



Columbia Academy
VANCOUVER, CANADA

STUDENT & PARENT/GUARDIAN HANDBOOK

(Elementary)

Revised September 2025

A Message from the Principal

Columbia Academy

On behalf of our staff, teachers, and administration at Columbia Academy Elementary, I'm delighted to welcome you to our school! We encourage our students to develop essential 21st-century skills, achieve academic goals, and grow into kind, capable individuals who impact our community.

At Columbia Academy Elementary, we build a foundation on communication, happiness, compassion, integrity, responsibility, and resilience. Through academics, competitions, volunteering, charitable giving, and clubs, our students challenge themselves and seize every opportunity. Small class sizes and caring teachers create a welcoming environment where every child feels safe, supported, and inspired to reach their goals in and out of the classroom.

By setting high academic expectations and prioritizing social-emotional learning, our students find fulfillment in their learning, recognize their strengths, and feel motivated for future success in high school and beyond.

I welcome you to our school community and look forward to partnering with you in your child's education.

Yours sincerely,

A handwritten signature in cursive script that reads "Brittany Conlon".

Brittany Conlon, MEd, BEd, BA.

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1.0 School Mission and Vision

Our Mission

Columbia Academy aims to provide a loving and caring learning environment for our students. This allows students to be educated and well prepared for life, with personal and academic goals set and reached during their time at Columbia Academy. Our students will not only learn academic skills, but will also develop key virtues such as happiness, compassion, integrity, resilience and responsibility during the time spent at Columbia Academy. Students will be inspired to become well-rounded people, and bring these values to their society. Our mission is to have each and every student see the world full of opportunities and live a successful and happy life after being a part of Columbia Academy. All students at Columbia Academy are always safe, respected and accepted in a healthy educational environment.

Our Vision

Our Five Core Elements: Educational Development, Academic Competitions, Service Learning, Social Impact Programs and Co-Curriculars guide our School. Columbia Academy is a safe and joyful environment that fosters a love of learning.

Our elementary school students are enthusiastic and confident. They ask big questions, express their opinions and are excited to explore their ideas. Our youngest learners participate in projects and activities that fill our classrooms and halls with discussion, music and laughter. Amid all of this energy, self-reliant, inquisitive, and reflective young thinkers begin to emerge, ready to take on the next challenge.

1.1 Columbia Program

Columbia Academy Elementary is a K-7 BC Certified school. BC Certified teachers use the BC Curriculum, following the Big Ideas, Content, Curricular Competencies, Core Competencies, and First Peoples Principles of Learning. Alongside a rigorous educational program, we integrate meditation into the school day—three times daily—providing students with intentional moments to pause, reflect, and recentre. Student meditation and mindfulness brings personal growth, creating a balanced environment where students can thrive both intellectually and personally.

Subjects taught in K-7

- ELA
- Math
- Science
- Social Studies
- Career
- Physical Education/Health
- ADST
- French
- Music
- Art Education
- Mandarin (optional)

1.2 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 the Principal 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 Board, whose decision would be final.

1.2.1 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

1.2.2 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 school year. Other documents will be updated as needed.

1.2.3 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.

1.2.4 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 Ministry the Permanent Student Record of any student that has not been forwarded to another authority or board in British Columbia.

1.2.5 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.

1.3 Attendance Policy

All students are expected to be present and punctual throughout the day at Columbia Academy. Students are expected to attend school regularly, as part of their commitment to learning. Punctual attendance is considered both a requirement and a courtesy to one's classmates, the teacher, the school, and oneself. In those instances where a student's attendance does not meet the school's standard, the student and parent/guardian will receive additional attendance support and meet with the Principal; a plan for successful attendance will be developed in hopes of fostering strong attendance patterns that lead to better learning outcomes. The school strongly discourages absences for vacation during the school year.

Certain procedures must be followed for an absence, late, early dismissal to be excused:

- When a student is ill, a parent or guardian must telephone the school (778.379.6811) by 9:00am. to state the reason and expected duration of the absence. If the parent/guardian does not make the call by 9:00am, the school will notify the parents/guardians by phone or email.
- When a student is late, a parent or guardian must telephone the school (778.379.6811).
- If a parent requests an early dismissal for their child, the parent/guardian must notify the office by email or phone.

1.3.1 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.

1.3.2 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.

1.3.3 Supervision Policy

Under the school regulations, the Principal is responsible for administering and supervising the school, including the general conduct of students, both on school premises and during school-sponsored activities off grounds. Teachers must provide such assistance as is necessary for the supervision of students on school premises and at school functions whenever and wherever held. The responsibility of the school does not end when the school day ends. The Principal must ensure that students are supervised until they are picked up from school. Each teacher is responsible for seeing that school activities are conducted in a suitable manner; the Principal must ensure that all staff members are aware of students who have life threatening allergies; information on the condition and the student's emergency contact information will be kept in an easily accessible location, such as the Principal's office. Students should be under the supervision of a member of the school staff at all reasonable times while they are attending school. All dangerous conditions in the school should be reported at once to the Principal.

Morning supervision

Students arrive at 8am and are supervised by the Principal and available teachers while students read.

During school supervision

Every student will be under the supervision of at least one staff member during the school day. This includes instruction time, snack time, lunch time, and after school activities. Teachers will supervise snack time and 2 staff members will supervise lunch time.

After school supervision

Teachers are responsible for leading an after school club for Grade 4-7 students or staff will supervise after school supervision for K-3 students. Teachers and staff are to report to the Principal observations or concerns about supervision during after school care time.

Parents/guardians should note:

- while supervisors may not be able to see all of the students at one time, the students know where the supervisors are and can contact one if necessary
- parents should note that students who arrive before 8:00am will not be under the supervision of a Columbia staff members and should remain with a parent or guardian until 8:00am

1.4 Uniform Policy

All students are required to wear their school uniform *before* they come to school and must wear their school uniform throughout the school day when they are in the building or attending class. Students are to bring their PE uniform on designated PE days and change into their PE uniform before PE.

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: All students must wear a school blazer on the last day of each month, as this day will often include our monthly assemblies.

1.4.1 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.

Students who demonstrate minor uniform infractions will receive a warning and the Principal will contact the student's parents/guardian.

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

1.5 Recess Policy

Students are expected to go outside for supervised morning recess and lunch recess. The Principal and teachers will organize activities outside the school, or on designated days, the Principal and staff member will supervise students at a nearby park. If students are unable to go outside during recess or lunch due to personal reasons provided by a parent/guardian in written form, students will be provided with alternative, supervised provision inside the school. On bad weather days with a weather warning, the Principal will declare that it is an inside recess and students will be supervised indoors.

1.6 Homework and Missed Assignment Policy

Homework is defined as written tasks assigned by a teacher to be completed outside the classroom, often as formative assessment. These assignments are a natural extension of the school day and an important part of a student's educational experience. All homework must be completed on time and to a high standard.

Students will receive:

- K-1 (30 min homework, 30 min daily reading)
- 2-3 (45 min homework, 30 min daily reading)
- 4-5 (1 hour homework, 30 min daily reading)
- 6-7 (1.5 hour homework, 30 min daily reading).

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

1.6.1 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 homework 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 meeting with the Principal.

1.7 Technology Policy

Students at 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. Students are also not required to bring a personal laptop or similar

device for general classroom purposes. The teacher will sign up for computer time in the Computer Lab when lessons or projects can be done on the computer.

1.8 Code of Conduct Policy

The Code of Conduct policy is a separate document and is to be reviewed during the enrollment process with the Principal and student's parent/guardian. 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.

1.9 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.

1.9.1 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 Code¹ and the Canadian Charter of Rights and Freedoms².

1.9.2 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.

1.9.3 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. Students deserve to be protected from abuse, neglect, bullying, harm or threat of harm.

¹ The web page is currently at http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

² The web page is currently at <http://laws-lois.justice.gc.ca/eng/const/page-15.html>

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

1.9.4 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 1st 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 document the situation and write a Letter of Direction/develop a Behavioural Plan, 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 2nd 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 meet with administration and the family.

The 3rd time: If the student remains at Columbia Academy, and commits a third serious violation of the Code of Conduct, parents/guardians will be notified, and meet with administration and the family to confirm expulsion from the school.

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

2.0 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.. 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.

2.1 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.

2.1.1 Discipline in the School

Upon initial registration, students and parents sign the Code of Conduct document, outlining the regulations and behavioural expectations of Columbia Academy students. Infractions of the regulations will follow a tiered system; 1st tier is notification to the Principal from the teacher or staff member about a behavioural infraction, 2nd tier is a meeting between the Principal and the student and, should repeat offences occur, 3rd tier is the parent or guardian will be asked to become involved in meetings. Should the infractions continue and the student does not show an awareness or improvement of behaviour, 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 this handbook and Code of Conduct.

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 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.

2.2 Discussions with the Parent or Guardian

We aim to build a positive relationship with all parents/guardians and welcome parents to the school to discuss their child's education. 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.

Parents must agree to believe in and adhere to the school's mission, follow its rules and regulations, and accept its decisions, including those relating to conduct and discipline.

2.3 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.

2.3.1 Pink Shirt Day

Pink Shirt Day is recognized annually in Columbia Academy's events calendar. 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.

2.3.2 Social Emotional Learning/Career

Students engage with harassment and bullying prevention during their study of communication, personal management, and teamwork skills within Career and learning in the Social Emotional Room. 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. All students are taught to report worrisome behaviours, threats, or incidents of bullying to an adult in the school. The ERASE Report It tool is introduced in these contexts to grades 6/7.

2.3.3 ERASE Training

Columbia Academy registers staff members in the ERASE training programs, as required by the British Columbia Ministry of Education.

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

2.3.4 ERASE *Report-It* Tool

Students are encouraged to report any worrisome behaviours, threats, or incidents of bullying through the Erase Report-It tool. The tool is introduced to students in grade 6/7 during Career or Health class at the beginning of the school year.

2.4 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.

2.4.1 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:

2.4.2 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.

2.4.3 School Library Policy

The student may be required to sign out designated texts or books from the school library for their learning or to fulfill the homework policy. Each student is responsible for maintaining these novels and textbooks in the same condition in which they are received. 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 the term, they will be charged for the cost of the book.

2.5 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.

2.5.1 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.

2.5.2 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.

2.5.3 Consequences for Breaching Principles of Academic Honesty and Integrity

Students are expected to be serious about their learning. 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

2.6 Educational Resource Policy

Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula. This policy is specific to learning resources which form the core program collection of resources.

Core learning resources used in the classroom will be evaluated and approved by Columbia Academy with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and/or religious values.

Learning Resources Approval Process

The school will encourage teachers to utilize educational media that have been formally reviewed before being used in the classroom. Media in this context is defined as a means of mass communication (broadcasting, publishing, and the Internet) regarded collectively.

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

- Supporting the learning standards and outcomes of the curriculum.
- Assisting students in making connections between what they learn in school and its practical application in their lives.
- Addressing developmental and age appropriateness.
- Having effective instructional and technical design.
- Meeting the requirements set by copyright and privacy (PIPA) legislation.
- Suitability based on the pedagogical, social, philosophical, cultural and/or religious values of Columbia Academy.

Evaluating resources from the perspective of pedagogical, social, philosophical, cultural and/or religious values will:

- Encourage understanding and promote positive social attitudes and respect for diversity and individual differences
- Ensure that BC students will see themselves and their life experiences, within a free, pluralistic, and democratic society and evidenced in the learning materials they use in their classroom

Please note: Any material rated PG or above must receive written consent from the Principal before it is shared with students. Failure to attain this approval may result in disciplinary action. The Principal may request the teacher to obtain parental consent to allow students to view material rated PG or above.

2.6.1 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.

2.7 Grade Appeal Policy at Columbia Academy

At Columbia Academy the following steps must be completed to appeal a grade from a formative, summative, or Learning Update report card.

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.

2.8 Dispute Resolution and Appeals

Columbia Academy maintains a School Appeals Committee, consisting of the Chair of the Board and the School Director. 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.

If students or parents wish to appeal a major discipline decision by the school related to behavioural misconduct, they must give notice of their intent to appeal to the School Appeals Committee, in writing, within 7 days of the discipline decision. The notice must specify the decision under appeal and outline the reasons for the appeal. 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.

2.9 Fee and Tuition Policies

Fee and Tuition Payment Policy

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

1. All fees are given in Canadian dollars and include applicable taxes, unless otherwise indicated.
2. Students must be registered for full-time enrollment for each of their terms of study. Exceptions may be granted depending on circumstances.
3. 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.
4. 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.
5. Tuition fee balances may not be transferred between terms.
6. 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.

2.9.1 Fee and Tuition Refund Policy

All refund requests must be made in writing along with the submission of supplementary documents.

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 school year.
- 1/3 of the prepaid tuition fee will be refunded if the student withdraws within 15 days after the school year starts.

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

- Students obtain a Study Permit or extended visa by use of the Letter of Acceptance from Columbia Academy.
- Students are 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.
- No refund is granted if parents fail to disclose medical needs, special learning needs or behavioural considerations.

2.9.2 Cash Policy

Purpose of this Policy

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

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

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

Scope of this Policy

This Policy applies to all employees of Columbia Academy (the “School”). The School will ensure that adequate payment handling and record keeping practice are followed.

The Policy

Procedures

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

- cheque
- pre-authorized debit
- credit card
- wire transfer
- money order or bank draft
- online banking payment

The School will accept payment from the following financial institutions:

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

Receiving Cash Payments

The School will not accept cash payments for any purpose. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an accepted payment method.

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

3.0 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.

3.1 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.

3.2 Communication

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

3.3 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.

3.4 Appointed School Official and Alternate Appointed School Official

ASO: Elementary Principal

AASO: High school 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.

3.5 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 an 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.

3.6 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](#).

3.7 Anti-Racism Policy

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/>

3.7.1 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 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.

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 3.7 of the Columbia Academy Student/Parent Handbook.

3.7.2 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.

3.8 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>

3.8.1 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.

3.8.2 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).

3.8.3 Evaluation and reporting

Standards for all students, including students with diverse 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 diverse 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.

3.8.4 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 Chair of the Board and Director 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 diverse 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 diverse 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).

3.8.5 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.

3.9 Columbia Academy Accessibility Plan

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](#).

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.

3.9.1 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.

3.9.2 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.

October-November 2024: Stakeholder engagement

- The school conducted an accessibility survey with our stakeholders (students/parent/caregiver community as well as with our faculty and staff on barriers (perceived or otherwise). Results will then be analyzed to see what can be improved.

January 2025: Review and Ongoing Improvement

- Liaise with *Reliance* where possible on implementing improvements.

September 2025: Stakeholder review on improvements

- Survey stakeholders on perceptibility of improvements

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

4.0 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.

4.1 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.

4.2 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.

4.3 Hand Hygiene

Hand hygiene and 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

4.4 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.

4.5 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](#).

4.6 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)

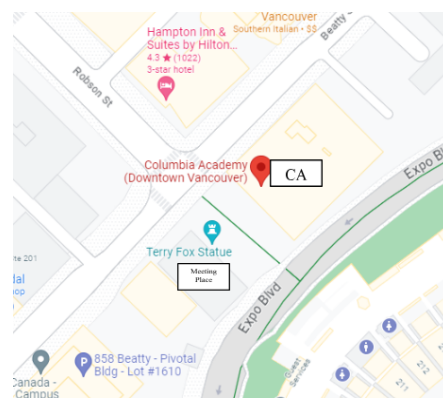
In the event of fire, the fire alarm sounds throughout the building. If in class, your teacher will direct you. If in a washroom or hallway, school staff will direct you. Remain calm and leave via the nearest stairwell exit. Assemble outside at the southwest side of Terry Fox Plaza between the statues 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: School Contact Information

Mailing Address

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

Internet

School E-mail: info@ColumbiaAcademy.ca
Principal E-mail: principal@columbiaacademy.ca
Web site: www.ColumbiaAcademy.ca

Telephone & Fax

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