

Safety

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Anaphylaxis Policy

Anaphylaxis is: is a severe allergic reaction that can be fatal, resulting in circulatory collapse or shock. The allergy may be related to food, insect stings, medicine, latex, nuts, etc. The purpose of the **policy** is to provide an outline for prevention and care for a student with a known **anaphylactic response**.

Anaphylaxis Policy

Upon student application, if medical alert- life threatening or severe medical condition- is noted, Parent is asked to complete the medical planning form provided by the school.

For Parent Accompanied Events: Expectation of Parent to assume parental responsibility, carry the epi-pen and administer if needed.

For school run events:

- We require a [Permission to Administer Medicine form](#) (updated annually)
- Parent provides Epi- pen onsite
 - Stored appropriately with Teacher/ supervisor access and kept nearby
 - All those in care of the student throughout the day provided with a copy of the Medical Planning Form and aware of the epi-pen's location
- Annual staff training with local school nurse provided
 - review signs and symptoms
 - common allergens
 - avoidance strategies
 - How to use/administer epinephrine auto- injector
 - Discussions to raise team and participant awareness
 - Annual refresher required
 - Your local school nurse is also a valuable resource and may provide practical training as needed
 - Free anaphylaxis training, video/quiz/certificate [Allergy Aware Website](#)
 - Video on [How to Use an Epi-Pen](#)
 - Information on [Anaphylaxis](#)
- Allergic response is immediately treated with epi-pen, not Benadryl
- 911 is called
- Parent to be notified
- Flex representative to accompany to hospital awaiting parent arrival
- Flex representative to call Director of Flex Academy and complete the Accident Report Form.
- Director follows up with family and staff to consider future care considerations

- Student allergy alert information noted within Encom for future reference with note for parents encouraging use of Medic-Alert identification

Bus & Transportation Safety Policy

1.0 Definitions

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

1.1.2 “**inspection**” means an assessment of the safe condition of the bus.

1.1.3 “**driver**” means the parent, guardian, or other legal representative of a student.

1.1.4 “**student**” means a current student of Flex Academy or Heritage Christian Online School.

1.1.5 “**the school**” means Flex Academy and its parent Kelowna Christian Center Society.

1.1.6 “**rules**” means an expected code of conduct for students riding the bus

1.1.7 “**evacuation**” means the removal of students from the bus in a potentially dangerous situation

2.0 General

2.1 Flex Academy believes that field trips are a necessary part of education, so we have committed time and resources to use our own school buses for transportation to these field trips. The Flex bus is owned and operated by the school and its personnel, so we believe the bus is an extension of the school. Students travelling on school buses are under the jurisdiction of their principal and are subject to the code of conduct of Flex Academy.

3.0 Inspections

3.1 Flex Academy will ensure that the buses are in safe operating condition before they go out with students in them. The school will:

3.1.1 Have mechanical inspections done twice a year

3.1.2 Have yearly decals updated on the bus from the official ministry of transportation inspectors

3.1.3 Have pre-trip inspections done each day before a bus goes out on a field trip.

3.1.4 Have suitable insurance in place

4.0 Drivers

4.1 Drivers are expected to have an up-to-date professional class 1, 2 or 4 license. Drivers may be asked to have a copy of their drivers extract on record.

4.2 Drivers are responsible for pre-trip inspections. If the safety of the vehicle is under question, or if the road conditions are unsafe, the driver is authorized to cancel the use of the bus and have the school make other arrangements for the field trip.

4.3 Drivers should know the state and placement of the first aid kit, the fire extinguisher and snow chains, emergency exits and flares/triangle.

4.4 Drivers must be familiar with bus evacuation procedures

4.5 Drivers should train chaperones on student rules and evacuation procedures and conduct an annual drill

4.6 Drivers are expected to check the bus for cleanliness before and after the trip

4.7 Drivers should remind students of the bus rules before every trip

5.0 Student Rules for Bus Trips

5.1 Always follow the bus driver's instructions

5.2 Face forward and stay in your seat. Do not sit sideways, backwards, stand, or move about the bus.

5.3 Keep the aisle of the bus clear at all times.

5.4 Always keep your head, hands and arms inside the bus.

5.5 Throwing objects inside or outside of the bus is not permitted.

5.6 Keep noise levels down. The driver needs to concentrate to safely drive the bus.

5.7 Fighting, shouting, or use of obscene language is not permitted.

5.8 Use the garbage container provided

5.9 Remain in the seat until the bus comes to a complete stop.

6.0 Evacuation Information

6.1 Drivers must be familiar with evacuation procedures. They will not be expected to conduct evacuation drills, because the school only has field trip buses, not daily to and from routes.

Drivers should advise chaperones of evacuation exits/procedures and rules before the trip.

6.2 Usually, students remain on the bus during an emergency. But two situations require

passengers be evacuated from the bus:

6.2.1 fire, or danger of fire

6.2.2 unsafe position

6.3 There are several types of evacuations:

6.3.1 Front door

6.3.2 Rear door

6.3.3 Combination evacuation

6.3.4 Emergency window or hatch evacuation

6.4 Front door evacuation is usually used when there is little or no danger and when time is not a factor (i.e.: if the bus breaks down or similar problem).

7.0 Evacuation Procedure

7.1 Use the following procedure with the (most suitable) emergency exit

7.1.1 Set parking brake, and turn off engine (remove key).

7.1.2 Stand, open the door, face the children, and get their attention.

7.1.3 Give the command: "We will be evacuating the bus by the (best evacuation route). Leave everything on the bus"

7.1.4 The driver appoints two (2) leaders who leave the bus and all students will follow to a safe place AT LEAST 35 METERS from the bus and remain there in a group until given further instructions by the leaders.

7.1.5 Appointed leaders are to stand outside the front door to count and assist passengers as they leave the bus.

7.1.6 Standing between the first occupied seats, you will then turn and face the front of the bus and starting with the right-hand seat, tap the shoulder of the student nearest the aisle to indicate that those occupants should move out. Say, "WALK, DON'T RUN – USE HAND RAILS."

7.1.7 Hold your hand before the occupants of the left-hand seat in a restraining gesture.

7.1.8 When the students in the right-hand seat have moved forward far enough to clear the aisle, dismiss the occupants of the left-hand seats.

7.1.9 Continue evacuation procedures as described, right and left seats alternately, until the bus is empty. When the last seat is empty, walk to the front of the bus and check to see that everyone is out

Child Abuse and Neglect Policy

Preamble

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

Purpose

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

Guiding Principles

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

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

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

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

- Any school personnel who suspect or have information that a child is being abused, or at risk of being abused, must promptly contact the Ministry of Children and Family Development (MCFD) or the Delegated Aboriginal Child and Family Services Agency **and** the Appointed School Official (ASO) or Alternate Appointed School Official (AASO).

To make a report, call the **MCFD** at **1-800-663-9122** or the Delegated Aboriginal Child and Family Services Agency at **1-800-663-7867** any time of the day or night. The person who answers will make sure concerns are directed to the right place.

To contact the **Head of Schools**, refer to the numbers in the [Student at Risk Team](#) page.

- If a child is in immediate danger, school personnel should call police (911 or local police) to intervene.
- If ASO or AASO is the alleged abuser, then after reporting to the previously mentioned agencies, please report to the Director of Inclusive Education, who will notify the Acting Executive Director of Kelowna Christian Center Society (KCCS), who will notify the board of KCCS.
- It is the legal duty of all persons who have concerns that a child is being or is likely to be abused or neglected to report to the appropriate authorities, who will assess the report and, if appropriate, investigate.
 - “Anyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent or guardian, or otherwise in need of protection as set out in [Section 13 of the Child, Family and Community Services Act](#) is legally responsible under [Section 14 of the Act](#) to report promptly to a child welfare worker. “Reason to believe” simply means that, based on what was seen or information received, a person believes a child has been or is likely to be at risk. *The reporter need not be certain.* It is the child welfare worker’s job to determine whether abuse or neglect has occurred or is likely to occur.”
 - If school personnel are uncertain about their duty to report, phone MCFD to consult with a child welfare worker who can discuss the options and appropriate course of action.
 - Reporters should:
 - **not** contact the parents or guardians who may be involved in allegedly abusing the child; this is the responsibility of the child welfare worker.
 - cooperate fully with any resulting investigation, including assisting with the interviews of children and staff as necessary.
 - Flex Academy will protect personal information regarding the investigation, including the reporter’s identity, against improper or unauthorized disclosure or use. Reporters should **not** share information with outside agencies about child abuse investigations, particularly if the police are involved.
 - The ASO or AASO will ensure that the school environment is safe during any investigation.
 - School personnel will support students who are victims of child abuse or neglect.

Procedures Where Allegations of Child Abuse are Made Against Flex Academy Staff, Volunteers, Contract Service Providers or Others in the School Setting

- According to the MCFD handbook, *“The BC Handbook for Action on Child Abuse and Neglect – For Service Providers”*, p. 32, “If the abuse occurs in a setting such as a school, youth custody or child care centre, the head of the organization is responsible for responding.”

- It is the legal responsibility of school administration and employees to provide a safe learning environment for students.
- If school administration and employees believe that a child is being abused or at risk, there is a legal duty to report the concern to the local child welfare worker and the police if the child is in imminent danger.
- The ASO or AASO has the primary responsibility for responding to and taking action with regard to allegations of child abuse involving school employees, volunteers, contract service providers, or others on school property or supervising a school activity outside of the school.
 - Where there are allegations of child abuse by a **school staff member**, the ASO or AASO is responsible to investigate the allegations and report the matter to a Child Welfare Worker if there is reason to believe that the child is in need of protection, or the police if there is reason to believe the child is in imminent danger or that a criminal offence has been committed. The ASO or AASO has the authority under the **Independent School Act (ISA), Section 7 (2) (b)** to suspend a school staff member whose presence threatens the safety and welfare of students.
 - Where there are allegations of child abuse by a **staff member, volunteer, contract service provider or other persons**, the ASO or AASO has the authority to issue a *No Trespass Order* prohibiting attendance at school events by a person whose presence threatens the safety and welfare of students. The order, provided orally or in writing, to the volunteer, contracted service provider or other person, and copied to the police, must specify the date of issue, the reason for the order and the termination date of the order (Such orders may be re-issued on an annual basis if required). This authority is provided under the **Trespass Act, s. 4 (1), (b)(c)**.
- School personnel who have reason to believe that another employee, volunteer, contract service provider or other person attending or supervising a school activity has abused a student, must report the incident or information to the ASO or AASO. It is the responsibility of the ASO or AASO to investigate the allegations and, in collaboration with the school personnel, determine what action is required.
- The ASO or AASO must inform parents of children alleged to have been abused in the school setting of the allegations and the outcome of the school investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.

Reporting to the Police

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

Reporting to a Child Welfare Worker

- Although the primary responsibility for dealing with abuse allegations involving school staff, volunteers or contract workers rests with the ASO or AASO, there may still be a need to report to a Child Welfare Worker. Where there is reason to believe that abuse or neglect has taken place outside the scope of the school investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the school investigation, a school administrator must report this to a Child Welfare Worker in accordance with the [Child, Family and Community Service Act \(CFCSA\)](#).

Duty to Report Professional Misconduct

- An authorized person (certificate holder or a person who holds a letter of permission), must promptly provide the commissioner a written and signed report if the authorized person has reason to believe that another authorized person has engaged in conduct that involves sexual abuse or sexual exploitation of a student ([Teachers Act, s 38 \(1\)\(b\)](#)).
- If the ASO or AASO suspends, dismisses or disciplines an authorized person for misconduct that involves physical harm to a student or minor, or significant emotional harm to a student or minor, the ASO or AASO must without delay send to the commissioner a report regarding the suspension, dismissal or disciplinary action ([ISA s. 7.2](#)). If an authority suspends, dismisses or disciplines an authorized person, the authority must without delay notify the ASO or AASO who must without delay report the matter to the commissioner ([ISA s. 7.3](#)).

Protocols on Relationships with Partner Agencies

- Flex Academy will obtain the names and contact information of local agencies that will provide assistance when dealing with child abuse and/or neglect.
- The ASO or AASO will inform Flex staff of local protocols that are in place with MCFD or a Delegated Aboriginal Child and Family Services Agency, for cases of suspected child abuse and/or neglect. Police are contacted whenever there is a criminal investigation, or the child is in immediate danger. School personnel should become familiar with these protocols.
- School administration will promote a working relationship with the local MCFD and Police on reporting suspected cases of child abuse and/or neglect and cooperating with these parties in their response to reports. The school will identify personnel within MCFD who are able to support the school in training staff to recognize signs of abuse, protect abused students and report abuse and neglect to the appropriate authorities.

Staff Training and Review

- The ASO or AASO will ensure that annual training is provided to all teachers, educational assistants, administrators and any support staff who are working with children, and ensure they are aware of and understand how to carry out their legal duty when responding to concerns about child abuse and/or neglect.
- Training will include recognizing child abuse and/or neglect, what actions are required, prevention measures, reporting child abuse and/or neglect protocols, and everyone's legal

responsibility if they suspect abuse and/or neglect of a child.

- Administration will train school personnel on how to respond when concerns about child abuse and/or neglect arise. This information is available in [*The BC Handbook for Action on Child Abuse and Neglect*](#).
- Administration will annually review with school personnel the information on different types of child abuse, recognizing child abuse and/or neglect and types of disclosures that abused children may provide (this information is available in [*The BC Handbook for Action on Child Abuse and Neglect*](#), pages 21 – 33). Individual school personnel will document their participation in annual training.

Communicable Disease Prevention Protocols

Flex Academy protocols for face-to-face programming are formulated in alignment with [HCOS Mission Vision and Values](#) and in conjunction with guidance received from the Ministry of Education K-12 Educational Recovery plan. This page is updated as needed and is current with ministry information.

Key points to note:

- Enabling children to maintain face-to-face learning, recreational and social activities is important to their overall health and well-being.
- Prevention measures such as regular hand washing, staying home when sick, and choosing to wear a mask or face covering and respecting the personal space of others continue to be seen by Public Health as effective at reducing the spread of COVID-19 and other illnesses.
- Ensuring that teachers and students are health aware by regularly checking for symptoms of illness (including symptoms of COVID-19) and staying home when sick and unable to participate fully in routine activities.
- A continued regime to providing a clean and safe learning environment continues.
 - Frequently touched surfaces and shared equipment are cleaned and disinfected regularly and when visibly dirty.
- Vaccines are not mandated for staff and students over the age of 5 who could be vaccinated. The government will focus on encouraging greater vaccination levels across the province.
- The wider provincial or local health authority orders will govern extra-curricular school activities.
- Respect for the personal choice of others to wear or not wear a mask.
- Respect for the personal space of others.

Parent Initiated Activities

- If a parent engages a third party to provide a learning activity for their child, it is the parents' responsibility to ensure reasonable health and safety measures are in place for those programs or services.

School Run Programs and Events

- Parents are encouraged to review protocols with their child(ren), as appropriate, to help prepare for their attendance of face to face activities.

- Adults and children on-site are responsible for being health aware. To support this, monitor personal health, and stay home if sick (common symptoms associated with seasonal allergies are exempt, but please inform staff for their awareness).
 - If adult or student attendees develop symptoms of illness while on-site, the individual will be separated from the group and head home or be picked up.
 - Each child should be provided snacks/lunch and a full water bottle, and basic school supplies. A water bottle may be refilled; mouths should not touch fountains.
 - While exercising caution and care for your community, any student without symptoms may still attend school if a household member develops new symptoms of illness, including testing positive for COVID-19.
 - If a student or adult participant is sick, let the staff know of the illness and stay home until symptoms disappear. If there is a positive COVID test, follow the [**directions provided by public health**](#).
 - If students are attending a field trip, the host site's communicable disease plan will be reviewed prior to booking to help ensure student safety.
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- Sources
 - [**Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings**](#)
 - [**Safe Schools Website**](#)
 - Information from BCCDC for [**vaccination for children ages 5-11 yrs**](#)

First Aid Policy

This page provides information on the First Aid Policy for Flex Academy.

NAME	DEPT	LEVEL	EXPIRY	NOTES
Jen McNamara	HCOS	2	November 16, 2028	907 Badke On-site Monday to Friday
Hannah Aguirre	HCOS	2	November 10, 2026	905 Badke On-site Monday to Thursday Remote Friday
Natalie Grant	KCCS	2	January 13, 2026	905 Badke On-site Wednesday & Thursday Remote Monday & Tuesday

We have 2 First Aid Rooms: 1 located upstairs in the Administration Level of 905 Badke. The other located behind the Woodshop of 907 Badke. These rooms are stocked with First Aid Supplies and AED devices for heart attack.

We have 2 Panic alarms located under the desk of the Reception Ladies located in the 905 Badke Building. These have been tested successfully with a 3 minute response time. That is significantly fast. RCMP are very quick to respond as well as Tier Support Services K-9.

Our Campus school is locked at 3:30 pm every day by our Custodial Team. Our Administration Building is locked every day at 4:30 pm every day by our KCC Receptionist. K-9 Security checks our doors and alarms every night at 10:30 pm. Greg Simonson our Custodian checks our doors on the weekends to ensure after church or weekend use ends with a lock up.

Monthly Fire Alarm Checks are conducted regularly by James Zink to ensure emergency lighting is in operating condition. A monthly alarm check takes place to ensure our bells and alarms are working inclusive of strobes. Doors are tested yearly to ensure they function in case of fire. 6 Fire Alarms drills are conducted to ensure school and administration is test regularly.

Authorized Security monitors our door alarms and Nexus Fire and Safety monitors our Fire Panels. Both are directly hooked up to 911 Emergency and myself as Operations Director.

Flex Academy staff receive epi-pen refresher training on an annual basis, as well as anaphylaxis training from allergyaware.ca

Harassment and Bullying Prevention Policy

The safety and well-being of children at Flex Academy is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, Staff and Teachers will ensure that children attending our school experience a Christian learning environment that enables every child to know they are special because they are created in the image of God, and should feel safe, accepted and respected.

Flex Academy is involved in ongoing work and training to ensure that students feel respected and connected with our community. This includes protection of our students' physical safety, social connectedness, and inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, disability, sexual orientation or gender identity and expression, while remaining consistent with Flex Academy's faith-values, cultural perspectives and philosophical values.

Behaviour that does not respect the individual's honour and dignity will be immediately dealt with upon consultation with leadership, staff, teachers and parents.

Because we seek to foster a safe environment for all, Flex Academy will take all reasonable steps to prevent any and all retaliation by a person against a student who has made a complaint of a breach of this policy.

Resource: ERASE is a comprehensive prevention and intervention program that builds on effective progress already in place to ensure consistent policies and practices across all school districts backed by strong community partnerships. Four different types of bullying are outlined: Physical, Social, Emotional, Verbal, and Cyber. In addition to providing resources for parents, students and educators, ERASE also provides an [Online Reporting Tool](#) for students or parents to report incidents of bullying. For more information on ERASE, visit the [Erase Bullying Website](#).

Cyber-Bullying and Bullying Prevention

Statement of Purpose

Flex Academy is committed to fostering, through example and guiding practices, an online and physical environment that works to keep students and staff safe from cyberbullying and bullying. Reported incidents will be taken seriously and fully investigated. Any form of cyberbullying or bullying will be confronted. Action to resolve bullying may result in suspension or deletion from Flex Academy social networking, blogging, or school community events.

Definition of Cyber-bullying and Bullying

Bullying is a relationship problem exerted from a position of power, where repeated physical, verbal or social aggression causes embarrassment, pain, or discomfort. Bullying acts may be intentional or unintentional and perpetrated by individuals or groups. Cyberbullying applies to aggressive acts to belittle or defame an individual through repeated digital communications (e.g., social networking forums, emails, websites, blogs, webinar platforms, chat lines, etc.) Cyberbullying and bullying may include threats, name-calling, insults, sexual harassment or racial slurs.

Physical bullying includes all of the above, with the addition of hitting, shoving, stealing, or damaging property when it is in a physical context. Bullying is not necessarily the case in every situation that may result in conflict. Student disagreements, speaking in a perceived aggressive tone, confronting someone's behaviour, misunderstandings, and personality struggles are all examples of normal human interaction that isn't necessarily bullying when there is no evidence of controlling aggressive behaviour.

Student and Parent Guidelines

- Do not become involved in any form of bullying.
- Do not answer abusive messages or emails.
- Do not delete, but record, all abusive messages and report them to one of the school authorities.
- Do not give your personal email address to peers or other students' parents.
- Do not share embarrassing images.
- Get permission before forwarding other people's messages or images.
- Realize that digital communication is permanent.
- Do not respond in anger. Pray for wisdom and seek your teacher's counsel.
- Jokes are easily misunderstood, especially through digital texts.
- If safe to do so, intervene to protect a student who is being bullied.
- If a student/parent believes they or someone in the school is a victim of cyberbullying or bullying, they are to report the incident/situation as soon as possible to a school governing authority over the online platform.
- Emails, blogs, tweets, Facebook, cell phone texts, etc.: teacher, regional administrator, or director.
- Zoom/Skype: teacher, regional administrator, or director.

Teacher and Staff Guidelines

- Model respectful and edifying communications.
- Refrain from disparaging, defaming comments.
- Take a stand against cyber-bullying.
- Discuss bullying with students.
 - Definition of [cyberbullying](#) and lessons to address this can be found [here](#).
 - Types of bullying behavior
 - Damages to both the bullied and the bully
 - [Right Now Media](#)

- [**Media Smarts**](#)
- OverDrive Ebook resources on Digital Wellness, [**SORA - Digital Wellness gr. K-4, SORA - Digital Wellness gr 5-9**](#) and [**SORA - Digital Wellness Resources for Educators**](#)
- Process of reporting bullying incidence
- School actions that could apply
- Pray for discernment.
- Record (save and/or print offending material) clearly inappropriate messages, images, including date(s), time(s), and name(s) involved.
- Report any complaint to a school administrator (Director, Assistant Director or Head of School). Forward the details and evidence related to the incident (date, time, names, and school event or cyber platform.)
- The school will report back to the parent or student on the action that has been taken.

Leadership Guidelines

- Affirm the individual for reporting the suspected cyber-bullying or bullying incident.
- Thoroughly investigate the reported one(s) through questions to verify the alleged incident.
- Contact parents/guardians of all students concerned in the bullying incident.
- Provide feedback to those concerned.
- Report the investigated incident to a Director.
- The Director will apply an action plan appropriate for protecting and empowering the victim(s)/school community and to discipline the alleged cyber-bully. When possible and appropriate, action will encourage the reconciliation of the individuals involved.
- If needed, contact relevant professionals.

Resolving Action

- Involve parents.
- Mentor students in social and emotional skills.
- Temporary or permanent suspension from Flex Academy, including regular school programming, school social networks, blogs, webinar chat options, and other school activities such as learning camps and field trips.

Internet Safety & Literacy Tips for Parents

At HCOS our students are encouraged to become wise, digitally capable learners who can search online within boundaries, ensuring Internet safety and healthy learning. With this in mind here are some useful rules for providing Godly education for your new Flex learner.

- Talk to your students about responsibility while online regarding hours of use, which sites may be accessed and which ones are undesirable. Educate yourself about the Internet and which sites your students are using.
- Create family rules, including hours of use and which sites may be accessed and which ones may not. Use nanny filters if necessary.

- Place your computer in a central, open location like the living room so Internet time can be supervised.

Guiding your Students Online

To ensure your students feel safe online please follow the suggested guidelines. Look into setting up the following bookmarks for their own special folder:

- **Digital Wellness - HCS Learning Commons**
 - For quality Christian educational links you may send your students to the following subject index at [HCOS Linking Library](#)
 - Instill a sense of empathy in your students. Teach them to treat others like you want to be treated. Encourage positive behavior online at all times.
 - For research use existing current and reliable [subscriptions](#) and databases offered freely with our school such as Explora, Gale Cengage, WorldBook, Pebble Go and Learn 360.
 - Share the learning commons resources that are available for our families with our [Internet Safety pages](#) and also our Research Pages for [grades K-5](#) and [grades 6-9](#) and [grade 10-12](#).
 - Teach your students about current awareness and digital literacy skills using our subscriptions Everfii, The Canadian Reader, and What in the World. What are digital literacy skills? The BC Ministry has them outlined here on this [page](#).
 - CommonSense comes with [digital literacy lesson plans for all grades](#). [Digital Compass](#).
 - [BeInternetAwesome](#) comes with Internet awareness/safety lessonsBookmark several subject indexes such as the following child friendly sites
 - Teach your students about fake news with [Brake the Fake](#) from MediaSmarts
 - For quality Christian educational links encourage students to use our web linking portal to be found within the Insignia search portal.
 - Bookmark high school student search engines such as [Google Scholar](#), [Wolfram Alpha](#), and [Research Gate](#).
 - Bookmark primary school search engines such as [Kidtopia](#), [Kid's Search Engine](#), [Duck Duck Go](#), [GoGooligans](#), [Kiddle](#) and indexes like [Teach The Children Well](#). Create a desktop for students with bookmarked sites so that students know to follow rules with suggested sites.
 - On RightNowMedia have your high school students engage in a thought-provoking Bible study on [digital citizenship](#). This study encompasses sexting, digital technology and creating balance online for middle grades and up.
 - OverDrive Ebook resources on Digital Wellness, [SORA - Digital Wellness gr. K-4](#), [SORA - Digital Wellness gr 5-9](#) and [SORA - Digital Wellness Resources for Educators](#)

Preserving Privacy

- Encourage your students to refrain from putting pictures up of themselves or identifying information such as phone numbers, email addresses, passwords or credit card numbers.

- Encourage open dialogue with your students about other people who might engage them about personal information.
- Teach your student that talking to a stranger on the Internet is the same as talking to a stranger on the street.
- For additional resources look at [Privacy Pirates](#); An Interactive Unit on Online Privacy from MediaSmarts as well as Commonsense Lesson Plans - [Protect Your Students' Data and Privacy](#), and [Privado](#) for a private search engine that doesn't store your searches or IPs).

Possible Hazards

- Alert your students to possible online dangers such as giving out personal information to strangers. Advise them to stay clear of chatting online in chat rooms with people they do not know. Younger children should not be in chat rooms, and older children should ask permission before entering chat rooms with which you
- If your child starts receiving inappropriate mail or phone calls get to the bottom of it immediately.
- Tell your students that if someone harasses them online or makes them uncomfortable in any way they should tell a parent or teacher or someone they trust.
- Contact the police immediately if your student receives child pornography, is sexually solicited, or has received any inappropriate explicit images on the Internet.

Information on Cyber Safety

- Internet Awareness for Parents [MediaSmarts](#)
- Get Net Wise [Get Net Wise](#)
- [The White Hatter](#)
- [Digital Citizenship: Guide for Parents](#)
- [Focus on the Family](#)
- The Canadian Centre for Child Protection has issued a Cybertip.ca Alert for parents on how talk to youth about online extortion. Review a tip sheet for parents.

We also encourage all parents to sign up with Cybertip to receive information on concerning technology trends as they emerge.

Safety Hazard Reporting



The KCCS Safety Hazard Reporting form will go directly to the KCC safety team, where it will be actioned promptly. Flex staff can report observed safety hazards using this form.

[Safety Hazard Reporting form](#)

Water Testing Policy

Flex Academy stays compliant with water testing requirements (less than 0.005 milligrams per litre) (testing once every 3 years) as per BC Source Drinking Water Guidelines and The Guidelines for Canadian Drinking Water Quality.

If results are not within acceptable guidelines the school will inform the health authority, independent school office and undertake any needed mitigation. The school will communicate with parents and the school community in a timely manner.

Where external rental facilities are used for face to face learning, students are required to bring potable water to the site.

Families can review the regulations that govern the protection and access safe drinking water in British Columbia here:

- [**Lead Information Package - Some Commonly Asked Questions About Lead and Human Health**](#)
- [**Drinking Water Protection Act**](#)
- [**Drinking Water Protection Regulation**](#)
- [**Public Health Act**](#)
- [**Independent School Act**](#)