



Kalyana Support Systems

The Gregory School

POLICY MANUAL

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SCHOOL PROGRAM AND COURSE CALENDAR

PURPOSE The Gregory School for Exceptional Learning is a full-day private school designed for students with Learning Disabilities, Communication Disorders and Attention Difficulties. Kalyana Support Systems provides intervention based on the principles of Applied Behavioural Analysis. Kalyana is an approved Ontario Autism Program provider. The Gregory School does not offer secondary school credits, but does offer non-credit programming to students until the age of 21.

VISION The Gregory School for Exceptional Learning and Kalyana Support Systems is a school community where all individuals continually progress towards their potential, engage in positive social interactions, and realize personal contentment.

MISSION The Gregory School for Exceptional Learning and Kalyana Support Systems aim to provide evidence-based ABA treatment to help each child meet their full potential. We work to help families use their child's strengths to realize communication, social, learning, and life-skill goals. We strive to find ways to ensure the children are content throughout their experience with us and attain happiness in their lives.

CORE VALUES

Servant's Heart

High Expectations

Growth Mindset

Environmental Stewardship

OPERATING PRINCIPLES

- All student programming is supervised by a behaviour analyst (registered with the College of Psychologists and Behaviour Analysts of Ontario)
- Core educational programming is based on Direct Instruction and Discrete Trial teaching methods and curricula, both founded in the principles of Applied Behavioural Analysis
- Speech Therapy, Occupational Therapy and Physiotherapy are integrated into the classroom setting, when their use is supported by our evidence-based intervention model

- Importance is placed on music experience for the enhancement of student goals
- Physical activity is emphasized throughout the school day
- Social skills/pragmatics are taught through small-group sessions
- Small student-teacher ratios are maintained
- Staff development is greatly valued

DAILY OPERATIONS

School/Clinic Location: 1249 Colborne Street W, Brantford Ontario N3T 0M6

Hours of Operation – Monday through Friday 8:30 a.m. until 4:00 p.m. (Extended hours available upon request). Home-based sessions may be available upon request.

ATTENDANCE Students may attend on a full- or part-time basis. Part-time students aged 6 years or older should attend another school setting to make up the Ministry of Education requirements for 194-day annual school attendance.

SCHOOL-YEAR CALENDAR Kalyana offers service year round, except for two closure weeks. The school is closed to students the week immediately preceding Labour Day, and to both staff and students the week containing Christmas Day. In addition, the school is closed to students approximately six days throughout the year for professional activities. Kalyana observed all federal and provincial statutory holidays. Refer to the “School and Clinic Calendar” for the current year’s closure dates.

REPORTING PERIODS Individual Education Plans (IEP) and Report Cards, typically provided by schools are replaced by Individual Service Plans (ISPs; initial and updated) to better meet the need of reporting requirement set out for Behaviour Analysts (i.e., ABA programming). An initial ISP will be developed with parental/guardian input within approximately 6 weeks of the student’s registration. Updated ISPs are completed and review with the parent/guardian at intervals of 6- or 9-months, depending on the intensity of the service being provided (i.e., full-time students will receive updated ISPs every 6 months; students attending fewer than 15 hours per week will receive an updated ISP every 9 months).

STUDENT RECORDS We maintain student records in accordance with the Provincial Health Information Protection Act (PHIPA) regulations. Student records will be kept until

the latter of 10 years past the last date of attendance or 10 years past the the student's 29th birthday. For students not co-attending a provincially or federally-funded school board, The Gregory School will maintain the student's Ontario Student Record (OSR). For students with an OSR maintained by another school, any student record held by The Gregory School (e.g., our Individual Service Plans) will provided for inclusion in the OSR, upon request.

TIMETABLE A typical school day is from 9:00 am until 3:00 pm. Alternate hours can be arranged to suit family needs. The morning block, which is delivered until 11:30 will involve programming in the student's regular setting (typically one-to-one work on academic and other learning goals). From 11:30-1:00, the student will have the opportunity to participate in group settings that include, lunch, recess, music class, gym class, and group activities. From 1:00-3:00 the student will return to regular programming, similar to the morning block.

RESOURCES FOR PARENTS/GUARDIANS A variety of supports is available to help families with goals for their child in the home and/or community. These supports may include training and coaching to help individual families implement goals for their child. In addition, a parent support forum is available to address parents' own needs.

CODE OF CONDUCT The Gregory School for Exceptional Learning and Kalyana Support Systems exists to educate students with various special needs. Our Code of Conduct will aid in defining the opportunity for a safe and secure learning environment.

This Code of Conduct of our organization applies to all persons involved with the school, including, but not limited to:

- Staff/Consultants/Volunteers/Parents/Guardians share the responsibility for complying with the behavioural expectations set out in the Code to ensure that the school is a positive environment for all and to set an example of desirable values of citizenship for the students. They also share the responsibility for developing and enforcing the behavioural expectations of the school.
- Parents/Guardians have the additional responsibility of supporting their child in establishing good work habits and behaviours in the home. They also need to support the behavioural expectations of the school at home to ensure consistency and continuity.

Students are responsible for complying with the expectations of the Code; and where appropriate, they can take an active part in the development of the expectations and the consequences of the Code.

A safe and secure environment allows for a positive learning environment. In turn, a positive learning environment promotes student learning. To successfully achieve these outcomes, it is necessary to develop a clear set of expectations. They are as follows:

- Meet the standards of good citizenship
- Respect authority, self and others in words and action
- Respect the personal property of others as well as the facility and materials of the school
- If damage occurs, it is a natural consequence that those responsible will be held accountable for charges to repair or replace
- Adhere to the law
- Treat others fairly
- Communicate with sensitivity
- Respect the rights and freedoms of others
- Support/promote the philosophies, policies and decisions of the school
- Adhere to the rules of the school

- Comply with the consequences of rules not followed
- Follow conventions that support a learning environment
- Be present when required and be punctual
- Have a positive attitude about learning
- Make a daily commitment to achieving your own potential and that of others in your care
- Fulfill your own responsibilities and assist others in fulfilling theirs when necessary

Failure to adhere to the standards set out in this Code of Conduct will warrant a written notification, which may be followed by a request of the individual to terminate its relationship with the School.

The following are the strategies that our organization employs to promote a safe learning environment at our facility:

Establish a positive school climate

Promote social skills development

Use problem solving techniques with staff, consultants, parents and students

Develop alternative learning programs to assist students with their education plans/needs

The following is a non-exhaustive list of unacceptable behaviours:

- Bullying
- Bad language
- Aggressive behaviour
- Destructive behaviour
- Insubordination
- Drug/alcohol possession, sharing or selling
- Emotional/physical/sexual abuse
- Use of a personal mobile device during class unless permitted by the principal

We understand that unacceptable behaviour occurs occasionally. The following are the consequences that we employ with our students:

- Temporary removal of privileges
- Removal from class to a supervised time-out location
- Formal warning by School Administrator

- Notification to the parent
- Out of school suspension with an appropriate and clear return to school protocol

The following are the consequences we employ with adults working in and around the school:

- Written notice from School Administrator
- Removal from premises (temporary/permanent)

SUSPENSION AND EXPULSION The purpose of the this policy is to establish guidelines for disciplinary actions so that a consistent course of action is applied in order to ensure the safety and security of the entire school community.

STATEMENT OF BELIEF The Gregory School for Exceptional Learning and Kalyana Support Systems believe that a positive school climate and a safe learning and teaching environment are essential if students are to succeed in school.

REGULATIONS

Ministry of Education Policy/Program Memorandum No. 145

Education Act, as Amended by the Education Amendment Act (Progressive and School Safety), 2007

DEFINITIONS

- A positive school climate is one in which everyone - parents, students, staff and community members - feels welcome and respected.
- A suspension is an act of discipline in which a student is removed from school for a period of one to twenty school days. A suspended student cannot take part in school activities or events. A student suspended for longer than 5 days will be provided with an academic program to continue his or her learning while on suspension.
- An expulsion is an act of discipline in which a student is removed from the school permanently. The student will not be permitted to re-enrol in the school's programme

ACTIVITIES LEADING TO POSSIBLE SUSPENSION Section 306 of the Education Act states that a Principal shall consider whether to suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in authority
- Committing an act of vandalism that causes extensive damage to school property

- Bullying
- Any other activity that is an activity for which a principal may suspend a student under a policy of GSEL/KISS

In considering whether to suspend a student for engaging in an activity described above, a principal shall take in account any mitigating or other factors prescribed by the regulations.

ACTIVITIES LEADING TO SUSPENSION AND POSSIBLE EXPULSION Section 310 of the Education Act states that a Principal shall suspend a student and may expel a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activity that, under a policy of GSEL/KSS, is an activity for which a Principal must suspend a student and, therefore, in accordance with this Part, conduct an investigation to determine whether to decide that the student be expelled.

MITIGATING FACTORS For cases of possible suspension and/or expulsion, the following mitigating factors shall be taken into account:

- The student does not have the ability to control his or her behaviour.
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

For cases of possible suspension and/or expulsion, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be or is being suspended or expelled:

- The student's history.
- Whether a progressive discipline approach has been used with the student.
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the student's ongoing education.
- The age of the student.
- In the case of a student for whom an individual education plan has been developed.
- Whether the behaviour was a manifestation of a disability identified in the student's individual education plan.
- Whether appropriate individualized accommodation has been provided.
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

HEALTHY SCHOOL POLICY

ALCOHOL, DRUG, and RELATED PRODUCTS The Gregory School for Exceptional Learning and Kalyana Support Systems is a school community where all individuals continually promote responsible citizenship, safety, well-being, and a positive school environment. This policy sets out expectations and enforcement mechanisms to address the possession, use and provision of alcohol, tobacco, electronic cigarettes, nicotine products, recreational cannabis, alcohol and illegal drugs.

REGULATIONS

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017. The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

CONSEQUENCES Students caught in possession of alcohol, drugs, vaping, tobacco and/or related products

- must surrender the item(s) to the school administrator
- will have their parents notified
- will receive support to learn appropriate behaviours and make choices that support their continued participation in learning
- may be reported to law enforcement agents

ATTENDANCE A child should not attend GSEL/KSS if they are suffering from the following symptoms:

- A fever above 38.5°C or 101.3°F
- A diarrhea incident
- A vomiting incident

If a child is suffering from any or all of the above symptoms, they should not be sent to the facility. GSEL/KSS strives to prevent illnesses and the above symptoms can allow for the spreading of infections and compromised hygiene. Please wait at least 24 hours after the last episode before sending a child back to GSEL/KSS. (<http://www.healthline.com/health/cold-flu/school-sickdays#15>)

If a child becomes ill during the school day with the following symptoms, they will be sent home following a call to parents or their emergency contact:

- 1 incidence of vomiting (unless not illness related)
- 2 incidences of diarrhea within 1 day

NOTIFICATION Families should use their SLACK family channel to communicate illness notifications. Administrative staff will send a confirmation when we have received your notification.

PEDICULOSIS (HEAD LICE) As per the Grand Erie District School Board, the Haldimand-Norfolk Health Unit, and the Brant County Health Unit, students with head lice or nits will not be allowed to attend GSEL/KSS until it is treated and eradicated. Nits are very tiny eggs, half the size of a pinhead and oval in shape. They may look like dandruff but they are firmly glued to the hair and cannot be flicked off. New eggs, which are close to the scalp, are tan coloured and are difficult to see. Nits that are farther away from the scalp appear white. Nits are most often found above and behind the ears, at the nape of the neck at the crown of the head. Families should contact a pharmacy or the Brant Count Health Unit for details on the detection and treatment of lice.

CONCUSSION This policy on concussion is developed and maintained in accordance with Ontario Ministry of Education Policy/Program Memorandum No. 158: School Board Policies on Concussion. The purpose of this policy is to educate the community of The Gregory School for Exceptional Learning and Kalyana Support Systems about the risks and duties with respect to Concussion. This policy will be shared with students, parents, school employees, administrators, educators, school staff, volunteers, doctors and nurse practitioners, and community-based organizations. Where practicable and relevant, this policy will be integrated into the curriculum. This policy will also be shared with organizations that use the school facilities, such as community sports organizations and licensed child-care providers.

CONTEXT Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to develop strategies to assist students as they "return to learn" in the classroom as it is to develop strategies to assist them "return to physical activity". Without addressing identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Research also suggests that a child or youth who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results.

Administrators, educators (including occasional teachers), school staff, students, parents and school volunteers play an important in the prevention of concussion, identification of a suspected concussion, as well as the ongoing monitoring and management of a student with a concussion.

DEFINITION A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g. headaches, dizziness), cognitive (e.g. difficulty concentrating or remembering), emotional/behavioural (e.g. depression, irritability), and/or related to sleep (e.g. drowsiness, difficulty falling asleep).

- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull.
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness).
- cannot normally be seen on x-rays, standard CT scans or MRIs.

DIAGNOSIS A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner.

PREVENTION Any time a student/athlete is involved in physical activity, there is a chance of sustaining a concussion. Therefore it is important to take a preventative approach; encouraging a culture of safety mindedness when students are physically active. One approach to the prevention of any type of injury includes primary, secondary and tertiary strategies. Listed below are these three strategies for concussion injury prevention:

- Primary - information/actions that prevent concussions from happening (e.g., rules and regulations, minimizing slips and falls by checking that classroom floor and activity environments provide for safe traction and are obstacle free).
- Secondary - expert management of a concussion that has occurred (e.g., Identification, and Management - Return to Learn and Return to Physical Activity) that is designed to prevent the worsening of a concussion.
- Tertiary - strategies that help prevent long-term complications of a concussion (chronic traumatic encephalopathy) by advising the participant to permanently discontinue a physical activity/sport based on evidence-based guidelines.

IDENTIFICATION If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action as follows:

Unresponsive student (or where there was any loss of responsiveness)

- Stop the activity immediately, assume there is a concussion.
- Initiate Emergency Action Plan and call 911. Do not move the student.

- Assume there is a possible neck injury and, only if trained, immobilize the student before emergency medical services arrive.
- Do not remove athletic equipment (e.g. helmet) unless there is difficulty breathing.
- Stay with the student until emergency medical services arrive.
- Contact the student's parent/guardian (or emergency contact) to inform them of the incident and that emergency medical services have been contacted.
- Monitor and document any changes (i.e. physical, cognitive, emotional/behavioural) in the student.
- Refer to the school's injury report form for documentation procedures.
- If the student regains responsiveness, encourage him/her to remain calm and to lie still.
- Do not administer medication (unless the student requires medication for other conditions, e.g. insulin for a student with diabetes).

Responsive student

- Stop the activity immediately.
- Initiate Emergency Action Plan.
- When the student can be safely moved, remove him/her from the current activity or game.
- Conduct an initial concussion assessment of the student. Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of any one or more of the common signs and symptoms of a concussion.

INITIAL CONCUSSION ASSESSMENT - COMMON SIGNS AND SYMPTOMS A sign is something that will be sensed by another person (e.g. parent/guardian, teacher, coach, supervisor, peer). The signs are as follows:

- Physical Signs include vomiting, slurred speech, slowed reaction time, poor coordination or balance, blank stare/glassy-eyed/dazed or vacant look, decreased playing ability, diminished responsiveness, lying motionless on the ground or slow to get up, amnesia, seizure or convulsion, or grabbing or clutching of head
- Cognitive Signs include difficulty concentrating, easily distracted, general confusion, cannot remember things that happened before and after the injury, does not know time, date, place, class, type of activity in which he/she was participating, or slowed reaction time (e.g., answering questions or following directions)

- Emotional/Behavioural Signs include strange or inappropriate emotions (e.g., laughing, crying, getting angry easily)
- Sleep Disturbance Signs include drowsiness or insomnia

A symptom is something the student will feel. The symptoms are as follows:

- Physical Symptoms include headache, pressure in head, neck pain, feeling off/not right, ringing in the ears, seeing double or blurry/loss of vision, seeing stars, flashing lights, pain at physical site of injury, nausea/stomach ache/pain, balance problems or dizziness, fatigue or feeling tired, or sensitivity to light or noise
- Cognitive Symptoms include difficulty concentrating or remembering, slowed down, fatigue or low energy, or dazed or in a fog
- Emotional/Behavioural Symptoms irritable, sad, more emotional than usual, nervous, anxious, or depressed
- Sleep Disturbance Symptoms include drowsy, sleeping more/less than usual, or difficulty falling asleep

Please note that signs and symptoms can appear immediately after the injury or may take hours or days to emerge. Signs and symptoms may be different for everyone. A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted. It may be difficult for younger students (under the age of 10), students with special needs or students for whom English/French is not their first language to communicate how they are feeling. Signs for younger students (under the age of 10) may not be as obvious as in older students.

If sign(s) are observed and/or symptom(s) are reported, a concussion should be suspected. Do not allow the student to return to play in the activity, game or practice that day even if the student states that he/she is feeling better. Contact the student's parent/guardian (or emergency contact) to inform them of the incident, that they need to come and pick up the student; and that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that same day. Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. If any signs or symptoms worsen, call 911. Refer to the school's injury report form for documentation procedures. Do not administer medication (unless the student requires

medication for other conditions – e.g., insulin for a student with diabetes). Stay with the student until her/his parent/guardian (or emergency contact) arrives.

The student must not leave the premises without parent/guardian (or emergency contact) supervision. The Parent/Guardian must be informed that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day; and informed that they need to communicate to the school principal the results of the medical examination (i.e., the student does not have a diagnosed concussion or the student has a diagnosed concussion) prior to the student returning to school.

If no concussion is diagnosed, then the student may resume regular learning and physical activities. If a concussion is diagnosed, then the student must follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

If signs are NOT observed and symptoms are NOT reported, a concussion is not suspected and the student may return to physical activity. However the student's parent/guardian (or emergency contact) must be contacted and informed of the incident. The Parent/Guardian must be informed that signs and symptoms may not appear immediately and may take hours or days to emerge; the student should be monitored for 24-48 hours following the incident; and if any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that same day.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL Once a student has been identified as having a suspected concussion, the school principal must inform all school staff (e.g., classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the suspected concussion; and indicate that the student shall not participate in any learning or physical activities until the parent/guardian communicates the results of the medical examination (i.e., the student does not have a diagnosed concussion or the student has a diagnosed concussion) to the school principal. Once the parent/guardian has informed the school principal of the results of the medical examination, the school principal must inform all school staff (e.g., classroom teachers, physical education teachers, intramural supervisors,

coaches) and volunteers who work with the student of the diagnosis; and file written documentation of the results of the medical examination in the student's OSR.

MANAGEMENT PROCEDURES FOR A DIAGNOSED CONCUSSION A student with a diagnosed concussion needs to follow a medically scripted, supervised, individualized and gradual, Return to Learn/Return to Physical Activity Plan. While return to learn and return to physical activity processes are combined within this plan, a student with a diagnosed concussion must be symptom free prior to returning to regular learning activities and beginning a return to physical activity. The parent/guardian must provide the school principal with written documentation from a medical doctor or nurse practitioner that indicates the student is symptom free and able to return to full participation in physical activity in order for the student to return to physical activity.

TRAINING This policy will be part of the regular and ongoing annual staff and volunteer training.

EMERGENCY HEALTH MEASURES Students and staff can be injured or become ill during the school day. Such events may require non-urgent, urgent, or emergency health care at school. The following document outlines policies and guidelines for all these situations, including emergency health care. All instructors are to be certified in Standard First Aid/CPR Level C for the 2016-2017 school year.

PERSONNEL DESIGNATED AS SENIOR FIRST AIDERS A complete list of certified staff is displayed in the Orchard (Kitchen). The following staff have been designated as Senior First Aiders: Angeline Savard, Catherine McConnell, Kate Harrison

EMERGENCY LOCATION In the event that a staff member or student needs emergency medical care, they will be transported to the Brantford General Hospital located at 200 Terrace Hill Street, Brantford, 519-751-5544.

PROCEDURES AND STAFF In the event of a health issue at school, whether urgent or non-urgent, the principal is to be notified and will be responsible for making decisions about required action. In the event that the principal is not on-site, another staff member certified in Standard First Aid/CPR Level C/AED shall be responsible for taking the required action.

If a student with special health needs is likely to require emergency transport to the hospital during the year, prospective communication with local emergency medical service professionals and an emergency transport plan should be completed.

Emergency health education for staff should include first aid, basic life support, and the recognition and treatment of anaphylaxis. Education should be on a voluntary basis with certificates provided. Periodic retraining in association with a current certificate of participation should be required to assure competence. All staff members should be educated about emergency response guidelines developed by the school administrator. Education about immobilization of the cervical spine, airway management, and rescue breathing should be a part of this training. Staff members should also be encouraged to obtain additional emergency response education whenever possible.

MANUAL AND EMERGENCY KIT A complete emergency medical kit is be kept in the cloakroom. The kit is be readily available to educated staff volunteers. Kits should be checked in August, November, February, and May for restocking and/or expiration of contents. Auto-inject epinephrine should be available by individual prescription for students or staff members with a history of anaphylaxis. Staff members are appropriately educated about the recognition and treatment of anaphylaxis in a person without a previous diagnosis of anaphylaxis, and auto-inject epinephrine should be a part of the emergency kit. An emergency care manual for first aid should be available to staff members.

NOTIFICATION AND DOCUMENTATION Parents, legal guardians, or designated emergency contact persons must be informed as quickly as possible about injuries to their children at school. The description and disposition of significant illnesses or injuries (including the illnesses or injuries for which a student, staff member, or visitor is released from school to visit a physician or hospital) should be documented on Injury or Incident Report form. These forms are also used to review for patterns of injury, to inform parents of the circumstances and handling of the injury, to inform the child's usual source of health care or emergency medical service personnel, and as documentation for liability and insurance purposes.

EMERGENCY PROCEDURE In the event a student or adult collapses and is unresponsive, the following steps should be taken:

- Using either the phone in the room or a cell phone, someone should call 911.
- Confirm the location of the patient.
- Confirm the situation with the 911 operator.
- Send a teacher or capable student to inform the Principal/Office
- The Principal should oversee the administration if First Aid/CPR is required.
- Someone should be placed outside to direct EMS to the proper location.
- Assess the victim: airway, breathing and circulation
- Initiate CPR, if needed.
- Upon arrival, EMS shall take charge of the situation.
- Provide victim information: name, age, known medical problems and time of incident.
- Provide information as to current condition.

Notify the student's parents/guardians and provide information as instructed by EMS

*If the patient has suffered any trauma or a fall, the patient should not be moved unless the scene is unsafe

**Prior to EMS arrival, someone in the administration office should get the patient's emergency contact information from the file.*

PERSONAL ELECTRONIC DEVICES The Gregory School for Exceptional Learning and Kalyana Support Systems is a school community where all individuals continually promote responsible citizenship, safety, well-being, and a positive school environment. This policy sets out expectations and enforcement mechanisms to address the use of cell phones by students.

REGULATIONS Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct

EXPECTATIONS All members of the school community must not use personal mobile devices during instructional time except under the following circumstances
for educational purposes, as directed by an educator
for health and medical purposes
to support special education

All students must have personal mobile devices stored out of view and powered off or set to silent mode through out the full instructional day, except when their use is explicitly permitted by the educator under the circumstances outlined above.

Specific permissions for teachers include:

- To note the time (clock feature)
- To use a timer, interval timer, or related app
- To read or make notes related to student programming on Slack

Specific restrictions for teachers include, except during unpaid lunch breaks and other unpaid time periods:

- Personal communication
- Leisure activities (e.g. videos, games or apps)

CONSEQUENCES If a student has in view, or is using, a personal mobile device without express permission from a teacher, they must hand in the device for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal. If the student does not hand in a device when required, the principal has discretion to consider a range of responses to address this behaviour, including suspension. If a teacher uses any electronic device for a purpose

not permitted within this policy, progressive discipline action will be enacted, as per the employment contract.

PREVALENT MEDICAL CONDITIONS The Ministry of Education's Policy and Program Memorandum (PPM) 161 defines a prevalent medical condition as:

- Asthma
- Diabetes
- Epilepsy (we will include any history of seizures)
- Allergies at risk of anaphylaxis

Staff have the responsibility to:

- Know the plan of care
- Participate in training
- Disseminate information about the plan of care to other staff, students, parents, volunteers, where appropriate
- Follow strategies to reduce risk (e.g., ensure that the students avoid causative agents or activities)
- Support a student's medical needs and respond to medical incidents

FIRST AID FOR CONVULSIVE SEIZURES The following procedure will occur in the event of a convulsive seizure to ensure the safety of the person experiencing it:

Stay calm! Do not restrain a person having a seizure.

Move sharp objects out of their way.

Do not put anything in their mouth.

Roll the person onto their side. Place something soft under their head.

Let the seizure take its course. Time it.

If the seizure lasts more than 5 minutes or repeats, call for medical attention.

Please refer, also, to the Emergency Health Plan Policy.

SUPPORT FOR ANAPHYLACTIC ALLERGIES The purpose of this policy document is to articulate the practices that are intended to protect students with anaphylactic allergies. This policy complies with "Sabrina's Law, 2005."

DEFINITION OF ANAPHYLAXIS "Anaphylaxis" means a severe systemic allergic reaction that can be fatal, resulting in circulatory collapse or shock, and "anaphylactic" has a corresponding meaning

REDUCING THE RISK OF EXPOSURE Strategies will be enacted to reduce the risk of exposure to anaphylactic causative agents in the school whenever a student who is known to have an anaphylactic allergy is enrolled. These strategies include:

Avoiding contamination of the school premises with the causative agents.

Educating staff members and students about the causative agents.

DISSEMINATION OF INFORMATION Information on life-threatening allergies affecting students enrolled will be disseminated to parents, students and staff members via the Parent Handbook, Staff Handbook and/or memory. Information will also be posted in prominent places such as the office, staff room, and lunchroom.

STAFF TRAINING Training on dealing with life-threatening allergies will be provided for all employees as part of the pre-service training and as refresher-training twice yearly within regular staff meetings.

INDIVIDUAL PLANS The principal will ensure, upon registration, that parents, guardians and students shall be asked to supply information on life-threatening allergies. The principal will develop an individual plan for each student who has an anaphylactic allergy. A copy of the plan will be posted in a prominent location, a copy will be placed in the "Emergency Contact Information" binder, and a copy will be placed in the student's "Supporting Documents" (blue) folder. This plan will contain: Details informing staff members and others who are in regular contact with the student of the type of allergy, monitoring and avoidance strategies, and appropriate treatment. A readily accessible emergency procedure for the student, including emergency contact information, prescriptions and instructions from the student's physician or parent.

Storage for epinephrine auto-injectors, where necessary.

ADMINISTRATION OF MEDICATION Staff members may be preauthorized to administer medication if outlined in the student's Individual Plan. If a staff member has reason to believe that a student is experiencing an anaphylactic reaction, the staff member may administer an epinephrine auto-injector or other medication prescribed to the student, even if there is no preauthorization to do so.

IMMUNITY No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with “Sabrina’s Law.”

OBLIGATION OF THE PARENTS It is the obligation of the student’s parent or guardian to ensure that the information in the student’s file is kept current with the medication the student is taking.

SAFE SCHOOL POLICY

BULLYING This policy on Bullying Prevention and Intervention is in accordance with Ontario Ministry of Education Policy/Program Memorandum No.144. The main statements of this policy are:

- Bullying adversely affects students' ability to learn
- Bullying adversely affects healthy relationships and the school climate
- Bullying adversely affects a school's ability to educate its students
- Bullying will not be accepted on school property, at school-related activities, in school transportation vehicles, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate

DEFINITIONS AND INFORMATION Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of email, cellphones, text messaging, Internet websites, or other technology).

PREVENTION STRATEGIES: RECOGNIZING THE RISK OR BULLYING AND ACTIVE BULLYING Bullying behaviours can begin in pre-school. The child who aggressively takes toys from peers, the aggressive hitter and biter, or the child who must be included in every game may be exhibiting early bullying behaviour. A recent

retrospective examination of children's early home environments indicates that children who watched television significantly more than the mean viewing time of 3.5 hours per day had a 25% increase in the probability of being described as a bully by the child's mother at ages 6-11 years old. Children who received emotional support from their parents in early years were 33% less likely to be described as bullies in later years.

Although the prevalence of bullying may be greater in elementary school, the severity of bullying behaviours escalates in middle schools. Boys, mostly boys of physically larger stature, typically engage in physical acts of bullying, including body-checking, pushing, shoving, extortion, and robbery. Girls typically use indirect or relational strategies, such as gossiping, shunning, or starting rumours. However, both sexes use both forms of bullying.

A recent addition to the bullies' repertoire is "cyber-bullying," the use of technology as a bullying weapon. Cyber-bullying can occur via Internet postings on webpages, in chat rooms, or in emails and other technology-mediated messaging systems. Instant messaging is a popular tool, as are text messages on cellular telephones. The cyber-bullying consists of insults, "trash talk," threats, gossip, the starting of sexual or gender orientation rumours, or compromising photographs taken with camera phones, all directed at the victim. For middle school students in particular, the desire to be part of the "in" group prompts victims to access and accept postings and messages even when they have reasonable notice that the messages are targeting them. Since cyber-bullying often originates outside of school, protected by the anonymity of the Internet or of cell phones, cyber-bullying is hard to monitor or eradicate.

PREVENTION STRATEGIES: IDENTIFYING POTENTIAL OR ACTUAL BULLIES Identifying a bully is not an easy task. Bullies often present an engaging and appealing demeanour to adults, effectively diverting adult suspicion, at least initially. Psychologists, psychiatrists, medical doctors, and educational personnel agree that there is no typical bully. However, the most prevalent characteristics of bullies include the following:

- Controlling others through verbal threats and force
- Quick to anger and resort to force sooner than others
- Have little empathy for the problems of others
- Inappropriately perceive hostile intent in the actions of others
- See aggression as the only way to preserve their self-image

- Inconsistent discipline at home, or parents who often do not know their whereabouts
- May suffer physical and emotional abuse at home
- Exhibit obsessive or rigid actions

PREVENTION STRATEGIES: MAINTAINING A POSITIVE SCHOOL CLIMATE The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS) will support and maintain a positive school climate, as measured by the following characteristics:

- Students and staff feel safe and are safe
- Healthy and inclusive relationships are promoted
- Students are encouraged to be positive leaders in their school community
- All school community partners are actively engaged
- Bullying prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage
- Improvement of learning outcomes for all students is emphasized

GSEL/KSS teaching strategies support this bullying prevention and intervention policy, by including bullying prevention in daily classroom teaching (e.g. by including books that deal with bullying on reading lists). These strategies also focus on developing healthy relationships by including bullying prevention throughout the curriculum in daily classroom teaching.

INTERVENTION STRATEGIES Incidents of bullying will be addressed with appropriate and timely responses. Intervention will be consistent with a progressive discipline approach. Intervention strategies could range from early interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. Ongoing interventions may be necessary to sustain and promote positive student behaviour. The following mitigating factors shall be taken into account:

- The student does not have the ability to control his or her behaviour
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person

GSEL/KSS allows and encourages all students to report bullying incidents safely and in a way that will minimize the possibility of reprisal, through confidential communications to any and all school staff. In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension or expulsion will be considered. In considering suspension or expulsion, the following other factors shall also be taken into account:

- The student's history
- Whether a progressive discipline approach has been used with the student
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or any other harassment
- How the suspension or expulsion would affect the student's ongoing education
- The age of the student
- In the case of a student for whom an individual education plan has been developed:
- Whether the behaviour was a manifestation of a disability identified in the student's individual education plan
- Whether appropriate individualized accommodation has been provided
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct

TRAINING FOR MEMBERS OF THE SCHOOL COMMUNITY Most bullying occurs in schools, rather than on the way to and from schools. The frequency and severity of bullying is inversely related to the degree of supervision present; that is, more, and more severe, bullying occurs where supervision is least. Playgrounds and schoolyards are areas preferred by bullies. Bullying also occurs in the cafeteria, in lines, in bathrooms, and in classrooms, even when teachers are present. Schools in which the teacher and administrators talk about bullying and monitor its occurrence have fewer bullying incidents. Schools organized as communities, with a common set of goals and norms, have stronger peer relationships and fewer bullying incidents. Students in these communal schools feel a greater bond to the school, to teachers, and to each other, making bullying less likely.

GSEL/KSS training strategies for all administrators, teachers, and instructor on bullying prevention and intervention include training on specific prevention and reaction strategies.

DISSEMINATION This bullying prevention and intervention policy will be communicated:

- In writing to parents via publication of this policy online, and in print, if requested.
- In writing to all employees and volunteers via the Policies Manual.
- Verbally to all staff, as necessary.
- Verbally to students, as deemed appropriate by the staff and as directed by the principal.

POLICY REVIEW GSEL/KSS annually reviews the effectiveness of this bullying prevention and intervention policy by indicators such as, but not necessarily including:

- An analysis of the school climate through anonymous surveys of students, staff members, and parents provided by their schools (these surveys should be done on a regular cycle).
- Performance indicators for monitoring, reviewing, and evaluating the effectiveness of this bullying prevention and intervention.

CHILD ABUSE The Gregory School for Exceptional Learning and Kalyana Support Systems endorses a supportive school environment that is safe and secure for all students and staff. The school does not permit any person to intentionally harm a student by physical, sexual or emotional means or by the failure to provide adequate care for, supervise or protect a child.

SOURCES The information within this document has been extracted from several sources:

- The Handbook for School Personnel, Metropolitan Toronto Special Committee on Child Abuse, preventative education program.
- Child Abuse Policy from Bishop Hamilton School in Ottawa ON, courtesy of Elaine Hopkins.
- Child Abuse Policy from Pinehurst School in St. Catharines ON, courtesy of Dave Bird.

DEFINITIONS For the purpose of this document, Staff Members includes all adults working in any capacity within The Gregory School for Exceptional Learning and Kalyana Support Systems. The following definitions have been extracted from The Handbook for School Personnel, Metropolitan Toronto Special Committee on Child Abuse, preventative education program.

- Child abuse is any form of physical harm, emotional deprivation, neglect or sexual mistreatment that can result in injury or psychological damage to a child
- Physical abuse occurs when the person(s) responsible for the child's care, inflicts or allows being inflicted any injury upon the child
- Emotional abuse or psychological maltreatment occurs when the person(s) responsible for the child's care either subjects the child to or permits the child to be subjected to chronic and persistent ridiculing, rejecting, isolating, terrorizing, ignoring or corrupting behaviour. Examples of emotional abuse include, but are not limited to:
 - Chronically ridiculed, degraded, criticized or humiliated
 - Habitually ignored or rejected in preference for other children (making cruel remarks such as "you're no good" or "I wish you'd never been born")
 - Subjected to frightening punishment such as being locked in a closet
 - Enticed, bribed or forced into self-destructive behaviour (e.g. drugs, alcohol)

- Treated as a scapegoat (consistently blaming a child for that which has gone wrong)
- Witnessing violence in the family home between parents and/or other family members
- Neglect occurs when the person(s) responsible for the childcare jeopardizes that care or well being through deprivation of necessities such as:
 - Supervision appropriate for the child's age, mental/psychological or physical
 - Adequate and nourishing food
 - Healthy and clean living environment
 - Medical, educational and recreational facilities appropriate to age and condition
- Child sexual abuse refers to the use of a child by an adult for sexual purposes whether consensual or not. It includes acts of exposure; sexual touching; oral, anal or vaginal penetration; and the exposing of a child to or involving a child in pornography or prostitution. Any form of direct sexual contact between child and an adult is abusive since it is motivated purely by adult needs and involves a child who by virtue of his or her age and position in life is unable to give consent.

LEGAL REGULATIONS In terms of Physical Intervention, we are governed by the following policies:

- Section 264(1) of the Education Act requires a teacher to maintain, under the direction of the Principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground.
- Correspondingly, Section 23(1)(c) of Regulation 262 of the Education Act requires a student to accept such discipline as would be exercised by a kind, firm and judicious parent. As an absolute last resort to effect these requirements, Section 43 of the Criminal Code provides that every teacher is justified in using force by way of correction toward a student under the age of majority who is under his or her care, only if the force does not exceed what is reasonable under the circumstances. Note that any force that could objectively result in injuries endangering life, limbs, health or disfigurement is unquestionably unreasonable, and will expose the teacher to criminal responsibility.
- The Ontario College of Teachers Act, by regulation, prohibits such professional misconduct, which includes abusing a student physically, sexually, verbally, psychologically or emotionally.

We have a duty to report suspected abuse. A teacher also commits professional misconduct by failing to comply with the teacher's duty pursuant to the Child and Family Services Act. As of April 1st, 2000, the Child and Family Services Act (see, in particular, Sections 37 and 72) now requires teachers, who in the course of their professional or official duties, have reasonable grounds to suspect that a child (16 years or less) is or may be suffering or may have suffered abuse to forthwith report the suspicion and the information on which it is based to a children's aid society. The teacher must now personally make the report to the local Children's Aid Society, and not through the Principal. There is also now an ongoing duty to report additional suspicions. Each additional situation involving 'reasonable grounds to suspect' must be reported, even if a previous report has been made with respect to the same child. Failure to so report can result in a conviction, and a fine of up to \$1,000. As directed by Ontario Ministry of Education Policy/Program Memorandum No. 9 (August 10th, 2001), it is the responsibility of the children's aid society and, if necessary, the police to conduct an investigation into the possibility that a child is in need of protection. Gregory School staff members who suspect that a child is or may be in need of protection will not conduct an investigation regarding their suspicions or the disclosures of the child, and shall question the child only to clarify the nature of the complaint.

We also have a duty to report a suspected abuser. The Student Protection Act, 2002, provides further protection for students. That legislation requires the Principal to promptly report to the Ontario College of Teachers in writing when the principal becomes aware that a member who is or has been employed by The Gregory School for Exceptional Learning, (a) has been charged with or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors; (b) has been charged with or convicted of an offence under the Criminal Code (Canada) that in the opinion of the Principal indicates that students may be at risk of harm or injury; or (c) has engaged in conduct or taken action that, in the opinion of the Principal, should be reviewed by a committee of the college. Sexual conduct can involve sexual intercourse or other forms of physical sexual relations between the staff member and the student; touching, of a sexual nature, of the student by the staff member; or behaviour or remarks of a sexual nature by the staff member towards the student.

The Gregory School for Exceptional Learning will terminate the duties for a suspected abuser. It is also The Gregory School's policy and practice to voluntarily enforce the Education Act Section 170 (1) (12.1), which requires the Principal, on becoming aware that a staff member has been charged with or convicted of an offence under the Criminal Code (Canada) involving sexual conduct and minors, or of any other offence under the Criminal Code (Canada) that in the opinion of the Principal indicates that students may be at risk, take prompt steps to ensure that the staff member performs no duties in the classroom and no duties involving contact with students, pending withdrawal of the charge, discharge following a preliminary inquiry, stay of the charge or acquittal, as the case may be.

PROCEDURES TO PROTECT THE CHILD The following are the procedures we have in place:

- **Know the Signs** - Staff member must familiarize themselves with the possible indicators of abuse. These indicators are fully described in the appendix to this policy.
- **Report the Suspected Abuser** - A staff member who has reasonable grounds to suspect abuse of any form must make a report personally to the Children's Aid Society. The report must be made as soon as possible. Delaying reports even slightly can affect the evidence that may be subsequently obtained by the Children's Aid Society to aid in their investigation. The staff member who has the grounds to suspect abuse may not have the principal or another staff member make the report in his/her place. It is not the responsibility, nor the right, of the staff member to make investigations of his or her own prior to reporting the incident. The staff member must advise the Principal of the report being made to the Children's Aid Society at the time the report is being made or as soon afterwards as possible.
- **Record Incidents** - Staff members must document any incidents that may not provide reasonable grounds in isolation, but may lend evidence that would lead to a reasonable suspicion of abuse in the future. Examples of such an incident would be the observation of unusual bruising on a child. One occurrence of bruising may not be reasonable grounds to suspect abuse, while several may be. Staff members should also document any report made to the Children's Aid Society. The outcome of the Society's investigation should also be documented.
- **Criminal Record Checks** - Staff members provide a Criminal Reference Check to the principal upon their hire.

PROCEDURES TO PROTECT ADULTS FROM WRONGFUL ACCUSATIONS The following are the procedures we have in place:

- When possible, staff members should not be alone with a single student.
- When a student's programming requires that a significant amount of time be spent alone with a teacher, the student's parents will be made aware of the situation.
- Staff members should take precautions such as leaving classroom doors open and/or checking in with other staff members occasionally.
- Staff members should ensure that affectionate contact with students (e.g. hugs) doesn't become excessive.
- Document Incidents - Staff members should document any incident that may later be interpreted as abuse (e.g. Physical Intervention).

FIRE SAFETY The purpose of this policy document is to identify the practices that are intended to ensure the safety of staff and students of The Gregory School for Exceptional Learning and Kalyana Support Systems in the event of a fire or other emergency. In addition, this policy outlines items which must be implemented and documented in order to maintain fire protection systems and assist in the prevention of a fire on the premises.

OBJECTIVES The objectives of the Fire Safety Policy are:

- Fire Prevention - To prevent the occurrence of fire through the control of fire hazards and the proper maintenance of the build-in safety systems and facilities
- Occupant safety - To establish a systematic method for safe and orderly evacuation of the building in the case of fire or other emergency
- To establish procedures that will maximize the probability of controlling and extinguishing a fire in the safest and most efficient manner

ROLES AND RESPONSIBILITIES The roles and responsibilities of all involved parties of The Gregory School for Exceptional Learning and Kalyana Support Systems are as follows:

The Principal

- Be in complete charge of the approved Fire Safety Policy and the specific responsibilities of the personnel.
- Designate and train sufficient assistants to act in this position, during any absence from the building.
- Educate and train all building personnel and occupants in the use of the existing fire safety equipment and in the actions to be taken under the approved Fire Safety Policy. Actions include:
 - Fire drills shall be held three (3) times in each of the Fall and Spring terms.
 - Keep a record of all fire drills.
 - Designate someone to check washrooms.
 - Ensure all fire doors and service doors are closed.

Teacher Designate

- Perform the duties of the Principal in her absence.
- Be familiar with the fire plan and duties of the Principal.

Teachers

- Familiarize students with prescribed exits from the school as well as alternate exits.

- Ensure students are aware of procedures to be followed in case of an emergency.
- Particular attention should be given to students who are away from their classroom (e.g. in the washroom, hallways, etc.).
- Practice fire drill protocol with students.
- Take attendance records when leaving classroom and let the Principal/Designate know whether or not all students are accounted for.
- Close all doors when the classroom is vacant.

Property Manager

- Check, test and inspect fire safety equipment as per the Ontario Fire Code and note it in the log book.
- Ensure exit doors are functioning and clear from hazards, snow, etc.
- Maintain fire protection equipment in operating condition, at all times.
- Have a working knowledge of the alarm system and how it is reset.

Fire Safety Officer

- Keep the emergency plans up to date with current names, phone numbers and addresses.
- Be familiar with the fire plan and duties of the Principal.
- Maintain fire drill records and inspection logs, as well as coordinate routine maintenance schedules.
- Notify the Fire Department of shut down of any fire protection equipment for repairs.

In general

- Keep stairways, landings, hallways, passageways and exits (inside and outside) clear of any obstructions at all times.
- Do not permit combustible materials to accumulate in quantities or locations which will constitute a fire hazard.
- Promptly remove all combustible waste from all areas where waste is placed for disposal.
- Keep access roadways, fire routes and fire pumper connections clear and accessible for Fire Department use.

FIRE EXIT PLAN A Fire Exit Plan will be maintained and will be posted on all floors of the facility. Copies will be kept in the school's "Policy" Manual and with the Fire Drill Records.

FIRE DRILLS Fire Drills will be conducted 6 times in the school year. Three drills should be done in the fall and three in the spring. The first drill of every school year is to be preceded by discussion and explanation of procedures to all students. Drills later in the school year are to be conducted without prior notice to staff and students.

FIRE DRILL RECORDS A record of Fire Drill will be kept in the "Operations" manual. The date of the drill and any comments about the success of the evacuation procedures should be noted.

ALARM SYSTEM The alarm system was upgraded in August 2017 to provide for occupancies over 40 persons, as per specification approved by the County of Brant's Fire Inspection Department. Pull-stations are located in common areas, and smoke detectors provide automatic audible alarms that also signal the closest fire station (via Damar Security).

IN THE EVENT OF A FIRE The following steps will be taken in the event of a fire:

- Ensure the fire alarm has been activated.
- Supervise the evacuation of the occupants.
- Upon arrival of firefighters, inform the Fire Officer regarding conditions in the building.
- Provide access and vital information to firefighters (e.g. master keys for service rooms).
- Do not re-enter the building prior to consultation with the Senior Fire Official on scene.

PHYSICAL INTERVENTION The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS) endorses a supportive school environment that is safe and secure for all students and staff. GSEL/KSS recognizes that on rare occasions, a student may be unable to demonstrate appropriate self-control and may injure himself/herself or others or cause significant property damage. Thus, GSEL/KSS shall provide intervention measures, when deemed necessary, such as physical intervention. By this document, GSEL/KSS establishes physical intervention procedures to be employed by staff, on either an emergency or planned basis to ensure safety of people and property, and are not to be applied as punishment.

DEFINITIONS

Corporal punishment refers to the act of striking a student either with one's hand or with an object, such as a leather strap

Physical intervention refers to a preventative procedure employed in exceptional circumstances where there is a realistic concern that a student may injure herself/himself or others or cause significant property damage. Physical intervention may involve the use of physical force that physically limits a student from performing an action.

Emergency physical intervention refers to actions taken in a crisis situation in which a student poses an immediate risk to himself/herself or others. This type of physical intervention precludes prior consultation with parent(s)/guardian(s).

Planned physical intervention refers to the use of manual physical intervention as the final step in a sequence of actions following the onset of an acting-out behaviour. This type of physical intervention is part of a Physical Intervention Action Plan for a student based on his/her needs and previous history of acting-out behaviour. This type of intervention requires prior consultation with parent(s)/guardians(s).

REGULATIONS We are governed by the following regulations:

- Constitution Act 1982 - Charter of Rights and Freedoms
 - Everyone has the right not to be subjected to any cruel and unusual punishment.
- Canadian Criminal Code, R.S.C., 1995 - Correction of Child by Force: Section 43
 - Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case

may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

- Education Act, R.S.O., 1998
 - Sec.264(1) - It is the duty of a teacher and a temporary teacher to maintain, under the direction of the Principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school group.
 - Sec.265 - It is the duty of the Principal of a school, in addition to the Principal's duties as a teacher to maintain proper order and discipline in the school.
- Regulation 298
 - 11 (1) - The principal of a school, subject to the authority of the appropriate supervisory officer is in charge of,
 - the instruction and the discipline of pupils in the school; and
 - the organization and management of the school.
- 20. - In addition to the duties assigned to the teacher under the Act and by the school, a teacher shall,
 - cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school.
- 23 (1) - A pupil shall,
 - exercise self-discipline;
 - accept such discipline as would be exercised by a kind, firm and judicious parent;
 - be courteous to fellow pupils and obedient and courteous to teachers;
 - show respect for school property.
- Child and Family Services Act, R.S.O., 1990 - Corporal Punishment: 101
 - No service provider or foster parent shall inflict corporal punishment on a child or permit corporal punishment to be inflicted on a child in the course of the provision of a service to the child.

PROCEDURES The following steps will be followed when physical intervention is necessary:

- All staff members shall resolve disruptive or out-of-control behaviour by using the least intrusive means possible, unless circumstances dictate emergency or planned physical intervention.
- Staff shall document all incidents involving emergency physical intervention on the Incident Report form. A copy of this report is submitted to the Principal. The

original is filed in the student's Documentation File (blue) and/or the Ontario Student Record (O.S.R.)

- Parents/guardians shall be informed of each emergency physical intervention incident.
- Emergency physical intervention precludes prior consultation with the parent/guardian.
- When a child's needs or history of acting-out behaviours requires it, a Behaviour Support Plan shall be completed by GSEL/KSS, in consultation with the parents. The use of intervention procedures should be logged and a Incident Report should be completed if procedures other than those specified in the Plan are used. An outside school or centre will be notified if our staff are working with a child in the other school or centre.
- A Physical Intervention Action Plan, if required, shall be filed in the student's Documentation File (blue) and/or the Ontario Student Record (O.S.R) and shall be an integral part of the student's Individual Education Plan (I.E.P)
- If physical intervention is occurring with a student on a frequent basis, it is incumbent on the team of staff working with the child and on the Principal or delegate to develop a proactive behaviour plan geared toward reducing or eliminating the need for physical intervention.
- A Physical Intervention Action Plan is reviewed each term.
- Any injury to staff and/or students during a physical intervention shall be recorded according to our organization's policies on the Physical Intervention Incident Report and reported to the Principal and the parent/guardian.
- The Principal shall follow established procedures to obtain medical assistance and report injuries.
- Only safe, effective physical intervention strategies approved by the School may be used with students. Corporal punishment is not permitted at GSEL/KSS, with any student under any circumstances.
- Training in Safety-Care will be provided for staff members who will be involved in planned physical intervention.

PRIVACY The purpose of this policy document is to articulate the practices that are intended to protect the privacy of individuals who deal with The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS).

ACCOUNTABILITY GSEL/KSS is committed to protecting the privacy of the personal information of its students, employees, consultants and all other individuals as they are related to GSEL/KSS. GSEL/KSS values the trust of those we deal with, and recognizes that maintaining this trust requires that we be accountable in how we treat the information that is shared with us.

DEFINITION Personal information is any information that can be used to distinguish and identify an individual. Personal information includes information that relates to an individual's personal characteristics (e.g. gender, age, home address, telephone number, and family status), health (e.g. health/developmental history, health conditions/diagnosis, health services received) or activities and views (e.g. culture, community involvement). Personal information is to be contrasted with business information (e.g. individual's business address and telephone number), which is not protected by privacy legislation. Anyone from who we collect such information should expect that it will be carefully protected and that any use of or other dealing with this information is subject to consent.

IMPLIED CONSENT Consent to the collection of personal information is implied by the provision of such information to GSEL/KSS staff members.

INFORMED CONSENT Informed consent is obtained in instances where personal information will be displayed or distributed within and/or outside the GSEL/KSS community.

WITHDRAWAL OF CONSENT Consent can be withdrawn at any time for any reason with written notice provided to GSEL/KSS within a reasonable time frame.

COLLECTION OF INFORMATION The collection of personal information shall be limited to that which is necessary for purposes identified by GSEL/KSS. This information helps us to provide appropriate instruction with respect to the educational

needs and development of students on an individual basis. For example, GSEL/KSS collects information as follows:

Clients

- Name
- Birthdate
- Gender
- Address, telephone/home/cell/fax/business number
- Developmental history
- Health/diagnosis
- Educational history
- Educational progress

Employees

- Address, telephone/cell/fax number
- Birthdate
- Social Insurance Number
- Education, employment and training history
- Performance reviews

GSEL/KSS will remove any personal information as requested. All information is collected by fair and lawful means.

DISSEMINATION OF INFORMATION COLLECTED AND RETAINED GSEL/KSS may disclose personal information collected and retained in the course of providing services to students, families, employees, and governing bodies where the disclosure is authorized or required by law, necessary to provide services, or otherwise permitted under applicable privacy legislation. The most common purposes include:

Serving Educational and Clinical Needs: Personal information may be disclosed to employees, consultants, service providers, and other organizations involved in providing or coordinating educational, clinical, or related services, where such disclosure is authorized and necessary to support the student's needs.

Reporting and Statistical Requirements: Statistical or other information may be provided to government organizations, including the Ministry of Education or Statistics

Canada, where required by law or for authorized reporting purposes. Where possible and appropriate, information provided for statistical purposes will be de-identified.

Protecting Health and Safety: GSEL/KSS may disclose personal information where necessary to protect the health, safety, or well-being of a student, employee, or other individual, including where disclosure is necessary to respond to an emergency or address a significant risk of harm, or to report abuse.

Court Orders and Legal Processes: GSEL/KSS may disclose personal information when required to comply with a court order, subpoena, warrant, or other legally binding process.

Billing and Administration: Personal information may be disclosed as necessary to invoice clients and process payments for tuition, clinical services, and other services rendered.

PROTECTION OF INFORMATION We understand the importance of protecting personal information. For that reason, we have taken the following steps: Complete student records are kept in a locked filing cabinet in the school's main office. Electronic records are maintained on a secure internal server with internet back up provisions.

Student and parent names, phone numbers, and pertinent medical information are kept in a convenient location to be accessed by staff in the event that emergency contact is necessary, except where mentioned above.

Confidentiality will be kept by all GSEL/KSS staff.

RETENTION OF INFORMATION Personal information shall be retained only as long as necessary for the fulfillment of the purposes for which it was obtained, or as required by law. At minimum, information records are to be kept for 10 years after either (A) the service recipient reaches the age of 18, or (B) after the last professional contact. Following this period, paper files containing personal information are destroyed via shredding, while electronic information is deleted.

ACCESS TO INFORMATION An individual shall be informed of the existence, use and disclosure of personal information and shall be given access to that information. An individual shall be able to challenge the accuracy of the information and have it amended as appropriate.

ADDRESSING PRIVACY BREACHES In the event that a breach of personal information is identified, GSEL/KSS will take reasonable steps to assess and contain the breach, mitigate any potential harm, and notify affected individuals and other relevant parties as soon as reasonably possible. Where the breach creates a risk of significant harm, GSEL/KSS will notify the Information and Privacy Commissioner of Ontario as required by law.

CONTACT INFORMATION Questions, concerns or complaints relating to our privacy policy or practices should be addressed to our Privacy Information Officer, Brier Pomfret. The Privacy Information Officer will attempt to answer any questions or concerns you might have. You can contact them at:
Kalyana Support Systems 1249 Colborne Street West RR#4 Brantford ON N3T 0M6
519.449.2983 / 519.449.1650

If you wish to make a formal complaint about our privacy practices, you may make it, in writing, to our Privacy Information Officer. The Privacy Information Officer will acknowledge receipt of your complaint; ensure that it is investigated promptly and that you are provided with a formal decision and reasons in writing.

SCHOOL SECURITY AND LOCKDOWN The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS) is committed to providing a safe and secure learning environment for students and staff. School and site security protocols are an essential part of this commitment to safety.

SECURITY PROTOCOLS GSEL/KSS has three security protocols included in the lockdown plan, as outlined below:

- Hold and secure should be used when it is desirable to secure the facility due to an ongoing situation outside and not related to the facility (e.g. a robbery in the vicinity). In this situation, the facility continues to function normally, with the exterior doors being locked until such a time as the situation near the facility is resolved.
- Shelter in Place should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the facility, to protect them from an external situation (e.g. chemical spills, blackouts, explosions or extreme weather conditions).
- Lockdown should only be used when there is a major incident or threat of violence directed at GSEL/KSS. During a lockdown, students and staff are directed to a secure room, with doors locked, windows/curtains closed and all sight lines into rooms blocked.

In the event that the security alarm has been activated when the first staff arrives to open the building, the person should NOT enter the building, and should return to their vehicle. Once safely in their vehicle, the person should phone the alarm company and wait for their assessment, and ascertain that the police have been dispatched if signs of intrusion were seen.

HOLD AND SECURE (EXTERIOR DOORS LOCKED) This procedure will be initiated when it is desirable to secure GSEL/KSS due to an ongoing situation outside and not related to the facility (e.g. a crime being committed in the area). In this situation, GSEL/KSS continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. The following steps will occur if hold and secure is put in place:

- The local authority (Police, Fire Department, etc.) will notify GSEL/KSS.

- GSEL/KSS will take direction from the local authority regarding student and building security in the facility during hold and secure.
- Remain calm.
- If GSEL/KSS is required to hold and secure, staff will be notified at the commencement of the procedure.
- Bring all students and staff who may be outside the building inside as quickly as possible.
- Secure the building: deploy staff to lock all exterior doors and windows.
- Track and monitor student attendance.
- Respond as soon as possible to parent requests for information.
- Staff and students unable to enter the building once a hold and secure has been initiated will:
 - Move as far away from the building as quickly as possible.
 - Proceed to evacuation site designated by the local authority.
 - If necessary, the Principal will deploy staff to the evacuation site designated by the local authority.
 - Retain students at the evacuation site.
 - Track and monitor student attendance.
 - Release students to parents/guardians from the evacuation site only on the direction of the local authority to ensure that all student releases are documented.
 - The local authority will assign personnel to the evacuation site to communicate information to staff, students and families.
 - Under no circumstances should anyone be allowed to enter or leave the building during a hold and secure, including parents. Children cannot be released to parents after the hold and secure has been initiated without the permission of the local authority.
 - All media inquiries regarding the incident and the situation inside GSEL/KSS will be managed by the local authority and/or designated staff as determined by consultation between the local authority and GSEL/KSS.
 - Wait for the “all clear” call or notice from the local authority before unlocking doors.

SHELTER IN PLACE Shelter in Place is used for an environmental or weather related situation where it is necessary to keep all occupants within the facility, to protect them

from an external situation (e.g. chemical spills, blackouts, explosions or extreme weather conditions. (May be recommended by Police, Fire Dept., Emergency Response Services.) The following steps will occur if shelter in place is initiated:

- People enter and remain in the building with the doors and windows closed
- Fans, including heating and air conditioning units, should be turned off to prevent outside air from entering the building if it is determined that the air intake could pose a health or safety risk for occupants.
- Normal operations may continue within the building.

LOCKDOWN (EXTERIOR DOORS OPEN, INTERIOR DOORS TO BE LOCKED) When it is suspected that an intruder(s) has entered GSEL/KSS and poses a threat to the life and/or welfare of students or staff (has a gun, knife, explosives, etc.) or a violent intent:

- Stay calm.
- Do not confront the subject.
- Notify the Principal immediately.
- If safe to do so, provide the following details:
 - Location and number of suspects
 - Suspect(s) moving around or stationary
 - Identity, if known
 - Description of physical appearance (clothing, build, etc.)
 - Description of weapons
 - Possible motive or threats made
 - Location of any known injuries or casualties
- The Principal will immediately announce the lockdown system using the pre-arranged code: CODE RED, CODE RED, CODE RED, INITIATE LOCKDOWN
- CODE RED is in effect until cancelled by the Principal or designate on the direction of the local authority.
- Call 911:
 - Describe the situation (all known details)
 - Describe any injuries
 - Stay on the line, provide information as requested
 - Explain safe approach (routes/entrances) for Police
 - Advise Police where they will be met
 - Begin to document times, events

If inside the school, the following steps will occur:

- Direct students to lockdown areas (Field, Spruce, Walnut, Pine hallway) or to an evacuation site designated by the local authority.
- Quickly check and clear halls, stairwells and open areas.
- Direct staff to safe areas once students are located safely.
- Lock classroom and other safe interior doors.
- Respond as directed by the local authority.
- Locate in safe areas out of line of sight of doors, windows, take up a prone position on the floor and/or take cover behind book shelves, etc., as directed.
- Teachers will take attendance, determine if anyone is missing, and who else is present (students from other classes, etc.).
- Maintain calm and reasonable order.
- Bring master keys to safe area.
- Once doors are locked, do not admit anyone to the classroom or secure area.
- Wait for further instructions and stay in the safe area until the “all clear” has been sent.

If outside the school, the following steps will occur:

- Do not enter the building.
- Move as far away from the building as quickly as possible.
- Proceed to evacuation site designated by the local authority.
- If necessary, the Principal will deploy GSEL/KSS staff to the site designated by the local authority.
- Have students remain at the evacuation site.
- Track and monitor student attendance.
- Students may be released to parents/guardians from evacuation site only on direction of the local authority.
- All student releases are to be documented.
- The local authority will assign personnel to the evacuation site to communicate information to staff, students and families.

The following are GSEL/KSS Administrative responsibilities:

- The Principal or designate will meet the local authority on arrival, describe the situation and provide a floor plan of the facility.

- School Administration and staff will cooperate with and take direction from the local authority throughout the situation.
- Respond to parent requests for information.
- Under no circumstances should anyone be allowed to leave the building once the lockdown has been implemented.

The local authority will:

- Be in charge of the incident scene.
- Handle media relations regarding the incident and police response.
- Notify GSEL/KSS Administration with the “all clear.”

FIRE ALARM ACTIVATION DURING A LOCKDOWN, HOLD AND SECURE OR SHELTER IN PLACE If a Code Red has been initiated, and the school is in lockdown, disregard the fire alarm if it is safe to do so. Staff and students must always be aware of the potential for other emergencies such as fire. Should this occur, staff and students must be prepared to react and possibly evacuate a locked down area for their own safety.

LOCKDOWN DRILLS GSEL/KSS will review lockdown procedures with staff each school year. If requested by police, GSEL/KSS will participate in a lockdown drill. GSEL/KSS will seek direction from the police about the need to notify others (i.e. school neighbours, media, etc.). When drills are scheduled, parents will be given advance notification of the date and time of the drill. Procedures for a lockdown must be reviewed with students before a drill is held. Following a drill, a debriefing will be held by the Principal with staff.

SEARCH The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS) is entrusted with the care and safety of its students. To ensure the safety of the student, and to provide them with the orderly environment so necessary to encourage learning, it is essential that GSEL/KSS staff be able to react swiftly and effectively when faced with a situation that could unreasonably disrupt the school environment or jeopardize the safety of the students.

REASONS FOR A SEARCH A search of a student by GSEL/KSS staff will be instituted only in circumstances where staff has reasonable grounds to believe that a school rule has been or is being violated, and that evidence of the violation will be found in the location of, or on the person of, the student searched. No legal warrant is required. These reasonable grounds may be based on information considered to be credible that is received from one or more students or from the observation of staff. For example, a report from a student that another student is carrying a weapon would be such a reason.

PROCEDURES FOR A SEARCH The search conducted by GSEL/KSS staff will be reasonable and appropriate in light of the circumstance presented and the nature of the suspected breach of school rules. Every search will be conducted in as sensitive a manner as possible and take into account the age and sex of the student. Whenever possible, the search will be conducted by a same-sex staff member and witnessed by another staff member.

WHAT MAY BE SEARCHED A student's person or property (e.g. locker, desk, knapsack) may be searched when given reasonable grounds as described above.

SERVICE ANIMALS The Gregory School for Exceptional Learning/Kalyana Support Systems is committed to consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school. The purpose of this policy is to outline our procedures for handling requests for service animals to accompany students in school.

CONTEXT The Ministry of Education's Policy/Program Memorandum 163 states that schools are "expected to allow a student to be accompanied by a service animal in school when doing so would be an appropriate accommodation to support the student's learning needs." The Gregory School for Exceptional Learning and Kalyana Support Systems is a school community where individuals are accommodated under the Ontario Human Rights Code.

DEFINITIONS AND REGULATIONS

A Service Animal is any animal that provides support to a person with a disability. Dogs are the most common species; however, other species may provide service to individuals with special needs. Functions performed by a service animal include, but are not limited to, sensory, medical, therapeutic, and emotional support services (PPM 163). In the context of this policy, the supports a service animal provides would relate to assisting the student in meaningfully accessing education.

The Ontarians with Disabilities Act, 2005 (the "AODA") provides guidance related to the use of service animals by individuals with a disability.

The Ontario Human Rights Code, schools have a duty to accommodate the needs of students with disabilities up to the point of undue hardship. These accommodation may include allowing services animals.

PROCESS

1. A parent who wishes to make a request for a student to be accompanied by a service animal in school, should make the request in writing to the Principal. The request must be accompanied by documentation stating the need for the request, including recommendation from a health care provider or other professional that supports the need for a service animal.

2. Upon receipt of a request, a meeting will be set with the parent(s) and relevant school personnel (e.g., principal, case manager). The parent may invite other professionals to attend the meeting.
3. Following the information gathering process (i.e., written request and meeting), the principal, in conjunction with relevant school staff will consider make a case-by-case determination, consider the following:
 1. documentation on how the service animal supports the student's learning needs and/or disability-related needs, including documentation from the student's medical professionals
 2. the disability-related needs and learning needs of the student
 3. other accommodations available
 4. the rights of other students and the needs of the school community
 5. any training or certification of the service animal
 6. any special considerations that may arise as a result of the necessary care of the animal
 7. consideration of privacy rights of the student seeking to bring a service animal to school
4. If the service animal request is approved, a plan will be created that includes:
 1. recording the decision and details in the student's Individual Service Plan
 2. collecting documentation required for the animal (e.g., annual vaccinations records)
 3. the type of support the service animal will provide to the student
 4. list of handlers of the service animals while at the school
 5. details on the training of staff who will have direct contact with the service animal
 6. the plan for the care of the animal while at school (including supporting the safety and biological needs of the animal)
 7. timeline for the implementation of the plan
 8. strategies for sharing information with members of the broader school community who may be impacted by the decisions (e.g., other students, parents, educators), while identifying how the student's privacy will be considered.
5. If the service animal request is denied, a written response will be provided to the family in a timely manner.

OCCUPATIONAL HEALTH AND SAFETY POLICY

The Principal and Executive Director of The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS) recognize the importance of the health and safety of all employees. Protection of workers from injury or occupational disease is a major continuing objective. GSEL/KSS will make every effort to provide a safe, healthy work environment. All employers, supervisors and workers must be dedicated to the continuing objective of reducing risk of injury.

ACCOUNTABILITY GSEL/KSS, as employer, is ultimately responsible for worker health and safety. As Principal and Executive Director (or owner/operator, chairperson, chief executive officer, etc.) of the organization, we give employees our personal commitment that we will comply with our duties under the Act, such as taking every reasonable precaution for the protection of workers in the workplace.

Supervisors will be held accountable for the health and safety of workers under their supervision. Supervisors are subject to various duties in the workplace, including the duty to ensure that furniture and equipment is safe and that workers work in compliance with established safe work practices and procedures.

Every employee must protect his or her own health and safety by working in compliance with the law and with safe work practices and procedures established by the employer. Employees will receive information, training and competent supervision in their specific work tasks to protect their health and safety.

It is in the best interest of all parties to consider health and safety in every activity. Commitment to health and safety must form an integral part of this organization.

ACCESSIBILITY The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS) are committed to serving all clients, including people with disabilities. The purpose of this policy document is to articulate the practices that are intended to provide equal access to our services for all people, including those with disabilities.

ASSISTIVE DEVICES AND FEATURES GSEL/KSS will ensure that our staff is trained and familiar with various assistive devices and features we have onsite or that we provide that may be used by clients or potential clients with disabilities while accessing our services.

COMMUNICATION GSEL/KSS will communicate with people with disabilities in ways that take into account their disability.

SERVICE ANIMALS We welcome people with disabilities and their service animals. Service animals are allowed on the parts of our premises that are open to the public. Exceptions may include when one of our existing clients has a severe allergy to animals. Please refer to the Service Animals policy later in this Handbook.

SUPPORT PERSONS A person with a disability who is accompanied by a support person will be allowed to have that person accompany them on our premises. Potential clients and family and friends of clients may bring their own support onsite. If ongoing clients require support personnel, these details will be discussed as part of their treatment plan and tuition contract.

DISRUPTION TO SERVICES OR FACILITIES In the event of a planned or unexpected disruption to services or facilities for clients with disabilities, GSEL/KSS will notify clients promptly. This clearly posted notice will include information about the reason for the disruption, its anticipated length of time, and a description of alternative facilities or services, if available. Services/Facilities include: Ramps to enter the building and assistive communication technology. A notice will be made publicly available on our website and at the entrance to our building. In addition, we will notify all current clients via email and any potential clients when making appointments via telephone or email.

TRAINING GSEL/KSS will provide accessible client service training to employees, volunteers and others who deal with the public or other third parties on our behalf. Training will also be provided to people involved in the development of policies, plans, practices and procedures related to the provision of our goods and services.

Individuals in the following positions will be trained: Principal, Vice-Principal, and Senior Therapist. Staff will be trained on Accessible Customer Service within 30 days of being hired and when changes are made to the accessibility standard policy.

Training will include:

- An overview of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the customer service standard.
- GSEL/KSS plan related to the customer service standard.
- How to interact and communicate with people with various types of disabilities.
- How to interact with people with disabilities who use an assistive device or require the assistance of a service animal or a support person.
- How to use the equipment or devices available onsite or otherwise that may help with providing goods or services to people with disabilities. These include: ramps and ramp heaters.
- What to do if a person with a disability is having difficulty accessing GSEL/KSS services.

FEEDBACK Clients who wish to provide feedback on the way GSEL/KSS provides services to people with disabilities can do so in the follows way(s): in person, in writing, via email, or via telephone. All feedback, including complaints, will be handled in the following manner: The Principal and/or Executive Director will review the feedback and provide a reply, in writing or via email. Clients can expect to hear back in 30 days.

DOCUMENT AVAILABILITY GSEL/KSS will notify the public that our documents related to accessible customer service are available upon request by posting a notice in the following location(s): Reception area at 1249 Colborne Street West

POLICY REVIEW Any policy, practice or procedure of our organization that does not respect and promote the principles of dignity, independence, integration and equal opportunity for people with disabilities will be modified or removed.

ALCOHOL, DRUG, and RELATED PRODUCTS (STAFF USE) The Gregory School for Exceptional Learning and Kalyana Support Systems is a school community where all individuals continually promote responsible citizenship, safety, well-being, and a positive school environment. This policy sets out expectations and enforcement mechanisms to address the possession, use and provision of alcohol, tobacco, electronic cigarettes, nicotine products, vapes recreational cannabis, alcohol and illegal drugs. Over-the-counter and prescription medications are excepted, provided the medication is used wisely and as intended.

REGULATIONS

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017. The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or e-cigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an e-cigarette to a student under 19 years of age is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

EXPECTATIONS No person may:

- use, consume or distribute on school premises, in client homes or communicate work settings
- use in a manner that results in impairment during a shift (e.g., consumption at home prior to a shift)
- transport alcohol while in or operating a vehicle during employment hours

GSEL/KSS RESPONSIBILITIES

- Deal promptly with an actual or perceived alcohol or drug problem in consultation with Human Resources.
- If an employee arrives at the work place appearing to be impaired as a result of alcohol or drug use, GSEL/KSS will make all reasonable efforts to ensure that the employee returns home safely.
- In appropriate circumstances, refer employees affected by substance abuse for counselling and treatment.

- Work with employees who have a prescription for medical marijuana on an individual basis to accommodate their needs without discrimination.
- Conduct alcohol and drug testing of employees working in safety-sensitive positions where there is reasonable cause to believe an employee is unable to work in a safe manner because of the use of alcohol or drugs.
- In so far as it is reasonable, protect the confidentiality and privacy of an employee taking steps to deal with an alcohol or drug dependency problem.
- GSEL/KSS will make all reasonable efforts to ensure attendees at corporation-sponsored functions (where alcohol is available) return home safely.
- Identify unsatisfactory or deteriorating levels of work performance, discuss with employee, and if necessary, together with Human Resources initiate corrective action.
- Monitor employees for fitness for work, including documenting evidence of alcohol or drug use and/or impairment.
- Take immediate action to remove from the job an employee appearing to be impaired. Impairment is to be judged by a supervisor on the behaviour or performance of an employee that suggests consumption or impairment by alcohol or drugs.
- Take immediate action to remove from the premises a parent or community member appearing to be impaired. Impairment is to be judged by a supervisor on the behaviour or performance of an employee that suggests consumption or impairment by alcohol or drugs.
- Upon removing an employee from the job, arrange to transport the employee home (i.e. drive the employee home; contact a spouse, family member or other individual to transport the employee home; and failing that, arrange for a taxi).

STAFF RESPONSIBILITIES

- Read and understand this policy; perform job in a safe manner in accordance with this policy.
- Disclose a present or past (within the last six years) substance dependency problem upon application for employment.
- Seek counselling and accept the necessary treatment as prescribed for an emerging alcohol or drug problem before the problem adversely affects job performance.
- Follow any recommended monitoring or follow-up program as part of rehabilitation from an alcohol or drug dependency.

- Disclose a prescription for medical marijuana if accommodations are needed to prevent impairment at work. GSEL/KSS will work with employees on an individual basis to find the best solution for both parties.
- Report any possible impairment of a co-worker to management.
- Cooperate fully during investigations related to this policy. This may include submitting to an alcohol and drug test, if requested, based on reasonable cause or following an accident (including a motor vehicle accident), near miss or other potentially dangerous incident.

DISCONNECTING FROM WORK This policy applies to all GSEL/KSS employees.

DEFINITION & LEGISLATION Disconnecting from work is defined to mean not engaging in work-related communications, including, but not limited to emails, telephone calls, video calls or sending or reviewing other messages, to be free from the performance of work.

This policy does not establish employee rights; these are established under the ESA to not perform work, including:

- hours of work and eating periods
- vacation with pay
- public holidays
- the rules in Ontario Regulation 285/01 that establish when work is “deemed” to be performed

EMPLOYER DESIGNED PROTECTIONS GSEL/KSS does not require an employee to engage in work-related communication outside of scheduled work hours, except:

- to provide service or supervision for a student until their caregiver arrives (i.e., in case of a late pick up)
- to notify schedulers of a sudden absence or tardiness

Except as listed above, GSEL/KSS encourages all employees to disconnect from all work tasks and expectations outside of scheduled work hours.

ELECTRONIC MONITORING “Electronic monitoring” includes all forms of employee and assignment employee monitoring that is done electronically. GSEL/KSS employs electronic monitoring for the following purposes:

- to assist with coaching for the purpose of program integrity
- to view emails that may be of urgent nature during unexpected staff absences for the purpose of client care
- to view client records created by an employee for the purpose of clinical supervision

To engage in electronic monitoring, GSEL/KSS uses the following electronic devices or systems:

- company-owned server
- company-owned computers
- cameras
- company’s cloud-based email system

WORKPLACE VIOLENCE AND HARASSMENT This document sets out the policy of The Gregory School for Exceptional Learning and Kalyana Support Systems (GSEL/KSS), regarding workplace violence and harassment, as required by the Occupational Health and Safety Act. This policy is not intended to, nor could it ever possibly, address every potential incident of workplace violence or harassment at GSEL/KSS. This policy is also not intended to address any other workplace health and safety issues, nor any other legal obligations required by any other federal, provincial, regional, or municipal legislation or regulation. This policy is effective and enforceable as of June 15th, 2010, and thereafter, until reviewed or repealed.

COMMITMENT GSEL/KSS is committed to providing a school environment in which all individuals are treated with respect and with dignity, and in which all reasonable preventative and reactive actions are taken to prevent workplace violence and harassment, which will not be tolerated by any employer, supervisor or worker. Employers, supervisors and workers at GSEL/KSS are dedicated to preventing workplace violence and harassment, are all expected to uphold this policy, and will all be held accountable for so doing.

DISTRIBUTION This written policy will be provided to all new workers at the commencement of or before their first day of work, and will also be continuously and conspicuously (for all employers, supervisors and workers) posted at GSEL/KSS.

BACKGROUND Workers may face violence and harassment in any workplace and from any person in that workplace. There is a continuum of unwanted behaviours that can occur in a workplace, escalating from offensive remarks to physical violence. It is important for GSEL/KSS to address any unwanted behaviours early, in order to minimize the potential for any workplace harassment to escalate into workplace violence. The harassing or violent person may be someone the worker comes into contact with, such as a student, a parent, or another family member. The harassing or violent person may also be a co-worker, supervisor, or employer. Or, that person may be someone with no formal connection to the workplace, such as a stranger or a domestic/intimate partner, who brings violence or harassment into the workplace.

WORKPLACE HARASSMENT The Occupational Health and Safety Act defines workplace harassment as engaging in a course of vexatious comment or conduct

against a worker, in a workplace. This behaviour should be known or ought reasonably to be known to be unwelcome. These comments or conduct typically occur more than once. They could occur over a relatively short period of time (for example, even during the course of just one day) or over a longer period of time (weeks, months or even years). Workplace harassment can involve unwelcome words or actions that are known or should be known to be offensive, embarrassing, humiliating or demeaning to a worker or to a group of workers. Such harassment can also include behaviour that intimidates, isolates or even discriminates against a worker.

Reasonable work actions or conduct by a supervisor or employer are not workplace harassment, even if there are sometimes unpleasant consequences. Examples include reasonable changes in work assignments or scheduling, work assessments and evaluations, workplace inspections, implementation of dress codes, and reasonable disciplinary actions.

Differences of opinion or minor disagreements between co-workers are also not workplace harassment.

WORKPLACE VIOLENCE The Occupational Health and Safety Act defines workplace violence as the exercise of (or the attempt to exercise) physical force against a worker, in a workplace, that causes or could cause physical injury to the worker. It also includes a statement or behaviour that a worker could reasonably interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace violence also includes situations where two non-workers, such as students, are fighting and a worker could be injured when he or she intervenes. The non-workers need not have intended their violence to injure another.

A person who has a personal relationship with a worker (a spouse or former spouse, current or former intimate partner, or a family member) may physically harm, or attempt or threaten to physically harm, that worker at work. In such a situation, this domestic violence is also considered to be workplace violence. Domestic violence may also pose a threat to co-workers. An employer, supervisor, or worker may become

aware of domestic violence when an incident takes place at the workplace, when a concern is reported, or upon discovery of threatening e-mails or telephone calls received at work, or unwelcome domestic visits to the workplace. Even if a worker does not want any action taken, GSEL/KSS will act to prevent such domestic violence, and to protect employers, supervisors, and co-workers.

CONTROLLING, REPORTING AND INVESTIGATING WORKPLACE VIOLENCE AND HARASSMENT

To prevent workplace violence and harassment, GSEL/KSS has controlled access to the school property and buildings, has advised employers, supervisors and workers of the prescribed school lockdown policy, and has provided appropriate levels of training in first aid, cardio-pulmonary resuscitation, crisis prevention, student behaviour history, and the management of aggressive or violent behaviours. Employers, supervisors and staff unaware or unclear of any of these school controls should immediately advise the Principal, by dated and written notice.

Staff receive training and updates on patterns of student behaviour, behaviour support plans, and management strategies. Written plans are accessible to staff at all times. Staff may obtain updated information via the internal messaging system (Slack), or by speaking with the case manager, clinical supervisors, or principal.

Staff will contain a student engaged in aggressive or destructive behaviour, keeping them to their instructional area and away from common areas. If a student engaged in aggressive or destructive behaviour is in a common area, staff will call for assistance and provide direction to other staff or students re: avoiding the area.

Depending upon the levels of urgency and seriousness, immediate assistance should be summoned, in escalating order, from nearby staff, from office supervisors and staff, or from police or emergency medical responders (911).

To communicate the need for assistance, workers can yell to nearby staff, use the internal messaging system (Slack), or phone the case manager or principal's cell phone directly.

All incidents of workplace violence and harassment must be immediately (as soon as practicable, immediately after the occurrence of the incident) reported in writing to the Principal or, in the absence of the Principal, to the Principal's designate.

Upon receipt of a dated and written report, the Principal or the Principal's designate will investigate, determine and resolve any complaint. The original report and all subsequent documentation will be retained by GSEL/KSS as workplace violence and harassment records.

Where an incident of workplace violence occurs, the Principal or the Principal's designate may notify police or emergency medical responders. If a workplace violence incident results in a person being killed or critically injured, then GSEL/KSS will immediately notify the Ontario Ministry of Labour. Such notice is not required for incidents of workplace harassment.

WORK REFUSALS The Occupational Health and Safety Act does not require GSEL/KSS to assess the risk of workplace harassment.

GSEL/KSS must assess the risk of workplace violence that may arise from the physical aspects of the school, from the type (including interactions with students and families) of work, and from the conditions (including regular or periodic staff isolation) of work. GSEL/KSS must take into account the circumstances of the workplace and the circumstances common to similar workplaces, and must continue to develop measures and procedures to control identified risks that are likely to expose a worker to physical injury. These assessment results are already identified herein, and will be reviewed at least annually.

The risks of workplace violence should be re-assessed as often as is necessary to protect workers from workplace violence. For example, a reassessment should be undertaken if the workplace moves or the existing workplace is renovated or reconfigured, if there are significant changes in school student composition, or if a violent incident indicates a risk related to the nature of the workplace, type of work, or conditions of work that was not identified either initially or during an earlier assessment.

In any event, this policy will always be annually reviewed during our pre-school staff training at GSEL/KSS. This annual review will focus on the effectiveness of the measures and procedures in this policy, in order to ensure effective use and continuing protection. Employers, supervisors and workers will also be concurrently consulted annually on the efficacy of the reporting, investigation, determination and resolution policies.