



**Columbia Academy**  
VANCOUVER, CANADA

# STUDENT & PARENT/CAREGIVER HANDBOOK

Revised September 2024

## **A Message from the Principal**

On behalf of the entire staff and faculty I welcome you to Columbia Academy. Our goal is a simple one: to place our students into the world's top universities. When it comes to the student body, we've set our standards high and our aspirations for them even higher. Be it academics or civics we expect our students to challenge themselves every day and seize the opportunities that they have been given.

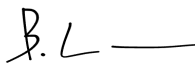
By engaging students with our school values of communication, happiness, compassion, integrity, responsibility and resilience, we hope to prepare them to be leaders of tomorrow who willingly give back to the community around them. This is why we place such a strong emphasis on community engagement: students across the school are taught valuable lessons that you cannot always learn within the classroom.

Our school offers a wide range of professional services in order to aid students in the goal of reaching leading academic institutions. Our small classroom settings create an atmosphere that fosters student learning and our teachers, staff, counselors and administrators are committed professionals, determined to see students reach their desired path.

By providing a school where access to a high standard of education is paired with both a healthy environment and an enthusiastic school community, we nurture, create and grow the roots that students need to have long, successful and meaningful lives.

I look forward to you embarking on this journey with us.

With warmest regards,

A handwritten signature in black ink, appearing to read "B. Lane", followed by a horizontal line.

**Mr Benjamin Lane,**  
BA(Hons), MA  
Principal

## Table of Contents

A Message from the Principal	2
0.1 School Policies in Brief Notes	8
Attendance & Exams	8
Daily Health Check Survey & Displaying Symptoms at School	8
School Safety & Communication	8
Work Habits & Conduct	8
Uniform	8
Wet recess/lunch procedure	8
Homework and Missed Assignment Policy	8
Cheating & Plagiarism	9
Technology Policies	9
1.1 Assigning Grade Levels	10
1.2 B.C. School Graduation Requirements	10
1.3 Academic Planning	10
1.4 Graduation Credit Policies	11
1.4.1 International Student Graduation Credit Policy	11
1.4.2 Equivalency (Credit Transfer) Policy	12
1.4.3 International Student Graduation Credit Policy	12
1.4.4 Challenge Course Policy	13
1.4.5 Independent Directed Studies	13
1.4.6 External Credits	14
1.4.7 Post-secondary credits	14
1.5 External Educational Programming	14
1.5.1 Tuition Forfeiture	15
2.1 Awards	15
2.1.1 Principal Scholarship	15
2.1.2 Dedication Award	16
2.1.2 Special Talent Scholarship	16
2.1.3 Additional Awards	16
2.2 English Level & Passing Promotion Policy	17
2.2.1 English Language Learner (ELL) Level Courses	17
2.2.2 English Language Arts (ELA) Courses –	17
2.2. School Language Test (SLT)	17
2.3 Course Change Policy	18
	3

2.3.1 Course Withdrawals with More than 4 Courses	18
2.3.2 Course Withdrawals with 4 or Fewer Courses	18
2.3.3 Course Load Policy	18
3.0 Columbia Academy Code of Conduct	20
3.1 Harassment and Bullying Prevention Policy (H&BP Policy: Serious Violations) – Interpersonal Conflicts	22
3.2.2.1 Harassment and Discrimination	22
3.2.2.2 Violence	22
3.2.2.3 Harassment and Bullying Prevention Policy	23
3.2.3 Consequences of Serious Violations	23
3.2.4 Smoking and Use of Vaping Products on School Premises	24
3.2.5 Free Block Policy	25
3.3 Detention	25
3.3.1 Scheduling	25
3.3.2 Activities	25
3.3.3 Detention Attendance & Escalation	26
3.4 Harassment and Bullying Curricular Incorporation	27
4.1 School Facility & Resources Policies	29
4.1.1 School Property	29
4.1.2 Locker Policy	29
4.1.3 School Library Policy	29
4.2 Technology Policy	30
4.3 Uniform Policy	30
4.3.1 Uniform Clarifications	31
4.3.2 Penalty if a student fails to wear uniform:	31
4.4 Attendance Policy	32
4.4.1 Absences and Absence Equivalents	32
4.4.2 Consequences for Unexcused Absences	32
4.4.3 Excused Absence Policy	32
4.4.4 Homework Assignment Policy	33
4.5 Academic Honesty and Integrity	34
4.5.1 Plagiarism	34
4.5.2 Cheating	34
4.5.3 Consequences for Breaching Principles of Academic Honesty and Integrity	34
4.6 Exam Policy	35
4.6.1 Exam Makeup Policy	35
4.7 Work Habits Assessment	36

5.0 Discipline, Dispute Resolution, and Appeals	37
5.1 Discipline in the School	37
5.2 Discussions with the Parent or Guardian	37
5.3 Resource Appeal Policy at Columbia Academy	38
5.4 Grade Appeal Policy at Columbia Academy	38
5.5 Dispute Resolution and Appeals	38
6.0 Fee and Tuition Policies	39
6.1 Fee and Tuition Payment Policy	39
6.2 Fee and Tuition Refund Policy	39
8.0 Suspected Child Abuse and Neglect Policy	40
8.1 Reporting by Students or Parents or Guardians	40
8.2 Communication	40
8.3 Responsibility	40
8.4 Appointed School Official and Alternate Appointed School Official	40
8.1.1 Anaphylaxis Policy	41
8.2 School-based Homestay Policy	43
8.2.1 Preamble	43
8.2.2 Purpose	43
8.2.3 Custodianship	43
8.2.4 Homestay Provider	43
8.2.5 School-specific Responsibilities of the Student	44
8.2.6 School-specific Responsibilities of the Host Family	45
8.2.7 Enforcement of Rules	46
8.2.8 Host Family Communication with the School	46
8.2.9 Appendix A: Host Family Responsibilities	47
8.2.11 Appendix C: Parent/Guardian Responsibilities	49
8.2.12 Appendix D: International Student Agent Responsibilities	50
8.2.13 Appendix E: Glossary/Definitions	51
8.2.14 Visitor Status Enrollment Protocol	53
9 Protection of Information and Privacy Policy	54
9.1 The Information	54
9.2 Filing and Maintenance of Student Files	54
9.3 The Security of the Information	55
9.4 Access to the Information	55
9.5 Employee Information	55
10.0 Inclusive Education:	56
10.1 Anti-Racism	56
	5

10.2 Diversity and Inclusion:	57
10.6 Inclusive Education	59
10.6 Columbia Academy Accessibility Plan	62
11.0 Communicable Disease Plan at Columbia Academy	65
11. 1 Recommendations	65
11.2 What To Do When Sick	66
11.3 Hand Hygiene	66
11.4 Respiratory Etiquette	66
11.5 Non-Medical Masks and Face Coverings	66
11.6 Communicable Disease Management	67
Mailing Address	71
Internet	71
Telephone & Fax	71



## 0.1 School Policies in Brief Notes

### Attendance & Exams

Students attending class in person must abide by all school safety policies. Students who miss 15 sessions of a course will be withdrawn from that course. Midterm and final exams **will not be** rescheduled for individual students. Students will not be granted course credit if they do not complete either the midterm and final exam components of this course.

Students in the transitions program may be required to attend midterm and final exams at school. The timing of these exams will be shared with students in advance.

### Daily Health Check Survey & Displaying Symptoms at School

Students must review the Health Check Survey daily and must stay home if the survey indicates such, and their caregiver must contact and inform the school by 9:00am. If a student begins to display signs of illness at school, they will be removed from class and be sent home for self-study learning for the day.

If students display symptoms at home or at school, they are to complete the BC COVID-19 Self-Assessment Tool to see if they should be tested for COVID-19 at a collection center/testing center before returning to school.

### School Safety & Communication

School safety measures are subject to change due to the developing nature of public health directions from the BC Government. Students and families must monitor their email regularly for updates from the school.

### Work Habits & Conduct

Students will be graded for work habits weekly in every course they take. It comprises 10% of their course grade in all courses. Students will lose marks in this category if they do not complete homework, or do not complete work in class. Students should refer to their course syllabus for a more detailed explanation of how Work Habits are graded.

### Uniform

Students must attend class in full uniform every day. Students who are not in full uniform will be met with disciplinary action, which may include added work assignments, suspension from class, and/or Code of Conduct warnings.

### Wet recess/lunch procedure

If students are unable to go outside during recess or lunch due inclement weather, students will be provided with alternative, supervised provision inside the school.

### Homework and Missed Assignment Policy

Students will receive an average of 60 minutes of homework each night in each of their English courses, and 30 minutes each night in each other course. All homework must be submitted to teachers through Google Classroom unless otherwise instructed. All homework must be completed on time and to a high standard.



Regardless of any reasons for being absent, late or missed assignments in the Work Habits category will receive a permanent mark of 0 and cannot be made up. These scores will not be subject to change.

If students fail to submit their homework on time, the teacher will send a daily notice to the parents/guardian, student, and school office. If a student continues missing homework, the school office will issue them a Code of Conduct warning after their third violation.

Each week the students are expected to complete a minimum of one assignment/project. All assignments/projects must be submitted on time and to a high standard. All assignments must be submitted to teachers through Google Classroom unless otherwise instructed.

For late or missed assignments/projects, teachers will choose to accept work up to:

- 1 day late with a deduction of -10% OR
- 2 days late with a deduction of -20%

If the student does not submit the missed assignment/project at the end of the third day by 11:59 pm, they will receive a mark of zero and the teacher will report this to the school office. The missing assignment will result in a Code of Conduct warning.

### **Cheating & Plagiarism**

All work that you submit must be your own. Plagiarism is a type of cheating and includes copying from your friends, classmates, the Internet, books, or any other source. If you don't know if you are plagiarizing, ask before handing-in an assignment. Cheating and plagiarism will not be tolerated; any assignment that is flagged as plagiarism or cheating will be met with disciplinary action, up to and including a mark of 0 and/or a Code of Conduct warning.

### **Technology Policies**

Students will require home internet access for the duration of their term, and must ensure that their home network can access all school-required software. The school will not be responsible for students' internet access, and will not be responsible for consequences related to students' internet access problems.

For the duration of the school term, students will require access to a laptop or desktop computer that can run full Windows or MacOS. Smart phones, tablets, etc, may be used to supplement learning, but cannot be a replacement for a full computer. Students will also require access to camera and microphone functionality during all courses. For physically present students, teachers may require students to turn off a device or submit it to the principal if the student cannot use the device responsibly.

Students will require use of Alma, Gmail, Google Classroom, and Zoom for all courses. Students may also require apps for the following programs: Google Chrome, Google Docs, Google Sheets, Google Slides, Google Jamboard, and Google Forms. Teachers may require students to use additional software applications.

## 1.0 The Secondary Academic Program

This policy describes how students are assigned to grade levels, the requirements for graduation, and the support for planning the students' academic program to enter post-secondary institutions.

### 1.1 Assigning Grade Levels

When a student is admitted to Columbia Academy, a grade level is selected that reflects what the student has accomplished to date.

The Principal, the Advisor and the Director of Admissions review the application and determine the appropriate grade level. In the BC secondary school program, a student may be assigned to more than one grade level. Additionally, a student may complete the requirements for a course at a higher grade before completing the requirements for a course at a lower grade.

### 1.2 B.C. School Graduation Requirements

The BC Secondary School graduation requirements include core and elective courses at the Grade 10, 11 and 12 levels. In order to graduate with the Dogwood Diploma, students must successfully complete fifty-two credits from required courses, as well as twenty-eight credits from elective courses, plus taking three provincial assessments in numeracy and literacy. It is required that a minimum of sixteen credits be at the Grade 12 level, of which four must be for English Studies 12.

### 1.3 Academic Planning

Post-secondary institutions may require specific courses for admission to a particular program. Columbia Academy offers services to help students in planning to meet the graduation and post-secondary requirements. Students may contact the front desk to inquire for details. Below are Columbia Academy Course Requirements:

All Columbia Academy students are required to complete a set of 8 courses during each of Grades 10, 11, and 12. These courses align with the British Columbia Ministry of Education graduation program and also fulfill university course requirements. Our primary academic goal at Columbia Academy is to provide guidance and support to our students to help them gain admission to top-tier universities, and these courses are designed to meet that goal.

#### Grade 10

1. Composition 10
2. Literary Studies 10

3. Social Studies 10
4. Foundations and of Mathematics & Pre-Calculus 10
5. Science 10
6. Physical and Health Education 10
7. Career Life Education 10
8. Arts / Applied Skill

#### Grade 11

1. Composition 11
2. English First Peoples 11
3. Social Studies 11
4. Pre-Calculus 11
5. Second Language
6. BA Personal Awareness 12
7. Science 11\*
8. Science 11\*

\*Science 11 (Chemistry 11/ Physics 11/ Life Science 11)

#### Grade 12

1. English Studies 12/ English First Peoples 12
2. Pre-Calculus 12
3. 20th Century World History 12
4. Career Life Connections 12
5. Elective Course
6. Elective Course
7. Elective Course
8. Elective Course

(Cal 12, Economics 12/ Geography 12/ Biology 12/ Physics 12/ Chemistry 12/ Mandarin 12 /AP Courses)

## **1.4 Graduation Credit Policies**

In addition to earning credits by successfully completing courses at their school, B.C. students may be eligible to gain graduation credit under the provisions of the B.C. Ministry of Education policy for Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies. The Ministry of Education International Student Graduation Credit Policy also allows International Students to receive graduation credit for certain courses that they have taken outside Canada or outside of a traditional school.

### **1.4.1 International Student Graduation Credit Policy**

Two methods—*equivalency* and *challenge*—allow students to receive graduation credit for past coursework.

#### **1.4.2 Equivalency (Credit Transfer) Policy**

Students may apply to receive credit for completion of equivalent Grade 10, 11, or 12 courses from an educational jurisdiction or institution outside of the B.C. school system.

The Ministry of Education has made determinations about equivalency that apply to all students, which can be found in the [Handbook of Procedures for the Graduation Program](#) or [Course Registry](#). For courses not listed in these resources, students may apply for an equivalency review to be undertaken by Columbia Academy. This review may require that the student provide the course outline, course description, and/or similar documentation of the course under review.

The review shall be conducted with regard to the B.C. Ministry of Education Equivalency Policy and International Student Graduation Credit Policy. Pending a successful review, Columbia Academy shall declare the course to be equivalent to a local course and grant credit for it. The assigned grade shall be equal to the percentage or letter grade which was reported by the authority that administered the course, or shall be assigned as “TS” (Transfer Standing”) if such a grade is not available.

#### **1.4.3 International Student Graduation Credit Policy**

A student who has taken and passed a course in another country may wish to have the course considered for equivalency review. The student must apply for the equivalency review process, which will be conducted according to the process detailed in item 1.4.2 Equivalency (Credit Transfer) Policy.

International students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits from a British Columbia-certified teacher as stated in the International Student Graduation Credit Policy. Additionally, all international students must earn graduation credit in Career-Life Connections under supervision of a B.C board of education or independent school authority.

Students who completed the following grades outside of Canada may be eligible for equivalency credits as noted in figure 1. Students whose language of instruction was English or French for at least two years prior to arriving in British Columbia may be eligible for additional equivalency credits.

<b>Credit Transfer Table</b>				
	<b>Grade 9 completion</b>	<b>Grade 10 completion</b>	<b>Grade 11 completion</b>	<b>Grade 12 completion</b>
<b>1</b>	Languages 10	Languages 10	Languages 10	Languages 10
<b>2</b>		Languages 11	Languages 11	Languages 11
<b>3</b>		Math 10	Languages 12	Languages 12
<b>4</b>		Music 10	Math 10	Math 10
<b>6</b>		PHE 10	Music 10	Music 10
<b>7</b>		Art 10	PHE 10	PHE 10
<b>8</b>			Art Studio 10	Art Studio 10

*Fig. 1 Credit Transfer table.*

#### **1.4.4 Challenge Course Policy**

A student who has already mastered the content of a course may choose to take a challenge course that covers the course content from Columbia Academy. Work towards this credit may include individual assignments that address particular course learning standards, and a final assessment that includes the course content as a whole. A student who receives a final grade of at least a C- (50%) in the challenge exam, projects, and assignments will receive credit and a letter grade for the course.

Note that in a university application, a letter grade (consisting of a percentage) is generally considered better than the “requirements met” or “transfer standing” granted by an equivalency.

Note the information indicated in item 1.4.3 which restricts the courses eligible for challenge credit.

#### **1.4.5 Independent Directed Studies**

The Independent Directed Studies (IDS) policy allows a student to study certain topics in greater breadth or depth than is possible in a classroom setting. The topics must already be recognized Learning Outcomes of an existing Ministry or Board Authorized course. An IDS plan may also allow a student to receive credit for coursework that was done in a course that he did not complete. However, the

purpose of the IDS will be to carry the studies further than the work that has been completed. The number of credits awarded for IDS (from 1 to 4 credits each) will be set out in the plan developed by the student and a teacher and approved by the principal. Awarding of credit for IDS is governed by procedures of the board of education.

#### **1.4.6 External Credits**

The Ministry of Education allows students who have studied in certain organizations outside the regular educational system to receive credit for their studies. Examples are musical studies at the Royal Conservatory of Music or the Central Conservatory of Music of China, any Advanced Placement (AP) or International Baccalaureate (IB) courses, and various dance, language, and physical activity associations. A complete list is available on-line.<sup>1</sup> A student who wishes to receive credit for an external credential should discuss this request with the principal. Full details are found in item 1.5 External Educational Programming.

#### **1.4.7 Post-secondary credits**

If a student has completed a post-secondary course that is similar to one offered by Columbia Academy, the student may apply to receive credit for the local course. Documentation on the course marks and content must accompany the application. Local credit will be awarded at the Principal's discretion and in accordance with the B.C. Ministry of Education Credit from Post Secondary Courses Policy.

### **1.5 External Educational Programming**

The B.C. School Act establishes the conditions under which students are entitled to enroll in educational programming provided by school authorities outside of Columbia Academy. Columbia Academy will work with all students to program their educational experience and plan accordingly, in accordance with the requirements of this legislation.

Students must receive prior approval from Columbia Academy if they intend to enroll with institutions outside of Columbia Academy, including online or distributed learning programming. School decisions regarding this approval will be made with consideration given to Section 2 of the BC School Act, and approval may be granted in extenuating circumstances. If the student is seeking external education for a course that Columbia Academy is already offering, then their approval will automatically be declined.

Columbia Academy will not accept course credit for distributed learning programs which

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<sup>1</sup> The web page is currently at <http://www2.gov.bc.ca/gov/topic.page?id=7F3AA93E5AA7433FBD971B74F3697DB4&title=Organizations%20Offering%20Approved%20External%20Credentials>

are not approved by the school. Appeals to the decisions of Columbia Academy in this regard may be made in accordance with the Columbia Academy Dispute Resolutions & Appeals policy, found in section 5 of the school handbook.

To ensure that all student programming aligns with and contributes to BC Graduation Program requirements, students enrolled with Columbia Academy must consult with the school before pursuing registration in external educational programming. Students who are approved for registration in an external learning program may be assigned a Columbia Academy teacher who will oversee their work and program progress.

It is the expectation that students, while enrolled at Columbia Academy, will be registered in a full course load (4 courses per term). If a student doesn't obtain permission from the school in advance of registering in an outside program, Columbia Academy reserves the right to unenroll a student from our program.

### **1.5.1 Tuition Forfeiture**

If a student takes a course outside of Columbia Academy, which is offered during the same school year (September to August), the student will not be enrolled in alternative courses. This will result in a non-refundable forfeiture of the tuition paid for full time enrollment, even if the student isn't enrolled full-time (4 courses per term) at Columbia Academy.

## **2.0 Awards and Course Registration**

*Issue date: September 1st, 2014. Last amendment: July 19th, 2021.*

This section describes the requirements for the school awards, promotion through English courses, as well as the procedure for students who wish to address concerns about their grades or course registration.

### **2.1 Awards**

#### **2.1.1 Principal Scholarship**

Columbia Academy offers the Principal's Scholarship to full time students every semester. The students are required to meet the following minimum requirements to be eligible to apply:

1. Actively involved in community work inside and outside of school and demonstrates great passion in volunteering work and helping others.
2. Average of all courses taken is over 85% (conditions might apply)\*\*

3. Have a positive and happy attitude towards life and others.
4. Be a role model for all students at school and outside of school.

If you think you meet these requirements, please submit a letter which describes your achievements along with two teacher's recommendation letters.

The deadline to submit the application is the last day of the current semester.

The Principal's Scholarship comes in 2 cash prizes: \$500 and \$300. The school will award up to 5 students each term. Note that Mandarin 11, 12 and Career Life Connections are not calculated in GPA.

### **2.1.2 Dedication Award**

Current Columbia Academy students with a full-term record of 100% attendance and 0 late arrivals are automatically eligible for a Dedication Award. This award is not available during periods of ongoing remote instruction.

Students who qualify will receive \$300 each term with a total possible award of \$900 per year.

### **2.1.2 Special Talent Scholarship**

Current or new Columbia Academy students with an academic performance of 85% or higher, and rank Top 3 in a provincial, national, or international competition, may apply for a Special Talents Scholarship.

Up to ten (10) students each year will be selected by a committee to receive a scholarship in the amount of \$1,000 to \$5,000. Applications must be submitted for a Special Talents Scholarship before August 30th.

### **2.1.3 Additional Awards**

The following awards may be awarded each term, as determined by teachers and school administration:

- Community Service
- Best Club
- Most Improved
- Happiness Ambassador
- English Ambassador
- Service Photographer
- Science Leadership
- Arts Leadership
- Class Achievement
- Outstanding Leadership
- Special Recognition
- Term Valedictorian



## 2.2 English Level & Passing Promotion Policy

Students of Columbia Academy are expected to maintain high academic achievement. In order to ensure student success, Columbia Academy has the following policies in regards to assessing student readiness for higher level English courses.

Upon admission and throughout the school semester, students are assessed for language proficiency. This score is referred to as the student's School Language Score. Students who feel that they are not placed at the right level may complete an external IELTS evaluation and provide the school with evidence of their score for consideration. Any changes to be made must follow the policy and deadlines of the Course Change Policy.

### 2.2.1 English Language Learner (ELL) Level Courses

Students entering Columbia Academy who have not taken an English 10 course in BC will be given an English Language Proficiency Test within four weeks of enrollment. Based on this assessment and performance in subsequent coursework, students will be scheduled for courses that are appropriate to their current language ability.

1. Students who achieve a mark comparable to IELTS 3.5 or lower will be placed in the ELL level 2 courses.
2. Students who achieve a mark comparable to IELTS 4 to 4.5 will be placed in the ELL level 3 courses.
3. Students who achieve a mark comparable to IELTS 5 or higher will be placed into non-ELL English courses.

### 2.2.2 English Language Arts (ELA) Courses –

Students are recommended to advance to the next level in their ELA course planning only when they have achieved the minimum School IELTS scores below. Students who do not follow this guidance may not have the skills necessary to achieve strong results in their ELA coursework, which will affect the strength of their university admissions applications.

1. Students who achieve a score of 5 or higher will be placed in Composition 10 and/or Literary Studies 10.
2. Students who achieve a score of 5.5 or higher and who complete four credit hours at the ELA 10 level (such as two credit hours of Composition 10 and two credit hours of Literary Studies 10) are recommended to move on to ELA 11.
3. Students who achieve a score of 6 or higher on the School IELTS Assessment and who complete four credit hours at the ELA 11 level (such as Composition 11) are recommended to move on to ELA 12.

### 2.2.3 School Language Test (SLT)

To provide ongoing, standardized assessment of language proficiency, students will write three School Language Tests (SLTs) each term. These tests will contribute to their English and ELL course grades, and will be assigned differentiated scores based on the

student's English or ELL course level. This test does not count toward a student's grade in any course, but will provide valuable feedback, and preparation of the English 12 Exam, and IELTS testing.

### **2.2.4 Supports for English Language Learners**

Regardless of IELTS, SLT or ELA course planning, all English Language Learners will receive an Annual Instruction Plan (AIP) which will be implemented after consultation between the learner and the class teacher. The AIP will include the determined language proficiency level, linguistic and/or literary goals, support schedule and/or strategies. Additionally, in order to foster a sense of community, cultural understanding and mutual respect, AIPs will include references to specific Canadian cultural examples that teachers are to implement as part of the AIP.

## **2.3 Course Change Policy**

Columbia Academy strives to engage and challenge students at the learning level that is appropriate for each student. This section addresses the occasions in which students may not be in a position to successfully complete a course, or where changes to a student's course schedule must be made.

Within the restrictions outlined below, Columbia Academy allows students to drop or change courses before the beginning of the school term with no penalty, meaning tuition fees are refundable. Course drops made at this time will not appear on the student's report card or transcript of grades.

The beginning of the term, a student must seek permission from administration before being removed from a course or making course changes. A *Course Change Form* must be completed within the required timelines, or the course change will not be considered by administration. If a course is dropped after the start of the term, the tuition fee for that course is not refundable. Limitations of these terms are outlined in sections 2.3.1 and 2.3.2.

### **2.3.1 Course Withdrawals with More than 4 Courses**

Students with more than 4 classes may opt to withdraw from one class at any time, but will receive a grade of W if they withdraw after midterm exams.

### **2.3.2 Course Withdrawals with 4 or Fewer Courses**

During Week 14 only, students in 4 or fewer classes may withdraw from a course for a grade of W. At the discretion of the Principal, students who are disruptive or who do not apply themselves in the course may not be granted withdrawal status.

### **2.3.3 Course Load Policy**

Columbia Academy is committed to offer 4 courses per semester for each student. The standard course load for each student is 4 courses per semester. You might be allowed to take an extra course with special approval from the counselor. In limited circumstances, a student can be approved for an extra class if they need this extra class by graduation time, which is April of each year.

Strong students can take AP courses at their wish as the 5th course.

The base tuition fee for each semester is calculated on full time enrollment of 4 courses. Students who elect to take more than 4 courses in a semester will be requested to pay an extra course fee after approval.

International Students are required to take 4 courses per semester and will be charged 4 courses per term.

## 3.0 Code of Conduct Policy

The Code of Conduct policy is a separate document and is too large to be included here. All behavioural policies pertaining to the school can be found there. It is given to students upon registration at the school. It is the responsibility of parents/caregivers and students to read, understand and sign the acknowledgement. If you require an additional copy, please do not hesitate to contact the school.

### 3.1 Harassment and Bullying Prevention Policy (H&BP Policy: Serious Violations) – Interpersonal Conflicts

The following policies elaborate and clarify items relevant to the Serious Code of Conduct Violations.

#### 3.2.2.1 Harassment and Discrimination

Columbia Academy believes that everyone is entitled to be treated with courtesy, dignity and respect, therefore, any behaviour that can reasonably be described as discrimination or harassment is not acceptable. There will be disciplinary consequences for any student who is implicated in any form of discrimination, including racial, ethnic, cultural, and religious or sexual harassment. The school's harassment and discrimination policy takes into consideration the student's age, maturity, and special needs (if any), while also following the guidance of the BC Human Rights Code<sup>2</sup> and the Canadian Charter of Rights and Freedoms<sup>3</sup>.

#### 3.2.2.2 Violence

Violence in any form will not be tolerated. Violence is described as any form of threat or intimidation that threatens the health, safety and welfare of any member of the learning community. Violence includes verbal, written or physical threats, bullying, fighting, or emotional, psychological or physical abuse. Weapons are not permitted in the school environment, and any student found with a weapon will be disciplined. A weapon is defined as anything used with the intent to cause harm or to frighten someone.

#### 3.2.2.3 Harassment and Bullying Prevention Policy

Columbia Academy's Bullying Prevention policy closely aligns with the [Harassment And Bullying Prevention Order](#), updated by the Ministry in September 29, 2023 and aims to meet five elements of the ministerial order to better support the students in our educational system.

The safety and wellbeing of students at Columbia Academy is of paramount consideration.

<sup>2</sup> The web page is currently at [http://www.bclaws.ca/Recon/document/ID/freeside/00\\_96210\\_01](http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01)

<sup>3</sup> The web page is currently at <http://laws-lois.justice.gc.ca/eng/const/page-15.html>

Students deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, Columbia Academy will ensure that all students attending our school will experience an orderly learning environment that enables every child to feel safe, accepted and respected.

Columbia Academy will continuously develop strategies to make students feel valued, respected and connected within our school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression.

According to the Government of BC's erase (Expect Respect & a Safe Education) program, bullying is intentional, hurtful and aggressive behaviour that makes others feel uncomfortable, scared or upset. A person who shows bullying behaviour usually picks on another person's culture, disability, ethnicity, gender identity, looks, religion, or sexual orientation. See the link below for more information: <https://www2.gov.bc.ca/gov/content/erase/bullying>

Some examples of unacceptable behaviour include: Cyber-bullying, bullying, harassment, intimidation, threatening, or violent behaviours while at school or school related activities.

**Columbia Academy's anti bullying action plan includes the following:**

- The staff member will ensure that the students are safe and supported; they will investigate to determine details of the incident
- The staff member will communicate with the Principal
- The Principal will investigate further taking into account the student's age/developmental level and the seriousness of the incident
- The Principal will review the School Code of Conduct in relation to the violation of another student's right to a safe and secure learning environment
- Columbia Academy will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy

**3.2.3 Consequences of Serious Violations**

The following procedures will be followed if a student is found to be in serious violation of the Code of Conduct policy:

**The 1<sup>st</sup> time:** If the student poses a safety or security risk to other students, the teacher, or themselves, they will be removed from the situation and monitored accordingly. The Principal will write a Letter of Direction, outlining the student's violation, consequences, and required improvements. Administration will notify parents/guardians to meet with administration expeditiously. Based on the outcome, the student may or may not be expelled after the 1st offense.\*\*

**The 2<sup>nd</sup> time:** If the student remains at Columbia Academy, and commits a second serious violation of the Code of Conduct, parents/guardians will be notified, and the student will be expelled from Columbia Academy without further warning.\*\*

\*\*Please note the following: For expelled students, **tuition fees will not be refunded.**

### **3.2.4 Smoking and Use of Vaping Products on School Premises**

In accordance with Section 2.2 of the Tobacco and Vapour Products Control Act, in effect September 1, 2016, the use of tobacco and vapour products is banned on all public and private schools in British Columbia. A person must not smoke or use tobacco/e-cigarettes, or hold lighted tobacco/activated e-cigarettes in or on school property. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

Columbia Academy reminds students that minors are not allowed to smoke or purchase smoking products and that it is also illegal to sell or supply cigarettes and other smoking products to minors. As required under BC legislation and this policy, Columbia Academy is committed to providing welcoming, safe and sustainable facilities that enhance the learning and teaching while remaining free of tobacco and vapour products. These products are therefore banned on school premises, and students are banned from their use within the school area. This ban extends to the downtown area around the school, and Columbia Academy does not permit any students to smoke while school is in session, including breaks or at lunch. Teachers and school administration will regularly monitor the school and surrounding area to enforce this policy.

Students who violate these terms will have their parents notified immediately, and a meeting will be scheduled with the student, parents, and the principal. Students will also be assigned to after-school detention. An action plan will be developed in order to ensure that the behaviour does not continue. If the student continues to violate section 3.2.4 of this handbook, they will be expelled upon the third violation.\*\*

\*\*Please note the following: For expelled students, **tuition fees will not be refunded.**

### **3.2.5 Free Block Policy**

Students are expected to follow these policies during their free block(s):

- Students shall use the free block for independent studies and are expected to be quiet all the time;

- Students are not allowed to shout, talk loud, or distract others in the classroom or hallway;
- Students are not allowed to interfere with the students who are having class during their free block;
- Students are not allowed to be engaged in any activities that are not related to studies, including, but not limited to, playing cards or board games;
- Students are asked to clean up after themselves and keep their study block room clean and neat so as to encourage a positive and safe learning environment;

Students who are not following the above rules will be issued a school warning.

Should students wish to leave campus, they are given two windows of time within which to do so during block 3 (11.35am-11.45am) and block 4 (1.35pm-1.45pm).

### **3.3 Detention**

At the discretion of school staff, students may be assigned to after-school detention for violating any Code of Conduct policy.

#### **3.3.1 Scheduling**

Teachers are responsible for setting their own detentions. There is an expectation that teachers will give parents 24hrs notice of a detention. A prior commitment will not automatically excuse a student from attending detention. Depending on the violation, detentions may last between 30 mins - 90 minutes.

#### **3.3.2 Activities**

Detention activities may include, but are not limited to:

- Improving the school's appearance by cleaning scuff marks, gum from tables, tidying bulletin boards, collecting recycling, etc.
- Watching instructional videos regarding the acquisition of conversational English
- Review of class material
- Copying of dictionary pages or similar additional assignments

#### **3.3.3 Detention Attendance & Escalation**

Students in the elementary school who skip a detention (absent unexcused) will have their present detention time reassigned, and will be placed on behaviour report. Students in the high school will have additional time assigned to their detention in 30 min increments.

Should students miss two assigned detentions, the following shall apply:

- A formal letter from the Principal outlining that the Level III Misconduct Response Plan has been initiated
- Students will be placed in school isolation and will be expected to serve an after school detention every day of the next week.
- Further sanctions as per the code of conduct.



## 3.4 Harassment and Bullying Curricular Incorporation

*Issue date: September 1st, 2018. Last amendment: July 19th, 2021.*

Columbia Academy offers a variety of workshops, seminars, and awareness days that provide students with access not only to information about bullying and harassment at school and in the community but also prevention methods and coping strategies to deal with bullying and harassment. Some examples of these activities include, but are not limited to, presentations by the Vancouver Police Department and Directions Youth Services, participation in Pink Shirt Day, and teacher-led lessons/units.

### 3.4.1 Pink Shirt Day

Pink Shirt Day is recognized annually in Columbia Academy's events calendar. Student council and volunteer club prepare posters for display around the school, which communicate the harassment and bullying prevention information found on the Erase Bullying website as well as a url for the ERASE Report It Tool. Student council introduces Pink Shirt Day to all students a week in advance through presentations to each first period class. During the first period class on Pink Shirt Day, teachers in all grades facilitate activities and discussions on bullying and harassment prevention, and introduce and orient students to the ERASE Report It Tool, prompted by the teacher's administration-approved selection of youtube videos or movies, shown in class, and posters around the school.

### 3.4.2 Career Life Education

Columbia Academy incorporates Anti-Bullying and Harassment curriculum in Career Life Education, a required course for graduation in British Columbia. One of the sections in this course deals with Healthy Relationships.

Within this section of the course, students are required to:

- a. demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g., effective communication, problem solving).
- b. analyze factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation).
- c. analyse factors that influence health (e.g., physical activity, nutrition, stress management).

These requirements will allow the students to develop a strong understanding of their personal circumstances and their abilities to build positive and healthy relationships with themselves and others.

### 3.4.3 Career Life Connections

Students engage with harassment and bullying prevention during their study of communication, personal management, and teamwork skills within their Career Education programming. This includes how to identify and intervene in situations of

bullying or harassment in school or work environments, and how to navigate interpersonal conflict through conflict resolution experience. The ERASE Report It tool is introduced in these contexts. Students are enrolled in Career Life Connections towards the end of their time with the school.

#### **3.4.4 Personal Awareness 12/ Happiness 12**

Columbia Academy also offers Happiness 12 (a Board Authority Approved course registered under the name Personal Awareness 12). Self esteem, self concept, and healthy communication are key components of the Personal Awareness 12 BA course, which is required of all graduates of Columbia Academy. Relevant components of the course include students' engagement in identifying their self-concept and contributing factors to their self-esteem, their impact in the self-esteem of others, communication and communicating about others in-person or digitally, and critical analysis of social constructs and how cognitive bias may play into how one perceives and treats others. Harassment and Bullying Prevention are explicitly connected to these ideas, and students examine how to identify and intervene in these situations and are introduced and oriented to the ERASE Report It Tool.

Student activities include written- and discussion-based analysis of relevant movies and videos, study of choice excerpts from research regarding self esteem and cognitive bias, as well as presentation and peer evaluation of student-created skits and performances. Students are generally enrolled in Personal Awareness 12 midway through their time with the school.

#### **3.4.5 ERASE Training**

Columbia Academy also registers staff members in the ERASE training programs, as required by the British Columbia Ministry of Education. At least one staff member will be trained in Level 1 and Level 2 training. The Principal will be trained in Levels 1 through 3, as well as Basic DTA.

The school will also enlist the services of the AMS Association-Level Support when appropriate.

#### **3.4.6 ERASE *Report-It* Tool**

Students are encouraged to report any worrisome behaviours, threats, or incidents of bullying through the Erase Report-It tool. Posters are located throughout the school in high-traffic areas and also in the students bathrooms.

## 4.0 Student Classroom Procedures & Expectations

*Issue date: September 1st, 2018. Last amendment: Sept. 10th, 2021.*

In addition to the Code of Conduct standards, students are expected to adhere to the following behavioural policies that expand upon the code of conduct. These policies may include consequences, such as detention, formal warnings, or expulsion, that are in place of or in addition to the code of conduct penalties as stated below.

### 4.1 School Facility & Resources Policies

Students are expected to follow all instructions and policies of their classroom teachers. The following rules apply to all classrooms and school areas:

#### 4.1.1 School Property

Students are not to misuse student property of any kind in any way. This means that students may not sit on tables, rock on chairs, or conduct horseplay of any kind at any time. Students are responsible for any loss or damage to property that results from their intentional misuse, and students will be charged for repair or replacement of that property.

Students are restricted to using food and drinks in designated spaces only. No food or drink other than water will be permitted in classrooms at any time.

#### 4.1.2 Locker Policy

Students may rent a lock and locker from the school at a cost of \$10 per term. Students may visit the front desk to complete the necessary form and pay their rental fee. Students must remove all belongings from their locker by the last day of final exams; material left in lockers after this date will be disposed of at the discretion of school administration.

The school will not be held liable for any items that become lost or damaged while stored in school lockers. Students will be charged a \$20 replacement fee if their lock is not left on their locker or returned to school staff at the end of term.

#### 4.1.3 School Library Policy

The student may be required to sign out designated texts from the school library for each of their courses. Each student is responsible for maintaining these novels and textbooks in the same condition in which they are received. Upon return of the novel or textbook at the end of the course, these books are brought to the school secretary to be checked in. If there are any marks or writing in the book, the book must be cleaned before returning. If a book is in poor condition when it is returned, a penalty fee will be charged.

If a student fails to return their textbook or novel before the last day of final exams in the present term, they will be charged for the cost of the book. This deadline will be explicitly told to each parent or guardian and will be in the school calendar.

As students purchase workbooks individually, and they are to keep all workbooks. The school will not accept returned workbooks.

## 4.2 Technology Policy

Students of Columbia Academy are expected to be present and attentive in all their classes. As per the code of conduct, students are not allowed to bring their cell phones, apple watches, ear buds etc to the classroom. Should a student choose to do so, then they take responsibility for consequences that follow should they use their devices without explicit permission from the class teacher or administration.

Students should note that they are never permitted to possess an electronic device or other unauthorized equipment during an exam. In this situation, a student will receive a mark of zero on the exam.

**Note:** Students who wish to use a laptop or similar device for general classroom purposes must remove all social media or games (WeChat, Steam, etc) from their device before the device is opened in class. Students who misuse such devices will not be permitted to use the device in future.

## 4.3 Uniform Policy

All students are required to wear their school uniform *before* they come to school, or attend online classes, and must wear their school uniform throughout the school day when they are in the building or attending class.

All students are required to wear the following items neatly and clean:

**Shirts:** Shirts must be worn tucked in, and must be all-white dress shirts or Columbia Academy dress shirts. Branded shirts are not appropriate. Shirts must be fully buttoned to the collar, and any undershirts must be white.

**Pants and Tie/Skirts:** All students must wear black dress pants with a uniform tie. Girls may instead wear school skirts without a tie, and may wear black, white, or skin-coloured nylons/tights if desired.

**Shoes:** Shoes for all students must be all-black dress shoes. Gray shoes, coloured laces, or stripes of colour are not appropriate.

**Outerwear:** Students may also wear school blazers, sweaters, or vests. No jackets or other non-uniform clothing may be worn at any time within the school. Hats may not be worn in school.

**Blazer Day:** Beginning in the second week of term, all students must wear a school blazer on Monday of every week, as this day will often include school assemblies.

#### **4.3.1 Uniform Clarifications**

##### **Cold Weather:**

Students may wear their uniform sweaters and/or blazers; other jackets or overcoats are not permitted.

##### **Hair**

Students are expected to have well-kept, clean, professional, natural-looking hair at all times at Columbia Academy. Students who dye their hair are not permitted to deviate far from their natural hair colour. Students who dye their hair to create an unnatural appearance will be asked to dye it back to their original or a more natural colour as soon as possible.

If a student refuses to change their hair back after the school's suggestion, disciplinary action may result and a parent meeting with the principal will be held to discuss the matter further.

##### **Skirts**

Skirts must be no more than 3 inches above the knee in length. Students whose skirts are over three inches from the knee will be asked to lower their skirt. If a student refuses to wear the skirt to the appropriate length, a parent meeting with the principal will be held to discuss the matter further.

#### **4.3.2 Penalty if a student fails to wear uniform:**

Students who demonstrate minor uniform infractions will receive a warning, and it will negatively impact their work habit grades. Students who demonstrate major uniform infractions (such as wearing non-black pants or shoes, non-white shirt, etc) will receive an in-school suspension for the day, as well as detention.

**Teacher Expectations: It is the responsibility of all staff to ensure that students are in uniform, and that improper uniforms are reported to administration.**

## **4.4 Attendance Policy**

All students are expected to be present and punctual throughout the day at Columbia Academy. Students are expected to attend every class. Punctual attendance is considered both a requirement and a courtesy to one's classmates, the teacher, the school, and oneself. After 15 excused absences per class, a student will be removed from that class.

#### **4.4.1 Absences and Absence Equivalents**

**Unexcused absences:** are any absences that have not been granted by the school or any instance when a student is more than 20 minutes late for class.

**Excused absences or lateness:** are absences or instances of lateness that are excused by the school. These may be granted for reasons such as:

1. Illness
2. A medical or dental appointment;
3. Religious holidays or ceremonies;
4. Family emergency;
5. Authorized in-school service; and
6. Organized school activities with the subject teacher's permission;
7. Approved by Columbia Academy administration.

#### **4.4.2 Consequences for Unexcused Absences**

If a student misses three or more sessions of one class due to unexcused absences, the student will be removed from the class without refund.

If a student incurs 12 or more total unexcused absences within one term, they may face additional disciplinary measures up to and including expulsion.

\*\* Note: For expelled students, tuition fees will not be refunded.

Columbia Academy reserves the right to make all final decisions on students' absences and the attendance procedures.

#### **4.4.3 Excused Absence Policy**

Certain procedures must be followed for an absence to be excused:

- When a student is ill, a parent or guardian must telephone the school (778.379.6811) before classes start at 9:00 a.m. to state the reason and expected duration of the absence. Alternatively, a doctor's note may be provided.
- All situations will be recorded in detail in the student's file.
- Students who receive more than 24 excused absences in a semester, will be withdrawn from the school to attend to their health. Exceptions to this measure may be made only after consultation between parents/guardians and the Principal.
- Students who cannot attend class due to illness are expected to attend class remotely when such school capacities are in active use.

#### **Students who are absent excused must follow these homework policy procedures:**

1. Students must make up their homework regardless of any reason for being absent.
2. The teacher will allow the student to make up their homework when the student returns to school.
3. If a student misses a test or quiz, they must collect and complete an "Excused Absence Makeup Request" form from the front desk.

4. The student's marks will not be penalized in any manner if the above procedure is followed.
5. Being absent for a midterm or final exam is a serious matter and will jeopardize a student's credit for the course. Students who do not complete EITHER/OR the midterm and final exams in a course will receive a grade of "F." See the Exam Policy section for important details.

#### **4.4.4 Homework Assignment Policy**

As a student at Columbia Academy, all homework and assignments should be completed on time. Teachers will provide a clear explanation of all homework and assignments, as well as clear due dates and deadlines. This information will be posted in the classroom, on the class website, or on an assignment handout.

All homework must be completed on time and to a high standard. Students who are absent are still responsible for completing the homework for that day. Assignments that contribute to the student's "Work Habits" category will receive a mark of 0 and cannot be made up.

#### **Daily Homework Policy**

Students will receive an average of 60 minutes of homework each night in each of their English courses, and 30 minutes each night in each of their other courses. All homework must be completed on time and to a high standard. If students fail to submit their homework on time, the teacher will send a daily notice to the parents/guardian, student, and school office. If a student continues missing homework, the school office will issue them a Code of Conduct warning after their third violation.

#### **Missed Assignment Policy**

Each week the students are expected to complete a minimum of one assignment/project. All assignments/projects must be submitted on time and to a high standard. All assignments must be submitted to teachers through Google Classroom unless otherwise instructed.

For late or missed assignments/projects, teachers will choose to accept work up to:

- 1 day late with a deduction of -10% OR
- or 2 days late with a deduction of -20%

If the student does not submit the missed assignment/project at the end of the third day by 11:59 pm, they will receive a mark of zero and the teacher will report this to the school office. The missing assignment will result in a Code of Conduct warning.

### **4.5 Academic Honesty and Integrity**

This policy defines plagiarism and cheating and the consequences for these behaviours. Columbia Academy recognizes the importance of academic honesty and integrity, and it promotes an environment that supports these values. As plagiarism and cheating are contrary to

the principles of academic honesty and integrity, they are not tolerated. Below is a non-exhaustive list of examples.

#### **4.5.1 Plagiarism**

Here are three examples of plagiarism:

1. The use of another person's written or visual work, without giving acknowledgement of the source of that work;
2. The presentation of another person's work, in part or in whole, as being one's own work;
3. Assisting in the act of plagiarism by allowing one's work to be used by someone else as if it were someone else's own work.

#### **4.5.2 Cheating**

Here are five examples of common types of cheating, which will not be tolerated:

1. Giving or receiving information during a test, evaluation or other form of assessment. This includes possession of unauthorized materials, looking at other's work, or making one's own work visible to others;
2. Giving or receiving information in concerning any parts of a test, evaluation or assessment prior to sitting that test, evaluation or assessment;
3. Taking the place of another student, or arranging for another person to take one's place for the purpose of deception or dishonesty;
4. Altering or changing text, percentages, letter grades or other academic records once the academic record has been recorded as being official; and
5. Attempting to improve a grade using any other means that have not been and would not be approved by a teacher.

#### **4.5.3 Consequences for Breaching Principles of Academic Honesty and Integrity**

Students are expected to be serious about their studies. Therefore, there will be consequences for behaviours or actions violating academic honesty and integrity. The consequences will vary according to the severity of the breach, and will take into account the student's history.

In all instances, the breach will be recorded and put into the student's file as a note or code of conduct warning. Teachers, counsellors or administrators may contact parents or guardians in these matters, in order to determine suitable consequences.

#### **Consequences may include:**

- Code of conduct warning
- Notification of parents
- Grade of zero on the assignment



## 4.6 Exam Policy

Midterm and Final exams at Columbia Academy are very important to students' academic progress and mastery of course information. To ensure the integrity of these examinations, students must abide by the following:

- Students cannot receive graduation credit for a course without completing all Midterm and Final exam components. Students who do not complete these components will receive a grade of "F."
- Absent students will receive a mark of zero. For details, see the Exam Makeup Policy.
- Arrive ten minutes early for the exam. Late students will have 10% deducted from the final grade of their exam.
- No cheating. Cheating of any kind will result in a mark of zero.
- **No unauthorized materials, devices, or apparel. This includes cell phones, apple watches, other devices, or paper materials. No jackets or bags. Possession of these items during an exam will result in a mark of zero.**
- No outside papers. Scratch paper and formula sheets will be provided in the exam when appropriate.
- No use of washrooms during exam times. In exceptional circumstances, a staff member may be called upon to accompany a student to and from the classroom.
- No writing after the finish time. Writing after the end of an exam may result in a mark of zero.
- Follow the instructions and commands of invigilators. Disregard of instruction may result in a mark of zero.

### 4.6.1 Exam Makeup Policy

Students will not be permitted an excused absence on an exam day without extensive documentation of a major health challenge. (Doctor Notes shall be provided on the same day when students are absent) In these rare instances, approved students may be given another exam at a later date. The date of the makeup exam will be determined by the classroom teacher. There will only be one day available for each class for those students who missed the exam day.

Students must provide a valid doctor's note if they are missing an exam due to medical reasons. A note from a parent will not be sufficient in this circumstance.

If the student is missing for another reason, it is the student and parents' responsibility to discuss with the school what sort of appropriate documentation will be needed to grant an excused absence.

In the case of final exams, a makeup exam must take place during the following semester in order to give teachers enough time to prepare an adequate alternative examination.

**No excused absence or makeup exam will be granted without considerable evidence to justify the excused absence; makeup exams or changes to exam dates will never be granted for student travel or other such preventable calendar conflicts.**

## **4.7 Work Habits Assessment**

*Issue date: September 1st, 2018. Last amendment: Sept 10, 2021.*

Students are expected to engage fully in their classes, and will be assessed for engagement in each of their courses. Work Habits will comprise 10% of the final grade in a course. Desirable work habits for top grades include:

- Always speaks English and asks questions to improve their English
- Uses class time effectively, sensibly and responsibly
- Always completes all homework on time and meets deadlines
- Always brings the correct equipment, book, text to class
- Always records notes and keeps materials well organized
- Always enthusiastically participates and is very involved in lessons, and is never off task with games or sleeping
- Consistently takes initiative for their own learning
- Demonstrates leadership

For online learning we will adopt the following work habits policy:

- **HW** - homework quality and submission (5 per day) - If HW is not finished, it will be a -20 point deduction for the entire weekly work habit grade. If HW is not completed fully, or in a satisfactory manner, it will be a -10 point deduction.
- **FI** - following instructions during class (5 per day) - Students are expected to listen attentively, and follow all instructions. If instructions are not followed -5 points will be deducted.
- **CP** - communication participation (5 per day) - Students are expected to communicate and fully participate. This includes asking questions consistently. If students are not participating and communicating -5 points will be deducted.
- **VU** - video use with full face + shoulders, and in uniform (5 per day) - Students are expected to always show their full face and shoulders on Zoom during class time. Also, they must always be in proper uniform. If the camera is turned off, or not in proper uniform -5 points will be deducted.

**Teachers will regularly track Work Habits using the rubric found in Appendix B, in order for students to understand that their participation in class matters.**

## **5.0 Discipline, Dispute Resolution, and Appeals**

This policy describes how students may be disciplined, and how concerns can be raised or disputes resolved between a child's parents or guardians and the school. Columbia Academy follows a structured disciplinary policy that evaluates the context and causes of a breach of discipline.

## **5.1 Discipline in the School**

Upon initial registration, students and parents are given appropriate Handbooks outlining the regulations of Columbia Academy. Infractions of the regulations generally involve a meeting between the Principal and the student and, should repeat offences occur, the parent or guardian will be asked to become involved in meetings. Should the infractions continue, eventually there is a termination of the student's membership in the school community. However this generally occurs after repeated consultations with the student and parent as stated in their handbooks.

Teachers are responsible for classroom management and they retain the authority to decide how discipline should be maintained during their classes. A teacher may decide that a behaviour or problem must be addressed outside of the classroom environment; in this case, the teacher may ask the student advisor or Principal to intervene.

In all cases, the Principal, or the Principal's delegate, acts to ensure the safety and well-being of the school community. Therefore, the final authority in all matters relating to discipline will always fall on the highest ranking administrator on campus.

Minor matters will be handed in an informal process between the parties involved.

## **5.2 Discussions with the Parent or Guardian**

Should a parent or guardian become concerned with a student's behaviour, an event at the school, or a decision to discipline a student, he/she should reach out to the school to obtain further information or to express his concerns. He or she must:

1. Phone the school to make an appointment with the teacher involved and/or the principal, and then
2. Talk privately with the teacher, principal, or both.

## **5.3 Resource Appeal Policy at Columbia Academy**

Individual parents/guardians can request in writing to the school Principal that specific learning resources not be used with their children. No parents/guardians have the right to restrict access to instructional materials for students other than their own children.

## 5.4 Grade Appeal Policy at Columbia Academy

At Columbia Academy the following steps must be completed to appeal a grade or mark of assessment in any course.

**Step 1:** If a student has a grade concern he/she needs to speak to the teacher directly about grades and marks and try to resolve the issue. If the issue is not resolved between the teacher and student within three days, the student should proceed to step 2.

**Step 2:** If the issue is not resolved the student must meet with the Principal to discuss the details of the situation. The Principal will then determine whether action will be taken on the issue, and will conduct any actions towards resolution deemed to be appropriate by school administration.

**Step 3:** Finally, a scheduled meeting may be held with the student, Principal and Teacher to finalize the issue.

Note: Grade appeals regarding assignments from term weeks one through seven must be made *before* the date of midterm exams; grade appeals regarding assignments from term weeks eight through fourteen must be made *before* the date of final exams. At the discretion of school administration, grade appeals made outside of these deadlines may not be processed.

## 5.5 Dispute Resolution and Appeals

Columbia Academy maintains a School Appeals Committee, consisting of the Principal, the School Director, and the Student Services Manager, to handle disciplinary appeals. A parent/guardian and/or student may appeal a disciplinary action where the education, health, or safety of the student is significantly affected.

Students and parents who wish to appeal a decision relevant to their ability to study at Columbia Academy can bring the matter to the School Appeals Committee for a review. Parents and the student should all be a part of the appeal process. Parents and the student should prepare a detailed plan for the student to follow to ensure success if they are to be potentially allowed to remain at the school. The plan must include active involvement and support from the parents or guardian. The School Appeals Committee will meet to review the plan and all relevant evidence to determine the outcome of the appeal.

If the parent/guardian or student disagrees with the School Appeals Committee's decision, it is their right to appeal to the Ombudsperson of the Federation of Independent School Associations Associate Member Society.

## 6.0 Fee and Tuition Policies

### 6.1 Fee and Tuition Payment Policy

The following policy applies to all student fees payable to Columbia Academy.

1. Columbia Academy is bonded with the British Columbia Ministry of Education.

2. All fees are given in Canadian dollars and include applicable taxes, unless otherwise indicated.
3. The base tuition fee for each semester is calculated on full-time enrollment of 4 courses per semester. Students who elect to take more than 4 courses in a semester will have their accounts charged accordingly.
4. Students must be registered for full-time enrollment for each of their terms of study. Exceptions may be granted depending on circumstances.
5. For a student's first two terms, payment of all fees and tuition is due before the first day of classes. Late payment of fees incurs a 5% surcharge or removal from classes.
6. After the first two terms, fees are due no less than 60 calendar days before the start of the returning term. Late payment of fees incurs a 5% surcharge or removal from classes.
7. Tuition fee balances may not be transferred between terms.
8. Additional fees may be charged to a student's account in cases where the student has been found responsible for damage to school property as a result of misuse, or if the student fails to return borrowed school materials, such as textbooks, before the end of the school term.

## **6.2 Fee and Tuition Refund Policy**

The following policy determines if and when fee and tuition payments may be refundable.

### **The prepaid tuition fee will be refunded under the following circumstances:**

- Full prepaid tuition fee will be refunded if the student fails to obtain a Study Permit.
- 1/2 of the prepaid tuition fee will be refunded if the student withdraws prior to the start of the program.
- 1/3 of the prepaid tuition fee will be refunded if the student withdraws within 15 days after the program starts.

### **The prepaid tuition fee will not be refunded under the following circumstances:**

- Student obtains a Study Permit or extended visa by use of the Letter of Acceptance from Columbia Academy.
- Student is expelled or made to withdraw from the school due to breach of Code of Conduct policies, and/or other school policies as outlined in the student handbook in effect for the present semester.

## **8.0 Suspected Child Abuse and Neglect Policy**

*The Child, Family and Community Service Act* requires that anyone who has reason to believe that a child or youth needs protection under section 13 of the Child, Family and Community Service Act must promptly report the matter to a child welfare worker.

Phone # 310-1234 from anywhere in BC (no area code needed)

Child abuse and neglect come in many forms, including physical violence, emotional abuse, sexual abuse, sexual exploitation, and failure to treat medical conditions.

### **8.1 Reporting by Students or Parents or Guardians**

Students should be encouraged to bring experiences with or concerns about abuse or neglect to a staff member with whom they feel comfortable. Children's comments about abuse must be taken seriously.

Parents or guardians who suspect abuse or neglect should bring their concerns to the Principal immediately so that the school can take action and report the claim to the Ministry of Children and Family Development.

### **8.2 Communication**

Columbia Academy also has a responsibility to safeguard its students, so a staff member's suspicions of abuse or neglect should be communicated immediately to the Principal or hers/ his designate. This will allow the Academy to respond effectively and collaborate better with external agencies.

### **8.3 Responsibility**

The Principal is responsible for communicating and enforcing this policy within the school. The Principal will also make herself/himself available to answer any questions about the policy.

### **8.4 Appointed School Official and Alternate Appointed School Official**

**ASO: Director**

**AASO: Principal**

While reviewing and referring to the BC Handbook, independent school authorities and administrators should know the BC Handbook was written primarily for the public school system. It refers to superintendents, school districts, and boards of education. The critical difference between the public and independent systems is the requirement that independent school authorities nominate at least two 'Appointed School Officials', a primary and an alternate, who are responsible for working with child care workers to determine whether a child has been harmed by someone who works or volunteers at the school, or works on contract for the school. The role of the alternate appointed official is to ensure the continuity of the reporting and investigation process in the event of possible involvement of the primary appointed official in a matter that falls under section 14 of the CFCSA.

School authorities should delegate duties to the Appointed School Officials (e.g., a principal, superintendent, the chair of the school authority committee, or any member of that committee). In fulfilling the role as a school's Appointed School Official, a person may be required to:

- investigate where appropriate on behalf of the school authority;
- ensure a safe school environment during investigations;
- consult with the child welfare worker and/or police;
- ensure that no school employee interferes with any investigations;
- communicate with parents with respect to actions taken by the school authority;
- report to the Commission for Teacher Regulation, Teacher Regulation Branch, Ministry of Education, when the School Authority dismisses, suspends or otherwise disciplines a certified teacher or school principal (Independent School Act section 7 and 7.2); and,
- refer student(s) for counseling according to the school's policies.

If the ASO is implicated under section 14 of the CFCSA, the AASO's duties will entail those above.

### **8.1.1 Anaphylaxis Policy**

Columbia Academy recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school. This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

While Columbia Academy cannot guarantee an allergen-free environment, the school will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.

Columbia Academy will be committed to ensure the following steps are implemented:

- a) identifying anaphylactic students; Columbia Academy will make sure that any allergies are documented at the time of registration.
- b) Keeping a record on file for each student who has a risk for anaphylaxis with the following information
  - i) Name
  - ii) Contact information
  - iii) Diagnosis
  - iv) Symptoms

- v) Emergency Response Plan, including storage of medication
  - vi) Emergency procedures/treatment, including administration of medication by preauthorized employees if appropriate
  - vii) Physician section including the student's diagnosis, medication and physician's signature.
- c) Keeping a emergency procedure plan for each student which will include the following:
- the diagnosis;
  - the current treatment regimen;
  - who within the school community is to be informed about the plan – e.g. teachers, volunteers, classmates;
  - current emergency contact information for the student's parents/guardian;
  - a requirement for those exposed to the plan to maintain the confidentiality of the student's personal health information;
  - information regarding the parent's responsibility for advising the school about any change/s in the student's condition;
  - information regarding the school's responsibility for updating records and reporting incidents to the board

**If a reaction occurs** the school will do the following:

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

## **8.2 School-based Homestay Policy**

### **8.2.1 Preamble**

The International Student Program is the administrative group or unit within an independent school that arranges for and supports international students while they are studying in a BC K-12 school. At Columbia Academy, the individual responsible for the International Student Program



is the Student Services Coordinator. The BC Ministry of Education's *K-12 International Student Homestay Guidelines(2024)* outlines the commonly-held view on industry best-practice.

### **8.2.2 Purpose**

The purpose of the Homestay Policy and Guidelines is to promote the best possible homestay experience for international K-12 students.

### **8.2.3 Custodianship**

Upon registration, the International Student Program personnel will identify, and note in the student's file, the custodian, appointed by the parent/guardian, who is responsible for the care of each international student. Students under the age of 19 must have a custodian appointed to them during their stay in Canada.

### **8.2.4 Homestay Provider**

Columbia Academy works with a partner homestay provider. The current provider is Liane's Vancouver Homestay. The contact phone number for the provider is 1-604-540-4434. The home stay provider is responsible for ensuring that the expectations of the school are met as per the home stay agreement, signed between the provider and the International Student Program at Columbia Academy. They are also required to complete their responsibilities as outlined on pages six-eight of the *BC K-12 International Student Homestay Guidelines* as published by the BC Ministry of Education and to ensure compliance of the host family with their responsibilities as outlined on page eight of the BC International Student Homestay Guidelines as published by the BC Ministry of Education.

## 8.2.5 School-specific Responsibilities of the Student

In addition to the expectations identified in Appendix B, the following are the School's expectations of the student while staying with a host family in Canada. The host family may have further rules and expectations.

### *The student is expected:*

1. To be considerate of all family members and their guests.
2. To respect household rules and repay the family for any damages caused.
3. To make an effort to participate in family activities, including meals and excursions around the city. Inform the family in advance, if he/she is not going to be home for a meal.
4. To keep their room clean and pick up after themselves, and their guests, around the home.
5. To invite guests home ONLY with the permission of the host parent. Invited guests must leave before curfew.
6. To not have guests stay over at the home stay. If the student wishes to spend the night in a different location, they are to inform their guardian and home stay in advance. It is the guardian's responsibility to decide and inform the host family if the student can have an overnight.
7. To be reasonable and responsible about computer use in the home stay.
8. To be home by curfew:
  - Sunday to Thursday curfew should be 10pm.
  - Friday and Saturday curfew should be 12am.
9. Understand that students are prohibited from using cigarettes, alcohol or illegal drugs. In cases where this has occurred, the school rules and expectations will be applied.
10. To follow school communications, forms, and information requests regarding the school's COVID-19 safety plan.

## **8.2.6 School-specific Responsibilities of the Host Family**

In addition to the responsibilities identified in Appendix A, Host Families must be aware of the School's expectations while accommodating a student from Columbia Academy. The Home Stay Provider agrees to ensure that the following expectations are communicated and met:

### ***The host family is expected:***

1. To have the guardian contact the school if the student will not be in attendance for any reason at the school's office 778-379-6811.
2. To provide their student with a hot evening meal, a "bagged" lunch to eat at school and food items for the student to prepare for breakfast. The home stay family will use open communication with the student about what food items s/he prefers to eat.
3. To communicate with the guardian if the student is behaving in an unacceptable manner.
4. To treat the student with respect and tolerance, include the student in all family activities, and ensure that the student is not required to babysit.
5. To ensure that guests do not stay overnight at the home stay. Students may stay at another location if the guardian provides permission.
6. To communicate curfew:
  - Sunday to Thursday curfew should be 10pm.
  - Friday and Saturday curfew should be 12am.

It is not the host family's responsibility to enforce curfew but to report any breach of the rules to LVH.

7. To stay actively involved in the student's life and include them in outdoor and daily activities, such as sightseeing around Vancouver.
8. To follow school communications, forms, and information requests regarding the school's COVID-19 safety plan.

### **8.2.7 Enforcement of Rules**

The School and Homestay family shall notify LVH and/or the School of any unusual incident that a LVH student is involved in, e.g. a breach of school or home stay expectations. If the student violates any expectations of this program policy, they may be subject to consequences including expulsion from the School.

### **8.2.8 Host Family Communication with the School**

The Host Family is welcome to contact the school regarding ways in which they can assist the student in their academic and personal development. They may contact specific personnel for personalized advice, including but not limited to English language development and conflict resolution.

## 8.2.9 Appendix A: Host Family Responsibilities

To promote the best possible home stay experience for international K-12 students, host family parent(s) must abide by the following measures recommended by the BC K-12 International Student Homestay Guidelines (2024):

1. Provide a caring, nurturing and supportive environment for international students.
2. Host families must provide a home free from discrimination based on sex, sexual orientation, gender identity, race, nationality, language, religion and culture or cultural heritage.
3. Abide by all rules/guidelines established by the homestay program provider when hosting a student placed by that provider.
4. Be 25 years of age or older or receive approval from the international student program as an approved exception.
5. Ensure that all residents, long-term guests (i.e., those who stay for two or more weeks), and frequent visitors of the home over the age of 18 clear a Criminal Record Check with Vulnerable Sector Check.
6. Agree to scheduled in-home inspections by the international student program and/or the homestay program provider.
7. Homestay families must inform the homestay provider/program of all individuals living in the home including other students, frequent visitors or long term guests, and those who take up residence after the student has arrived.
8. Have up to two international students in the homestay at the same time. It is recommended to have a mix of language groups in the home.
9. Consult with the Homestay Provider/ Program before concurrently hosting both adult and minor international students. In circumstances where minor and adult students are placed together, parents of the minor student must be informed of the situation.
10. Provide food for three nutritious meals and snacks each day.
11. Provide a clean and tidy home with a private, adequately furnished bedroom, with access to:
  - A. An area with a desk, chair and adequate lighting for homework
  - B. A bathroom, linens and use of laundry facilities
  - C. A clothing storage space
  - D. Entry into the home like any other member of the family (e.g., house key and alarm code, if applicable)
  - E. The Internet to support educational goals and consistent communication with home
12. Ensure the house is safe and complies with the BC Building Code and any local building bylaws (as applicable) and with the BC Fire Code and local fire protection bylaws.
13. Ensure the student's general well-being, seek medical attention when necessary, and report any significant medical, behavioural, or mental health issues to the school, the custodian, the homestay program provider and the international student program.
14. Inform the school or international student program if the student drinks alcohol, takes or possesses non-prescribed or illegal drugs, does not abide by homestay program or homestay family rules, or breaks the law.
15. Ensure the home and auto insurance policy adequately covers students residing within their home; some policies do not cover homestay students.

16. Ensure the home security system, in particular camera and video recording, is explained to the student during the home orientation, complies with privacy requirements, and does not invade the student's reasonable expectation of privacy.

7. Promote strong connections between an international student and their parents, schools and communities by:

- A. Using the student's desired language of study (English or French) in the home*
- B. Imposing reasonable limits on the student's personal use of the internet (i.e., number of hours/day and appropriate times of day)*
- C. Negotiating and enforcing an appropriate and reasonable curfew and house rules for the student*
- D. Assisting the student in seeking extra- curricular activities and sports*
- E. Attending school or district orientation for host families and other cultural or education events*

## 8.2.10 Appendix B: International Student Responsibilities

International students coming to BC and entering a home stay must abide by the following measures recommended by the BC K-12 International Student Homestay Guidelines (2024):

1. Abide by all rules/guidelines established by the homestay program provider when staying with a host family arranged by that provider.
2. Abide by municipal, provincial and federal laws.
3. Engage with the host family and the school and seek out opportunities to become involved in the school and family life.
4. Communicate regularly with their parent(s)/ guardian(s) and with their host family.
5. Communicate significant issues or concerns to the host family, parent/guardian, custodian, school principal, vice-principal or teachers, homestay program provider or international school program as appropriate. If you are not sure who to contact, speak with your homestay coordinator.
6. Understand that the international student program may require a student to move homestays or withdraw from the international student program in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable, or if the student's behaviour in the home is unreasonable or unacceptable, or if the student fails to comply with program/ provider regulations and guidelines.
7. Respect and be responsible toward the homestay home and property and pay for any damage to family property if found to be responsible for the damage.
8. Understand that there are the following resources regarding child health and safety:
  - A. B.C. Helpline for Children (Tel: 310-1234) May be called in cases where the international student feels he/she is being mistreated or feels unsafe in the home or at school*
  - B. Kids Help Phone (Tel: 1-800-668-6868) Provides counselling and mental health support*

- C. Kelty Mental Health Resource Center (<http://keltymentalhealth.ca>) Resources regarding mental health issues, substance use, medications, and healthy living*
- D. HealthLink BC 8-1-1 Services (Tel: 811) Free-of-charge provincial health information and advice phone line available in British Columbia*
- E. Suicide Crisis Helpline (Text/Tel: 988) <https://988.ca> - confidential, free, 24-hour access to responders trained in suicide prevention.*

### **8.2.11 Appendix C: Parent/Guardian Responsibilities**

An international student's parent/guardian must abide by the following measures recommended by the BC K-12 International Student Homestay Guidelines (2024):

1. Accurately complete the application and in-take materials and disclose all the student's relevant information, including medical conditions and medications, exceptional learning needs, behavioural or other concerns to the homestay program provider and the host family so that they are fully able to support and care for the student for the duration of the homestay.
2. Be familiar with the rules/guidelines established by the homestay program provider arranging the host family placement for the student and help ensure the student abides those expectations.
3. Stay in regular touch with the student to monitor that the student is coping well with the pressures and stresses that come with living and studying in a new country and learning a new language, while giving them the space they need to adapt to new routines.
4. Report significant concerns to the homestay program provider.
5. Understand that the international student program may require a student to move homestays or withdraw from the international student program in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable, or if the student fails to comply with program/provider regulations and guidelines.
6. Understand that the international student program may require the student to move homestays or leave the program at any time if the student's behaviour in the home is unreasonable or unacceptable, or if the student fails to comply with program/provider regulations and guidelines. Parents may be responsible for bearing the costs of the move or program withdrawal.
7. Understand that there are the following resources regarding child health and safety:
  - A. B.C. Helpline for Children (Tel: 310- 1234) May be called to report when a child or youth under 19 years of age is being abused or neglected. There is a legal duty to report concerns to a child welfare worker*
  - B. Kids Help Phone (Tel: 1-800-668-6868) Provides counselling and mental health support*
  - C. Kelty Mental Health Resource Center (<http://keltymentalhealth.ca>) Resources regarding mental health issues, substance use, medications and healthy living*
  - D. HealthLink BC 8-1-1 Services (Tel: 811) Free-of-charge provincial health information and advice phone line available in B.C.*
  - E. Suicide Crisis Helpline (Text/Tel: 988) <https://988.ca> - confidential, free, 24-hour access to responders trained in suicide prevention*

## 8.2.12 Appendix D: International Student Agent Responsibilities

An international student's parent/guardian must abide by the following measures recommended by the BC K-12 International Student Homestay Guidelines (2024):

1. Provide support to international student programs, homestay program providers, and international students and their families, particularly in regard to communicating with the parent/guardian if and when requested by the homestay program provider or the international student program.
2. Be familiar with the B.C. K-12 International Student Homestay Guidelines and the best practices expectations of the homestay sector in British Columbia.
3. Help students to understand and abide by all rules/guidelines established by the homestay program provider when staying with a host family arranged by that provider.

## 8.2.13 Appendix E: Glossary/Definitions

For the purposes of this document:

**Custodian** – is a responsible adult, who is a Canadian citizen or a permanent resident, and is appointed by a child's parent/guardian, through an international student program's authorized document, to care for and support that child. International student programs and the Canadian federal government require that international students who are minor children have a custodian while studying in the province of British Columbia. A custodian is optional for minors 17 years of age and older, but an officer can request one on a case-by-case basis.

**Code of Conduct** – is a set of written rules on how to behave and interact with other people. Under the Provincial Standards for Codes of Conduct Order, boards of education must establish one or more codes of conduct for the schools within their jurisdiction and ensure that schools implement the codes.

**Guardian** – as under the BC Family Law Act, the parent of a child is generally that child's guardian. A guardian may also be a person who has been legally authorized to act in place of the student's parents. A guardian has legal responsibilities and rights for that child.

**Homestay** - is a formal arrangement by an international student program, or its delegates, to house an international student with an approved family during their course of study. This family and its residence are both commonly referred to as the 'homestay'.

**Homestay Program Provider** – is the entity that places students with a host family. Depending on the circumstances, the homestay program provider could be an independent school or school district, a company or organization contracted by the international student program, or a business or individual that is not in a relationship with the international student program.

**Host Family or Homestay Family** – is the family with which an international student resides during the course of a homestay.

**International Student** – refers to students from outside Canada who do not meet the Ministry of Education's funding eligibility requirements and typically pay international student tuition fees to the school district or independent school. Many international students will have to obtain the



authorization of the Canadian government to enter Canada with the intention of pursuing studies longer than six months.

**International Student Program** – is an administrative unit within an independent school or school district. The international student program administers, facilitates or arranges for the education, accommodation and care of international students.

**Minor Child** – refers to any person below the age of 19 years. Minor children require certain care by either a guardian or custodian.

Parent – refers to the biological or adoptive parent of a child. Private and/or Independently

**Arranged Accommodation** – is accommodation that has been arranged for an international student that is not provided by a school or school district approved homestay program provider.

Residence/Boarding – refers to accommodation where two or more minor students live together, typically on the school property and administered by a B.C. independent school.

Residence/Boarding situations are not covered by these Guidelines.

**School Connectedness** – is a term used by educators to describe the level of connection that a student feels for their school. Research shows that a strong feeling of connection to a school and to the adults in that school leads to stronger school performance.

#### 8.2.14 Visitor Status Enrollment Protocol

The following protocol has been developed from direct correspondence with IRCC staff and with regards to the [Immigration and Refugee Protection Act and related program guidance](#).

To determine whether a new student can study without a study permit, assuming the student is under 19:

1. Verify the status of their parents to determine whether or not a study permit is required.

##### **Is a study permit required? [A30(2)]**

Minor children already in Canada are authorized to study without a study permit at the pre-school, primary or secondary level if

- they are either accompanying parents [claiming refugee status](#) or are claimants themselves;
- one of their parents (biological or adoptive) is a Canadian citizen or permanent resident;
- one of their parents (biological or adoptive) is authorized to work or study in Canada; this includes temporary residents who are
  - o work permit holders,
  - o study permit holders,
  - o visitor status holders (e.g., visitor record holders) who are either authorized to work without a permit, as per [section 186](#) of the *Immigration and Refugee Protection Regulations* (IRPR), or authorized to study without a permit, as per [section R188](#); or
- neither parent is physically in Canada.

Minor children intending to study are required to apply for a study permit before entering Canada.

It should be noted that minor children of a temporary resident (visitor) who is **not** authorized to work or study **require** a study permit to study in Canada.

2. If one of the above options is not met, then request documentary evidence to determine whether they submitted their application to extend their visitor status before or after their previous status expired (normally six months from the initial date of admission, or the validity date printed in their passport on their status document (i.e. visitor record)).
3. If they submitted their application before, then they are in implied status and can study until a decision is made on their application to extend their visitor status. If they submitted after, then in order to study they will also need to provide you proof they have applied for [restoration of status](#).

## 9 Protection of Information and Privacy Policy

Columbia Academy must collect personal and academic information on students but has responsibilities to store these records securely and to control access to them. The policy in this section obeys the requirements set out in the applicable laws and regulations: Section 6.1 of *The Independent School Act*, Sections 9 and 10 of *The Independent School Regulation* (the Regulation), *The Student Records Order* (the Order), and *The Personal Information Protection Act* (PIPA).

Columbia Academy has designated Vivien Wen as Privacy and Information Sharing Officer, who shall ensure that information policies adhere to Provincial Guidelines of Office of the Commissioner of Privacy, FIPPA, and PIPA. Any complaints filed against the school in regard to Personal Information would be heard by the full Academic Board, whose decision would be final.

### 9.1 The Information

The information that the school stores on each student includes the documents listed in the Student Records Order:

1. The Personal Student Record (Form 1704);
2. A student file containing
  - a) The Personal Student Record (Form 1704)
  - b) Documents listed as inclusions on the Personal Student Record,
  - c) All student progress reports and the transcripts of grades, issued by the Ministry of Education,
  - d) A document verifying the student's parent or guardian, in a form required by the Inspector, for any student eligible for funding,
  - e) A copy of the Student Learning Plan, if any, and
  - f) A copy of the student's current Individual Education Plan (as defined in Ministerial Order 41/91, the Educational Standards Order).

Additionally, the file will contain:

- Photocopy of birth certificate or passport
- Parent, guardian, and emergency contact information
- The student's original application package
- Copy of current study permit or evidence of renewal application

## 9.2 Filing and Maintenance of Student Files

The student file as outlined in section 18.1 will be securely archived after the student leaves Columbia Academy, and will be retained for 55 years after the academic year of the student's last semester of enrollment.

The Permanent Student Record (PSR) will be updated at the conclusion of each term during the Fall semester. Other documents will be updated as needed.

## 9.3 The Security of the Information

Student information in paper format is kept in a fire-safe cabinet locked within a restricted access room. Student information in digital format is stored on a secure local server, and sharing of this information with any third parties is done with the authorization of the Principal in the capacity of Privacy and Information Sharing Officer.

## 9.4 Access to the Information

A student's information can be viewed by the student or a parent or guardian in the presence of the Principal or other staff member who can explain the information. A copy of the information will be printed for the student or a parent or guardian upon request at a mutually convenient time.

Other people who may access the files are those who must maintain it, update it, verify it, or use it in their work. These include the Principal, Teachers, a designated member of the office staff, and members of the Board. Student files, including the Student Learning Plan (if any), the current IEP (if any), and the Personal Student Record, will be transferred to a school authority or school board where the student is enrolled on receipt of a request from the enrolling organization. Where a former student is enrolled with an education institution outside of the province, these same files will be transferred to that educational institution upon request from the institution.

As per the *Students Records Order Section 6(1)* Columbia Academy reserves the right to share student information **without parental consent** to the following third-parties:

- Health Delivery Teams
- Social Services
- Other support services
- Law enforcement agencies

Where record disclosure is required by legislation, parental consent is not required.

A person who is planning for the delivery of, or is delivering, health services, social services or other support services shall be permitted access to information in student records which is

required to carry out those services. Access to the files or copies of the files will be given to these individuals and/or to government officials or departments as required by law, or by the orders of the Inspector of Independent Schools, with authorization of the Principal in the capacity of Privacy and Information Sharing Officer.

In the event of school closure, the school will transfer to the inspector the Permanent Student Record of any student that has not been forwarded to another authority or board in British Columbia.

### **9.5 Employee Information**

Employee information will be kept confidential using security measures similar to that of student information. Teachers would be allowed to view their files upon request. However, third party requests would require consent of the individual before information was shared. Accountants, book-keepers, and others involved in updating the information, verifying the information, or using the information in their work will be granted access to the files with the permission of the Principal or the Director. Access to the files, copies of the files, or information from the files will be Government officials and departments will be given to government officials or departments as required by law.

## **10.0 Inclusive Education:**

### **10.1 Anti-Racism**

Columbia Academy acknowledges that systemic racism and settler colonialism have shaped our province for generations, and this continues to hurt Indigenous, Black, and People of Colour in B.C. To address our historic past of wrongdoing and racist attitudes, we are committed to providing a safe, inclusive, and equitable educational environment for all our students, staff, and community members. We believe that racism, discrimination, and prejudice have no place within our school, and we are dedicated to addressing, challenging, and ultimately eliminating all forms of racism.

In line with the [\*B.C. K-12 Anti-Racism Action Plan\*](#), Columbia Academy works on the following action plan:

- Removing barriers in our school's education, work, and engagement for those with lived and living racism experiences.
- Raising awareness about our respect for diversity, inclusion, and equity.
- Working with others to create and facilitate changes in our community's attitudes, beliefs and actions and continuing bringing positive values, attitudes and celebrating our common achievements.

- Capacity building: Columbia Academy recruits teachers and staff of diverse backgrounds to help students see themselves represented in the school leadership team. We create and encourage a system that is welcoming to all peoples, where the leaders of diverse backgrounds work as role models to our vast international community of the student body.
- Replenishing of anti-racism resources: we aim to continuously replenish and keep school resources up to date for our students, staff, and other members of our community.

### **Prevention and Education:**

- Columbia Academy continuously works on implementing educational programs and initiatives that address the history and consequences of racism and encourage empathy and understanding.
- Columbia Academy fosters an environment that encourages students and staff to challenge and report acts of racism. At the beginning of each academic term students are reminded of the school values, such as communication which emphasizes the communication that is direct, respectful and responsible. In case of an incident, students are encouraged to fill out incident report forms and submit them to the front desk. Students wishing to report incidents anonymously are encouraged to use ERASE Report It tool, which can be found by following this link: <https://erasereportit.gov.bc.ca/>

### **10.2 Diversity and Inclusion:**

- Columbia Academy promotes diversity in our curriculum, teaching staff, and leadership roles to reflect our student population. We employ the BC curriculum student profile as well as the Student Learner Profile of the IB programme to grow students as global citizens who respect, value and foster diversity, inclusion and equity.
- Columbia Academy encourages the celebration of various cultural and racial backgrounds through events, celebrations, and awareness campaigns. In line with the BC [\*B.C. K-12 Anti-Racism Action Plan\*](#), our school annually updates the Inclusion Calendar which helps us celebrate and better understand our diverse population of students.

### **10.3 Reporting, Response, and Consequences**

In the event of an incident related to racism, we kindly request that students, staff, and members of our community promptly report the incident. You can do so by completing the incident form available at the front desk. If they prefer to remain anonymous, we encourage students, staff, and community members to utilize the ERASE Report It tool, which can be found by following this link: <https://erasereportit.gov.bc.ca/>

At Columbia Academy, we wholeheartedly reject all forms of bullying and harassment linked to racism, and we consider such behavior a *Serious Violation of the Code of Conduct Policy*, see policy 3.2 of the Columbia Academy Student/Parent Handbook.

#### **10.4 Racism and Mental Health**

At Columbia Academy, we acknowledge that the effects of racism on mental health are well documented and have been consistently linked with higher instances of stress, poor health outcomes, and suicidal thoughts and attempts in youth. Students, staff, and families representing Indigenous, Black, and People of Colour have been reporting experiences of interpersonal and systemic racism and oppression in B.C.'s education system for generations. Therefore, Columbia Academy stresses the importance of support of mental health for students, staff and other members of the school community.

To address the students mental health, Columbia Academy strongly advises teachers to commit to the following:

- Guide students through the practice of meditation during Blocks 1, 3, and 5.
- Promote Peer Support and Allies: encourage the formation of support networks among students, where they can seek understanding and empathy from their peers. Allies can be particularly helpful in offering support.
- Work on the core competency Positive Personal and Cultural Identity: Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.
- Promote Community Involvement: engage with parents and the wider community to address racism collectively. Community involvement can provide additional resources and support for affected students.
- Cultivate a Safe and Inclusive Environment: ensure that the school environment is safe, welcoming, and inclusive for all students, regardless of their racial or ethnic background. Encourage open dialogues about racism, diversity, and inclusion.

#### **10.5 Columbia Academy Scholarship Opportunities:**

As part of its efforts to address racial disparities and promote equity in education, Columbia Academy secures scholarships for underrepresented minority groups, including Indigenous, Inuit and Metis students, and Black Canadians at Columbia Academy. We believe that this is a proactive way for a school to demonstrate their commitment to diversity, inclusion, and equal opportunity. This scholarship can help address historical and systemic inequities and encourage more students from underrepresented backgrounds to pursue higher education. Such initiatives are essential in promoting a more inclusive and equitable learning environment.

To apply for a secured scholarship for underrepresented minority groups, students must meet the following eligibility criteria:

- Be a descendant of underrepresented minority groups, including Indigenous, Inuit and Metis students, and Black Canadians.
- Complete a full-time semester at Columbia Academy.
- Achieve a minimum grade of 80% in each of the courses.
- Participate actively in Columbia Academy's community and be a role model for other students.

## 10.6 Inclusive Education

Columbia Academy is committed to providing an inclusive and equitable education for all students, including those with diverse needs, even in the absence of a specific budget for this purpose. This policy is designed to guide our efforts in supporting inclusive education to the best of our abilities, while seeking cost-effective and creative solutions to meet their educational need. This policy is designed in accordance with the BC Ministry of Education *Special Education Programs and Funding - Independent Schools: Manual of Policies, Procedures and Guideline*. Please refer to the link below for more information:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/independent-schools/special-education-programs-and-funding-independent-schools>

### 10.1 Definition of Diverse Needs:

"Student with diverse needs:" 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.

### 10.2 Individualized Education Plans (IEPs)

For students with diverse needs, Columbia Academy will develop Individualized Education Plans (IEPs) to address their unique requirements, describe individualized goals, adaptations, modifications, the services to be provided, and include measures for tracking achievement. The IEPs will be developed in consultation with parents/guardians, teachers, and other relevant professionals. While we may not have a dedicated budget for inclusive education, we will allocate resources within our means to support the goals outlined in these IEPs.

In accordance with the [\*Manual of Policies, Procedures and Guidelines\*](#) provided by the BC Ministry of Education, Columbia Academy aims to create an IEP which will include at least one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods. (p.4).

### **10.3 Evaluation and reporting**

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Students with special needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

Where a student with special needs is expected to achieve or surpass the learning outcomes, performance scales, letter grades and regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning outcomes of provincial or Board/Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her IEP. Performance scales, letter grades, and structured written comments may be used to report the level of the student's success in achieving these modified goals and objectives. It may not be appropriate to provide letter grades to all students with special needs. Considering the potential impact on the student, not providing letter grades should be a decision made by the school based team.

### **10.4 Responsibilities**

Administration:

The principal of Columbia Academy is responsible to ensure that teachers receive the information they need to work with students with special needs who are assigned to them, and that the school is organized to provide some first-line resource support on-site. Principal should ensure that a school-based team is operational in the school, and facilitate the collaborative efforts of the team members in meeting the special needs of students. Where the principal is unable to provide adequate organization of teamwork and resources, the principal will involve the school Board for assistance.

Teachers:

Sections 17(1) and (2) of the School Act and the attendant School Regulation section 4 spell out the responsibilities of teachers within the school system.

The teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with the parents and with the student.

Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach.

In secondary schools, where several teachers may be involved in the student's program, co-ordinated planning is especially important.

Teachers' Assistant/ Education Assistant



Columbia Academy may establish Student Support Teams (SSTs) comprising teachers, counselors, and other staff members who will regularly monitor and evaluate the progress of students with special needs. These teams will provide ongoing feedback and make necessary adjustments to the educational plan. However, due to a limited school budget Columbia Academy does not promise hiring a specialized professional to support the student's needs.

#### Parent/Guardian Involvement

Columbia Academy encourages parents and guardians to actively participate in their child's education. Regular communication between the school and parents/guardians is essential to ensure that the child's unique needs are met. We will provide opportunities for parent/guardian meetings, workshops, and forums to foster collaboration.

#### Students

All students should be afforded opportunities to learn in environments that are safe and welcoming. Students with special needs should have their needs identified in a timely way, have these needs assessed in a comprehensive manner, and receive an appropriate response to those strengths and needs in the delivery of educational programs for them. Many students with special needs can contribute to the process of assessment and planning for their own educational programs, and provide an evaluation of the services available to them.

Where appropriate, students should be consulted on the development of the Individual Education Plan being created for them (IEP Order).

Students have the responsibility to comply with the school rules authorized by the principal, and with the code of conduct or any other rules and policies established by the school board (School Act, section 6).

#### **10.5 Annual Review**

This policy will be reviewed annually, and adjustments will be made based on the experiences and feedback from students, parents, and staff. Our goal is to continually improve our support for students with special needs.

While we acknowledge the budgetary limitations, our commitment to inclusivity and equitable education for all remains unwavering. We will explore innovative ways to secure resources and adapt our practices to ensure that our students with special needs receive the support and education they deserve.

This policy reflects our determination to provide the best possible education for all students, regardless of their unique needs, within the constraints of our available resources.

## 10.6 Columbia Academy Accessibility Plan

Columbia Academy's Accessibility Plan aligns with the **10.0 Inclusive Education Policy**, which includes policies such as **10.1 Anti-Racism** and **10.6 Diverse Needs**. This Accessibility Policy outlines our commitment to promoting equal access, preventing and removing educational, physical, social and emotional barriers, and complying with the accessibility requirements established by [Accessible British Columbia Act](#).

### 10.6.1 Policy:

Columbia Academy is committed to providing an accessible, inclusive and equitable environment for all students, staff, parents, visitors, and other members of the community, where all can enjoy educational programs, facilities, and services.

Columbia Academy is committed to the following:

- Create and support the Accessibility Committee to oversee barrier identification and removal efforts. The Accessibility Committee will work with relevant stakeholders to develop and implement strategies to improve accessibility.
- Identify and remove barriers that impede the full participation of individuals with disabilities. This includes both physical and non-physical barriers.
- Ensure that individuals with different abilities/disabilities are treated with respect, dignity, and equality and will strive to meet their accessibility needs in a timely and effective manner.
  
- Provide accessible facilities for students, staff, and visitors with disabilities. We will work with the building management company, Reliance, to ensure that our physical infrastructure complies with local accessibility standards and codes.
- Ensure that all students and staff can have equal and equitable access and navigate our facilities, including classrooms, restrooms, and common areas.
- Provide information and communications in accessible formats to individuals with disabilities upon request.

- Educate and raise awareness in our school community and beyond on the importance of accessibility and the procedures for reporting accessibility concerns.
- Review and update this Accessibility Policy regularly to ensure its effectiveness and compliance with relevant legislation.
- Feedback from the school community will be actively sought and considered for making necessary improvements.

In line with the [Accessible British Columbia Act](#), Columbia Academy applies the policies listed above to raise accountability for accessibility in our community to create a better culture and climate for the school's community members. We believe that by role modeling and showcasing positive changes in our community, we raise students to become compassionate, empathetic, and kind citizens who are to continue developing high living standards for their generations and the generations to come.

### **10.6.2 Columbia Academy Accessibility Plan Application**

The Columbia Academy Accessibility Plan Application is an all-encompassing initiative that extends its embrace to every cherished member of our community, including our students, teachers, staff, parents, and visitors. In our commitment to meet accessibility requirements and cultivate a community built on trust, we warmly extend an invitation to each member to actively participate in open and constructive communication. Your feedback, thoughts, and insights are not only welcomed but highly encouraged as we seek to continuously evolve and improve.

We firmly believe that it is the collective effort of our community that will pave the way towards a more accessible future for Columbia Academy. We encourage everyone to apply the accessibility principles taken from the [Accessible British Columbia Act](#) to ourselves as guiding stars on our journey towards accessibility. These principles are: inclusion, adaptability, diversity, collaboration, self-determination, and universal design. These principles serve as our compass, guiding us in every step we take as we strive to create a more inclusive, welcoming, and accessible educational environment.

### **10.6.3 Columbia Academy Accessibility Plan Timeline**

Creating a timeline for the Columbia Academy Accessibility Plan is a crucial step in the implementation process. Below is a sample timeline that outlines key milestones and activities over a one-year period, but we keep in mind that the actual timeline may vary based on your specific needs and circumstances.

September - December 2023: Plan Development Tasks

- Establish an Accessibility Planning Team, including an Accessibility Coordinator.

- Review relevant legislation, regulations, and guidelines (e.g., Accessible British Columbia Act).
- Identify and engage external accessibility experts or consultants if necessary.
- Define the scope, goals, and objectives of the Accessibility Plan.

January - February 2024: Barrier Assessment

- Conduct a comprehensive accessibility audit and identify physical, digital, and communication barriers.
- Engage stakeholders (students, staff, parents, and visitors) to gather input and feedback.

March - April 2024: Barrier Removal and Accommodation

- Conduct a comprehensive accessibility audit and identify physical, digital, and communication barriers.
- Engage stakeholders (students, staff, parents, and visitors) to gather input and feedback.

May 2024: Barrier Removal and Accommodation

- Develop a detailed plan to remove identified barriers and make reasonable accommodations.
- Consider implementing a budget to better support changes in our community, if required.
- Implement the barrier removal plan and accommodations.

June 2024: Communication and Information

- Develop accessible formats for information and communications.
- Update the school's website and online platforms to meet accessibility standards for the 2024-2025 Academic Year.

September 2024: Review and Ongoing Improvement

- Review the Accessibility Plan's effectiveness and gather feedback from stakeholders.
- Make necessary revisions and improvements to the plan.
- Continue ongoing monitoring and implementation of accessibility initiatives.

Please note that this is a generalized timeline, and the actual timeline may require adjustments to meet the specific needs and circumstances of Columbia Academy. Additionally, accessibility planning is an ongoing process, and it's essential to continuously monitor progress, gather feedback, and make improvements as needed. Considering the current circumstances that our school is located in a rental facility, we may experience delays in communication with building

*Columbia Academy*

management company, *Reliance*, as they meet once a month to discuss any operational issues, decisions, and property occupants proposals.

## 11.0 Communicable Disease Plan at Columbia Academy

In our commitment to the well-being of our students, staff, and the wider community, we prioritize health and safety above all else.

Our collaboration extends to the closest of partners—local health authorities, the Ministry of Health, and the Ministry of Education. Together, we diligently follow the directives of the Provincial Health Officer and the Ministry of Education. We follow the COVID-19 government guidelines closely, safeguarding each precious life within our community.

Guided by the BC Centre for Disease Control's [Public Health Communicable Disease Guidance for K-12](#) School Settings, we operate with utmost care and vigilance, knowing that every measure we take is a step toward a healthier, safer tomorrow.

### 11.1 Recommendations

These recommendations have been established to ensure the well-being of the entire Columbia Academy community, which includes students, teachers, staff, parents, and all other stakeholders associated with the institution. It is important to emphasize that these recommendations are meticulously formulated in accordance with the guidelines provided by the [Public Health Communicable Disease Guidance for K-12 Schools](#).

#### **Vaccines:**

Vaccines are important tools to protect against serious outcomes of many communicable diseases, such as COVID-19 and influenza. Students and staff are encouraged to ensure they are up to date on all recommended vaccines for communicable diseases.

#### **Perform Regular Health Checks**

We strongly urge all members of the Columbia Academy community, including staff, visitors, parents, caregivers, and students, to refrain from attending school when unwell and unable to fully engage in standard educational activities. We also promote the practice of regular health checks.

A health check entails individuals regularly ensuring that they, or their children, are not exhibiting symptoms of illness that might hinder their active participation in routine school activities. This proactive approach is essential for preventing the transmission of contagious diseases within our school environment.

Please note: We do not monitor students or staff for symptoms of illness. However, we rely on your responsible and supportive actions in this regard.

## **11.2 What To Do When Sick**

Staff, students, or other persons in the school setting who are exhibiting symptoms of illness, such as respiratory illness, should stay home until they are well enough to participate in regular activities or otherwise advised by a healthcare provider. Those experiencing certain illnesses, such as gastrointestinal illness caused by norovirus, may be advised to stay home for longer. Staff, children, or other persons can attend school if their symptoms are consistent with a previously diagnosed health condition (e.g., seasonal allergies) or symptoms have improved, and they feel well enough to return to regular activities or otherwise advised by a healthcare provider. If you are unsure or concerned about your symptoms, connect with your healthcare provider or call 8-1-1.

If a staff member, student, or any other person develops symptoms of illness while at school and is unable to participate in regular activities, they should return home until their symptoms have improved or until they receive advice from a healthcare provider.

The school administration will take appropriate infection control precautions while the individual is preparing to leave the school premises. These precautions include practicing proper hand hygiene and cleaning/disinfecting surfaces soiled with bodily fluids. If the person exhibits symptoms of a communicable disease and is experiencing respiratory issues, they may use a mask.

## **11.3 Hand Hygiene**

Hand hygiene Rigorous hand washing with plain soap and water or using an effective hand sanitizer reduces the spread of illness. Everyone should practice diligent hand hygiene

## **11.4 Respiratory Etiquette**

Cough or sneeze into their elbow or a tissue.

Throw away used tissues and immediately perform hand hygiene.

Refrain from touching their eyes, nose, or mouth with unwashed hands.

Refrain from sharing any food, drinks, unwashed utensils.

## **11.5 Non-Medical Masks and Face Coverings**

The decision to wear a mask is a personal one, based on individual preference. Some students and staff may choose to wear a non-medical mask or face covering throughout the day or for certain activities. The choice of staff and students to choose whether they practice additional personal prevention measures should be respected. Information on non-medical masks is available from [BCCDC](#).

### **11.6 Communicable Disease Management**

Most communicable diseases experienced by students and staff within school settings can be managed by the individual/family and through routine preventive measures, such as staying home from school until well enough to participate in regular activities. Information resources are available to support management of routine communicable diseases, including [HealthLinkBC](#), the [BCCDC Guide to Common Childhood Diseases](#), the [Sneezes and Diseases](#) website, and other school health resources hosted on health authority webpages ([Vancouver Coastal Health](#); [Fraser Health](#); [Interior Health](#); [Island Health](#); [Northern Health](#)).



## Appendix A: Emergency Response Procedures, Emergency Preparedness

Columbia Academy conducts regular drills to familiarize students with the following emergency procedures. All students must follow the instruction of Columbia Academy staff in the event of an emergency. The principal and other trained staff members can respond to first aid needs in the event of accident or injury. We meet and exceed BC Ministry of Education requirements.

Columbia Academy regularly collects and updates cell phone, email and emergency contact details. This information may be used to alert students in the event of an emergency.

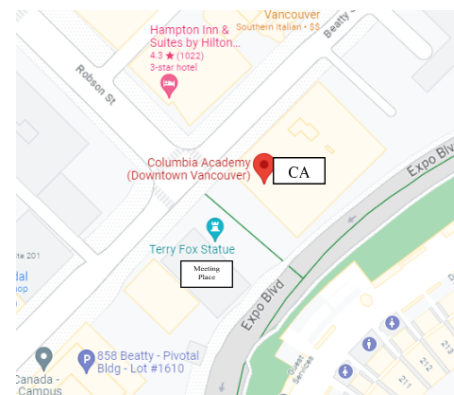
Familiarize yourself with the school floor plan posted at the main entrance of the school and identify emergency exits. In the event of an Evacuation or Lockdown, if you are off campus, do not proceed to the school address. Await an “All Clear” message (email, text, and/or phone call).

### Fire (Evacuation)

In the event of fire, the fire alarm sounds throughout the building. If in class, your teacher will direct you. If in a washroom or hallway, school staff will direct you. Remain calm and leave via the nearest stairwell exit. Assemble outside at the southwest side of Terry Fox Plaza between the statues and Boston Pizza. If very smokey, proceed to Gate H at BC Place. Teachers are to align students against the wall, grouped by class and await direction from school staff. Stay off the road. Only return to the school building following “All Clear” from Vancouver Fire Department or a school administrator.

### Earthquake (Drop/Cover/Hold)

Stay calm and take cover under a table. Protect your neck and head. Be aware of falling objects (move away from library shelves). Without tables for shelter, move to an interior wall away from windows. Stay in place until shaking stops. Wait 3 minutes after the last tremor. Listen for instructions. You will be directed to stay together as a class, exit the building calmly and assemble in the open area outside of the school at the Terry Fox Plaza between the statues and Boston Pizza.



Await instructions from the Crisis Management Team (orange vests). Do NOT call 911.

### Lockdown and Lockout

A lockdown is called in response to a perceived life threatening emergency either inside or in close proximity to the school building. Students are kept quiet in a classroom behind a locked door. During the lockdown, a school staff member will initiate the procedure by

repeating the words “lockdown, lockdown.” Students are to hide in their classrooms - away from sight, maintain silence and do not open any doors. Students in the hallways are to hide in the nearest classroom. Students in the washrooms are to lock themselves in the washroom stalls, crouch on top of the toilet seat and make no noise until they hear “all clear.”

A lockout (Secure and hold) is typically called in response to a danger that has been identified outside the school or in surrounding the school community. Exterior doors are locked, and no one can exit or enter the building without permission.

## Appendix B: Work Habits Rubric (In person classes)

Level	Description
<b>Excellent</b> 100%	<p><b>Regularly goes beyond expectations</b></p> <ul style="list-style-type: none"> <li>• Always speaks English and asks questions to improve their English</li> <li>• Always behaves sensibly and responsibly</li> <li>• Always brings the correct equipment, book, text to class</li> <li>• Always keeps materials well organized</li> <li>• Enthusiastically participates and is always very involved in lessons</li> <li>• Consistently takes initiative for their own learning</li> <li>• Demonstrates leadership</li> </ul>
<b>Very Good</b> 85%	<p><b>Meets all expectations and sometimes goes beyond them</b></p> <ul style="list-style-type: none"> <li>• Always speaks English or asks for exceptions</li> <li>• Always behaves sensibly and responsibly</li> <li>• Always brings the correct equipment, book, text to class</li> <li>• Consistently keeps materials well organized</li> <li>• Consistently participates in lessons</li> <li>• Consistently takes responsibility for their own learning</li> </ul>
<b>Good</b> 70%	<p><b>Meets most expectations and is consistently good</b></p> <ul style="list-style-type: none"> <li>• Consistently speaks English or asks for exceptions</li> <li>• Consistently behaves sensibly and responsibly</li> <li>• Consistently brings the correct equipment, book, text to class</li> <li>• Usually keeps materials well organized</li> <li>• Usually participates in lessons</li> <li>• Usually takes responsibility for their own learning</li> </ul>
<b>Satisfactory</b> 55%	<p><b>Adequately meets expectations</b></p> <ul style="list-style-type: none"> <li>• Generally speaks English or asks for exceptions</li> <li>• Generally behaves sensibly and responsibly</li> <li>• Usually brings the correct equipment, book, text to class</li> <li>• Sometimes keeps materials well organized</li> <li>• Usually participates in lessons, when encouraged</li> <li>• Can follow directions for taking responsibility for their own learning</li> </ul>
<b>Cause For Concern</b> 40%	<p><b>Inconsistent in meeting expectations and there is improvement needed</b></p> <ul style="list-style-type: none"> <li>• Sometimes speaks English or asks for exceptions</li> <li>• Sometimes behaves sensibly and responsibly</li> <li>• Often forgets to bring the correct equipment, book, text to class</li> <li>• Rarely keeps materials well organized</li> <li>• Occasionally participates in lessons</li> <li>• Is generally dependent upon others to guide their learning</li> </ul>
<b>Serious Concerns</b> 25%	<p><b>Rarely meets expectations</b></p> <ul style="list-style-type: none"> <li>• Rarely speaks English or asks for exceptions</li> <li>• Does not behave sensibly and responsibly</li> <li>• Rarely brings the correct equipment, book, text to class</li> <li>• Does not keep materials well organized</li> <li>• Rarely participates in lessons</li> <li>• Is frequently dependent upon others to guide their learning</li> </ul>

## Work Habits Rubric (Online classes)

- **HW** - homework quality and submission (5 per day) - If HW is not finished, it will be a -20 point deduction for the entire weekly work habit grade. If HW is not completed fully, or in a satisfactory manner, it will be a -10 point deduction.
- **FI** - following instructions during class (5 per day) - Students are expected to listen attentively, and follow all instructions. If instructions are not followed -5 points will be deducted.
- **CP** - communication participation (5 per day) - Students are expected to communicate and fully participate. This includes asking questions consistently. If students are not participating and communicating -5 points will be deducted.
- **VU** - video use with full face + shoulders, and in uniform (5 per day) - Students are expected to always show their full face and shoulders on Zoom during class time. Also, they must always be in proper uniform. If the camera is turned off, or not in proper uniform -5 points will be deducted.

## Appendix C: School Contact Information

### Mailing Address

Columbia Academy  
792 Beatty Street  
Vancouver, B.C.  
CANADA, V6B 2M1

### Internet

School E-mail: [info@ColumbiaAcademy.ca](mailto:info@ColumbiaAcademy.ca)  
Principal E-mail: [LauraG@ColumbiaAcademy.ca](mailto:LauraG@ColumbiaAcademy.ca)  
Web site: [www.ColumbiaAcademy.ca](http://www.ColumbiaAcademy.ca)

### Telephone & Fax

T: 778-379-6811  
F: 778-379-6833