

KLEOS

FAMILY



HANDBOOK

Where every child is ONE-OF-A-KIND.

www.kleos.ca

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Where every child tells their OWN story.

WELCOME

Thank you for being a part of the Kleos learning community! When translated, Kleos means "What others hear about you." It is a person's story. Many students with unique and special learning needs have a story forced on them by others simply because they do not fit neatly into preconceived learning boxes. We work to allow each student to write their own story and have their voice heard.



Our administration team, teachers, education support staff, and our community and learning centre partners are passionate professionals who work as a seamless team to provide learning opportunities for each student to meet their unique needs. You are an important part of this team and ***have a seat at the table.***

This Family Handbook is designed to provide you with access to the most up-to-date information about Kleos processes and procedures that impact your child's program and learning experience. If you have any questions about Kleos or your child's programming, please feel free to connect with your child's teacher or with our Administration Team at any time. We are looking forward to getting to know you!

Where relationships come first.

OUR TEAM



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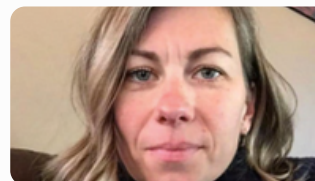
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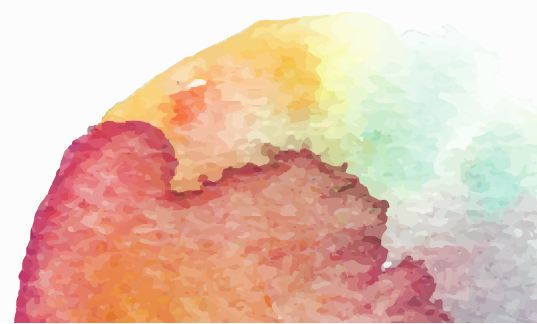
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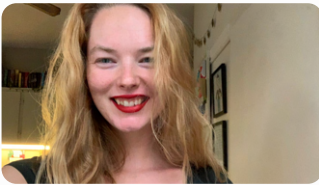


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Where every child tells their own story.

OUR TEAM



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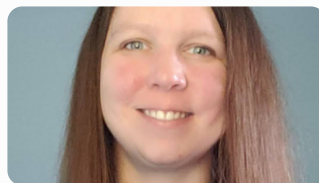
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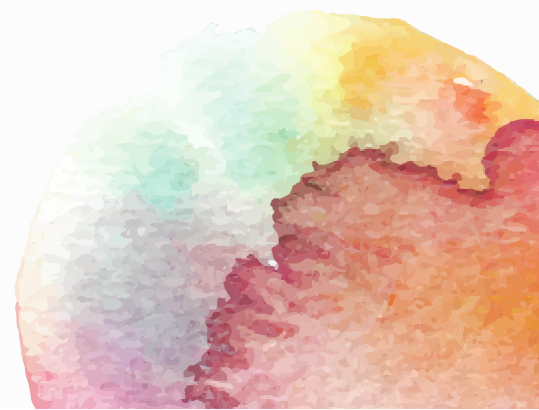
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OUR CORE VALUES



Kleos Open Learning is an Online Learning School focused on providing personalized learning programs for students. Our core values are:

- Quality academics
- Relationship First
- Personalized learning
- Strengths-based approach
- Effective technology to support learning

Our BC-certified teachers are committed to providing high quality academic programs for their students. Teachers ensure that Ministry of Education learning standards are met, and that students develop foundation skills in each subject.

Students are one-of-a-kind, not one of many. Literally translated, Kleos means, "what others hear about you." In other words, Kleos is a person's story. Students are the stars of their stories, and we help them see that by celebrating their uniqueness and recognizing their strengths. Kleos teachers work hard to differentiate instruction and personalize planning to match learner interests and strengths, meeting them where they are at, and scaffolding skill development.

It's easy for skills that require improvement to become the focus of attention, so students hear more about what they can't do rather than what they can do. Focusing on strengths allows learning success to lead to more success, inspiring confidence and a willingness to engage in growth areas.

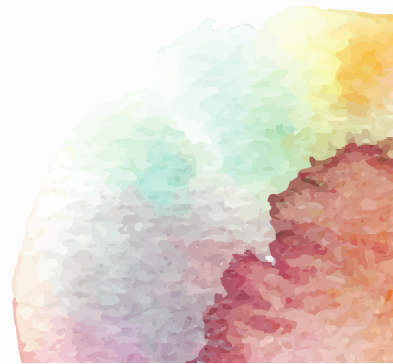




OUR PROGRAMS

Our personalized learning programs are teacher-directed. Teachers are responsible for planning, delivering, instructing, assessing, and reporting on student learning. Teachers develop and monitor personalized learning plans through collaboration with parents/guardians, students, and service providers (if applicable).

Each student has a personalized student learning plan (SLP) developed by a BC-certified teacher that includes a weekly schedule, resources needed, and planned learning activities. Subject-specific course outlines, learning standards, and IEPs, if applicable, are also part of a student's SLP. This SLP is designed to help students reach their full potential in all of their courses, and to meet Ministry learning standards.





Weekly Schedule

Teachers, students, and families work together to develop a weekly schedule that outlines when and where learning will take place. This schedule is a framework for ensuring adequate time is spent on each subject to meet the needs of learners, and to complete courses by year-end.

Student Gmail Accounts

All Kleos students have Kleos email addresses. These are created to allow for use of Google Apps, and our Online Classrooms in Brightspace. Parent email addresses can be created upon request.

Educational Credits (ECs) for K-9 Students

The Ministry of Education and Child Care provides funds to Kleos Open Learning to provide education programming for each student. Ministry funds are given to Kleos and managed by teachers, with input from parents/guardians and students. Please note: **Kleos is unable to reimburse parents/guardians for any curricular expenses.**

Non-consumable resources purchased with Ministry funding (Educational Credits) are loaned to students and returned to the school at year-end, or upon withdrawal from Kleos Open Learning, whichever is earlier.



K-9 PROGRAMS



Grade K-9 students enjoy learning programs that are focused on learning foundation skills and that give them the opportunity to explore their areas of interest. BC learning standards are met in creative and engaging ways to make learning interesting for each student. During the grade K-9 years, students can participate in online group learning with other students, so they can enjoy the benefits of collaboration and working with peers. These online group-learning opportunities are available via Zoom (online meeting tool), or in-person (when possible). Students will also have the opportunity to develop core competencies with the support of their learning community.

Active Participation

Active student participation is an important part of a Kleos program. Upon enrollment, active student participation in course work and ongoing parent collaboration is key. Evidence of engagement should consist of one dated example of student work in numeracy and one dated example of student work in literacy, if appropriate per a student's Individual Education Plan (IEP), or one dated artifact demonstrating teacher-student involvement.

Student-Teacher Communication

Teachers are in weekly contact with students through a variety of formats (e.g., Brightspace email, announcements, discussions, phone, Zoom) to offer support and monitor student learning.

Family-Teacher Communication

Teachers are in regular contact with parents and guardians throughout the year. Parents/guardians assist with helping their child(ren) organize their school schedule so assignments are submitted on time, and to help students develop good study habits in preparation for the graduation program.



Learning Sample Collection & Review

Grade K-9 students submit weekly assignments (sometimes monthly for K-5) as outlined and assigned in their various courses or Brightspace classes. Teachers provide timely feedback on assignments, so students can progress with their learning. If students are one week behind in their assignments, the student, principal/vice principal, and the parent/guardian are informed. If students are two weeks behind in their assignments, a meeting will be arranged with the School-based team. During the meeting, strategies for assisting the student with schoolwork completion and future programming will be discussed.

10-12 PROGRAMS



Grade 10-12 students participate in online courses designed to help them develop 21st century skills. Courses can be adapted or modified depending on a student's needs, graduation path, and post-secondary plans. Our high school guidance team works with students to determine what courses will best meet their academic needs and help them accomplish their post-secondary goals. High School students can participate in online group learning with other students, so they can enjoy the benefits of collaboration and working with peers. These online group-learning opportunities are available via Zoom (online meeting tool), or in-person (when possible). Students will also have the opportunity to develop core competencies with the support of their learning community.

Active Participation

Active student participation is an important part of a Kleos program. Upon enrollment, active student participation in course work and ongoing parent collaboration is key. Evidence of engagement should consist of one example of a completed assignment that is aligned with the curriculum learning standards for the course OR replaces a curriculum learning standard for the course as documented in the student's Individual Education Plan (IEP) AND dated evidence of teacher assessment of the completed assignment.

Student-Teacher Communication

Teachers are in weekly contact with students through a variety of formats (e.g., Brightspace email, announcements, discussions, phone, Zoom) to offer support and monitor student learning.

Family-Teacher Communication

Teachers are in regular contact with parents and guardians throughout the year. Parents/guardians assist with helping their child(ren) organize their school schedule with the goal of increasing independence.



Learning Sample Collection & Review

Grade 10-12 students submit weekly assignments in their various courses. Students are asked to submit assignments when they are due, so they can enjoy a quality learning experience with timely teacher feedback. If students are one week behind in their assignments, the student, principal/vice principal, and the parent/guardian are informed. If students are two weeks behind in their assignments, a meeting will be arranged with the School-based team. During the meeting, strategies for assisting the student with schoolwork completion and future programming will be discussed.



GRADUATION PATHS



Dogwood Diploma

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements for the 2018 Graduation Program. In order to graduate, students must pass specific courses. Overall, each student must acquire 80 credits from a combination of required courses, elective courses and the Career Life Education/ Career Life Connections + Capstone program. They must also complete Provincial Graduation Assessments:

- Grade 10 Numeracy Assessment
- Grade 10 Literacy Assessment
- Grade 12 Literacy Assessment



Evergreen Certificate

The School Completion or "Evergreen" Certificate is intended to celebrate success in learning that is not recognized in a Certificate of Graduation (Dogwood Diploma). It is used to recognize the accomplishments of students with Special Education Designations and an Individual Education Plan, who have met the goals of their education program, other than graduation. The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. The Evergreen represents the completion of personal learning goals but does not represent graduation.

- The decision for a student to enter the Evergreen Program should not be made prior to Grade 10, and should include the informed consent of the student's parent(s)/guardian(s).

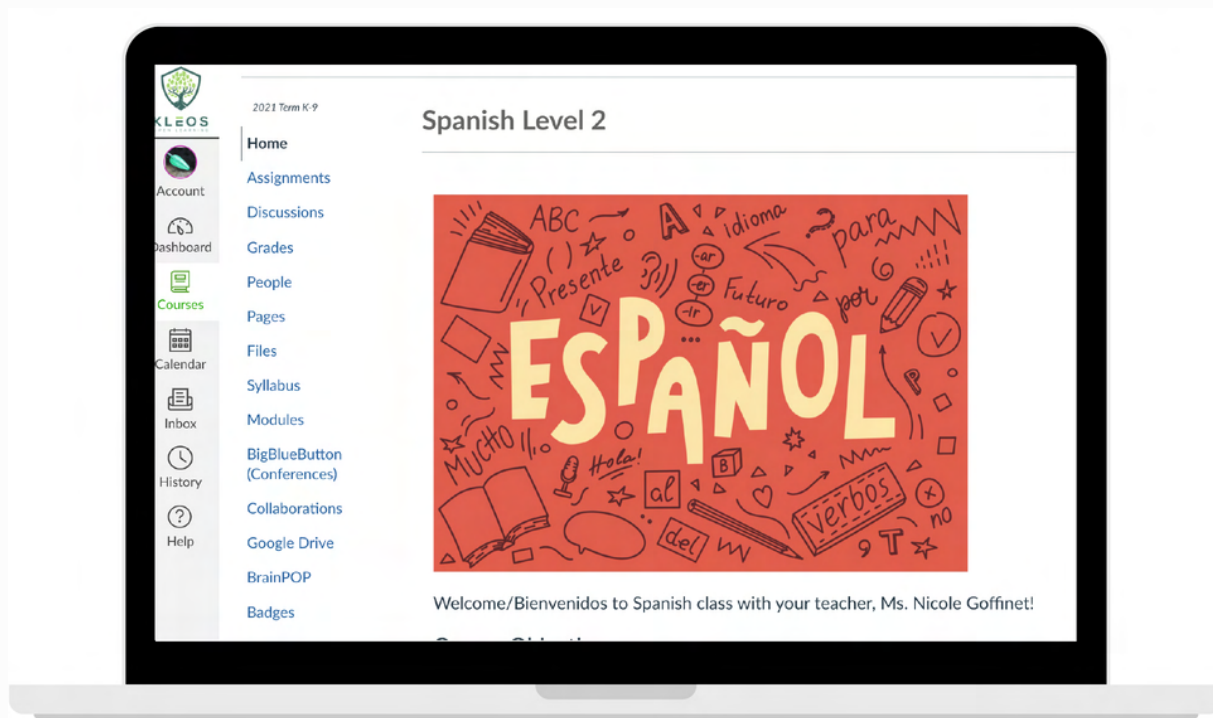
GRADUATION PATHS



Adult Dogwood

Adult learners (18 and older) can enroll in this program to take courses as credit towards their Adult Graduation Diploma. To complete the Adult Graduation Program, students must earn at least 20 credits in the secondary system or complete five courses in the post-secondary system.





OUR ONLINE CLASSROOM

Brightspace is a Learning Management System that is designed to support collaboration and communication across teachers, students, and parents.

In Brightspace, teachers will deliver content, leveraging Brightspace's tools and assignment builders, and students can submit assignments. Announcements, assignments, grades, and progress are all shared in Brightspace. It also allows for social collaborative learning.

Student access to Brightspace is available by typing in <https://kleosol.brightspace.com> into your web browser. For login instructions, see our Brightspace Guides.

OUR RESPONSIBILITIES



Responsibilities of School, Teachers, Parents/Guardians, and Students

The Ministry of Education and Child Care has given Kleos Open Learning the responsibility to:

1. Develop (in conjunction with parents/guardians) an educational program that is supported and supervised by a British Columbia-certified teacher
2. Meet provincial standards as outlined in the Independent School Act
3. Provide on-going regular assessments, report cards, provincial letter grades, and a permanent student record

The school and parents/guardians unite to ensure these responsibilities are fulfilled for the benefit of our students.

Areas of partnership include (but are not limited to):

1. Developing a Student Learning Plan (SLP) together that meets:
 - a. The learning style and needs of the student (teacher resource recommendations form the foundation of the academic program and can be supplemented by parental input regarding other curriculum resources and community learning opportunities)
 - b. BC learning standards as they apply to the student
2. Regular and on-going communication and collaboration between parent(s) and teacher(s) regarding student learning



School Responsibilities

The school will provide students with:

1. Personalized Student Learning Plans to address student needs and interests
2. Curriculum materials that meet the BC learning standards and recommended learning resources and strategies
3. Ongoing instructional support from BC-certified teachers
4. Teacher-led ten-minute instruction sessions and field trips, as appropriate
5. Online courses where appropriate
6. School-approved and -purchased educational materials and services



Teacher Responsibilities

Each student is assigned a teacher or teachers, who will support and enhance the learning process by:

1. Maintaining frequent contact with students and parents/guardians via email, Brightspace, telephone, Zoom classes, and optional group activities as appropriate
2. Developing a Student Learning Plan
3. Providing and/or approving curricular learning resources
4. Adapting and/or modifying curriculum as appropriate
5. Providing ongoing instruction and ten-minute sessions as appropriate
6. Collecting and assessing student learning samples
7. Assessing and reporting on student progress, formally evaluating learning standards and progress 3 to 4 times per year



Student Responsibilities

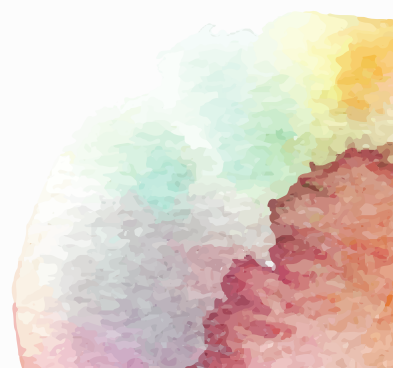
Students in grades K-12 are responsible for:

1. Working with parents/guardians and teacher(s) to develop a Personalized Student Learning Plan.
2. Regular and continued engagement in programming.
3. Communicating problems and concerns to parent/guardian(s) and/or teacher(s).
4. Completing assignments to the best of their ability.
5. Submitting work samples or assignments as scheduled.
6. Asking questions when they don't understand something.
7. Engaging in daily physical activity (DPA).



Foundation Skills Assessment (Grade 4 & 7)

Grade 4 and 7 students participate in the Foundation Skills Assessment (FSA) that occurs in October and November of each school year. This valuable assessment of foundation skills in Reading Comprehension, Writing, and Numeracy provides teachers with helpful information about foundation skill development for each student. It also helps our school monitor curriculum and program effectiveness.



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INCLUSIVE EDUCATION

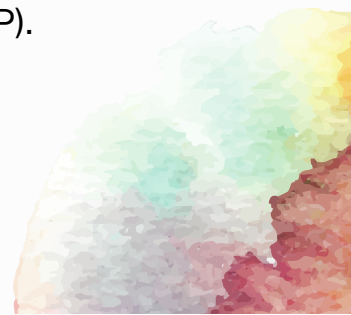
The Inclusive Education program at Kleos Open Learning exists to provide education programs and services that enable students with special education designations to have equitable access to learning, and opportunities to pursue and achieve the goals of their individual educational programs.



The Inclusive Education Program follows the best practices and expectations as outlined in the *Special Education Services: A Manual of Policies, Procedures and Guidelines* produced by the British Columbia Ministry of Education.

A student with Special Needs is defined as *A student who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents, as defined in the Manual of Policies, Procedures, and Guidelines, Section E.*

Each student receiving services and support from our Inclusive Education program has an Individual Education Plan (IEP).



Individual Education Plans

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

- the goals, objectives, or standards set for that student for that school year where they are different from the learning standards set out in an applicable educational program guide
- a list of the support services required to achieve goals established for the student
- a list of the adaptations to educational materials, instructional strategies or assessment methods.

A Competency-Based IEP Model

We believe that every student has unique strengths and areas of interest that can be fostered in order to promote personal growth. After building a student profile of strengths and stretches, preferences and interests as a team, we create realistic objectives that build upon these strengths, preferences and interests to address stretches, or areas requiring support and development.



Student Voice

We encourage students to be continuously involved with their IEP development, implementation and review. This participation may look like, but is not limited to, students:

- attending their own IEP meetings, or part thereof
- filling out student profiles to inform the document
- reflecting on personal progress toward objectives
- suggesting changes to the document or plan
- participating in objectives determined by their team

The Funding Model

The Ministry of Education and Child Care provides additional funds to support the IEP of students with defined Special Needs. The amount of funding, and the criteria to receive it, are defined in government legislation and policy.

Kleos Open Learning is able to access additional funds only when the medical diagnosis and/or special needs of the student fit within the criteria of government legislation, and the student is enrolled as a **full-time student**.

Diagnoses and formal assessments that may be required for funding include, but are not limited to: psycho-educational assessment, neuro-psychological assessment, BCAAN assessment, pediatric involvement and consultation, Occupational Therapist assessment, Physical Therapist assessment, Speech and Language Pathologist assessment, and Audiologist assessment.



It is important to note that although the additional Inclusive Education funding is based on the number of designated students enrolled in a school, the Ministry of Education and Child Care is clear that these funds are to develop programs and services that benefit all students with exceptional learning needs that are enrolled in a school.

Prior to any support services commencing and billed to Kleos, the following must be in place:

- Service Provider Contract (completed and submitted by service provider)
- Completed and cleared Ministry of Justice Criminal Record Check (Please see CRC policy).

Any services that commence before the CRC is in place will not be paid for by Kleos.





The Process

Early identification of learning exceptionalities is an essential element of successful program planning for students. Students may be identified as having special needs before they enter the school. In such cases, existing assessment and programming information will be requested without undue delay to permit planning. In cases where students with special needs have not been identified prior to enrolment, the school-based team will respond promptly with a determination of the need for planning, intervention, and in some cases assessment. In cases where emerging needs are observed by the teacher, (e.g., work sample annotations, observations during virtual or in-home visits), the teacher will complete a school-based team referral in consultation with the parent/guardian. This referral form is kept in a student's file.

The school-based team can provide one or more of the following:

- extended consultation on possible learning and teaching strategies
- planning for, and coordination of, services for the student
- access to additional school, community, or regional services
- planning for, and coordination of, services
- a case manager, supporting identification of the need for additional services
- when extended assessments (e.g., psycho-educational, behavioural, speech and language, orientation and mobility) are required, the goal is to better understand the student's strengths and needs in order to plan more effectively for that student. The school-based team is responsible for determining and coordinating relevant assessments, and supporting the implementation of the recommendations of assessments.



The Plan

Community services and agencies may include, but are not limited to:

- testing by professionals
- behavioural intervention
- occupational therapy
- physiotherapy
- speech language pathology
- therapeutic service providers (e.g., therapeutic horseback riding)

Additional services and resources over and above what is routinely provided to students without special needs may be required to support the student. These may include, but are not limited to:

- communication aides and equipment;
- specialized computer software and hardware; and
- educational assistant services.



Purchases of specialized equipment (e.g., occupational therapy equipment, computer software) are the responsibility of the school-based team. Specialized equipment purchased by Kleos Open Learning for use by students with special needs belongs to the school and is to be used for the sole purpose of education. The school-based team will arrange for appropriate equipment (with warranties) to be purchased and delivered to the student's home. Should a student withdraw from Kleos Open Learning, the school-based team will ensure that the appropriate arrangements are made for the collection of any specialized equipment purchased by the school.



OUR SCHOOL BASED TEAM

A school-based team is a team of school-based personnel, which has a formal role to play as a problem-solving unit in assisting teachers to develop and implement instructional and/or management strategies, and to co-ordinate support resources for students with special needs within the school.

Who is on the team?

The school-based team includes a small group of regular members, usually including a case manager, school principal, Director of Inclusive Education, Resource Teacher, Teacher, and Educational Assistant. It could also include members of the Support Services team, including the Transition Coordinator, Lead LAT, and Service Provider Coordinator. On a case-by-case basis as needed to plan for individual students, the team should also include the student's referring teacher, and involve the parent, the student, and, as appropriate, district resource staff in the case of cross-enrolled students, and representatives from community services, regional authorities, or from other ministries.

What does the team do?

Upon the request of the referring teacher or parent, it provides support through extended consultation on possible learning strategies, and may become a central focus for case management, referrals, and resource decisions. A case manager is appointed to identify the need for additional services, and/or initiate referrals to access other school, district, community or regional services.



Roles and Responsibilities of the School Based Team

Director of Schools: The Director of Schools is the first point of contact for the family and in this initial communication determines eligibility for additional funding to support special needs. Additionally, the Director envisions and implements the development of programs, which enhance the Kleos school experience for students with special needs.

Principal: The Principal oversees the programming for all enrolled grade K-12 students. The Principal is responsible for representing the school perspective during the collaborative process.

K-5 Vice Principal: The Vice Principal oversees the overall programming for students in Grades K-5 in collaboration with the Principal.

6-8 Vice Principal: The Vice Principal oversees the overall programming for students in Grades K-5 in collaboration with the Principal.

9-12 Vice Principal: The Vice Principal oversees the overall programming for students in Grades 6-12 in collaboration with the Principal.

Service Provider Coordinator: The SP Coordinator supports teachers and parents by recruiting, training, and retaining service providers. In addition, the coordinator coordinates assessments and drafts budgets in collaboration with the resource teacher and case manager.



Transition Coordinator: The Transition Coordinator supports the various transitions throughout the student's Kleos experience including graduation and transition to adulthood.

Director of Inclusive Education: The Kleos Director of Inclusive Education oversees all aspects of the Inclusive Education Department and works collaboratively with all members of the School-Based team to support IEP development.

Resource Teacher: The Kleos Resource Teacher supports and collaborates with case managers, teachers, and the School-Based Team to support IEP development, including the provision of strategies and curriculum recommendations.

Lead Learning Assistance Teacher: The Learning Assistance Teacher assesses literacy and numeracy skills, develops program recommendations, supports teachers with implementation of suggested programs.

Case Manager: The case manager, in collaboration with the Kleos Resource Teacher and the school-based team, designs and implements the Inclusive Education services for the student. Inclusive Education services are outlined in the high incidence or low incidence IEP and include those additional services and resources over and above what is routinely provided to students without special needs.

Teacher: The teacher is responsible for planning, delivering, instructing, assessing, and reporting on the educational program for the student. Where the student requires specialized instruction, this will be done in consultation with the case manager, the school-based team, support services personnel, parents, and the student. Where the student's program involves specialized instruction by someone other than the teacher (e.g., vision teacher), collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach.

Education Assistant Services:

- While case managers are expected to design programs for all students, the school will, in certain cases, employ and/or access the services of Education Assistants who will play a key role in facilitating the learning program for a student with inclusive education needs.
- The duties of the Education Assistant include, but are not limited to:
 - Working in accordance with the Kleos school year calendar;
 - Being aware of and adhering to the contractor policies of Kleos;
 - Providing documentation of professional qualifications;
 - Having a current Ministry of Justice CRC in place with Kleos;
 - Acquiring and organizing instructional materials;
 - Facilitating learning activities based on goals and objectives outlined in the IEP, as directed by the Kleos teacher/case manager;
 - Supporting the monitoring of the student's progress based on the outcomes in the IEP;
 - Supporting the student in learning situations in a variety of settings;
 - Providing bi-weekly feedback to the teacher/case manager using the IEP tracking tools
 - Attending IEP review meetings (approximately 3 per year)



The hours of direct support are determined by the School-based Team, and are based upon available funding and the type of services required by the student as outlined in the IEP. Please note: primary caregivers must be home during in-home direct support by service providers.

INCLUSIVE EDUCATION BUDGET

The Inclusive Education budget reflects the total picture of services to ALL students with exceptional learning needs enrolled in Kleos Open Learning. Budgets are allocated to direct student support, administration, and learning services.

Direct Student Support: services provided directly to the student (e.g., Education Assistant services, behavioural support and intervention). Specialized community-based programs that assist in meeting the outcomes of an IEP may be accessed as determined by the school-based team. For example, some students may require occupational, physical, behavioural, or speech therapy services.

Administration: supports the administrative and office functions of the Inclusive Education program. This includes case manager remuneration, and all the paperwork, resource purchases, and other services necessary to administer an effective program.

Learning Services: supporting students through additional Inclusive Education services, such as assessments and/or intermediate remediation (eg: Learning Assistance).



Although funding is received based on individual designated student enrollment, the Ministry of Education is clear that these funds are to develop programs and services for ALL Kleos students with exceptional learning needs. In other words, the funding is granted to the Inclusive Education program, not to a particular student.

As the school-based team creates a budget to support each student's Individual Education Plan, the school will allocate funds depending on the student's special needs as balanced with the needs of all students enrolled with Kleos Open Learning.

KLEOS

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