communications regarding significant communicable disease events.

Communications will:

- provide factual and relevant information;
- respect individual privacy and confidentiality;
- identify actions that students, employees and families should take;
- identify when public health guidance should be followed; and
- avoid unnecessary speculation or identification of individuals.

Where a disease-specific public health notification is required, the School will use the communication approach recommended by the local Medical Health Officer or BCCDC.

High-Risk and Vulnerable Individuals

The School recognizes that some members of the school community may face increased risk from certain communicable diseases.

Where appropriate, the School will work with families, employees and relevant health professionals to implement reasonable accommodations and individualized measures consistent with applicable law and School policies.

The School will protect the privacy of individuals regarding medical conditions and will not disclose medical information unnecessarily.

Student Support and Continuity of Learning

Where a student must remain away from school because of illness or public health direction, the School will make reasonable efforts to support continuity of learning appropriate to the student's circumstances and the School's available resources.

The School will also consider reasonable accommodations for students whose health circumstances require additional support.

Special Circumstances and Public Health Emergencies

During a significant communicable disease event, epidemic, pandemic or other public health emergency, the School may implement additional measures as required or recommended by the Provincial Health Officer, Medical Health Officer, BCCDC, Ministry of Education and Child Care or other competent authority.

Additional measures may include, as appropriate:

- enhanced cleaning and disinfection;

- temporary changes to activities or programming;
- increased ventilation measures;
- masking or other protective measures;
- changes to visitor or facility-use procedures;
- additional screening or monitoring where specifically recommended;
- temporary exclusion or other disease-specific measures;
- remote or alternative learning arrangements where authorized and necessary; and
- enhanced communication with families and employees.

Any such measures will be proportionate to the circumstances and reviewed regularly.

Visitors, Contractors, and Community Users

Visitors, contractors, volunteers and community groups using School facilities are expected to follow applicable communicable disease prevention measures.

Individuals who are ill and unable to participate safely in normal activities should not attend the School.

The School may establish additional requirements for particular activities, facilities or circumstances where reasonably necessary.

Privacy and Confidentiality

Personal health information will be handled confidentially and only accessed, used or disclosed as permitted or required by applicable law.

Employees must not disclose information about another person's illness, diagnosis, immunization status or medical circumstances except where authorized or required for legitimate school, safety or public health purposes.

Record Keeping

The School will maintain records necessary to demonstrate implementation of this policy and to respond appropriately to public health requirements.

Where records relating to communicable disease are collected, they will be stored securely and retained in accordance with applicable privacy, records-management and legal requirements.

Training and Awareness

The School will provide employees with information appropriate to their responsibilities concerning:

- communicable disease prevention;
- hand hygiene and respiratory etiquette;
- illness-at-school procedures;
- cleaning and disinfection;
- emergency and public health procedures; and
- any disease-specific measures that apply to their work.

Students will receive age-appropriate instruction and reminders regarding personal health practices.

Non-Discrimination and Respect

The presence or suspected presence of a communicable disease must not be used as a basis for bullying, harassment, stigma or discrimination.

The School will promote respectful treatment of individuals and families affected by communicable diseases.

Policy Review

The Principal/Head of School or designate will review this policy at least annually and whenever there is a significant change to:

- provincial legislation or regulation;
- Ministry of Education and Child Care requirements;
- BCCDC guidance;
- direction from the Provincial Health Officer or local Medical Health Officer; or
- the School's operational circumstances.

The School will update associated procedures and practices as necessary.

Definitions

Communicable disease: An infectious disease that can be transmitted directly or indirectly from one person, animal or environment to another.

Medical Health Officer: The local public health physician responsible for exercising public health authority within the applicable geographic area.

Public Health: The applicable regional health authority and its public health services, including the Medical Health Officer and designated public health professionals.

School community: Students, employees, parents/guardians, volunteers, contractors, visitors and other persons participating in or accessing School activities or facilities.

Public health direction: Advice, guidance, recommendation, order, instruction or other direction issued by a competent public health authority.

Drafted: November 2, 2024. Revised: September 3, 2026.

PEAK Montessori Society Discipline Policy

Policy Statement

The PEAK Montessori Society expects all learners, staff, and other members of the PEAK Montessori Society to be treated with respect and courtesy, in accordance with the Employee Handbook.

Expectations of the level of behaviour vary according to the age and developmental level of a learner.

When parents/caregivers/guardians choose to enroll their child at PEAK Montessori Academy, they are committing themselves to its philosophy of discipline. It is expected that parents/caregivers/guardians and guides will work together to guide and support learner behaviour.

Policy Rationale

At PEAK Montessori Academy, discipline is approached in a positive and cooperative manner consistent with the Montessori philosophy, illustrating Dr. Montessori's emphasis on "grace and courtesy."

The intent of discipline in education is to support learners with the development of respect and courtesy for themselves, their guides, their fellow learners, as well as for the environment in the classroom and beyond.

At PEAK Montessori Academy, we value respect for each other. This allows learners, staff, and society members to feel safe, to develop a sense of belonging, to forge friendships with peers and maintain respectful relationships. With this sense of community, teaching and learning thrive.

This policy also supports compliance with Section 12(1)(b) of the *Independent School Act* and the *Ministerial Order 41/91 – Code of Conduct*, as well as Ministry of Education and Child Care expectations for student discipline and safety in independent schools.

Scope

The school takes responsibility for the learners within school hours and during authorized school functions while the learners are under its care. Before school and after dismissal are the responsibility of the parents/caregivers/guardians.

Policy and Procedures

Purpose

Our policy is to take a constructive approach to discipline that creates opportunities for learners to address problems and misunderstandings and develop better self-control and motivation to become engaged, constructive members of society.

Awareness

Through programs, staff shall help raise awareness of the Code of Conduct and how learners can incorporate it in their daily behaviours.

Prevention

Our staff are leaders who nurture and model a school climate that fosters community and civil behaviour.

- Staff shall make students aware that they can safely (and confidentially) communicate complaints about problems with other students (and any other matter) to staff.

All staff will receive annual training on this policy, including expectations under the *Code of Conduct*, restorative discipline practices, and procedures for documentation, communication, and fairness in student discipline. Records of completed training will be maintained in the school's administrative files.

Intervention

Staff may exercise their judgment to choose, depending on circumstances, whether to start intervention at Stage 1, or go directly to Stage 2 or Stage 3. Descriptions of special situations follow below the descriptions of three stages of intervention.

Stages of Intervention

Stage 1

In this stage, the issue is addressed by the parties and the first member of staff that is aware of a problem.

1. Staff shall, where appropriate, encourage learners to work out issues among themselves.
2. If this does not help to resolve an issue, the staff shall give guidance. Depending on the situation, this may include one or more of: redirection, confiscation, isolation from others, discussing/clarifying seriousness, and consequences.
3. Staff may inform parents/caregivers of learner(s) involved. Staff may meet with parents/caregivers.
4. Staff shall maintain confidentiality.
5. If the staff's guidance does not resolve the difficulty, the staff shall report the matter to the Principal/Head of School or their delegate (go to Stage 2).

Stage 2

In this stage, the issue is addressed with the involvement of the Principal/Head of School or their delegate.

1. The Principal/Head of School or their delegate shall investigate every staff report about a discipline problem. The Principal/Head of School or their delegate shall interview participants and witnesses, and review evidence, as necessary.
2. The Principal/Head of School or their delegate shall assess the harm to determine how to proceed (e.g., is the issue harassment, bullying, child abuse, violent behaviour, or other).
3. The Principal/Head of School or their delegate shall consider informing

parents/caregivers/guardians of learner(s) involved and involving the parents/caregivers/guardians early in the discussion.

4. The Principal/Head of School or their delegate shall involve the learners(s) in a process that may include the following activities:
 - Describe the issue or problematic behaviour to the learner(s) in a specific and concrete way and explain the impact(s).
 - State the school's policy on discipline, and possible action or consequences.
 - Discuss expectations in a specific and concrete way.
 - Explain options and encourage learners(s) to suggest remedies.
 - Indicate when the Principal/Head of School or their delegate will check back with the learner(s), staff, and parents/caregivers to see if the issue has been resolved.
5. The Principal/Head of School or their delegate shall document a summary of these events, including names, times and methods of communication, and retain a copy in administrative files.

Stage 3

In this stage, the issue is addressed with a formal plan and may involve authorities outside the school. The Principal/Head of School or their delegate shall take the following action:

1. Notify student(s) and parents/caregivers/guardians involved and the Board of Directors of the PEAK Montessori Society that action will be taken.
 2. Assess the need to refer to the appropriate authorities.
 3. Ensure that a formal plan is prepared to address the cause of the discipline problem. The plan shall include specific accountability for monitoring and follow-up and may include serious disciplinary action.
 4. Ensure that all steps in the plan are implemented in a timely manner. Document a summary of these events, including names, times and methods of communication, and retain a copy in the administrative files.
- All documentation and related records shall be kept securely and confidentially for a minimum of five years and may be accessed only by the Principal, Board Chair, or other authorized officials as required by law.

The following issues require a Stage 3 response:

Probation: The Principal/Head of School or their delegate may set a limited probationary period of one to four weeks to try to work out the problems if there is a serious question about whether the learner can function in a healthy way in the school.

Counselling: The Principal/Head of School or their delegate may ask the family to seek appropriate counselling or other assistance, to best meet the needs of the learner and to maintain a quality program for all learners.

Learner Suspensions

When misbehaviour creates a serious infraction of the Code of Conduct, a learner may be required to leave the classroom for an in-school suspension or may be required to leave the school for an out-school suspension. These may occur at the discretion of the Principal/Head of School or their delegate.

When an out-school suspension is invoked, the parents/caregivers will be called to pick up the learner immediately. The learner will only be released to an authorized person. The

suspension is terminated by a meeting with the Principal/Head of School or their delegate, the learner, and the parents/caregivers/guardians. Conditions for reinstatement will be agreed upon by all parties.

Meetings with Parents/Caregivers/Guardians

Parents/caregivers/guardians of the learner(s) involved may be called in for an emergency meeting with the Principal/Head of School or their delegate to discuss the problem, as well as to exchange ideas about suitable solutions and possible further consequences.

Violent Behaviour

If a learner acts violently towards another learner or staff, the circumstances will be immediately reviewed by the Principal, or their delegate, and the learner may be suspended from the school for one or more days without a warning. For behaviours that are repeated or escalating in nature, the suspension shall be for five or more days, without a warning, and the learner may be expelled.

Weapons

A weapon is anything that is commonly used or designed to hurt someone or to cause someone to be fearful. This policy uses the definition of a weapon in the *Criminal Code of Canada*: anything used, designed to be used or intended for use (a) in causing death or injury to any person, or (b) for the purpose of threatening or intimidating any person. Weapons of any kind are prohibited on school premises. If a learner is found in possession of a weapon, the circumstances will be immediately reviewed by the Principal/Head of School or their delegate and the learner may be suspended from the school for one day, without a warning. For weapons threats of a serious nature, the suspension shall be for five or more days, without a warning, and the learner may be expelled.

Drugs

If a learner is found in possession of non-prescription drugs, the circumstances will be immediately reviewed by the Principal/Head of School or their delegate and the learner shall be suspended from the school for one or more days, without a warning, and the learner may be expelled.

Process and Timelines

To enable timely responses to discipline issues as they arise, the Principal/Head of School may delegate their authority under this policy for periods when the Principal/Head of School or their delegate is unavailable.

Time is of the essence in dealing with some discipline issues, since the related hazard or damage may continue while the interventions and planning are under way.

Stages 1 and 2

Proceed in a timely manner at the discretion of staff and Principal/Head of School or their delegate.

Stage 3

Once the Principal/Head of School or their delegate determines the matter requires a Stage 3 response, a plan shall be completed in 5–10 working days.

- If a suspension is deemed necessary, this may be implemented immediately by the Principal/Head of School or their delegate.
- If a decision is made to expel a child, a letter will be prepared for the parents/guardians including the following: steps taken in the investigation of the incident/issue, a list of the authorities contacted and policies reviewed, the decision and steps to appeal the decision.

Appeals

Parties involved may consult the Appeals and Complaints Policy.

Definitions

The following definitions are intended to enhance understanding of this policy. They are descriptive only and not intended to be used for any legal actions:

Abuse - As defined in the Child Protection Policy, and the *Inter-Ministry Child Abuse Handbook*. Child abuse includes physical, emotional, and verbal neglect and/or abuse and sexual abuse.

Bullying - As defined in the Harassment and Bullying Prevention and Management Policy. "Bullying...is a pattern of repeated aggressive behaviour, with negative intent, directed from one child to another where there is a power imbalance." (The most widely accepted definition from the work of leading Norwegian researcher, Dr. Dan Olweus)

Harassment -As defined in the Harassment and Bullying Prevention and Management Policy.

Staff - Any individual who is employed by the PEAK Montessori Society, including an independent contractor who has entered into an agreement with the Society.

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative or Ministry changes related to school discipline or student safety.

References

Independent School Act
Ministerial Order 41/91 – Code of Conduct
Child, Family and Community Service Act
Supporting Positive Behaviour in BC Schools (2023)
Criminal Code of Canada
Appeals and Complaints Policy
Harassment and Bullying Prevention and Management Policy

PEAK Montessori Society Educational Resources Policy - Draft

Policy Statement

Independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the *Independent School Act*, s.4(1)(b).

Policy Rationale

The Ministry of Education and Child Care gives school authorities the ability to choose their learning resources. The school authority for PEAK Montessori Academy is PEAK Montessori Society.

This policy sets out the procedures that determine how learning resources are chosen and how concerns or challenges are addressed by PEAK Montessori Academy.

All approved learning resources must align with the *British Columbia Curriculum* and with PEAK Montessori Academy's Montessori curriculum and philosophy.

Definition of Learning Resources

Learning resources are:

- Texts
- Videos
- Software
- Instructional materials

This policy is specific to learning resources that form the core program collection of resources. Learning resources used in the classroom will be evaluated and approved by PEAK Montessori Academy with consideration given to curriculum fit, educational value, social considerations, age and developmental appropriateness, as well as PEAK Montessori Academy's philosophical and cultural values.

Learning Resources Approval Process

PEAK Montessori Academy encourages classroom guides to use education materials that have been formally evaluated before being used in the classroom. The evaluation process involves a minimum of two school representatives, one of whom is a practicing classroom guide with at least two years' experience, preferably at the grade level and subject area for which the resources are to be used.

The recommended scope of professional learning resources for review includes Kindergarten and Grades 1–5.

The evaluation criteria used in determining appropriate learning resources for the school include, but are not limited to:

- Supporting the learning standards and outcomes of the curriculum (Montessori and Ministry)
- Assisting learners in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by the *Personal Information Protection Act (PIPA)*
- Suitability for a Montessori environment
- Suitability based on the education, social, philosophical, and/or cultural values of PEAK Montessori Academy

Evaluating resources from the perspective of educational, social, philosophical, and/or cultural values:

- Encourages understanding and promotes positive social attitudes and respect for diversity and individual differences
- Encourages learners to see themselves and their life experiences within a free, diverse, and democratic society as evidenced in the learning materials they use in their classroom
- Identifies potential controversial or offensive elements that may exist in the content or presentation, and highlights where resources might support positive social attitudes, diversity, and demonstrate tolerance and respect for individual differences.

Resource evaluation will be based on one or more of the following inclusion criteria:

- Age and accessibility
- Course content, skills, and competencies
- Educational perspectives
- Multiculturalism and diversity
- Beliefs and values
- Cultural attributes
- Humour
- Social responsibility
- Democratic principles
- Ethical and legal considerations
- Respect for individual differences
- Service learning
- Language
- Violence
- Socio-economic factor

All staff will receive annual orientation and/or training on this policy, including the selection, evaluation, and use of learning resources in alignment with both the Montessori and B.C. curriculum.

Authority Approval

The Principal/Head of School or their delegate will recommend changes to core resources used by PEAK Montessori Academy to the PEAK Montessori Society Board of Directors annually or more often as required.

Recommendations for learning resources will be reviewed to ensure a reasonable process was followed in line with this policy and approval will be confirmed by a motion passed by the PEAK Montessori Society Board of Directors.

New resources will then become recommended resources for a five-year period unless they are withdrawn or replaced. PEAK Montessori Academy may continue to use the learning resources after five years if again submitted for an additional five-year period.

Withdrawal of a Recommended Learning Resource

Learning Resources will maintain a recommended status of five years, after which continued status will be subject to, but not limited to, criteria such as curriculum relevance and availability.

The recommendation of withdrawal or replacement will be made by a committee of at least two representatives of PEAK Montessori Academy, one being a practicing guide with at least two years' experience preferably at the grade level and subject area for which the resources are used.

The recommended scope of professional learning resources for review includes Kindergarten and Grades 1–5.

Learning resource approval is confirmed by a motion passed by the PEAK Montessori Society Board of Directors.

Challenge to the Use of PEAK Montessori Society Recommended Learning Resources

Challenges to the use of PEAK Montessori Society recommended learning resources must be made in writing to the Principal/Head of School, identifying the learning resource and stating the reason why the resource(s) may not be suitable.

Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education and Child Care staff.

Within 14 days of written receipt of a learning resource challenge, the Principal/Head of School or their delegate will convene a meeting of a committee, consisting of a minimum of three representatives of PEAK Montessori Academy, one of whom must be an administrator and another a practicing classroom guide. The practicing guide must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

The Principal/Head of School or their delegate will provide a recommendation to the Board of Directors. Based on the committee's recommendation, the Board of Directors may dismiss the challenge, raise the awareness of the implications of using the resource with the teaching staff, communicate with the publisher and/or withdraw the recommended resource from further use in the school.

The Principal/Head of School or their delegate will be responsible to notify the individual issuing the challenge of the Board's decision in writing within 14 days of the decision.

Sources of Learning Resources

PEAK Montessori Academy will use suppliers of Montessori materials (such as Nienhuis) to source core classroom materials.

The school may use the services of the Education Resource Acquisition Consortium (ERAC) to assist in choosing or approving learning resources. PEAK Montessori Academy will also consider core program materials by publishers such as Nelson and Orca Books.

Digital and online content (IXL, Xtra Math, Brain Pop, etc.) and programs are also reviewed to consider developmental appropriateness through the Montessori lens. All digital and online materials will comply with *Personal Information Protection Act (PIPA)* and *Ministry of Education and Child Care* data protection and digital safety standards.

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative or Ministry changes related to learning resources or educational materials.

References

Independent School Act

Independent School Regulation

British Columbia Ministry of Education and Child Care, Learning Resources Policy

British Columbia Ministry of Education and Child Care, Guidance on Learning Resources Selection

Personal Information Protection Act (PIPA)

B.C. Curriculum

PEAK Montessori Society Emergency Preparedness Policy – Draft

Overview

During an emergency, the safety of learners and staff is our top priority. To provide an effective response to any school crisis, emergency plans are in place for PEAK Montessori Academy, and we work in conjunction with local agencies to plan for, respond and to communicate during emergency events.

This policy supports compliance with the *Independent School Act*, the B.C. *Fire Code*, Emergency Management BC guidance for schools, *WorkSafeBC* Occupational Health and Safety requirements, and public health directives.

State of Emergency

Should a state of emergency be called by a level of government, the school will refer to the Business Continuity Plan to maintain or resume operations. Should there be specific guidelines in relation to health and welfare during the state of emergency, these will take precedence. All public health guidelines will be reviewed, and practices documented and adjusted according to expectations outlined by the governing body.

Earthquake

In the event of an earthquake, learners will be instructed to drop and cover. Drop and cover follows this process: drop to the ground, take cover by getting under a sturdy desk or table, and hold onto it until the shaking stops. Evacuation will proceed as soon as it is safe to do so. Earthquake drills are practiced a minimum of three times per year for the whole school.

Fire

In the event of a fire at school, the fire alarm will be sounded by the person discovering the fire. Learners will be evacuated from the building using the nearest safe exit and will assemble at a predetermined location where attendance will be taken, and the names of missing students and their possible location are reported to the Principal/Head of School or their delegate. Fire drills are practiced on a regular basis.

All fire safety procedures and drills will comply with the B.C. *Fire Code* and local fire authority requirements.

Hold & Secure

A 'hold & secure' should be used when it is desirable to secure the school due to an ongoing situation outside the school and not related to the school (e.g., a robbery occurs near a school, a cougar has been sighted in the neighbourhood, etc.). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

Lockdown

A 'lockdown' is only to be used when there is a major incident or threat of school violence within the school, or in relation to the school. The school will follow the established lockdown

procedures. Parents should wait for information from the Principal/Head of School or their delegate before picking up their children. Lockdown drills are practiced at the school, at least two per year.

Critical Incident Response Team

The CVSD Critical Incident Response Team (CIRT) provides support to schools and families dealing with critical incidents through a provision of expertise, resources and additional counseling. This team may be consulted to develop an action plan in response to a critical incident and may invite the district CIRT to provide further support. Alternatively, a school based team may be initiated to address emerging or ongoing critical incidents. External support may also include local police, fire, health, and community crisis response services, as available.

Violence Threat Risk Assessment

From time to time it may be necessary to respond to threatening behavior toward students or staff. To ensure the safety of learners, staff, parents and others, threats must be taken seriously, investigated, and responded to. The principal will attend basic threat and risk training to handle these situations.

Drills

Drills will be completed annually, with the following frequency:

- Six (6) fire drills per year
- Three (3) earthquake drills per year
- Two (2) lockdown drills per year
- One (1) hold and secure drill per year
- One (1) shelter in place drill per year
- One (1) clear room drill per year
- One (1) reunification/student release drill per year

All procedures for drills can be found in the Employment Guide. Drill records will be documented and retained in the school's administrative files for a minimum of five years.

Emergency Roles, Training, and Supplies

- The Principal/Head of School will designate an Emergency Preparedness Coordinator (or their delegate) responsible for maintaining plans, coordinating drills, and liaising with local authorities.
- All staff will receive annual training and/or orientation on emergency procedures (earthquake, fire, hold & secure, lockdown, reunification, first aid roles, and communications).
- Classrooms and common areas will maintain age-appropriate emergency supplies.
- Planning will include accommodations for learners and staff with diverse needs (mobility, sensory, medical).

Family Communication and Student Release (Reunification)

- During emergencies, official information will be provided by the Principal/Head of School or their delegate via the school's designated communication channels (e.g., email/SMS/phone tree).
- A controlled student release (reunification) process will be used; learners will only be released to authorized adults recorded on the student's emergency contact list upon

- presentation of identification, at the designated reunification location.
- Communications and personal information handled during emergencies will comply with the *Personal Information Protection Act (PIPA)*.

Health Emergencies and Communicable Disease Response

The school will follow public health orders and guidance for communicable disease prevention and response and will maintain procedures consistent with *WorkSafeBC* and local public health requirements.

Business Continuity and Recovery

Following an incident, the school will assess facility safety, support learner/staff wellbeing, restore instructional services as soon as practicable, and document lessons learned for plan improvement.

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative, Ministry, public health, or safety guideline changes.

References

Independent School Act

B.C. *Fire Code* and local fire authority requirements

Emergency Management BC – School Emergency Planning Guidance

WorkSafeBC Occupational Health and Safety Regulation

Personal Information Protection Act (PIPA)

Local Police/Fire/Public Health Guidance

School Emergency Preparedness Guide (TBD)

Business Continuity Plan (BCP)

PEAK Montessori Society Field Trip & Outing Policy – Draft

Policy Statement

The PEAK Montessori Society recognizes that field trips and outings, properly planned and supervised, are integral to a Montessori-based educational program, and offer learners the opportunity to augment their intellectual, social, and physical development. Where possible, guides are encouraged to supplement the standard curriculum with field trips and “Going Outs.”

Policy Rationale

The purpose of this policy is to establish guidelines for authorizing, planning, and monitoring field trips/outings, and to ensure that field trips/outings are conducted safely. This policy supports compliance with the *Independent School Act*, the *Ministry of Education and Child Care Field Trip Guidelines*, and local health, transportation, and safety regulations.

Authorization

Before planning a field trip/outing or raising funds necessary to pay the cost of a field trip/outing:

- Guides must submit a Request for Approval to the Principal/Head of School.
- The Principal/Head of School must approve the educational component of the field trip/outing.
- The Principal/Head of School must approve the cost of the field trip/outing under \$5,000.00.

The Board must be notified at least 21 days in advance of any field trips/outings involving travel outside of the Comox Valley, or overnight stays and in excess of a \$5,000.00 budget. All trips will include a documented risk assessment addressing supervision ratios, transportation methods, environmental conditions, and emergency preparedness measures prior to final approval.

Parental Authorization

Before the commencement of each school year, parents must sign a general authorization on the registration form permitting ‘walking field trips and outings’ and excursions to local areas, including, but not limited to, local parks, the library, recreation facilities, the grocery store, etc.

Learners may participate in field trips/outings not covered by the general authorization where a parent or guardian has provided written permission by completing and signing a PEAK Montessori Field Trip/Outing Permission Slip before the date of the proposed field trip/outing. In exceptional circumstances, email or other written permission may be granted.

Parents must notify guides where a learner has any disability, medical problem, or need that must be accommodated. All field trip/outing consent forms will comply with the *Personal Information Protection Act (PIPA)* and will be stored securely.

Planning

Where possible, guides should provide learners and parents with one week's written notice of a field trip/outing. Notice should include the date, time, and location of the proposed excursion and should list any specific requirements (transportation requirements, clothing, or equipment, for example).

For each field trip/outing, guides must appoint a field trip/outing leader. The school office must be notified of any changes to field trip/outing departure or arrival times or locations.

All staff involved in off-site activities will receive annual orientation on this policy, including supervision expectations, emergency response procedures, and risk management practices.

Transportation

Where possible (and economically feasible) the use of a (public transit) bus to transport children to and from the field trip/outing location is encouraged.

Where parents are required to assist in the transportation of learners:

- All parents must submit to PEAK Montessori Academy, at the time of re-registration in January, a completed "Volunteer Driver Information and Authorization" form.
- Parent drivers must submit to the school's Principal/Head of School, before the day of the proposed field trip, a copy of the parent's driver's license and current proof of insurance with a minimum of \$2,000,000 third party liability coverage, and an updated copy of PEAK Montessori Academy's "Volunteer Driver Information and Authorization" form (if any information is different than what the school has on file).
- Parent drivers must ensure that each child has a seatbelt or, where required, an appropriate car seat or booster seat. (Current law requires car seats for children under 40 pounds and booster seats for children over 40 pounds until they are 9 years old or 4'9" tall.
- Learners must be driven directly to and from the field trip/outing site unless the field trip/outing leader has approved other arrangements.
- The field-trip/outing leader will complete a list of learners assigned to each bus or vehicle with the names of the volunteer parent driver.

All transportation arrangements will comply with the *Motor Vehicle Act* and *Insurance Corporation of British Columbia (ICBC)* safety requirements.

Safety Precautions

Before each field trip/outing, the field trip/outing leader should provide all guides, parents, and other adults with a briefing on details regarding the trip, their specific duties, and authority.

This planning guide is responsible for ensuring a first-aid kit, medical alert information, a list of emergency contact numbers for all learners, contact numbers for volunteer parent drivers, and student medical supplies, such as epi-pens, are taken on the trip. The guide will ensure that learners with indication of requiring an epi-pen or other lifesaving medication on file will have access to their supplies for the duration, including transport.

If using parent drivers, each driver should be given a sealed envelope with the medical numbers of each child, should they be necessary.

Parents accompanying students on a field trip/outing may not bring pets or siblings.

When traveling by bus, prior to departure, guides will discuss bus safety and evacuation protocols.

At least one staff member on each field trip/outing will hold a current first aid certification. Emergency procedures will be practiced and reviewed with staff and volunteers in advance of departure.

Post Trip

The field trip/outing leader should complete and submit a post field-trip/outing report in the event of any accidents, incidents, or unusual or unsatisfactory experiences. Incident reports will be reviewed by administration and retained in the school's administrative files for a minimum of five years.

Multiple Day Field Trips

For multiple night or field trips/outing outside of Comox Valley, the Trip Coordinator must:

- Arrange for at least one information meeting for participants, parents/guardians, administration, and supervisors.
- Establish clear guidelines and expectations for guides, participants, and parents/guardians.
- Ensure that a complete information package is available in the PEAK Montessori office, including all field trip/outing destination addresses, telephone numbers, and other reasonably necessary information.
- Ensure appropriate medical insurance coverage.
- Ensure contingency plans are developed for illness, weather, or transportation interruptions.

Communications

During each field trip/outing (including 'walking outings'), guides will carry a cell phone, first-aid kit, medical alert information, a list of emergency contact numbers for all learners and contact numbers for volunteer parent drivers.

During each field trip/outing (including 'walking outings'), guides will have the contact information for the Principal/Head of School and Administrator. In the case of an emergency during school hours, they will contact the school as soon as it is safe to do so. Learner safety takes precedence over communications at all times.

Outside of school hours, the Principal/Head of School can be contacted directly. The administration will assist with decision making and communications with families and other agencies, as necessary.

All communications and emergency contact information will be managed in accordance with the *Personal Information Protection Act (PIPA)*.

Definitions

Field Trip/Outing – A school field trip is a supervised guide or school sponsored activity (curricular or extra-curricular) where learners leave the school premises for part of a day, a day, or multiple days. Field trips are led by the classroom guide and will include all students. Outings are experiential learning opportunities that are led by the learner's interest and are organized by learners. Outings are supervised by classroom guides, school staff, or a parent volunteer.

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative or Ministry changes related to student safety, transportation, or field trip procedures.

References

Independent School Act

Motor Vehicle Act

Ministry of Education and Child Care – Field Trip Guidelines

Personal Information Protection Act (PIPA)

Insurance Corporation of British Columbia (ICBC)

WorkSafeBC – Health and Safety in Off-Site Activities

PEAK Montessori Academy Emergency Preparedness Policy

DRAFT

Drafted: October 7, 2024 Revised: September 1, 2026.

PEAK Montessori Society Harassment and Bullying Prevention (Discrimination Protection) Policy – Draft

Policy Statement

The PEAK Montessori Society expects all learners, staff, and other members of the PEAK Montessori Society to be treated with respect and courtesy, in accordance with the Code of Conduct to contribute to a safe and caring environment.

Any incident of harassment or bullying that comes to the attention of staff or Administration will be actively addressed, with the intent of pursuing healing and empowerment for the victim/target, and healing and accountability for the harasser/bully. Educating learners to be proactive, instead of passive bystanders, is part of developing and maintaining a healthy social milieu. The physical safety, emotional wellbeing, and social connectedness of all members of the community shall be protected from all forms of bullying, including cyberbullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

This policy supports compliance with the *Independent School Act*, the *B.C. Human Rights Code*, and the *Harassment and Bullying Prevention Order (Inspector of Independent Schools)*, and aligns with the Ministry of Education and Child Care's expectations for maintaining a safe and inclusive learning environment.

Policy Rationale

Harassment and bullying have a negative impact on the learning environment and can leave individuals with lasting scars. The school leadership therefore takes a firm and intentional position against all forms of harassment and bullying.

At PEAK Montessori Academy we value respect for each other. This allows learners, staff and society members to feel safe, to develop a sense of belonging, to forge friendships with peers and maintain respectful relationships. With this sense of community, guiding, teaching, and learning thrive. We wish to foster an atmosphere of grace and courtesy, and to nurture compassion as a valued personal quality.

Scope

The school is responsible for developing policy, procedures and programs that address all forms of harassment, bullying, discrimination, isolation, and abuse.

This policy addresses harassment and bullying of one or more learners, parents, or staff by another member of the community.

For policy regarding child abuse see the Child Abuse Policy.

For policy regarding behavioural expectations, see the PEAK Montessori Society Employee Handbook.

For policy regarding discipline, see the PEAK Montessori Society Discipline Policy.

Policy and Procedures

Purpose

Our policy models a respectful environment that prevents harassment and bullying from occurring and, in the event that it occurs, promotes healing and empowerment for the victim/target, and healing and accountability for the harasser/bully.

Awareness

Through programs, staff shall help raise awareness of the Code of Conduct and how learners can incorporate it into their daily behaviours.

There are many underlying causes of bullying. Harassment and bullying can be blunt or subtle and may continue undetected by anyone other than the victim/target.

While the impact of harassment and bullying has generally been minimized by society in the past, research and awareness campaigns have led to a greater understanding of the impact and factors affecting those in these unhealthy relationships. There is solid science on which to base decisions and programs that promote young people's health and safety.

Through programs, staff shall help raise awareness of harassment and bullying, and strategies to combat these or seek help. Whenever staff become aware of an allegation or instance of bullying behaviour, they will inform the Administration.

All staff will receive annual training on this policy, including the identification, reporting, and documentation of harassment, bullying, and discrimination, and restorative practices for resolution and support.

Prevention

Our staff are leaders who nurture and model a school climate that fosters community, helps to prevent harassment and bullying, and works for forgiveness, healing and reconciliation when either of these occurs. Guides explicitly teach the elements of healthy relationships and bullying prevention in their classrooms.

Learners will be introduced to restorative justice and circle practices.

Staff shall make learners aware that they can safely (and confidentially) communicate complaints about harassment and bullying (and any other matter) to staff.

Staff will prioritize learner safety over reconciliation to support learner security and avoid further trauma.

Intervention

When responding to acceptable and unacceptable behaviours, staff may exercise their judgment to choose, depending on circumstances, whether to start intervention at Stage 1, or go directly to Stage 2 or Stage 3.

Expectations of the level of behaviour vary according to the age and development of a learner.

Stage 1

In this stage, the issue is addressed by the parties and the first member of staff who is aware of a problem.

Staff shall, where appropriate, encourage learners to work out issues among themselves.

If this does not help to resolve an issue, the staff shall give guidance.

Staff may inform parents/caregivers of learner(s) directly involved.

Staff respect confidentiality and limit disclosure and communication to those with professional responsibility for the learner.

If the staff's guidance does not resolve the difficulty, the staff shall report the matter to the Principal/Head of School or their delegate (go to Stage 2).

Stage 2

In this stage, the issue is addressed with the involvement of the Principal/Head of School or their delegate.

The Principal/Head of School or their delegate shall investigate every reported complaint or staff report about harassment or bullying. The Principal/Head of School or their delegate shall interview participants and witnesses, and review evidence, as necessary.

The Principal/Head of School or their delegate shall assess if the harm is harassment, bullying or child abuse. In the case of child abuse, refer to the Child Protection Policy.

The Principal/Head of School or their delegate shall consider informing parents/caregivers of learners(s) involved and involve them early in the discussion.

The Principal/Head of School or their delegate shall lead a reconciliation process that may include the following activities:

- Describe the harassment/bullying behaviour to the learner(s) in a specific and concrete way and explain the impact on the recipient(s).
- State the school's policy on harassment and bullying, and possible action or consequences.
- Discuss expectations in a specific and concrete way.
- Explain options and encourage learner(s) to suggest remedies.
- Indicate when the Principal/Head of School or their delegate will check back with the learner(s), staff and parents/guardians to see if the harassment/bullying has been resolved.

The Principal/Head of School or their delegate shall document a summary of these events, including names, times and methods of communication, and retain a copy in administrative files.

Stage 3

In this stage, the issue is addressed with a formal plan and may involve authorities outside the school. The Principal/Head of School or their delegate shall take the following action:

- Notify learner(s) and parents/caregivers involved and the Board of Directors of the PEAK Montessori Society that action will be taken.
- Assess the need to refer to the appropriate authorities.
- Ensure that a formal plan is prepared to address healing for the victim/target and accountability for the harasser/bully. The plan shall include specific accountability for monitoring and follow-up and may include serious

- disciplinary action. See Discipline Policy.
- Ensure that all steps in the plan are implemented in a timely manner.
- Document a summary of these events, including names, times, and methods of communication, and retain a copy in the administrative files.

All documentation related to incidents, investigations, and follow-up will be stored securely and confidentially for a minimum of five years in compliance with the *Personal Information Protection Act (PIPA)*.

Process and Timelines

To enable timely responses to issues as they arise, the Principal/Head of School may delegate their authority under this policy for periods when the Principal/Head of School is unavailable.

Time is of the essence in dealing with harassment/bullying since the victim/target may continue to be subject to harassment/bullying while the interventions and planning are under way.

However, trauma and rekindling must be considered as victims may need time to process and recall their experience. Any reconciliation or relationship repair should consider the victim's level of comfort with the process and needs in the school environment.

Stages 1 and 2

Proceed in a timely manner at discretion of staff, Principal/Head of School or their delegate.

Stage 3

Once the Principal/Head of School or their delegate determines the matter requires a Stage 3 response, a plan shall be completed in 5–10 working days. This plan will be shared with those affected. Staff respect confidentiality and limit disclosure and communication to those in connection with the student.

Appeals

Parties involved may consult the Complaints and Appeals Policy.

Retaliation

Staff will take all reasonable steps to prevent retaliation by a person against a learner who has made a complaint of a breach of the policy.

Acceptable Behaviours

Any behaviours not listed below and that do not cause physical, emotional, social, or academic harm to another would be considered acceptable behaviours.

Definitions of Unacceptable Behaviours

The following definitions are intended to enhance understanding of this policy. They are descriptive only and not intended to be used for any legal actions.

(All definitions remain unchanged — Abuse, Bullying, Cyberbullying, Discrimination, Harassment, Intimidation, Non-verbal Body Language, Physical Aggression, Social Isolation)

and Exclusion, Verbal Aggression, Violent Behaviours.)

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative, Ministry, or human rights updates related to harassment, bullying, or discrimination prevention.

ERASE (Expect Respect and a Safe Education) Training

PEAK Montessori Academy aligns with the Ministry of Education and Child Care's *ERASE (Expect Respect and a Safe Education)* strategy to prevent, identify, and respond to incidents of bullying, harassment, and violence.

All staff will participate in ERASE training and professional development opportunities appropriate to their role to ensure understanding of trauma-informed practices), and student safety procedures.

The Principal/Head of School or their delegate will ensure that ERASE training certificates are maintained and updated every 3 years, or as required.

References

Independent School Act

Harassment and Bullying Prevention Order (Inspector of Independent Schools)

B.C. Human Rights Code

Child Protection Policy

Code of Conduct

Complaints and Appeals Policy

Discipline Policy

Personal Information Protection Act (PIPA)

ERASE Strategy Implementation Guidelines (Ministry resource since 2012, updated 2023)

Links

We explicitly teach bullying prevention and principles of healthy relationships using the following resources and information:

ERASE – <https://www2.gov.bc.ca/gov/content/erase>

Olweus' Bullying Prevention Program –

<http://www.violencepreventionworks.org/public/index.page>

YouTube video – Dan Olweus describing the program (runs 5:24)

<https://www.youtube.com/watch?v=BjHNNHsduFF0>

Biographic information on Dan Olweus <http://olweus.sites.clemson.edu/history.html>

PEAK Montessori Society
Health and Safety / Medical Procedures Policy – Draft

Policy Statement

PEAK Montessori Academy is committed to providing a safe, healthy, and caring environment for all learners, staff, and visitors. The School will maintain policies, procedures, and practices that safeguard the physical, emotional, and medical wellbeing of students and staff while on school property or participating in school activities.

Policy Rationale

The School recognizes its duty of care to promote and protect the health and safety of all learners and staff. Appropriate health practices, supervision, and emergency procedures minimize risk and ensure prompt, competent response to medical incidents.

This policy complements the School's Anaphylaxis Policy, Emergency Preparedness Policy, and Child Protection Policy, and follows standards set by the BC Ministry of Education and Child Care and the Ministry of Health.

Scope

This policy applies to all staff, volunteers, and learners during school hours and any school-related activity.

Procedures

1. Health and Hygiene Practices

- The School will promote healthy practices such as regular handwashing, safe food handling, and hygiene education.
- Communicable disease prevention will follow public health guidelines and current provincial recommendations.
- Surfaces, washrooms, and high-touch areas will be cleaned and disinfected routinely.

2. Illness and Injury

- Learners who become ill or injured during the day will be taken to a quiet, supervised space.
- Minor first aid will be administered by a staff member trained in first aid.
- Parents/guardians will be notified promptly of any illness or injury requiring attention.
- In the event of a serious injury or medical emergency, 911 will be called immediately, followed by notification of the parent/guardian and the Principal/Head of School.
- A written incident report will be completed and filed.

3. Medication Administration

- Prescription medications may only be administered when:
 - The medication is in its original container with a prescription label; and
 - The parent/guardian has provided written authorization (via the School's "Medication Administration Form").
- All medications will be stored in a locked cabinet or secure location inaccessible to learners, except for emergency medication such as inhalers or EpiPens that must remain with the student.

- A record will be kept of all medications administered, including date, time, dosage, and staff initials.

4. Communicable Diseases and Public Health Orders

- The School will follow current guidance from the BC Centre for Disease Control (BCCDC) and Island Health regarding communicable disease prevention and response. Any outbreaks or reportable diseases will be reported to public health authorities as required.
- See Communicable Diseases Policy.

5. Staff Training

- At least one staff member with a valid First Aid certificate will be on site during operating hours and on all field trips.
- Staff will receive annual refreshers on anaphylaxis response, basic first aid, communicable disease prevention, and emergency procedures.

6. Accident and Incident Reporting

- All accidents, injuries, or near-miss events will be documented on an Incident Report Form and submitted to the Principal/Head of School or their delegate within 24 hours.
- The Principal/Head of School will review all reports to identify patterns or potential hazards and take corrective actions as needed.

7. Record Keeping

- Health and safety records, including medication logs, first aid reports, and medical forms, will be retained in accordance with the Student Records Policy and privacy legislation.

8. Review

- This policy will be reviewed annually by the Principal/Head of School and updated as needed to reflect current legislation and public health standards.

References

Independent School Act
Public Health Act
Child Care Licensing Regulation
WorkSafeBC Occupational Health and Safety Regulations
BC Centre for Disease Control Guidelines

PEAK Montessori Society Inclusive Education Policy-Draft

Policy Statement

The PEAK Montessori Society believes that all learners have an essential role to play in the school community. An inclusive model of education has been set up whereby all learners are educated with a mixed age peer group in regular classrooms as much as possible. A Learning Assistance Program may be established to assist guides in providing appropriate inclusive education for learners with differing needs.

The Learning Assistance Program will provide direct instruction, bypass strategies, and tools for learners with learning needs who do not qualify for inclusive education funding.

Policy Rationale

Inclusive education programs and services enable learners with special needs and mental and physical health needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

This policy supports compliance with the Independent School Act and aligns with the Ministry of Education and Child Care's Special Education Services: A Manual of Policies, Procedures and Guidelines (2016) and the B.C. Curriculum, as applicable to inclusive education.

Definitions

Inclusion - the principle that all learners are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Learner with special needs - a learner whose intellectual, physical, sensory, emotional or behavioural development impedes their ability to learn or to connect with their peers or guides, has a diagnosed learning disability, and/or has exceptional gifts or talents requiring individualized curriculum or instruction.

"IEP" or Individual Education Plan - a written plan developed for a learner with special needs that describes individualized goals, adaptations and/or modifications, services to be provided, and includes measures for tracking achievement.

School Admission

Admission for learners with special needs to the PEAK Montessori Academy is subject to all established policies and procedures. Parents are required to disclose all assessments and services in place at the time of application and/or registration.

When an application for admission to the school is received indicating a need for any of the above services, it is passed to the Principal, who will do an initial screening through observation and/or informal assessment and then forward the information to the Principal/Head of School or their delegate.

During the intake process, the following will be discussed by the parents and the Principal/Head of School or their delegate:

- The current service in place
- The services needed
- When these services will be in place
- Who will be responsible for implementing the required services

Parents will be made aware as early as possible if the school is unable to supply the required services. The Principal/Head of School or their delegate will direct the admission process and be the main contact with parents.

Parents must disclose all relevant information regarding the child's needs, including any professional diagnosis received or in progress, with or without ongoing services.

All personal information collected and shared for admission and services will comply with the Personal Information Protection Act (PIPA). Written parent/guardian consent will be obtained before sharing student information with outside professionals or agencies, except as required by law.

Referral of Enrolled Students for Funding from the Ministry of Education

During the school year, as learner development and needs are observed, guides will discuss concerns with the parents. If the classroom guide determines an assessment is required, this will be communicated to the parents by the guide.

The school will designate a person who will become the case manager, coordinating school-based services. If a designation is indicated according to Ministry of Education criteria, the guide will review the profile, update the master Inclusive Education file, and submit the information to administration for the next 1701 cycle.

PEAK Montessori Academy staff members will collaborate on establishing and monitoring the initial Individual Education Plan and putting support in place.

Parent/guardian consent will be obtained for referrals and assessments.

Documentation related to designation, services, and IEPs will be stored securely and confidentially and retained in the school's administrative files for a minimum of five years.

Individual Education Plans

Each learner receiving a designation from the Ministry of Education must have a current Individual Education Plan (IEP) on file. This IEP documents the educational plan for the learner to develop the skills and knowledge most relevant to their development.

It outlines the program modifications and/or adaptations for the learner, and the services that are to be provided. The IEPs for designated learners are written and implemented by the guide, with the collaboration of the support staff, if assigned. Parents and learners will be offered an opportunity to provide input to further inform the IEP.

Once the IEP is written it is then shared with relevant school staff and parents at an IEP meeting where participants are invited to add any further input. Learners in upper grades may also be invited to take an active part in the IEP planning and meetings. The Individual Education Plan will be regularly reviewed a minimum of three times per year.

IEP implementation will include reasonable adaptations and/or modifications, accommodations, assistive technology, and service delivery consistent with the IEP.

Instruction

PEAK Montessori Academy students are encouraged to be as independent as possible. Where deemed appropriate by the classroom guide, they will receive one-on-one instruction in or near the classroom. Parents will be informed of the alternative delivery and offered an opportunity to meet with the classroom guide.

Instructional planning will align with the student's IEP, including agreed adaptations and/or modifications, and will reflect Montessori principles, universal design for learning, and developmentally appropriate practice.

Learning Assistance

Learning Assistance Services at PEAK Montessori Academy are designed as an inclusive service. Learners with exceptional learning needs are included in the regular classroom. Decisions about levels of integration are based on the real needs of the children.

This is a flexible service that provides remedial and direct, individual instruction for learners with learning disabilities or who are requiring a boost to their skills. Services may utilize technology and alternative deliveries to help learners develop bypass strategies. Services also support learners in developing organizational and metacognitive strategies.

Classroom guides are responsible for the learners' services. They meet with support staff to determine schedules and delivery of service. They communicate frequently, and they report to parents.

The Principal/Head of School or their delegate is responsible for supporting the services and maintaining the vision for inclusion in the school. They process new admissions, sign contracts with outside services, and provide the same services as for all new learners (e.g. budgeting, staffing, staff supervision, facilities, safety, parent concerns, appropriate curriculum, etc.).

Where useful, an IEP will document services provided for Learning Assistance. Classroom guides write progress reports to parents, providing updates and progress to parents.

Service implementation generally occurs during the school year as follows:

Start-up

- Orient new assistants and new teachers.
- Identify learners needing Learning Assistance using advice from guides and/or assessments.
- Write learner plans for children new to the program.
- Determine the most suitable programs and technologies.
- Prepare Learning Assistance schedules.
- Meet with families new to the school.

Ongoing

- Help to identify learning difficulties.
- Develop strategies to meet the needs of individual learners.

- Provide direct instruction for learners. Meet regularly as classroom guides and assistants to discuss learners' progress.
- Maintain a collaborative relationship with classroom guides, school administrators, and parents.
- Order and maintain learning assistance resources.
- Provide resources for staff members.
- Administer informal and formal assessments, and conduct observations.
- Keep adequate records of learners' progress.
- Compile information in preparation for grant applications.

Year End

- Evaluate the services.
- Participate in planning for returning learners' services for the upcoming year.
- Organize student files for the next school year.

Staff Orientation

All staff will receive annual orientation and/or training on this policy, including procedures for referral, IEP development/implementation, documentation, confidentiality, and collaboration with families and service providers.

Policy Cross Reference

Special Education Services: A Manual of Policies, Procedures and Guidelines – BC Ministry of Education, April 2016

Policy Review Schedule

This policy will be reviewed by the Board every two years, or sooner if there are legislative or Ministry changes related to inclusive education, designation criteria, or special education services.

References

Independent School Act

Special Education Services: A Manual of Policies, Procedures and Guidelines (BC Ministry of Education and Child Care, 2016)

Personal Information Protection Act (PIPA)

B.C. Curriculum (as applicable to individualized programming)

Drafted: October 14, 2024. Revised October 20, 2025.

**Personal Information Privacy Policy for Employees and Volunteers of PEAK
Montessori Academy (Issued by FISA March 2004)**

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PERSONAL INFORMATION PRIVACY POLICY for Employees and Volunteers

PEAK Montessori Academy's Commitment to You:

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

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

PEAK Montessori Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Personal Information Privacy Policy will be available from administration. This Personal Information Privacy Policy may be supplemented or modified from time to time.

10 Privacy Principles

As part of PEAK Montessori Academy's commitment, the 10 Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the 10 Privacy Principles and provides further details regarding PEAK Montessori Academy's compliance with the principles.

Definition

In this Personal Information Privacy Policy, the following term has the meaning set out below.

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

Principle 1 - Accountability

PEAK Montessori Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for the school's compliance with the 10 Privacy Principles. This individual is the Privacy Officer of the school.

You may contact our Privacy Officer as follows:

PEAK Montessori Academy	
Attention:	Siobhan McKay
Phone:	1 (604) 704-7501
Email:	siobhanelisha@gmail.com

Principle 2 - Identifying Purposes

What Information is Collected, Used and Disclosed?

Employees

PEAK Montessori collects, uses, and discloses personal information about employees in order to establish, manage and terminate the employment relationship and for other purposes identified when the information is collected.

Set out below are some examples of personal information about employees collected, used and disclosed by PEAK Montessori Academy:

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

Volunteers

PEAK Montessori Academy collects, uses, and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected

Set out below are some examples of personal information about volunteers collected, used and disclosed by PEAK Montessori Academy:

- Information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;
- Information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications).

Employees and Volunteers:

- Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used, and disclosed in the course of the school's activities, including in publications such as yearbooks and newsletters, and websites.
- Personal information about employees and volunteers may be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.

Principle 3 - Consent

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, PEAK Montessori Academy will take into account both the sensitivity of the personal information and the purposes for which the school will use the information. Consent may be expressed, implied (including through use of “opt-out” consent where appropriate), or deemed.

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

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

Principle 4 - Limiting Collection

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

Principle 5 - Use, Disclosure and Retention

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

How is Information Used?

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

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

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

When May Information be Disclosed?

PEAK Montessori Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law.

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

- government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education;
- payroll outsourcers;
- financial institutions for payroll related purposes;

- insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;
- teacher certification information as per form I-2001 filed with the Ministry of Education;
- advisers to PEAK Montessori Academy including accountants, lawyers and consultants;
- when required or permitted by law.

If for any reason personal information is required to fulfill another purpose, PEAK Montessori Academy will, where appropriate, request consent before proceeding. PEAK Montessori Academy may use anonymous information, such as information collected through surveys or statistical information regarding learners, to improve our school.

Personal information about volunteers may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Information may also be disclosed when required or permitted by law.

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

Outside Service Suppliers

At PEAK Montessori Academy, the school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, photo day, etc. Suppliers of specialized services are given only the information necessary to perform those services, and PEAK Montessori Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

PEAK Montessori Academy does not sell, lease or trade information about you to other parties.

Restricting Sharing Information

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

How Long Is Personal Information Retained?

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

Principle 6 - Accuracy

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

How May I Update Outdated or Incorrect Information?

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

Principle 7- Safeguarding Personal Information

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

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

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

Employee Files

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

Electronic Security

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

Principle 8 - Openness

PEAK Montessori Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of PEAK Montessori Academy.

Principle 9 - Individual Access

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

Individuals may access and verify any personal information with appropriate written notice delivered to the Privacy Officer at PEAK Montessori Academy. Most of this information is available in the registration forms and other forms submitted by you to by PEAK.

How May I Access My Personal Information?

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

Principle 10 - Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer.

DRAFT

Drafted: November 2, 2024 Revised: October 20, 2025

**Personal Information Privacy Policy for Parents and Students of PEAK Montessori
Academy (Issued by FISA March 2004)**

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APPENDIX

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS (Learners)

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of PEAK Montessori Academy.

The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

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

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

10 Privacy Principles

As part of PEAK Montessori Academy commitment, the 10 Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the 10 Privacy Principles and provides further details regarding PEAK Montessori Academy's compliance with the principles.

Definitions

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

Personal information: means any information about an identifiable individual, as further defined under British Columbia's *Personal Information Protection Act* or other applicable laws.

Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

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

Student: means a prospective, current, or past student of PEAK Montessori Academy.

Principle 1 – Accountability

PEAK Montessori Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

You may contact our Privacy Officer as follows:

PEAK Montessori Academy	
Attention:	Siobhan McKay
Phone:	1 (604) 704-7501
Email:	siobhanelisha@gmail.com

Principle 2 – Identifying Purposes

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

What Information is Collected?

PEAK Montessori Academy collects and uses personal information to provide students with the best possible educational services. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

PEAK Montessori Academy may also collect information in connection with the use of its computer systems. Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.

Principle 3 – Consent

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

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, PEAK Montessori Academy will take into account both the sensitivity of the personal information and the purposes for which PEAK Montessori Academy will use the information. Consent may be express, implied (including through use of "opt out" consent where appropriate) or deemed. For example, if an individual provides their mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

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

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

Principle 4 – Limiting Collection

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

Principle 5 – Use, Disclosure and Retention

Those areas or as adjunct information in delivering educational services; and,

- To communicate with parents (past and present), students (past and present), grandparents, guardians who are responsible for payment of student tuition fees or who are otherwise authorized by parPEAK Montessori Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

How is Information Used?

- To communicate with parents, students, and guardians who are responsible for payment of student tuition fees or who are otherwise authorized by parents to receive communications;
- To process applications and ultimately to provide students with the educational services and co curricular programs expected;
- To ensure that only authorized persons pick up a student from school and to contact authorized persons in case of emergency or illness;
- To enable PEAK Montessori Academy to operate its administrative function, including payment of school fees, applications for funding to the Ministry of Education, and maintenance of non-educational school programs including parent, grandparent, guardian and volunteer participation and fundraising.
- Health, psychological, or legal information to provide certain specialized services in ents to receive communications (past and present) and friends of PEAK Montessori Academy, for the purposes of advising of activities and events in the promotion of the school including fundraising and other initiatives.

If for any reason personal information is required to fulfill another purpose, PEAK Montessori Academy will, where appropriate, request consent before proceeding. PEAK Montessori Academy may use anonymous information, such as information collected through surveys or statistical information regarding students, to improve our school.

When may Information be Disclosed?

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

When Authorized by You

- Other educational institutions who may routinely contact PEAK Montessori Academy for personal information about students. For example, if a student moves to another

school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered, and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

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

When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders, and government tax reporting requirements. Student information is filed annually with the Ministry of Education.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

When Permitted by Law

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

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

Outside Service Suppliers

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

Restricting the Sharing of Information

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

How Long Is Personal Information Retained?

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

Principle 6 – Accuracy

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

How May I Update Outdated or Incorrect Information?

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

Principle 7 – Safeguarding Personal Information

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

The School's Employees

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

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

Student Files

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

Electronic Security

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

Principle 8 – Openness

PEAK Montessori Academy makes information available to individuals concerning the policies and practices that apply to the management of personal information. Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of PEAK Montessori Academy.

Principle 9 – Individual Access

PEAK Montessori Academy informs an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

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

the registration forms and other forms that you filled out.

Parent Access to Student Personal Information

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

Exceptions to Access of Records

PEAK Montessori Academy may exercise its right to deny access to some information contained in student files where the disclosure of information may threaten someone else's safety, mental or physical health, or where disclosure could be harmful to personal privacy of a third party (please reference the Personal Information Protection Act).

In considering disclosure exception, PEAK will take into consideration the following:

- Relevant Circumstances
 - Was the information supplied in confidence?
 - Will disclosure unfairly damage reputation?
 - Is the personal information relevant to fair determination of the applicant's rights?
- Disclosure Presumed to be Unreasonable Invasion of Third Party's Personal Privacy
 - Does the personal information relate to educational history?
 - Does the personal information consist of personal recommendations or evaluations about the third party?
 - Does the personal information relate to medical, psychiatric or psychological history, diagnosis, condition, treatment or evaluation?

Examples of denying access to information would include:

- Evaluations supplied in confidence by a teacher about (a) student(s) with the mutual understanding that the evaluation will be confidential.
- Disclosure of teacher/student interview notes to the student's parent on the basis that mental or physical health may be jeopardized. This could also invade the student's personal privacy.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

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

**PEAK Montessori Society
Principal/Head of School Appraisal Policy-Draft**

Policy Statement

A properly conducted appraisal of the Principal/Head of School benefits the individual in that role, enhances the relationship between the Principal/Head of School and the Board of the PEAK Montessori Academy ("the Board"), ensures accountability, fosters opportunities for strengthening the quality of the educational experience provided within the PEAK Montessori community, and models the importance of systematic assessment throughout the school.

Policy Rationale

A vibrant and effective Montessori school is dependent upon the quality of the leadership provided by its Principal/Head of School. Appropriate appraisal processes provide meaningful feedback and contribute to the improvement of school leaders and, thereby, the effectiveness of the school. The Principal/Head of School is accountable for their performance, and a comprehensive appraisal process is one of the vehicles used to validate performance.

Policy

Purpose

The appraisal of the Principal/Head of School has the following purposes:

- To promote the professional growth and development of educators.
- To recognize and encourage the use of effective administrative behaviours.
- To assist the Principal/Head of School in assessing their own performance.
- To ensure the duties and responsibilities of the position are being carried out as outlined in the job description.
- To provide a basis for decisions affecting salary and employment.

Appraisal Values

The appraisal process will:

- Respect the dignity, confidentiality, and anonymity of all participants.
- Be inclusive by involving a cross-section of the school community.
- Provide constructive feedback.
- Affirm the partnership between the Board and the Principal/Head of School by utilizing a collaborative approach whenever appropriate and/or possible.
- Be fair, equitable, non-discriminatory, consistent, and predictable.

Process and Timelines

As the legal entity responsible for the PEAK Montessori Society, the Board has the duty and authority to conduct a performance appraisal of the Principal/Head of School. This will occur on a periodic basis, including a formative appraisal one year after the date of hire for a new Principal/Head of School, a summative appraisal the second year, and a review every two years thereafter.

A committee of the Board ("the Appraisal Committee") will be delegated with responsibility for

identifying and hiring an independent evaluator and ensuring the appraisal process is reasonable, fair, and based on a valid and reliable appraisal instrument.

A 360° survey will form part of the appraisal instrument. Although the list of survey recipients will be determined in consultation with the Principal/Head of School, the following groups/individuals should be represented, as applicable to the school community: learners, guides, parents, and support staff. A minimum of six surveys must be distributed.

The Principal/Head of School will participate actively in the appraisal process by completing a self-evaluation using an instrument designated by the independent evaluator.

A meeting between the Principal/Head of School and the Appraisal Committee will occur at least fifteen (15) working days before the appraisal is to begin to review the appraisal process and timelines.

Upon completion of the appraisal, a written report will be prepared by the Appraisal Committee and submitted to the Board for approval within ten (10) working days. The report will be reviewed by the Board during an in-camera session at its next regularly scheduled meeting after receipt of the report. Once approved, the report will be forwarded to the Principal/Head of School. A meeting to review the appraisal results will take place between the Board and the Principal/Head of School within twenty (20) working days following receipt of the report by the Principal/Head of School.

During this appraisal review meeting, professional development goals and activities may be identified to assist a Principal/Head of School whose appraisal results indicate areas requiring remediation, as determined by the Board. A timeline for demonstrating acceptable levels of improvement will be established and appended to the report.

The report and appendices, if any, will be signed by both the Principal/Head of School and the Chair of the Board. The Principal/Head of School's signature indicates receipt of the report but does not necessarily signify agreement with its contents. A section for the Principal/Head of School's comments will form part of the report. The Chair's signature signifies the Board's majority agreement with its contents; minority opinions by individual members of the Board may be attached as appendices.

Copies of the report and appendices, if any, will be given to the Principal/Head of School and included in the Board's confidential files. The original(s) will be placed in the Principal/Head of School's personnel file, to be stored securely offsite.

Appraisal Criteria

The criteria for an initial appraisal of the Principal/Head of School will be based on the responsibilities defined in the Principal/Head of School's job description and per the criteria listed below.

The criteria for subsequent appraisals will be those defined by the Principal/Head of School's job description plus any growth goals identified by the Board in previous appraisal reports. Such growth goals may be areas requiring remediation or actions to address trends, issues, or external realities.

Educational Leadership

- Provides leadership in all matters relating to education in the school.
- Ensures that learners in the school have the opportunity to meet the standards of education mandated by the Ministry of Education.

Human Resources Management

- Has overall authority and responsibility for all academic personnel-related issues, except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation, or collective agreements.
- Monitors and improves the performance of all teaching staff.

Administrative Procedures

Has overall authority and responsibility for the development, implementation, and evaluation of administrative procedures as required to ensure effective administration of the school.

Principal/Head of School/Board Relations

- Establishes and maintains positive working relations with the Board.
- Respects and honours the Board's roles and responsibilities and facilitates the implementation of its role as outlined in policy.

Planning and Reporting

- Provides leadership for the development of an annual plan.
- Ensures appropriate involvement of the Board (approval of process and timelines, strategic directions, key results, and annual review of school success).
- Reports annually on results achieved.

Organizational Management

- Demonstrates effective organizational skills that result in compliance with all legal, Ministerial, and Board mandates and timelines.
- Reports to the Ministry with respect to matters identified in and required by the *Independent School Act* and regulations.

Communications

Ensures that open, transparent, and positive internal communications are in place.

Leadership Practices

Practices leadership in a manner that is viewed positively and has the support of those with whom they work most directly in carrying out the directives of the Board and the Ministry of Education.

Student Welfare

Ensures that each learner is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour.

Appeals

If the Principal/Head of School does not agree with any portion of the report or professional development activities as outlined, the Principal/Head of School has the right to attach an appendix containing their views. This appendix must be submitted to the Board within thirty (30) calendar days of the appraisal review meeting.

The Principal/Head of School has thirty (30) calendar days following receipt of the appraisal report to request a review of the appraisal findings.

Remediation and Probation

The process for a Principal/Head of School whose appraisal report indicates areas requiring remediation is as follows:

- A Professional Development Contract, which includes an action plan, must be signed within sixty (60) days.
- The contract must identify the indicators and/or areas requiring remediation.
- The action plan to correct these areas will be developed by the Appraisal Committee and approved by the Board.
- The plan will include specific resources to be provided, a schedule for periodic review, and the evidence required to demonstrate satisfactory progress.
- The remediation period cannot exceed six (6) calendar months, excluding July and August.
- The Appraisal Committee must meet with the Principal/Head of School at least monthly to assess progress and provide assistance.
- The Principal/Head of School must compile documentation of progress in the specific goal areas.

At the conclusion of the remediation period, a meeting will be held between the Board and the Principal/Head of School to review documentation, determine progress, and decide on next steps:

- **Remediation Completed:** Satisfactory progress achieved; Principal/Head of School confirmed in position.
- **Remediation Extended:** Partial progress achieved; contract revised, and remediation repeated.
- **Probation:** Limited improvement; Principal/Head of School placed on probation.

When a Principal/Head of School is placed on probation, the following process applies:

- The remediation process is repeated, and a new Professional Development Contract is implemented.
- Near the end of the probationary period, a second appraisal will be completed.
- During probation, the Principal/Head of School's continued employment is in question, and termination may result if sufficient improvement is not demonstrated.

At the conclusion of the appraisal, a Professional Development meeting will be held where the Board reviews documentation and determines the outcome:

- **Probation Completed:** Satisfactory progress achieved; Principal/Head of School confirmed in position.
- **Termination:** If no significant progress is made, termination will be addressed in accordance with applicable legislation and Board policy.

Appraisal Process Evaluation

The Board may review and evaluate the appraisal process upon completion of each appraisal and make changes to its process or instruments as deemed necessary.

References

Principal/Head of School/Head of School Position Description
Independent School Act
Societies Act

PEAK Montessori Society Staff Qualifications Policy-Draft

Policy Statement

PEAK Montessori Academy is committed to employing qualified, ethical, and competent educators and staff who meet the requirements applicable to their positions under the *Independent School Act*, the *Teachers Act*, applicable regulations, Ministry requirements, and the professional standards applicable to their roles.

Maintaining appropriate qualification standards supports the delivery of safe, effective, inclusive, and developmentally appropriate Montessori education.

Policy Rationale

This policy supports compliance with the Ministry of Education and Child Care requirements for B.C. independent schools. It outlines minimum standards for certification, hiring, verification of qualifications, and ongoing professional development of staff at PEAK Montessori Academy.

A consistent and transparent qualification framework protects learners, supports school integrity, and helps ensure that each educator and staff member possesses the qualifications, competencies, and professional ethics necessary for their role.

Scope

This policy applies to all staff and individuals working within the school, including:

- Classroom Guides (Teachers)
- Educational Assistants (EAs)
- Specialist Instructors
- Administrators and the Principal/Head of School (Head of School)
- Teachers-on-Call and substitute teachers
- Practicum students
- Volunteers
- Office, operations, and other support staff, as applicable

Definitions

Certified Teacher: An educator holding a valid B.C. teaching certificate or Independent School Teaching Certificate (ISTC), as applicable to their position and assignment.

Montessori Guide: A teacher who holds a recognized Montessori teaching credential appropriate to the classroom level or is completing an approved Montessori training program in accordance with the school's hiring requirements.

Educational Assistant: A staff member who provides educational, personal, or classroom support under the direction and supervision of the classroom teacher and/or Principal/Head of School.

Montessori Credential: A Montessori diploma or credential issued by a recognized Montessori training organization, such as AMI, AMS, or another recognized or appropriately accredited Montessori training institution.

Minimum Qualifications

Classroom Guides (K–5)

Classroom Guides responsible for instructional planning, delivery, assessment, learner progress, reporting, and communication with families must hold the certification or authorization required for teachers in a B.C. independent school.

Minimum requirements include:

- **Certification:** A valid B.C. teaching certificate or Independent School Teaching Certificate (ISTC), as applicable to the position and assignment.
- **Montessori Credential:** A recognized Montessori credential appropriate to the classroom level, where required by the position or PEAK Montessori Academy.
- **First Aid/CPR:** Current first aid certification appropriate to the position and school requirements.
- **Criminal Record Check:** Required in accordance with the *Criminal Records Review Act* before employment involving work with children and renewed as required by legislation.
- **Child Protection:** Familiarity with PEAK Montessori Academy's child protection policies and reporting responsibilities.
- **Medical and Anaphylaxis Awareness:** Training and awareness appropriate to the needs of learners in the classroom, including individual care plans where applicable.
- **Professional Conduct:** Compliance with applicable professional standards, PEAK Montessori Academy's Code of Conduct, and school policies.
- **Language and Competencies:** Clear communication, effective classroom practice consistent with Montessori principles, and evidence of collaborative professional practice.

Montessori Training and Transitional Pathway

Where appropriate, PEAK Montessori Academy may employ a qualified teacher who is actively completing a Montessori credential.

Such an arrangement may be conditional upon:

- Holding the appropriate B.C. teaching certificate, ISTC, or other authorization required for the position.
- Documented enrollment in a recognized Montessori training program.
- A written plan for completion of the Montessori credential within a reasonable and agreed-upon timeframe.
- Ongoing satisfactory performance and compliance with all applicable certification requirements.

Teachers holding a restricted certificate must teach only within the scope of that certificate.

Educational Assistants (EAs)

Educational Assistants must have qualifications, training, experience, or other competencies appropriate to the duties assigned to them.

Requirements may include:

- Appropriate education, training, or directly relevant experience.
- Current first aid certification appropriate to the position.
- Criminal Record Check in accordance with the *Criminal Records Review Act*.
- Ability to support inclusive educational practices and follow learner support, safety, and medical plans as directed.
- Ability to work respectfully within Montessori environments and routines.
- Confidentiality and professional conduct.

- Training required by the school based on the duties assigned, which may include child protection, anaphylaxis awareness, emergency procedures, and de-escalation or crisis intervention strategies.

EAs work under the direction and supervision of the classroom teacher and/or Principal/Head of School and do not assume responsibility for the instructional duties assigned to a certified teacher unless appropriately authorized.

Transitional Pathway

Where appropriate, an EA candidate who is completing relevant training may be hired conditionally, provided the Principal/Head of School is satisfied that the individual has the skills and experience necessary for the assigned duties and that all required screening and safety requirements have been met.

Specialist Instructors

Specialist Instructors may include individuals providing instruction in areas such as music, language, physical education, arts, or land-based learning.

Qualifications will be appropriate to the subject and duties assigned and may include:

- A valid B.C. teaching certificate or ISTC where the individual is functioning as a teacher.
- A recognized specialist credential, degree, diploma, or demonstrated expertise appropriate to the subject where the role does not require teacher certification.
- Relevant experience in the instructional area.
- Current first aid certification where required by the position.
- Criminal Record Check in accordance with the *Criminal Records Review Act*.
- Training required by the school, including child protection and anaphylaxis awareness where applicable.
- Demonstrated ability to work safely and appropriately with learners and within PEAK Montessori Academy's educational philosophy and policies.

Any teacher holding a restricted certificate must work within the scope of that certificate.

Administrators

Principal/Head of School / Head of School

The Principal/Head of School (Head of School) must be a teacher designated by the PEAK Montessori Society in accordance with section 8 of the *Independent School Act*.

The Principal/Head of School must hold the teaching certification or authorization required for the position and maintain it in good standing.

The Principal/Head of School is responsible for maintaining familiarity with and fulfilling applicable requirements relating to:

- The *Independent School Act* and regulations.
- The *Teachers Act* and applicable certification requirements.
- Ministry requirements for independent schools.
- Professional standards applicable to teachers.
- Child protection and reporting responsibilities.
- Health and safety.
- Privacy and records management.

- Staff qualifications and certification.
- School policies and procedures.

Additional leadership experience, Montessori experience, and professional development are desirable and may be considered by the Board when hiring or appointing the Principal/Head of School.

Office, Operations and Support Staff

Staff working in administrative, financial, facilities, reception, or other operational roles must have role-appropriate education, training, experience, or qualifications.

Depending on the duties of the position:

- A Criminal Record Check may be required in accordance with the *Criminal Records Review Act*.
- First aid certification may be required.
- Staff may be required to complete training relating to privacy, confidentiality, emergency procedures, child protection, or other responsibilities associated with their position.

Practicum Students and Volunteers

Practicum students and volunteers must complete appropriate screening and orientation before working with learners.

Requirements include:

- References or other screening appropriate to the placement.
- Criminal Record Check requirements applicable to the individual and placement.
- Orientation to PEAK Montessori Academy's policies, emergency procedures, confidentiality requirements, child protection responsibilities, and relevant health and safety procedures.
- Appropriate supervision by a teacher or other designated staff member.

Practicum students and volunteers may support classroom activities but will not independently assume the instructional or supervisory responsibilities of a certified teacher unless appropriately authorized.

Teachers-on-Call / Substitute Teachers

Teachers-on-Call and substitute teachers must hold the certification or authorization required for the teaching duties assigned to them.

Requirements include:

- Valid B.C. teaching certificate, ISTC, or other authorization applicable to the assignment.
- Criminal Record Check as required by legislation.
- Appropriate first aid certification where required.
- Orientation to PEAK Montessori Academy's environment, routines, emergency procedures, and relevant policies.
- Familiarity with Montessori classroom practices and expectations appropriate to the assignment.

Teachers holding restricted certificates must work within the scope of their certification.

Required Credentials: Verification and Currency

Credential Verification

The Principal/Head of School or designate will verify the certification and qualifications of teaching staff before employment and monitor their status as required.

Where applicable, teaching certification will be verified through the Teacher Regulation Branch and/or the Independent Schools Teaching Certification Office.

Documentation of qualifications will be retained in the employee's personnel file.

Criminal Record Checks

All employees and other individuals required by law to undergo a criminal record check must complete the required process before working with learners.

The school will comply with the renewal requirements established under the *Criminal Records Review Act*. Employees who work with children are generally required to provide authorization for a criminal record check at least every five years.

An individual who is required to complete a criminal record check and has not done so will not work with learners until the requirement has been satisfied.

First Aid and Other Required Training

First aid and other required certifications will be tracked by the school and renewed before expiry.

Training required by PEAK Montessori Academy based on a staff member's duties will be documented and monitored.

Non-Compliance

Where a staff member does not maintain a required certification, authorization, screening requirement, or other qualification, the Principal/Head of School will determine appropriate steps, which may include reassignment of duties, temporary removal from specific duties, additional training, or other employment action as appropriate.

Where a matter concerns the Principal/Head of School, the Board of Directors will assume the appropriate oversight responsibility.

Equivalencies and Accommodation

PEAK Montessori Academy may consider equivalent education, training, experience, or credentials where permitted by applicable legislation and Ministry requirements.

Where appropriate, the Principal/Head of School may recommend an equivalency or accommodation to the Board.

Any such decision will consider:

- The individual's verified education, training, and experience.
- The duties and responsibilities of the position.
- Any applicable certification or regulatory requirements.
- Any restrictions associated with a certificate or authorization.

- A reasonable plan to address identified gaps where appropriate.

Nothing in this section authorizes a staff member to perform duties outside the scope of their certification or contrary to the *Independent School Act*, regulations, or other applicable legislation.

Certification, Verification, and Hiring Procedures

All staff must provide evidence of qualifications relevant to their position before employment or placement, as required by the school.

The Principal/Head of School or designate will verify teaching credentials through the appropriate B.C. certification authority.

Personnel files will contain appropriate documentation, which may include:

- Proof of teaching certification or other relevant qualifications.
- Montessori credentials, where applicable.
- References and employment history.
- Criminal Record Check documentation, where required.
- First aid certification, where required.
- Signed Code of Conduct and confidentiality acknowledgements.
- Documentation of required training.

The Principal/Head of School will ensure that staff qualifications and certification status are monitored and kept current.

Where the Principal/Head of School's own qualifications or certification are being reviewed, the Board of Directors will oversee the process.

Ongoing Professional Development

PEAK Montessori Academy is committed to ongoing professional development for all staff.

Professional development will be appropriate to each individual's role and may include:

- Montessori professional development and refresher training.
- Inclusive education and learner support.
- Child protection and safeguarding.
- First aid and emergency response.
- Anaphylaxis awareness.
- Health and safety.
- Privacy and confidentiality.
- Ministry or other professional learning opportunities.
- Reflective practice and professional growth.

Professional development needs may be identified through staff evaluation, supervision, school planning, changes in legislation or Ministry requirements, or the needs of the PEAK Montessori community.

Staff are encouraged to participate in relevant Montessori conferences, professional learning opportunities, and reflective practice.

Record Keeping and Compliance

Personnel records will be securely stored and managed in accordance with applicable privacy legislation and PEAK Montessori Academy's privacy policies.

The Principal/Head of School is responsible for ensuring that staff certification, qualifications, required screening, first aid, and training records are appropriately maintained.

Where a matter requires reporting to the Ministry, Inspector of Independent Schools, Teacher Regulation Branch, or Commissioner for Teacher Regulation, PEAK Montessori Academy will comply with the applicable legislative and regulatory requirements.

References

Independent School Act

Independent School Regulation

Teachers Act

Independent School Teaching Certificates Regulation

Independent School Teaching Certificate Standards

Professional Standards for Independent School Teaching Certificate Holders

Criminal Records Review Act

PEAK Montessori Academy Principal/Head of School Appraisal Policy

PEAK Montessori Academy Teacher (Classroom Guide) Evaluation Policy

PEAK Montessori Academy Professional Development Policy

PEAK Montessori Academy Criminal Record Check Policy

PEAK Montessori Academy Code of Conduct

PEAK Montessori Academy Care and Supervision Policy

PEAK Montessori Academy Privacy Policy

Review Cycle

This policy will be reviewed every three years, or sooner if provincial legislation, Ministry requirements, certification standards, or school circumstances change.

All amendments require approval by the PEAK Montessori Society Board of Directors.

PEAK Montessori Society School Closure Policy – Draft

Policy Rationale

As an aspect of emergency preparedness, independent schools in British Columbia within the first five years of certification are required to develop and maintain school closure risk mitigation plan that specify how responsibilities will be fulfilled in the event of either a planned or unplanned school closure.

There may be other reasons for a closure as determined by the Ministry of Education and Child Care. If that should happen, the School will correct the issue that may be present before a closure plan is put into place.

If declining enrollment, financial position, or other unforeseen circumstances undermine the viability of the school's operations, PEAK Montessori Academy has a School Closure Risk Mitigation Plan that lays out how responsibilities will be fulfilled. This policy outlines the considerations and requirements for the school's closure to minimize the impact of such a closure on learners, families, and staff, to facilitate an orderly school closure, and to ensure compliance with legislative requirements.

Policy

If declining enrolment, financial position, or other unforeseen circumstances undermine the viability of a school's operations, PEAK Montessori Society will be solely responsible for making pragmatic, considered, and timely decisions regarding the future operation of the school.

Only when exceptional circumstances present themselves to make the continued operation of the school impossible would the school consider closing while instruction is underway or just about to begin. Ideally, a formal closure would occur at the end of a school year, after all courses are complete and learner progress reports finalized, recorded, shared out with families, and necessary paperwork submitted to the Ministry.

In the event of a school closure, even in exceptional circumstances where the school is closed with little warning, the School understands that it has multiple responsibilities to families, staff, creditors, and to the Ministry of Education and Child Care.

If for whatever reason PEAK Montessori Society makes a decision to close, the Board of Directors and the Principal/Head of School will follow the procedures in this policy.

Procedures

In the case of a school closure, PEAK Montessori Academy will undertake the following procedures.

School Closure Risk Mitigation Plan

The Authority will submit a School Closure Risk Mitigation Plan to the Independent Schools Office at the Ministry of Education and Child Care. Plans will be sent to:

EDUC.IndependentSchoolsOffice@gov.bc.ca

The closure plan will include:

- Contact information for the Authority's designated representative.
- Confirmation that all requirements in this policy have been or will be met.

- A schedule for the closure and communication timeline.
- A plan for record transfer and student support.

Health and Safety

The School is responsible for learner health and safety while learners are in the school's care. In the event of a school closure, the school will contact the parents of the learners to notify them of the School's closure and the details of the closing.

If closure is imminent, staff will remain with learners until all students are safely reunited with their parents or guardians or otherwise released in accordance with the School's emergency procedures.

Communications

If the School determines that it must close, it will provide an initial notice to the Inspector of Independent Schools and School District 71, as well as the Federation of Independent School Associations (FISA). Learners, families, and staff will be informed in a timely fashion, enabling sufficient time for those groups to react to the school's pending closure.

After initial notification, the Inspector will be provided with formal written notice of closure from the Authority that includes the following information:

- The name and contact information of the Authority representative overseeing the school's closure.
- The timing of the School's closure.
- Confirmation that learners, families, and staff have been informed of the closure.
- Confirmation that School District 71 has been advised of the school's closure and the expected number of learners who may be enrolling with the district.
- Confirmation that learner course work and progress assessments have been completed, communicated, and submitted to the Ministry.
- Confirmation that transcripts have been sent to receiving schools.
- Confirmation that refunds have been provided in accordance with the School's refund policy for educational programs not completed or begun.
- Steps taken to assist learners in finding placement in other educational programs and to assist staff in finding other employment.
- Confirmation that the School's website, social media accounts, and other publications have been updated to reflect the impending closure.

Educational Continuity and Student Records

PEAK Montessori Academy will take all reasonable steps to ensure that the impact on learners and families is minimized by:

- Timing closure for the end of the school year, term, or semester, if possible.
- Ensuring that all student records have been maintained and are up to date as required.
- Assisting learners to transition to new schools.
- Transferring Permanent Student Records to new schools or the Ministry of Education as outlined in the *Student Records Order (Independent Schools)*.

If the school closes after the completion of classes, it will still commit to send the Permanent Student Records to the Ministry as required in the *Student Records Order* and will provide reasonable assistance for learners transitioning to other schools.

PEAK Montessori Academy uses Transparent Classroom. Records, specifically the permanent student records, (electronic and physical) will be sent securely to the Inspector within 60 days of

closure. The School will notify Ministry staff of the need for transfer information, and staff will assist the School in making arrangements for the secure transfer of electronic and physical records to the Ministry.

In accordance with the *Personal Information Protection Act (PIPA)*, the School will make plans for the final disposition of any records containing personal information that are not required under the *Student Records Order* to be transferred to other schools or the Ministry.

All records will be stored securely during the closure process, and only authorized personnel will have access.

Employment Matters

The Authority commits to ensuring compliance with all applicable provincial or federal employment legislation and requirements, including severance and wages.

The School will make teaching staff aware of the Make-a-Future website, which lists teaching positions in B.C. schools, and other job sites such as AMI Canada that list Montessori teaching positions in Canada.

The Authority will provide staff with timely written notice of employment termination in accordance with the *Employment Standards Act* and school contracts.

School Fee Refunds

PEAK Montessori Academy will maintain a contingency fund for the prorated refund of fees in the event of a school closure and will provide refunds directly.

If the school's closure results in an interruption in the educational program, such as classes not being completed and final reports not being distributed, it will consider full or partial refunds in alignment with the School's refund policy.

Refunds will be processed within a reasonable time frame, and parents/guardians will be provided with written confirmation of amounts and timing.

Grants

The Authority will complete an *ES Audit Form* for the school that was operated for the school year in which the funding was issued. Depending on the timing of the closure and information provided on the ES Audit, the Authority may need to repay a portion of the grant funding.

Outstanding Debts

PEAK Montessori Academy is solely responsible for any outstanding debts or other financial encumbrances it has upon closure.

Dissolution of the Authority

The Authority accepts responsibility for any processes relating to the dissolution of the company and will seek its own legal advice regarding dissolution.

All dissolution steps will comply with the *Societies Act* and any relevant Ministry or CRA requirements for the winding up of a registered non-profit educational entity.

Policy Review Schedule

This policy will be reviewed every two years or sooner if there are changes to Ministry requirements regarding independent school operations, school closure procedures, or financial accountability standards.

References

Independent School Act

Student Records Order (Independent Schools)

Personal Information Protection Act (PIPA)

Employment Standards Act

Societies Act

Special Education Services: A Manual of Policies, Procedures and Guidelines

Federation of Independent School Associations (FISA) – School Closure Guidance

PEAK Montessori Society
Student Records Requirements Policy – Draft

Purpose

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer, and protection. PEAK Montessori Academy is committed to ensuring that student records are handled in accordance with all legal requirements.

Policy Statement

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

- Ensure that the Head of School or their delegate, under the advice of the Privacy Officer, is responsible for the establishment, security, and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- Only collect, use, or disclose personal information with the consent of the legal guardian as authorized on the registration form, unless otherwise authorized under PIPA.
- Upon collecting personal information, disclose to the individual student or guardian, verbally or in writing, the purposes for the collection of personal information.
- Only collect, use, or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- Secure Student Records and Student Files with access restricted to those individuals who, by the nature of their work, are required to have access to the information.
- Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights) and to a parent or legal guardian of the individual student during school hours and under the supervision of the Principal/Head of School or their delegate.
- Subject to legal requirements, ensure that personal information will be retained only for the period required to fulfill the purpose for which it was collected.
- Inform parents that concerns, complaints, and questions about personal information handling policies and practices of the Principal/Head of School or their delegate may be directed to the school's Privacy Officer by calling the school office.

Definitions and Student Record Components

Elements of the Student Record include:

- The Permanent Student Record (PSR), as defined in the *Students Records Order (1/07): Student Records Requirements and Best Practices Policy* (October 2013).
- Form 1704, PSB 048 (revised 1997) completed according to the *Permanent Student Record Instructions* effective at the time of completion.
- Student Final Progress Reports for the two most recent years.
- All documents listed as inclusions on Form 1704.

Permanent Student Record (Form 1704) Inclusions

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

- Health services information as indicated by the medical alert checkbox (see Form 1704).
- Court orders as indicated by the legal alert checkbox (see Form 1704) or their rescinding

date, if applicable.

- Other legal documents (e.g., name change or immigration document).
- Support services information (e.g., psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities).
- Individual Education Plans (IEPs) or Case Management Plans (CMPs).
- Notification of students being homeschooled.

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

- Records of information which an educator deems relevant and important to the educational program of the student, including but not limited to:
 - Serious discipline reports (e.g., letters to parents/guardians regarding discipline and corrective actions).
 - Notes from important meetings/discussions relating to the student.
 - Standardized assessment scores or award information.
 - Learning Support Plans (LSPs).

If the above optional documents are not listed as inclusions on PSR Form 1704, then they may be included in the Student File.

Student File

Additional items must or may be included in the school's Student Records as part of the Student File. These items include:

- Student eligibility information (required):
 - Legal name of child – verify original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document.
 - Official name(s) of parent(s) or guardian(s) with home and work contact information.
 - Verification that parent/guardian is legally admitted to Canada and a resident of B.C. (see Appendix I, Form A).
 - Care Card number.
 - Emergency contact numbers.
 - Previous student progress reports (other than the two most recent years required in the PSR).
 - Serious discipline reports.
 - Reports of important meetings/discussions relating to the student.

Sensitive Student Information

Sensitive Student Information will be kept in a secure protected file location by the Principal/Head of School or their delegate. This may include information that requires a high level of confidentiality. Examples include:

- Psychiatric reports.
- Family assessments.
- Referrals to or reports from school-arranged counselling services.
- Record of a school-initiated report of alleged sexual or physical abuse made under section 14 of the *Child, Family and Community Service Act*.

Procedures

The Principal/Head of School or their delegate will be responsible for ensuring that:

- PSR Form 1704 is updated as information changes and the student progresses through the system.
- Any electronic copies of documents are stored on a secure, encrypted server with access restricted to authorized employees.
- Adequate backup and data recovery procedures are in place to protect against hardware failure or data corruption.

Student Record and Student File Retention

Active Students

- Student Records are locked in fireproof cabinets with access restricted to authorized staff.
- The Principal/Head of School or their delegate protects personal information from unauthorized access, use, or disposal.
- Student Records are reviewed periodically to ensure accuracy and compliance.

Inactive Students

- The PSR will be retained for 55 years after a student has withdrawn and not enrolled in another K–12 school or graduated.
- Archived Student Records are stored securely and protected from calamity.

Transferred Students

- The PSR will be sent to the receiving school upon records request.
- Archived copies are retained for 55 years and then destroyed securely.

Student Files

- Student Files for active students are stored securely and reviewed regularly.
- Files for inactive students are retained for 20 years after withdrawal or graduation.
- Files for transferred students are shredded upon transfer after necessary documents are archived.

Security of Student Information Off Campus

The Principal/Head of School or their delegate is responsible for ensuring that personal information taken off campus is securely stored and protected.

Handling of Sensitive Student Information

- Access is restricted to the Principal/Head of School or their delegate.
- Written, dated, and signed parental consent is required for the collection, use, and disclosure of Sensitive Student Information.
- Sensitive records will not be transferred to other schools except with legal authorization and parental consent.

Use of Student Personal Information

The Principal/Head of School or their delegate may use an individual student's personal information for the following purposes if the school has disclosed such purposes to the student or guardian:

- To communicate with the student and/or guardian, process applications, and provide educational and co-curricular services.
- To operate administrative functions such as payments, communications, and ancillary

- programs.
- To provide specialized services in areas of health, psychological, or legal support.

Access to and Disclosure of Student Records

Access to Student Records or Files will be granted, upon assurance of confidentiality, to professionals providing education, health, or social support services to the student. In cases involving separated or divorced parents, the Principal/Head of School or their delegate will follow legal custody agreements and may consult legal counsel as needed.

Transfer of Student Records

Upon receipt of a request for student records from a B.C. public or independent school, the Principal/Head of School or their delegate will transfer that student's PSR including declared inclusions. A copy of the PSR and record of transfer will be retained for 55 years.

If the requesting institution is outside B.C., a photocopy of the PSR will be sent, including declared inclusions.

Sensitive or confidential records (e.g., psychiatric assessments) will only be transferred with signed parental consent.

Section 14 *Child, Family and Community Service Act* reports will not be transferred under any circumstances.

Student records will be reviewed for expired or rescinded documents before transfer, and obsolete materials will be securely destroyed.

References

Permanent Student Record Instructions

Student Records Order (I 1/07): Student Records Requirements and Best Practices Policy (October 2013)

Child, Family and Community Service Act

Personal Information Protection Act (PIPA)

Teacher (Guide) Evaluation Policy-Draft

Policy Statement

A properly conducted evaluation of the Classroom Guide(s) benefits the individual in that role, enhances the relationship between the Principal/Head of School (Head of School) and the Classroom Guide, ensures accountability, fosters opportunities for strengthening the quality of the educational experience provided within the PEAK Montessori community, and models the importance of reflection and goal setting throughout the school.

For the purposes of PEAK Montessori Academy policies and procedures, the Principal/Head of School and Head of School refer to the same position. The Principal/Head of School is the teacher designated by the PEAK Montessori Society under section 8 of the *Independent School Act* and serves as the Head of School for the purposes of the school's day-to-day operations and communications.

Rationale

A vibrant and effective Montessori school is dependent upon the preparedness, awareness, and practices of its Guides (Teachers). Appropriate evaluation processes provide meaningful feedback, opportunities for reflection, training and development, which contribute to the improvement of teaching practice and, ultimately, the effectiveness of the school. Guides are accountable for their programs, learners, and classrooms, and a comprehensive evaluation process is one of the vehicles used to recognize and shape performance.

Purpose

The evaluation of a Guide has the following purposes:

- To promote the professional growth and development of the Guide.
- To recognize and encourage the use of effective classroom practices.
- To assist Guides in assessing their performance.
- To ensure the duties and responsibilities of the position are being carried out as outlined in the job description.
- To identify areas of and opportunities for leadership.
- To provide a basis for decisions affecting employment.
- To ensure that the Guide is meeting the professional, educational, and operational expectations of PEAK Montessori Academy.

Evaluation Values

The evaluation process will:

- Respect the dignity, confidentiality, and anonymity of all participants.
- Actively involve the evaluated Guide.
- Provide constructive feedback, commendations, and opportunities for professional growth and leadership.
- Be fair, equitable, non-discriminatory, and confidential.
- Ensure that each Guide meets the certification or authorization requirements applicable to their position under the *Independent School Act*, *Teachers Act*, applicable regulations, and Ministry requirements.

Process and Timelines

For Guides who have successfully completed their probationary period upon hiring,

evaluations will occur within their first year and at least every other year thereafter. Informal discussions about annual growth plans, observations, self-reflection, and check-ins will happen as often as needed, especially during non-evaluation years.

The evaluation will be carried out by the Principal/Head of School (Head of School), or by a designated evaluator where appropriate.

The Guide will participate actively in the evaluation process by completing a self-evaluation, using an instrument designated by the Principal/Head of School. This self-evaluation will be submitted at least three days prior to the observation dates.

A minimum of two observations will be conducted by the evaluator.

A final report, including dates, areas of strength, areas for growth, and accountability checks, will be written in collaboration between the evaluator and the Guide. This report will be stored securely in the Guide's personnel file and may be referenced in check-in meetings in non-evaluation years.

During the evaluation review meeting, professional development goals and activities may be identified to assist teachers whose evaluation results indicate areas requiring additional support or remediation, as determined by the evaluator. A timeline for demonstrating acceptable levels of improvement will be established and documented as part of the evaluation process.

Evaluation Criteria

The criteria for an evaluation of Guides will be based on the responsibilities defined in the Guide's job description, the strengths-review instrument, and the collaborative evaluation and goal-setting document.

Evaluation may consider:

- Professional responsibilities and conduct.
- Montessori pedagogy and practice.
- Planning and preparation.
- Classroom environment and management.
- Observation and understanding of learners.
- Support of learner development and progress.
- Relationships with learners, families, colleagues, and the wider PEAK community.
- Communication and collaboration.
- Contribution to the school community.
- Professional learning and reflection.
- Compliance with PEAK Montessori Academy policies and procedures.
- Responsibilities associated with the Guide's position and assignment.

Appeals

If the Guide does not agree with any portion of the report or professional development activities as outlined, the Guide has the right to request a review. This request must be submitted to the Principal/Head of School within 30 calendar days of the evaluation review meeting.

If the Principal/Head of School was involved in the original decision, the review will be conducted by the PEAK Montessori Society Board of Directors or by a person or committee designated by the Board who was not involved in the original decision.

The request will be addressed within 30 days where reasonably practicable, and the Guide will be provided with a written response.

Multi-Step Appeals Process

Step 1: Informal Resolution / Initial Review

The goal of this initial step is to resolve the matter quickly and informally.

Guide: Request a meeting with the evaluator to discuss the concerns, presenting a clear, respectful, and evidence-based summary of disagreement with the evaluation or decision.

Evaluator: Listen to the concern and provide a timely, respectful response. Review the Guide's documentation and evaluation results to ensure the decision was based on accurate information and applicable policy.

Step 2: Formal Internal Appeal

If the issue remains unresolved, the Guide may initiate a formal appeal to the next level of authority.

Where the Principal/Head of School was involved in the original decision, the appeal will proceed to the PEAK Montessori Society Board of Directors or a person or committee designated by the Board.

Guide: Submit a formal written appeal within the policy's prescribed time limit. The appeal should clearly state the concerns, including any alleged procedural errors or irregularities.

Board: Where appropriate, form an impartial appeal committee or designate an individual who was not involved in the original decision. This body will review the relevant evidence and policy adherence.

Step 3: Appeal Hearing, if applicable

A formal hearing may provide an opportunity for the Guide and the school to present relevant information and respond to the matter under review.

Guide: Be given a reasonable opportunity to be heard and to provide written or oral submissions. The Guide may be accompanied by a support person or representative where appropriate and consistent with applicable law and employment arrangements.

Board/Committee: Ensure that the review is conducted fairly and impartially and that the Guide has an appropriate opportunity to respond to information that may materially influence the decision, subject to applicable privacy and legal requirements.

Step 4: Final Decision

The internal authority will issue a final decision.

The Board or designated decision-maker will provide a timely decision with written reasons where appropriate. The reasons should address the Guide's concerns and explain how the conclusion was reached.

The Guide may pursue any further rights or remedies available under applicable

employment law or other applicable agreements.

Key Principles of Natural Justice and Procedural Fairness

The following principles of natural justice and procedural fairness are essential for the school to uphold throughout the entire evaluation and appeal process:

Unbiased Decision-Maker: All individuals making or reviewing a decision must act impartially and avoid conflicts of interest or the appearance of bias.

Right to Know the Case: The Guide is entitled to know and respond to information that may materially influence a decision before the decision is made, subject to applicable privacy and legal requirements.

Adequate Notice: The Guide must receive reasonable notice of proposed action, including remediation or other employment action, and the grounds being relied upon.

No Retaliation: The Guide will not be subjected to retaliation by the school, its officers, or employees for raising a concern or exercising a right of review or appeal in good faith.

Clear Policies: The evaluation and appeal process will be governed by written policies and procedures that are accessible, straightforward, and promote consistency.

Opportunity to Respond: The Guide will have a reasonable opportunity to provide relevant information and respond to concerns before a final decision is made.

Remediation and Probation

The process for a Guide whose evaluation report indicates significant areas requiring remediation is as follows:

A Professional Development Contract, which includes an action plan, will be developed within 60 days.

The Professional Development Contract must identify the indicators and/or areas requiring remediation.

The action plan to address these areas will be developed by the evaluator, in collaboration with the Guide. It includes a schedule of periodic progress reviews and the types of evidence required to demonstrate satisfactory progress.

The length of a remediation period will normally not exceed six calendar months, excluding July and August, unless additional time is reasonably required in the circumstances.

The evaluator will meet with the Guide regularly to assess progress and provide assistance and support.

A Guide on remediation is required to compile documentation of progress and improvement in the specific goal areas.

The Principal/Head of School, if not the evaluator, will also be included in this process and the subsequent meetings.

At the conclusion of the remediation period, a meeting will be held between the evaluator

and the Guide to review the documentation, determine the degree of progress made, and decide on the action to be taken.

Remediation Completed

If the Guide has demonstrated satisfactory progress, including successful completion of the identified goals, the Guide will return to the regular evaluation cycle.

Remediation Extended

If the Guide has shown meaningful progress but has not yet met all identified goals, the Professional Development Contract may be revised and the remediation process extended for a reasonable period.

Probation

If the Guide has not demonstrated sufficient improvement following reasonable support and remediation, the Guide may be placed on probation in accordance with the terms of employment and applicable law.

When a Guide is placed on probation, the following process is implemented:

The remediation process is repeated and a new Professional Development Contract is negotiated and implemented.

Near the end of the probationary period, a second evaluation will be completed.

The status of a Guide on probation means that continued employment may be in question and that further employment action, including termination, may result if performance does not improve to the required standard.

At the conclusion of the evaluation, a professional development meeting is held where the evaluator reviews the Guide's documentation, the results of the evaluation, and determines the degree of progress made. The evaluator will then recommend the appropriate action to be taken, subject to any required approval or employment process.

Probation Completed

If the Guide has demonstrated satisfactory progress, including successful completion of the identified goals, a final report will reflect this growth and the Guide will return to the regular evaluation cycle.

Termination

Any termination of employment will be carried out in accordance with the Guide's employment agreement, applicable employment law, PEAK Montessori Academy policies, and any applicable requirements under the *Independent School Act* and *Teachers Act*.

Where a suspension, dismissal, or disciplinary action involves conduct described in section 7 of the *Independent School Act*, the school will comply with the applicable reporting requirements to the Commissioner for Teacher Regulation.

Evaluation Process Evaluation

The Principal/Head of School may review and evaluate the evaluation process upon

completion of each evaluation and make changes to its process or instruments as necessary, provided that the evaluation process continues to meet PEAK Montessori Academy's policy requirements and applicable Ministry requirements.

References

Independent School Act

Independent School Regulation

Teachers Act

Independent School Teaching Certificates Regulation

Independent School Teacher Conduct and Competence Standards

Ministry of Education and Child Care, Inspection Template Guide for Administrators –

Independent Schools

PEAK Montessori Academy Guide/Teacher Job Description

Drafted: October 14, 2024. Revised September 2026.

PEAK Montessori Society Tuition Fees and Refund Policy-Draft

Policy

Learners are expected to remain enrolled until the end of the academic year. Parents/guardians are contractually obligated to pay tuition in accordance with the enrolment agreement and this policy. If a learner leaves the school before the end of the academic year, the school will retain the full last month of tuition, plus an additional 20% of the full-year tuition, equivalent to approximately two months of tuition, subject to the refund provisions outlined in this policy.

Policy Rationale

The school has year-round expenses and relies on tuition revenue to maintain financial stability and meet its ongoing obligations.

Scope

This policy applies to tuition fees, enrolment deposits, application fees, activity and supply fees, and other mandatory fees paid to PEAK Montessori Academy.

Tuition Fees

Tuition fees are determined by the administration and approved by the Board. Parents/guardians agree to pay the tuition rates in effect at the time of enrolment. If a family knows at the time of enrolment that a learner will only attend for part of the academic year, written notification must be provided. The administration may pro-rate tuition where appropriate. The Board may make changes to fees in rare circumstances. Families will receive written notice of any fee change and an opportunity to withdraw.

Payment Schedule

Tuition for the academic year is \$6,500 and may be paid according to one of the following options:

1. **Three instalments:** Families may pay tuition in three instalments of \$1,950. The first instalment is due at enrolment, with the second and third instalments due according to the payment schedule provided by the school. The \$650 enrolment deposit is applied to June tuition.
2. **Monthly payments:** Families may pay \$650 per month for nine months, beginning in September. The \$650 enrolment deposit is applied to June tuition.
3. **Full payment:** Families may pay the \$650 enrolment deposit plus the remaining tuition balance of \$5,850 at enrolment.

The \$650 enrolment deposit is applied to June tuition and is otherwise non-refundable, subject to the refund provisions of this policy. The specific payment dates and amounts will be confirmed in writing at the time of enrolment. New learners enrolled during the school year must pay tuition immediately and tuition will be prorated as appropriate. The applicable payment schedule will be confirmed at the time of enrolment.

Enrolment and Monthly Tuition

A learner attending one or more days in a month is deemed enrolled for the whole month and the full monthly tuition is due.

A learner who is absent but remains enrolled is still subject to the full monthly tuition.

Not attending does not constitute withdrawal. Written notice of withdrawal is required. Enrolment ends at the end of the month in which notice is received, or at a later date specified by the family. Full monthly tuition is due in either case.

Late Payments

Payments not received by the due date are considered overdue. The school may contact the family to arrange a resolution. If tuition remains unpaid and no payment arrangement has been made, the school may suspend the learner's enrollment.

Unpaid tuition is considered a debt owed to the school and the school may pursue further action to recover unpaid tuition. If payment is not received before the academic year begins, the space may be made available to another applicant.

Non-Refundable Fees

The following fees are non-refundable:

- Application fee: \$100
- Enrolment deposit: \$650
- Activity and supply fee: \$300

Refund requests must be submitted in writing with the withdrawal request and in accordance with the refund provisions of this policy.

Early Withdrawal Before Classes Begin

If a learner withdraws before classes begin and at least 20% of annual tuition has been paid, the school may issue a refund of amounts paid beyond the required 20% retention.

Non-refundable deposits and fees are not refunded.

Early Withdrawal After Classes Begin

If a learner withdraws after classes begin, the school will retain the full last month of tuition plus an additional 20% of full-year tuition, regardless of the reason for withdrawal.

Tuition paid beyond these amounts may be refunded upon written request.

Learner Dismissal

If a learner is dismissed by the Principal/Head of School (Head of School) or designate, the administration will provide any eligible refund in accordance with the refund provisions of this policy.

No Refund

For voluntary withdrawal, no refund will be provided if the refund is requested during the last two months of the academic year.

No refund will be provided if scheduled payments are in arrears at the time of the withdrawal request.

The Society will retain only the amounts permitted under this policy. Any eligible refund will be calculated after consideration of outstanding amounts owing to the school.

Withdrawal and Refund Procedure

Written notification of withdrawal must include the learner's name, the date of withdrawal, a clear explanation and a request for any applicable refund.

The administration will determine whether a refund is applicable and will issue any eligible refund to the original payer, subject to any outstanding amounts owing to the school.

School Closure

If the school is required to close, fails to open or reopen, or fails to receive or maintain required certification, the school will comply with all applicable Ministry of Education and Child Care requirements regarding fee refunds.

Administration

The Board of Directors approves tuition fees and fee schedules. The Principal(Head of School) is responsible for administering this policy.

References

Independent School Act

Independent School Regulation

Ministry of Education and Child Care, *School Fee Refund Guidelines*

PEAK Montessori Academy enrolment agreement

PEAK fee schedule

PEAK financial policies

PEAK Montessori Society Water Testing Policy-Draft

Policy Statement

Independent school authorities are expected to test for lead content in drinking water in their school facilities to ensure it meets provincial requirements established by the Ministry of Health, such as the Guidelines for Canadian Drinking Water Quality for lead.

Authorities should take reasonable and prompt steps to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results.

While this policy specifically addresses lead content in drinking water, the Ministry of Education expects independent school authorities will work with appropriate health authorities to address other issues that affect the quality of water as prescribed under applicable provincial and federal legislation.

Policy Rationale

Learner health and safety is a concern shared by all parties in the K-12 education system. This policy provides minimum requirements for testing lead content in drinking water of school facilities, reporting of the results, and mitigation strategies to eliminate or reduce any risks to learners and staff.

Policy In Full

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

Independent school authorities operating private water systems must contact their local health authority to ensure they are meeting all testing requirements.

Independent school authorities are responsible for ensuring the overall safety of their facilities, including, the quality of drinking water within their systems and plumbing.

Independent school facilities must comply with the enactments of British Columbia, including those relating to health, safety, and water quality.

Procedures Related to Policy

Authorities are expected to consult with the appropriate Health Authority to develop a water quality lead testing program for drinking water in their school facilities that would outline the following;

- Risk assessment
- Water testing
- Mitigation strategies
- Communication plan

Risk Assessment

PEAK Montessori Academy will develop a risk assessment based on the age of the school building, recent improvements, and any history of elevated levels of lead in the water.

Water Testing

- 1.1 It is the Ministry of Education's expectation that authorities will complete lead content testing on all school facilities once every 3 years. As a best practice, annual testing is recommended.
- 1.2 PEAK Montessori Academy will work with Island Health to determine a testing program for the school. The testing procedure and amount of samples taken at the school will be determined in consultation with Island Health and all test results will be shared with Island Health.

Mitigation Strategies

- 1.3 If sample results reveal lead levels exceed concentration of 0.005 mg/L (5 parts per billion) (based on maximum allowable concentration in Health Canada's Guidelines for Canadian Drinking Water Quality, PEAK Montessori Academy, in consultation with Island Health, will undertake mitigation strategies which may include:

Flushing regimes

- Deactivation of water sources and supplemental signage
- Installation of filtration systems
- Plumbing upgrades
- Or other steps that result in reducing the exposure to lead to acceptable levels

Communication Plan

- 1.4 If testing finds drinking water concentrations of lead at or above the maximum acceptable level, PEAK Montessori Academy will:
 - a. immediately inform the Independent Schools Branch of the issue and mitigation strategies. Ongoing compliance with this policy will be confirmed during monitoring visits and external evaluations.
 - b. work collaboratively with Island Health to communicate the results of testing lead content in drinking water to parents, learners and staff by describing the following:
 - rationale for testing lead in drinking water,
 - identify partnership with the Health Authority to work toward a solution,
 - state results of sampling,
 - identify mitigation strategies implemented or being considered by the authority, and
 - provide contact information for the authority and the Regional Health Authority for parents, learners and staff to request further information.

- 1.5 Ongoing monitoring visits and external evaluations will confirm compliance with this policy.

References

Testing Lead Content in Drinking Water of Independent School Facilities, Jan 2025

<https://www.healthlinkbc.ca/healthlinkbc-files/lead-drinking-water>

Minimizing Exposure to Lead from Drinking Water Distribution Systems

*Guidelines for Canadian Drinking Water Quality: Guideline Technical Document – Lead
Guidance on Controlling Corrosion in Drinking Water*

*A Manual for Operators of Schools, Private School and Day Nurseries with Excess Lead
in their Drinking Water (Ontario)*

*Guide for schools, private schools and day nurseries on flushing and testing for lead in
drinking water (Ontario)*

Authority

Drinking Water Protection Act

Drinking Water Protection Regulation

Public Health Act

Independent School Act