



City Vancouver Academy Handbook

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City Vancouver Academy Handbook

1. Introduction

City Vancouver Academy is committed to high academic achievement while aiming to inspire our students to become well-rounded individuals. Our philosophy emphasizes individual intellectual and emotional growth and a spirit of cooperation and mutual respect amongst our students and teachers.

City Vancouver Academy is also mindful that parents are important stakeholders in their children's education. We work in partnership with parents to provide all the necessary support and encouragement so that the skills and values acquired will remain with students for life.

Our staff and faculty are highly experienced and we strive to deliver the best educational experience to our students. Our students upon graduation with us should be prepared and are trained to move to a higher level of education and aspire to become leaders in their communities.

City Vancouver Academy provides a quality education with an emphasis on character development. Besides an effective teaching program, City Vancouver Academy offers a wide variety of extra-curricular activities to ensure that there is abundant opportunity for all of our students to develop their potential and excel in their areas of talent or interest. Besides the emphasis on academic achievement and participation in extra-curricular activities, the school also believes in building strength of character and instilling our motto by encouraging students to "Move the World."

1.1 Our Mission

Our mission at City Vancouver Academy is to provide a unique academic experience for students and to offer a safe and caring environment along with cutting-edge programs and courses to help engage students to achieve their full potential in an increasingly complex world.

1.2 Our Vision

City Vancouver Academy is an educational institution committed to fostering a learning environment of high academic achievement through a holistic approach that emphasizes the emotional, intellectual and individual development of each student, inspiring them to reach their personal best. Helping to retain the value of each student's cultural heritage through the British Columbia Ministry of Education's education program, we aim to strengthen bonds of friendship and cooperation between communities and countries. Our



end goal is to create an environment in which students are safe, accepted and respected so that they may achieve their goals and enact positive social change.

1.3 Our Values

- a. We are committed to the success of all our students.
- b. We are committed to innovation; we encourage and embrace innovative teaching methods and educational programs to ensure that our students receive the highest level of learning.
- c. We believe in respecting each person and providing a safe and inclusive environment that nurtures student achievement.
- d. We value each and every person; we demand the highest level of service and integrity from our staff and teachers.
- e. We care about our community and believe in enhancing the lives of people and making our communities great places to live and work.

2. General Information

2.1 Contact Information

City Vancouver Academy
#2165 – 8766 McKim Way
Richmond, B.C.
Tel: (604) 278-6811

Email: admin@cityvanacademy.ca
Website: www.cityvanacademy.ca



2.2 Staff and Faculty Information

Staff

Name	Position	Contact
Lou, Adrian	General Manager	adrian.lou@cityvanacademy.ca
Sy, Stephanie	Principal	stephanie.sy@cityvanacademy.ca
Gu, Carolyne	Business Manager	carolyne.gu@cityvanacademy.ca
Wang, Leo	Assistant Manager	leo.wang@cityvanacademy.ca
Li, Hannah	Academic Advisor	hannah.li@cityvanacademy.ca
Liang, Venus	Admissions Officer	venus.liang@cityvanacademy.ca
Lee, Michael	Manager's Assistant	michael.lee@cityvanacademy.ca

Faculty/Teaching Staff

Name	Position	Contact
Hsueh, Alan	Head of Math Math and PE Teacher	alan.hsueh@cityvanacademy.ca
Lou, Adrian	Head of English, English Teacher	adrian.lou@cityvanacademy.ca
Klockenbrink, Andrea	Head of Social Studies Social Studies and ESL Teacher	andrea.klockenbrink@cityvanacademy.ca
Sy, Jonathan	Head of Science Science, Chemistry, Physics and Biology Teacher	jonathan.sy@cityvanacademy.ca
Sy, Stephanie	English, ESL and Social Studies Teacher	stephanie.sy@cityvanacademy.ca



2.3 School Hours

Regular Hours of Operation:

Monday:	9:00 AM – 6:00 PM
Tuesday:	9:00 AM – 6:00 PM
Wednesday:	9:00 AM – 6:00 PM
Thursday:	9:00 AM – 6:00 PM
Friday:	9:00 AM – 6:00 PM
Saturday:	10:00 AM – 5:00 PM
Sunday:	Closed

Regular School Hours for the September and January Terms:

Monday – Friday

9:30 – 10:50 AM	1st Period
10:55 – 12:15 PM	2nd Period
12:15 – 1:15 PM	Lunch
1:15 – 2:35 PM	3rd Period
2:40 – 4:00 PM	4th Period
4:10 – 5:30 PM	5th Period (Self-Study)

Regular School Hours for the May Term:

Monday – Friday

9:30 – 11:30 AM	1st Period
11:30 – 12:30 PM	Lunch
2:35 – 4:35 PM	2nd Period
4:35 – 6:35 PM	3rd Period (Self-Study)



Regular School Hours for the July Term:

Monday – Friday

9:00 – 12:20 PM 1st Period

12:20 – 1:10 PM Lunch

1:10 – 4:30 PM 2nd Period

Early Dismissal Hours for the September and January Terms:

9:30 – 10:25 AM 1st period

10:30 – 11:25 AM 2nd Period

11:30 – 12:15 PM 3rd Period

12:15 – 1:15 PM Lunch

1:15 – 2:10 PM 4th Period

2:15 – 3:10 PM 5th Period

Early Dismissal Hours for the May Term (80 Mins):

9:30 – 10:50 AM 1st period

10:55 – 12:15 PM 2nd Period

12:20 – 1:40 PM 3rd Period

1:45 – 3:05 PM 4th Period



2.4 School Schedule and Calendar

This section provides a general school schedule. Each year City Vancouver Academy publishes a more detailed schedule and calendar. Please talk to the Admissions Officer for more details. There are a total of four terms every year. The September and January terms are 15 weeks long, whereas the May and July terms are 5 weeks long.

Term Dates:

a. September Term: September (early) – December (mid) 15 weeks

Start Date: The second Tuesday of September

End Date: The third Tuesday of December

b. January Term: January (early) – April (mid) 15 weeks

Start Date: The second Monday of January

End Date: The third Friday of April

c. May Term: May (early) – July (early) 10 weeks

Start Date: TBA

End Date: TBA

d. July Term: July (early) – August (mid) 6 weeks

Start Date: The second Monday of January

End Date: The third Friday of April

Statutory Holidays:

New Year's Day January 1st

BC Family Day Second Monday in February

Good Friday Friday before Easter Sunday



Victoria Day	Monday before May 25 th
Canada Day	July 1 st
British Columbia Day	First Monday in August
Labour Day	First Monday in September
Thanksgiving	Second Monday of October
Remembrance Day	November 11 th
Christmas Day	December 25 th

2.5 Professional Development Days (Pro-D Days)

On-going professional development is important and essential to the upgrading of teacher skills. During the school year, our staff will have two professional development days in the September Term and two more in the January Term (i.e. four Pro-D days in total), in which teachers and administrators will meet up in or outside the school to train and refine their professional and pedagogical skills. On Pro-D days, classes will not be in session.

Teachers are expected to attend professional development sessions and in general endeavour to work with colleagues to upgrade skills and continually reflect upon their teaching practice.

Teachers have a particular responsibility to:

- a. assess and enhance their own performance;
- b. seek assistance from colleagues, including administration if they are experiencing difficulties;
- c. participate cooperatively in any program designed to assist them to improve; and
- d. provide assistance to colleagues experiencing difficulties, in the context of a negotiated program of assistance.



2.6 Inclement Weather

In cases of inclement weather whereby road conditions become unsafe for students, parents and staff traveling to and from City Vancouver Academy, Administration will announce if school is to be closed by 8:00 am via email and on our website.

Parents and students should decide and judge wisely the advisability of travel in situations where the school remains open despite inclement weather conditions around the student's local region.

2.7 MySchool Portal

MySchool is an online system that connects students, teachers, parents and administrators within our school.

You can use Myschool to:

- Keep up-to-date with important announcements
- Check the school calendar
- View your grades
- Download your Report Cards
- Check your course schedules
- View School Calendar

How to create a MySchool account:

We will email you a link from noreply@myschoolmanagement.com to activate your username and password. Please make sure we have your correct email address on file.

Login to MySchool at <https://cva.msm.io>

2.8 Scholarships

At the end of the January term, a select number of students who have demonstrated excellent academic and extracurricular work will be awarded an internal scholarship by City Vancouver Academy.

These scholarships are designed to motivate and reward students for their excellence. If accepted by the student before its due date, the amount the scholarship is awarded will be deducted from the student's next tuition payment.



2.9 Transportation

City Vancouver Academy is conveniently situated near public transportation. Please check with TransLink at www.translink.bc.ca for the different bus and sky train routes and travel times.

Students who drive to school should consult the Parking and Driving Policy section in this Handbook.

2.10 Student ID

Students who want an official City Vancouver Academy Student ID will need to pay a \$10 printing and processing fee. The ID will be valid for one school year (September – August). An official Student ID will enable students to receive, among other things, discounted bus fares.

Please contact the Admissions Officer to order your Student ID.

2.11 Parent-Teacher Conferences

During the September, January and May Term, teachers will hold a Parent-Teacher Conference in which parents/guardians of students can discuss their progress with their teachers.

Parents who wish to contact teachers outside of these set days can do so by contacting our Academic Advisor.

For more information regarding the Parent-Teacher conference dates, please contact the Admissions Officer.

3. Registration and Payment

Payment Deadline – 2 weeks before the start of the term. \$20/day. New students after that day must pay within one business day or they will be charged \$20/day penalty starting from the original payment deadline.

3.1 English and Math Placement Tests Policy and Procedure

Policy

All students who wish to enrol in any of our grade 10 courses MUST take the City Vancouver Academy English Placement Test.



All adult students who wish to enrol in City Vancouver Academy **MUST** take the City Vancouver Academy English Placement Test.

Students are exempted from taking the placement test if they have successfully completed and passed the pre-requisites for the courses that require a placement test. The list of pre-requisites is available in “Course Description” section of the handbook.

Procedure

Students will be given the placement test once they have paid the registration fee. This should occur before or on the day of the tuition payment deadline (see Fees/Tuition and Deadlines). The Academic Advisor or the Admissions Officer will administer the test and will have any available teachers mark the exam in one to two business days.

The results will be officially documented in the student’s file. In consultation with the Academic Advisor, the Department Head and the Principal, the teacher grading the test will determine if the student meets the requirement to enrol in his/her desired courses.

Students wishing to appeal the results of their placement test should first discuss with the Academic Advisor. Though it is unlikely that these placements will change, student can request to go through an official appeal process, which resembles our academic appeal process. All decisions made by the Board after its hearing are final and not subject to change.

Students whose level is lower than what is expected of them should be set up with tutoring either through City Vancouver Academy or elsewhere.

4. High School Information

4.1 Regular High School Program

Our regular high school graduation program provides students with all the necessary course credits to obtain a graduation certificate (the “Dogwood Certificate”) from the British Columbia Ministry of Education. Students are required to successfully complete 20 courses (80 credits) in Grades 10-12. At least four grade 12 courses, including one grade 12 Language Arts course, are required.



A. Students must complete 20 courses (80 credits), including the following 13 courses (52 credits):

Required Courses	Provincial Exam	Credits
English 10	Required	4
English 11 or Communications 11	-	4
English 12 or Communications 12	Required	4
Social Studies 10	-	4
Social Studies 11	Required	4
Mathematics 10	Required	4
A Mathematics 11 or 12 (Foundations of Mathematics 11 or 12, or Pre-calculus 11 or 12)	-	4
Science 10	Required	4
Chemistry 11 or Physics 11	-	4
Physical Education 10 (not a full course: students record their exercise and report to City Vancouver Academy)	-	4
Drawing and Painting 10 or Information Technology 10	-	4
Planning 10	-	4
Graduation Transitions (not a full course: students complete a graduation package and do an exit interview)	-	4

B. Students must also complete 7 elective courses (28 credits):

Please note that this list is subject to change. If students wish to take a course that is not listed here, they may speak to the counsellor to explore other options.

Elective Courses	Credits
Foundations of Mathematics 11	4
Foundations of Mathematics 12	4
Pre-calculus 11	4
Pre-calculus 12	4
Chemistry 11	4
Chemistry 12	4
Physics 11	4
Physics 12	4
Mandarin 10	4
Mandarin 11	4
Mandarin 12	4
Drawing and Painting 10	4
Information Technology 10	4



ELL 1 Science	4
ELL 1 Socials	4
ELL 1 English	4
ELL 2 Science	4
ELL 2 Socials	4
ELL 2 English	4
ELL 3 Science	4
ELL 3 Socials	4
ELL 3 English	4
ELL 4 English	

4.2 Adult Program

The Adult Graduation Program is available for students who are 19 years of age or older. Students must complete 5 courses (20 credits) in the secondary school system. The Adult Graduation Program allows older students graduate quickly by taking only 5 “core” secondary school courses.

Students who graduate from the Adult Education Program may be required to take extra courses in college or university.

Students must complete the following 5 courses (20 credits):

Required Courses	Provincial Exam	Credits
English 12 or Communications 12	Optional	4
Mathematics 11 or 12 course (any of the following): <ul style="list-style-type: none"> • Foundations of Mathematics 11 or 12 • Pre-calculus 11 or 12 • Accounting 11 or 12 	-	4
Any three Grade 12 courses OR Socials 11 and two other Grade 12 courses	-	12

Please contact the academic advisor Hannah Li (hannah.li@cityvanacademy.ca) if you have any questions or concerns about courses or graduation.



5. Courses, Grades and Credits

5.1 Grades

Grade	Percentage
A (Excellent)	86% - 100%
B (Very Good)	73% - 85%
C+ (Good)	64% - 72%
C (Satisfactory)	60% - 63%
C- (Unsatisfactory)	59% - 59%
I/F (Incomplete/Fail)	<50%
W (Withdrawal)	Will not appear on ministry transcripts
Grade	Meaning
E	Excellent
G	Good
S	Satisfactory
NI	Needs Improvement
N/A	Not Available



5.2 “I” Reports/Progress Reports

Students who are struggling with their courses (e.g. not passing the course) will receive an “I” report (progress report) which will detail what the student needs to do in order to improve.

In the September, January and May terms, Progress Reports will be distributed to students after the first mid-term. Parents and/or Guardians of the student will need to sign the Progress Report and hand it back to the teacher within one week. Students who receive a progress report are expected to come with their parents/guardians to the Parent-Teacher Conference held every term.

In the July term, Progress Reports will be sent home before mid-terms. While no Parent-Teacher Conference is held in the summer terms, parents/guardians can schedule one if necessary. Please talk to the Admissions Officer for more details.

Teachers can find the [Progress Report Template](#) online.

5.3 Report Cards

At the end of the term, all students will receive a report card. While some post-secondary institutions will accept our official report cards as an official application document, most schools will not and will require a transcript instead.

Transcript and Transcript Ordering

Students requesting transcripts for official reasons, such as for university applications, must order them from the Admission Officer. Please fill out and submit the **Official Transcript Request Form**.

All transcript orders will come with one paper copy and a digital copy (in pdf format). All transcripts are official documents and will be sealed.

Regular transcript orders take 3 business days to process. For example, a student who submits and pays for his/her transcript on Monday will get the transcript on Thursday afternoon. If the student orders and pays for his/her transcript on Friday, the student will receive the transcript the following Wednesday. Each transcript is **\$15**.

Express transcript orders will be processed immediately. We encourage students who want to receive their transcripts on the same day to submit and pay for the transcript



before noon. We cannot ensure that students will receive their transcript if they submit the form a few hours before the school office closes. Each express transcript costs **\$50**.

City Vancouver Academy can mail transcripts on the student's behalf on the same day for an additional **\$50**.

5.4 Course Descriptions

All courses are worth 4 credits and require approximately 100 hours of classwork unless otherwise noted.

Please note that provincial exam requirements are changing in the 2016/17 school year.

Mandatory courses to graduate	<i>M</i>
Recommended for Science/Math majors	<i>S</i>
Recommended for Arts majors	<i>A</i>
Recommended for Commerce majors	<i>C</i>

A. MATHEMATICS

Foundations of Mathematics and Pre-Calculus 10

Pre-requisites: Math 9 or Placement Exam (M)

This course is designed to provide students with the mathematical understanding and critical thinking skills needed for entry into most post-secondary programs.

Pre-calculus 11

Pre-requisites: Foundations of Mathematics and Pre-Calculus 10 (A/S/C)

This course focuses on topics in mathematics that will be most applicable for University programs that require Calculus, including Science, Math, and Engineering.

Pre-calculus 12

Pre-requisites: Pre-calculus 11 (S/C)

This course is a requirement for many post-secondary math, science, engineering, and business programs.

Apprenticeship and Workplace Mathematics 11

Pre-requisites: Foundations of Mathematics and Pre-Calculus 10

This course focuses on topics in mathematics that will be most applicable in jobs that do not require University level training.



Apprenticeship and Workplace Math 12

Pre-requisites: Apprenticeship and Workplace Mathematics 11

This is an appropriate choice for students who are interested in pursuing an apprenticeship program at the post-secondary level.

Calculus 12

Pre-requisites: Pre-calculus 12 (S/C)

This is a University-level course designed for motivated students who are planning on taking further mathematics at a post-secondary institution.

B. SCIENCE

Science 10

Pre-requisites: Science 9 or placement exam (M)

The purpose of this course is to provide students with the transferable skills and the preparation needed for the senior science courses.

Provincial Exam: worth 20% of final course mark.

Biology 11

Pre-requisites: Science 10 (S)

Biology 11 is a lab-oriented course that is concerned with developing an understanding of the complexity of organisms inhabiting the earth.

Biology 12

Pre-requisites: Science 10 (S)

Biology 12 concentrates on the human body and includes the topics: biochemistry, cell biology and human physiology.

Chemistry 11

Pre-requisites: Science 10 (S)

This is a lab-based course relating chemical properties & reactions of elements and compounds to the periodic table.

Chemistry 12

Pre-requisites: Chemistry 11 (S)

Chemistry 12 is an academic science course that prepares students for university-level studies in the field of chemistry.

Physics 11

Pre-requisites: Science 10 (S)

The purpose of physics 11 is to introduce students to the world of Physics with a variety of topics.

Physics 12

Pre-requisites: Physics 11 (S)



The Physics 12 course will prepare students intending to take Science or Engineering at the post-secondary level.

C. SOCIAL STUDIES

Social Studies 10

Recommended: Social Studies 9 or ELL 4 (M)

Social Studies 10 highlights the political, social and economic forces in Eastern Canada that led to Confederation and the settlement of the west.

Social Studies 11

Pre-requisites: Social Studies 10 (M)

Social Studies 11 examines the structure of Canadian government and politics, and investigates the historical development of current Canadian and world issues during the 20th century.

Provincial Exam: worth 20% of final course mark.

Geography 12

Recommended: Social Studies 11 (A/S)

Geography 12 is the study of the Earth. Topics include weather, biomes, energy, volcanoes, earthquakes, landscapes and mapping.

Economics 12

Recommended for students in Grades 11 and 12 (A/S/C)

This course is highly recommended for students pursuing a career in commerce. Topics covered include current economic events, efficient use of resources, the production, accumulation and distribution of wealth, and principles behind government and social policies.

D. ENGLISH LANGUAGE LEARNING (ELL)

ELL 1

English develops students' listening, speaking, reading and writing skills and content knowledge. Students learn to communicate in everyday situations, read simple passages and stories, and write short paragraphs. Grammar and vocabulary are also taught in context.

- ELL 1 Social Studies focuses on the geography of Canada and the world.
- ELL 1 Science introduces basic science concepts.

ELL 2

English continues to improve students' listening, speaking, reading, and writing skills. Students participate in class discussions and do short presentations. Reading strategies, vocabulary-building skills, grammar elements, and paragraph writing are taught in context with fiction and nonfiction works.



- ELL 2 Social Studies covers more complex aspects of Canadian geography, history and culture.
- ELL 2 Science focuses on more complex science concepts. This course helps prepare students to take Science 10.

ELL 3

English focuses on reading and writing skills. Students learn the process of academic writing in paragraphs and essays. Students begin to analyze short stories and novels.

- ELL 3 Social Studies focuses on Canadian history, geography, culture and social issues. This course helps prepare students to take Social Studies 10.

ELL 4

English This course focuses on developing students' reading and writing skills at a higher academic level. A variety of literary genres are examined. This course helps prepare students to take English 10.

E. LANGUAGE ARTS

English 10

Pre-requisites: English 9 or ELL 4 (M)

Students in this course will be exposed to more challenging literature and expected to write and discuss literature in an increasingly critical and sophisticated manner.

Provincial Exam: worth 20% of final course mark.

English 11

Pre-requisites: English 10 (M)

English 11 prepares students for English 12 and for many post-secondary academic courses of study.

English 12

Prerequisite: English 11 (M)

This course is for students who have successfully completed English 11 and plan to attend post-secondary institutions.

Provincial Exam: worth 40% of final course mark.

Communications 11

Pre-requisites: English 10

Recommended for students applying to a college (e.g. Coquitlam, Douglas, Alexander, Columbia College, etc.) or a technical institution (e.g. BCIT).

This course is designed for students who might have difficulty passing English 11. The course focuses on skills of reading, writing, speaking, and listening that may be required on the job or in personal life.



Communications 12

Pre-requisites: Communications 11 or English 11

Recommended for students applying to a college (e.g. Coquitlam, Douglas, Alexander, Columbia College, etc.) or a technical institution (e.g. BCIT).

This course extends the core skills developed in Communications 11, and is intended for those students who plan to enter the work force or pursue vocational training after graduation.

Note: The provincial examination determines 40% of the final grade.

Creative Writing 10

Pre-requisites: ELL 4

This course is designed to aid students in their creative expression, as well as the delivery of their writing.

Creative Writing 11

Pre-requisites: English 10 or Creative Writing 10

Creative Writing 11 builds on top of the foundations that were taught in Creative Writing 10. Students will be introduced to more advanced styles of writing.

Creative Writing 12

Pre-requisites: English 11, Communications 11, or Creative Writing 11 (A/C)

This course offers an opportunity for students to discover their creative voice and to refine their writing skills in both recreational and professional settings.

F. FINE ARTS

Visual Arts 10: Drawing and Painting

This course is a foundation program for beginning Art students, focusing on 2D media.

Art Foundations 11

This is a foundation program for beginning Art students and allows advanced Art students to continue developing their interests in 2D and 3D media.

Art Foundations 12

Recommended: Art Foundations 11 or the teacher's permission

This is an advanced foundation program in 2D and 3D media. Students will explore cultural and social issues and career opportunities.

Drama: Film and Television 11

In this course students analyze film and television productions and learn the craft. Students have chances to practice their acting skills and research the field.



G. APPLIED SKILLS

Work Experience 12A

Pre-requisites: None (C)

Only open to students with a proven history of good work habits. Requires approval from the principal or vice principal.

Students work or volunteer to gain skills in their fields of interest. At the end of the course, students create a resume-boosting portfolio showcasing what they have learned.

Note: Credits are issued when the student completes the required 20 hours of classwork and 100 hours of volunteer/work experience at one or more job sites. There is no set timeline for this course.

Information & Communications Technology 10

This is the entry-level course designed for students interested in computer programming.

H. MODERN LANGUAGES

Mandarin 10

The course will focus on basic language structures and communicative situations.

Students learn to use the Pinyin Romanization system proficiently. Students are introduced to some simplified Chinese characters.

Mandarin 11

Pre-requisites: Mandarin 10 (M)

Mandarin 11 is highly recommended for students applying to an art or commerce major.

Students will be taught more complex language skills, including extended sentence structures and how to read and write short compositions in simplified Chinese characters.

Mandarin 12

Pre-requisites Mandarin 11 (A/C)

This course helps students acquire a higher level of proficiency. Reading and writing will receive more emphasis than at lower levels. Students learn to write paragraphs and journal entries in simplified Chinese characters.

I. OTHER

Physical Education 10

Students exercise, play and learn about maintaining a healthy lifestyle at the Richmond Oval and other venues.

Note: Students must pay an extra activity fee

Planning 10

Students study education and careers, personal health, and finance. Students may begin to complete their Graduation Transitions requirements in Planning 10.



Note: The government has announced that they will change the requirements for this course within the next year.

Graduation Transitions

This is a required 4 credit course for graduation, but students do not attend a regular class. Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. Students must complete the following components: 1) Graduation Transitions package; 2) 150 minutes of Daily Physical Activity (DPA) each week; and 3) 30 hours of work or volunteer experience.

Note: The government has announced that they will change the requirements for this course within the next year.

5.5 Course Registration Procedure and Deadline

Near the end of each term, the Academic Advisor will discuss with each student which class he/she should enrol in for the next term. Students are expected to fill out and submit the Course Registration Form.

Students who want to ensure that the class they want to take will be available should register and pay for their courses as early as possible.

The course registration deadline is the same as the Tuition Deadline.

5.6 Minimum Course Load and Grade 12 Status

Students who are in Grade 10 or Grade 11 must be full-time students attending school from 9:30am to 4:00pm and be registered in all four periods in the September and January terms. Students are considered a Grade 12 student once they have passed English 11. Grade 12 students do not have a minimum course load requirement.

Similarly, in the May Term, all non-grade 12 students are expected to do a minimum of three courses.

If no classes are available student can either do a self-study course (see Self-Study Policy) or join a Study Block, where they can work on their assignments from other classes. Attendance to these Study Blocks are mandatory. Students should have no more than 1 Study Block.



6. Activities and Clubs

6.1 Student Council

A. City Vancouver Academy Student Council FAQ:

What is Student Council? The City Vancouver Academy (CVA) Student Council is a student government whose objectives are (1) to represent all CVA students by sharing and communicating their interests, ideas and concerns with teachers, the staff and the principal (2) and to successfully organize and execute CVA's activity days, internal school programs and annual graduation events.

Who can run for Student Council? All CVA students can run for Student Council. We encourage that all students interested in becoming a proactive leader to run.

Why should I run? Students who plan to apply to universities (especially to business schools) will NEED to have a strong resume and a personal profile. Student Council members will have a better chance of getting into these competitive programs. Successful members will receive reference letters from teachers and staff.

How do I get recommendation letters and hours? You must attend all regular meetings and successfully fulfill all of your position's duties.

What can I run for? Student Council will be made up of SEVEN elected members.

What if I want to be a part of Student Council but don't get elected or don't want to run? Students can still be involved in Student Council by being a Grade Representative. Grade Representatives are not elected. They can participate and help out the council and still get recommendations and volunteer hours from it.



Grade Representatives who want to get documented volunteer hours **MUST** attend all of the council's regular meetings.

How do you get elected? First, students will need to fill up the candidate form. Once all candidates officially announce their candidacy, CVA staff will publish a candidate list. On Election Day, all CVA students will get to choose **ONE** candidate for each of the position. The candidate with the most votes will be elected.

How come I cannot run for Vice President? All candidates interested in becoming Vice President **MUST** run for President. The presidential candidate with the second most amount of votes will be selected as the council's Vice President.

I want to be a part of Student Council, but I don't think I have enough supporters to get elected. This is not fair! We want to make running for student government to reflect the way an actual campaign works. We believe in practising a micro-version of democracy. We know, however, that some candidates win because they're popular (i.e. have a lot of friends) and not because they have substantive ideas. This is why we encourage all students to work hard and get other students for vote for you!

Can I form a team/slate? Yes, in fact, we will encourage students to team up with their friends (or even their enemies) and form a team. If you have friends (2 or 5), you can form your own political party and have your friend or friends run for a specific position. Please let us know if you are running as a team because we can make it clear to other students that they can vote for all the members of your team.



B. These are the current Student Council members and their roles:

a) President:

- i. Must be a student who will stay until the end of the school year (May)
- ii. Represents all CVA students on official occasions
- iii. Sets the council's yearly agenda
- iv. Oversees, supervises, plans, and organizes graduation events
- v. Ensures the successful execution of these events
- vi. Works closely with teachers and staff
- vii. Schedules, calls and chairs regular meetings with the council
- viii. Occasionally joins teacher and staff meeting to share students' interests, ideas, and concerns

b) Vice President of External Affairs (VP External):

- i. Helps and advises President enact his/her agenda
- ii. Shares many of the President's duties
- iii. Mediates information between the council and school staff
- iv. Acts as President when President is unavailable or busy

c) Vice President of Internal Affairs (VP Internal):

- i. Writes up meeting minutes during regular council meetings
- ii. Helps President schedule regular council meetings
- iii. Works closely with President and Vice President External
- iv. Ensures that every member understands his/her roles

d) Vice President of Finance (Treasurer):

- i. Manages the budget of the council
- ii. Organizes fundraising events for the council
- iii. Records all financial details of the council
- iv. Works with school staff to gather financial information

e) Director of Communications:

- i. Communicates the plans and goals of the council to the student body
- ii. Markets and advertises school events to student body



- iii. Gauges and surveys the interests of the student body in order to plan events that reflect what the general student body wants
- iv. Mediates feedback and criticism from the student body to council
- f) Director of Operations (Logistics Officer):
 - i. Helps plan, organize and execute the event with the President
 - ii. Handles and strategies the logistics of executing an event (e.g. activity day, fundraisers, etc.)
 - iii. Ensures that all events are feasible and that there is adequate resource before executing an event
- g) Chief Event Manager:
 - i. Acts as the on-site manager for all events
 - ii. Ensures the security and safety of all students during events
 - iii. Works closely with Logistics Officer
- h) Council Assistants:
 - i. Not elected or appointed
 - ii. Not obligated to attend all meetings
 - iii. Will volunteer to assist with any duty assigned by other council members
- i) Council Supervisors:
 - i. Supervises all council meetings
 - ii. Represents the thoughts and values of the school staff
 - iii. Approves the council's agenda, plans and goals
 - iv. Acts as references for students who have performed exceptionally as a council member

C. Student Council Meeting Procedures:

- a) President will begin by giving a brief overview of weekly meeting agenda
 - i. Once the meeting agenda has been presented, members can introduce other topics or concerns that they feel need to be discussed
 - ii. This can be put up to a vote.



- b) Each member will have a turn to go over what they have done in between this meeting and last meeting.
 - i. VP Internal will be, throughout the meeting, taking notes
- c) President will go over in detail each meeting point
 - i. President will preside over these talks, making sure each point is consulted without exceeding the allotted time.
- d) Before the end of the meeting, the President will call and schedule the next meeting and set deadlines for each member.

6.2 School Trips

School trips are scheduled throughout the school year. Trips are usually educational in nature, but not always - some are just for cultural immersion and recreation. Students are expected to act in a respectful and appropriate manner while on school trips. Please remember that you are not only representing yourself but City Vancouver Academy also. Students will receive a parental/guardian consent form and information letter prior to each trip. Completed permission forms and any associated fees are due one week prior to the trip date.

For more information, see our **School Field Trip Policies Handbook**.

6.3 Starting a Club

Students wishing to start their own club can do so by finding a sponsor teacher. Together with the teacher, the student (or students) can discuss the feasibility and logistics of starting and running such a club. We encourage all students to share club ideas with a teacher. Remember that a club is meant to bring students together in productive and meaningful ways.



7. Policies and Procedures (for Students)

7.1 Code of Conduct Compliance

To avoid possible future claims by students and parents that they were not aware of or disagreed with the school's rules, students and parents should provide written acknowledgment that they have received a copy of and agree to comply with the school's rules of student conduct.

7.2 Health and Well-being

A. Non-discrimination and Sexual Harassment Policy and Procedure

Policy

The responsibility of City Vancouver Academy is to ensure that students are subjected to a positive working and learning environment that is free from discrimination (i.e. discrimination against one's gender, sexual orientation, race, socioeconomic background, culture, ethnicity, etc.) and sexual harassment. City Vancouver Academy does not condone and will not tolerate any behaviour that is deemed discriminatory and or harassing. Members of the school that are found to have harassed or been discriminatory towards others will be disciplined including but not limited to suspension or dismissal from the school.

Procedure

City Vancouver Academy encourages any individual who believes that he/she has been discriminated against to inform or office immediately. City Vancouver Academy is committed to providing all members with a safe and healthy learning and working environment.

City Vancouver Academy understands the importance of confidentiality. The school will respect the rights of the accused and the complainant and will keep all proceedings private. City Vancouver Academy will however divulge information to the appropriate authorities when legally obliged to do so. If the complainant would like to bring forth witnesses, the complainant will be asked to sign a release form.

1) Informal Process: City Vancouver Academy encourages anyone who feels that he/she has been harassed or discriminated against to talk to the alleged harasser and to tell the person that the behaviour is inappropriate and that he/she wants the person to stop this behaviour. If the complainant does not feel comfortable doing this, the complainant may seek advice from the Principal and discuss the situation with the Principal without filing a formal report. The Principal will counsel the complainant and suggest some informal options for resolving the situation.



A complainant may choose to use the informal or formal process at any time.

2) Formal Process:

A formal process occurs under the following circumstances:

- a) The complainant decides after the initial meeting to pursue with a formal complaint
- b) The Principal feels that the nature of the harassment deems a formal complaint

Step 1: The complainant will be asked to provide the Principal with a written statement providing as many factual details as possible. The complainant should fill out the official **Grievance Form**, which is accessible online. Asked the Admissions Officer for more details.

Step 2: The Principal will meet with the complainant, the accused and any witnesses. The accused will have an opportunity to provide his/her interpretation of the situation. All discussions will be documented.

At any point during the formal process the Principal and the parties involved may decide to resolve the situation informally.

Step 3: The Principal will make a decision and submit it in writing to the parties involved.

Step 4: If the accused is found to have harassed or discriminated against the complainant, disciplinary action will be taken including but not limited to suspension or dismissal. The level of disciplinary action will be determined on the merits of each individual case.

If the complainant or accused is not satisfied with the results of the internal investigation he/she may request that a third party be involved.

If the Principal deems that the harassment or discrimination requires more severe sanctions, the school will notify the appropriate authorities who would conduct their own investigation.

B. Anti-Bullying Policy and Procedure

Policy

Bullying exists in many forms in this world. The effects of bullying on learning and adjustment at school can be disturbing and important for the student involved. At City Vancouver Academy, we believe that the students and staff can share the responsibility to fight bullying whenever and wherever it occurs. It is important to report any bullying as this matter is taken seriously and is handled in a very sensitive manner.



The aim of any anti-bullying strategy is to create an environment where bullying is not tolerated. All members of City Vancouver Academy should contribute to the prevention of bullying by modeling and promoting appropriate behavior and respectful relationships.

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Its nature may be:

- verbal
- physical
- social
- psychological
- electronic e.g. “cyber bullying”

Procedure

1) Informal Process: City Vancouver Academy encourages anyone who feels that he/she is being bullied against to talk to the alleged bully and to tell that person that the behavior is inappropriate and that he/she wants the person to stop this behavior. If the complainant does not feel comfortable doing this, the complainant may seek advice from the Principal and discuss the situation with the Principal without filing a formal report. The Principal will counsel the complainant and suggest some informal options for resolving the situation.

A complainant may choose to use the informal or formal process at any time.

2) Formal Process:

A formal process would occur under the following circumstances:

- a) The complainant decides after the initial meeting to pursue with a formal complaint
- b) The Principal feels that nature of the bullying deems a formal complaint

Step 1: The complainant will be asked to provide the Principal with a written statement providing as many factual details as possible. The complainant should fill out the official **Grievance Form**, which is accessible online.

Step 2: The Principal will meet with the complainant, the accused and any witnesses. The accused will have an opportunity to provide his/her interpretation of the situation. All discussions will be documented.

At any point during the formal process, the Principal and the parties involved may decide to resolve the situation informally.



Step 3: The Principal will make a decision and submit it in writing to the parties involved.

Step 4: If the accused is found to have been bullied, disciplinary action will be taken including but not limited to suspension or dismissal. The level of disciplinary action will be determined on the merits of each individual case.

If the complainant or accused is not satisfied with the results of the internal investigation he/she may request that a third party be involved.

If the Principal deems that the bullying requires more severe sanctions, the Principal will notify the appropriate authorities who would conduct their own investigation.

Bullying Prevention Presentation

On a regular basis, City Vancouver Academy will dedicate a day for a workshop where presenters will come in to educate students and staff on Bullying Prevention. This way, students will have a good knowledge of Bullying and how to prevent it from happening to them or anyone else and they will also know the procedure on what to do when Bullying does take place.

C. Anti-Smoking/Drinking/Vaping/Drug Policy

Policy

City Vancouver Academy has a strict anti-smoking, drinking, vaping and drug use policy. We believe strongly that the use of such substances severely impairs a student's performance not only at school but also in all aspects of life. There is absolutely no smoking, drinking, use of vaping devices or recreational drug use in front of or inside the school. Please note that smoking and drinking are illegal for persons under 19 in Canada. Although we recognize that the smoking and the use of recreational drugs is a personal choice made by our adult students, we will encourage and help students to reduce or hopefully cease these substances.

This rule is strictly enforced by City Vancouver Academy and anyone that does not abide by it will be disciplined. Any infractions will be noted on student record. For more information read the "Discipline Policy."

D. Child Abuse and Neglect Policy

It is the policy of City Vancouver Academy to report to a child protection social worker any perceived case of willful neglect or abuse of any of our students. The school ensures that there shall be no abuse and neglect, whether physical, emotional or sexual of any participant in any of its programs. This is done because of the school's concern about



child abuse and because it is legally required under the **Child, Family and Community Service Act**.

This policy is in-line with the procedures described in the Ministry's document "Supporting our students: A guide for Independent School Personnel responding to child abuse."

Statement of Purpose

City Vancouver Academy is committed to seeking better ways to keep our students safe. Protecting participants from all forms of abuse and neglect, whether emotional, physical or sexual, is an important element of safety. City Vancouver Academy considers any form of abuse or neglect to be unacceptable and will do all it can to prevent this intolerable social problem. To this end, City Vancouver Academy will promote awareness of all forms of abuse and neglect by providing educational materials and programs for participants, parents, volunteers and staff members. Through the use of these strategies, City Vancouver Academy will send a clear message to all potential abusers and sexual predators that students are not easy targets. City Vancouver Academy is committed to the highest possible standards of care for its participants.

Recognition and Prevention of Abuse Policy

Definitions of abuse

Child abuse is any form of physical, emotional and/or sexual mistreatment or lack of care which causes physical injury or emotional damage to a child. A common characteristic of all forms of abuse against children and youth is an abuse of power or authority and/or breach of trust. Across Canada a person is considered a child up to the age of 16 to 19 years depending on provincial/territorial legislation.

Emotional Abuse

Emotional abuse is a chronic attack on a child's self-esteem; it is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of name-calling, threatening, ridiculing, berating, intimidating, isolating, hazing or ignoring the child's needs.

Physical Abuse

Physical abuse is when a person in a position of power or trust purposefully injures or threatens to injure a child or youth. This may take the form of slapping, hitting, shaking, kicking, pulling hair or ears, throwing, shoving, grabbing, hazing or excessive exercise as a form of punishment.

Neglect

Neglect is chronic inattention to the basic necessities of life such as clothing, shelter, nutritious diets, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.



Sexual Abuse

Sexual abuse is when a young person is used by an older child, adolescent or adult for his or her own sexual stimulation or gratification.

We will 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.

Child Abuse and Neglect Policy Appointed School Officials:

Primary: Principal

Secondary: General Manager

Our appointed school officials, staff, and teachers will be aware of, and alert to, signs of child abuse or neglect. If a student discloses of being abused or neglected, or if it is suspected that a student has been or is likely to be abused or neglected, the primary school official will talk with the child first, being calm and supportive.

In our Planning 10 course, students receive information and training in order to better understand abuse, bullying, etc.

***If students are being abused or neglected, please speak to any staff right away.*

***If it is not possible to get to staff right away please phone the helpline for children at 310-1234 or 9-1-1 for emergencies.*

Anonymous Grievance Procedure

For students who want to file a grievance, they can submit an anonymous forum in our Suggestion Box located outside of the Academic Advisor’s office.

E. Accident and Medical Alert Policies

If any student is seriously injured or ill, the administration department will call an ambulance immediately. The following details are to be provided:

- student name
- location
- number of people involved
- details of the medical emergency
- medical alerts in student files (if any)



The administrative staff will escort or direct the ambulance/medical personnel to the site of the emergency. City Vancouver Academy staff will administer first aid in the meantime and inform the parents/guardians. A first-aid kit is always on-hand at the front desk.

The principal will follow up the process by writing a report, which will be placed in the student's file.

F. Anaphylaxis Policy

City Vancouver Academy recognizes that it has a duty of care to students who are at risk from anaphylaxis while under school supervision. The school also recognizes that this responsibility is shared among the students, parents, the school system and health care providers.

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 of anaphylaxis are identified, strategies are in place to minimize the potential of accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with a single dose Epinephrine auto-injector such as EpiPen.

Policy

All children including those at risk of life-threatening allergic reactions have the right to access public education within a safe, healthy learning environment.

The primary goal of implementing a comprehensive anaphylaxis policy is to reduce preventable, serious reactions and death due to anaphylaxis. The school cannot guarantee an "allergy free" environment, however, it is expected that school staff, parents and students will take reasonable steps to establish an "allergy aware" environment which minimizes the risk of potential anaphylaxis. Schools must take realistic and practical actions that will encourage the support of everyone involved.

Guiding Principles



- 1) One staff member on campus must have first aid training according to the rules of the school. This person should be brought to emergency situations as quickly as possible, but every employee has a duty to render assistance in the meantime.
- 2) Every effort will be made to minimize the risk of exposure for students at risk of anaphylaxis allergens, without depriving the student at risk of normal peer relations or placing unreasonable restrictions on other students.
- 3) Anaphylaxis related training will occur annually for all staff who are expected to have supervisory responsibility.
- 4) All school facilities which register students are required to record on their respective registration forms information from parents and guardians related to life-threatening conditions.
- 5) Parents and guardians are responsible for notifying the school principal when a child is at risk of anaphylaxis and to provide the school with updated medical details, should there be a significant change. Parents will be provided with an Anaphylaxis Action Plan and Medication Administration Card to be returned to the school.
- 6) A plan will be developed in conjunction with the student's parents/guardian for each child registered in the school who is at risk of life-threatening allergies. The Medication Administration Card must be approved by a qualified physician or allergist.
- 7) Parents and guardians of anaphylactic children **are expected to provide two single dose** Epinephrine auto-injectors such as EpiPen.
- 8) All students who may experience a serious allergic reaction will be encouraged to wear identifying information (e.g., Medic Alert identification neck let, bracelet).
- 9) The school must have an emergency protocol in place to ensure responders know what to do in an allergic reaction emergency.
- 10) The school will create an allergy awareness environment at the site. While it is impossible to eliminate all potential allergens from the school environment, schools should create an allergy awareness environment in response to the most common triggers for anaphylaxis: food allergens and insect stings.
- 11) The school will report annually to the Ministry of Education with respect to their anaphylaxis policy and implementation (Ministerial Order M232/07).

Administrative Procedures

- 1) The principal of the school is responsible for developing and maintaining an allergy aware school environment. This includes ensuring parents, students, teachers and other school staffs are aware of and comply with this policy.



- 2) The principal of the school is to ensure that all staff who supervise students are aware of the school's emergency protocols related to anaphylaxis.
- 3) The principal will arrange for training, at least annually, for staff to appropriately respond to anaphylactic situations.
- 4) The school is to clearly display in their medical room the emergency procedures to be followed, should a student experience anaphylaxis.
- 5) School student registration forms are to include a section for parents and guardians to record any life-threatening conditions.
- 6) The principal will ensure that appropriate staff are aware of students within their school population who are potentially at risk of anaphylaxis. This information is also to be shared with the school nurse in a timely fashion.
- 7) The principal is responsible for keeping accurate records for each student at risk of life-threatening allergies. The record shall include the Medication Administration Card, Anaphylaxis Action Plan and Anaphylaxis Action Form. This record is to be updated annually. The student's name and documentation that he or she has Anaphylaxis is to be recorded on both the student's electronic file and Medical Alert List.
- 8) The principal is to ensure that an Anaphylaxis Action Plan and Anaphylaxis Action Form have been developed for each medically at risk student in collaboration with the parent/guardian and approved by an appropriate medical person. The Medication Administration Card is to be completed by the parent and by the child's physician.
- 9) The principal must ensure when necessary that adequate procedures are in place for storage and administering of medications.
- 10) Schools are to inform parents and students that only single-use single dose auto injections (such as EpiPen) will be administered in the event of anaphylaxis. Parents will be requested to provide two current single dose Epinephrine auto-injectors such as EpiPen. One is to be kept in the office/medical room. The other will be in the possession of the student if appropriate.
- 11) The principal will recommend to parents/guardians that their child wear Medic Alert identification.
- 12) The principal will notify the Independent School Inspector when an incident related to Anaphylaxis occurs.
- 13) Whenever a school experiences an incident related to anaphylaxis, the principal



arranges for an appropriately timed debriefing session. Consideration is to be given to including the following parties in such a follow-up

- student's parent/guardian
- the student, when appropriate
- relevant school personnel

14) Avoidance is the cornerstone of preventing allergic reaction and much can be done to reduce risk when avoidance strategies are developed. Therefore, where possible, the school is to create and maintain an allergy aware environment. Signage will be provided to indicate that the school is an allergy aware environment.

G. Health and Safety Check Policy

The Health and Safety Officer (Leo Wang) must perform a health and safety check at least once a day (preferably twice a day) using the General Health and Safety Self-Inspection Checklist. This is done by doing a general walk around the school grounds, including the veranda and up and down the two sets of stairs, while referring to the checklist.

The Health and Safety Officer must perform a more thorough health and safety checks at least once a semester and record the date on the General Health and Safety Self-Inspection Checklist. The Health and Safety Officer must report the results of this check to a senior administrator.

The Health and Safety Officer must check for municipal compliance (building, fire and health) at least once a year, and report the results of this check to a senior administrator.

See the **City Vancouver Academy General Health and Safety Self-Inspection Checklist**.

Mental Health

To ensure the mental and psychological well-being of our students, City Vancouver Academy has partnered up with CHIMO community services.

CHIMO provides counselling to youth: <http://www.chimoservices.com/get-help/Counselling/for-youth>



H. School Safety and Security Policy

a) Fire Evacuation Procedure

The steps outlined below are to be followed by all staff and students in the event of a fire.

Note: “IN CASE OF FIRE” instructions are to be posted prominently in classrooms and common areas of the school.

- IN CASE OF FIRE
- SHOUT “FIRE” to alert those near you.
- PULL the fire alarm.
- PHONE 9-1-1 to report the fire at this address (8766 McKim Way).
- FIGHT the fire ONLY if it is SMALL and you are NOT alone.
- EVACUATE via the nearest safe exit. Move rapidly, but do not run.
- ASSIST persons requiring assistance, but do not delay evacuation.
- PROCEED to the designated assembly area.
- KEEP QUIET and listen for directions.
- DO NOT RE-ENTER the building or leave the designated assembly area unless instructed to do so.

b) Further Fire-related Procedures

Staff will lead the students out of the building using the recommended route as soon as possible. If the fire occurs during instructional time, classes should stay together.

Front desk staff will collect the red Fire and Earthquake Safety Plan Binder if possible.

Once out of the building, students will be led to the designated assembly area (the parking lot west of Rice World/China World).

Any staff on break are to report to the designated assembly area as soon as possible to assist as necessary.

At the designated assembly area, the Fire Safety Director will take attendance using the list of student names in the Fire Safety binder or on the MySchool Management System online.

Students and staff will remain at the designated assembly area until instructed to do otherwise.

The Fire Safety Director should be contacted if he is not on the premises. He must make himself available to respond to the fire department.



Because our students are Grades 10-12, we expect them to be able to take care of themselves to a certain extent. In the case of an emergency, we will take attendance, contact parents/guardians, and allow adult students (19+) to sign themselves out. Underage students will be asked to remain at school until a parent/guardian arrives.

c) **Earthquake Evacuation Procedure**

The steps outlined below are to be followed by all staff in the event of an earthquake.

Note: An abbreviated form of these instructions are to be posted prominently in classrooms and common areas of the school.

- 1) When shaking starts, staff should issue the **DUCK – COVER – HOLD** command to students. This should be done whether during class time or at other times.
- 2) Note that staff must immediately take steps to protect **themselves** and prevent personal injury during an earthquake. Staff have an extremely important role to play in assisting students through the post-earthquake recovery stage.
- 3) Staff and students should position themselves for optimum safety:
 - i. Move away from windows, shelves and heavy objects.
 - ii. In halls, stairways and other areas where no cover is available, move to an interior wall.
 - iii. Take cover **beside or just under** desks, counters or tables. Do not place yourself under the center of a table, as you may end up trapped beneath it.
 - iv. Assume “Crash” position on knees, head down, one hand clasped over neck (or neck/head covered with book or jacket) and one hand holding on to the furniture if possible. Posture must be such that the most vulnerable areas (the neck and chest) are protected.
- 4) Count aloud for the duration of the earthquake.
- 5) After the shaking stops, start counting aloud **again** to sixty.
- 6) Students should be instructed to check carefully for injuries and dangerous objects such as broken glass before moving and standing up. Students should be instructed to be silent during this time.
- 7) Apply life-saving first aid interventions only. Do not delay the evacuation of uninjured students. The seriously injured must be left for the school’s designated holder of a first aid certificate (required by the Ministry of Education) or for professional search and rescue personnel.
- 8) If a secondary earthquake or “aftershock” occurs, students/staff should “**Squat and Cover**” (Place head close to knees, clasp hands behind neck, cover side of head with arms (if cover is available use it or place back against an interior wall). The “**Duck**



- and Cover” procedure is not advised** as the ground may be littered with debris from the initial shock. Repeat the above post-earthquake instructions and continue evacuation procedures.
- 9) Staff will lead the students out of the building using the recommended route as soon as possible. If the earthquake occurs during instructional time, classes should stay together.
 - 10) Usually the most dangerous place during a quake is just outside of the building where debris may fall; exit only after the shaking has stopped.
 - 11) Front desk staff will collect the red Fire and Earthquake Safety Plan Binder if possible.
 - 12) Once out of the building, students will be led to the **designated assembly area (the parking lot west of Rice World/China World)**. Avoid overhead wires that may have broken during the earthquake.
 - 13) Any staff on break are to report to the designated assembly area as soon as possible to assist as necessary.
 - 14) At the designated assembly area, the Fire Safety Director will take attendance using the list of student names in the Fire Safety binder or on the MySchool Management System online.
 - 15) Students and staff will remain at the designated assembly area until instructed to do otherwise.
 - 16) Because our students are Grades 10-12, we expect them to be able to take care of themselves to a certain extent. In the case of an emergency, we will take attendance, contact parents/guardians, and allow adult students (19+) to sign themselves out. Underage students will be asked to remain at school until a parent/guardian arrives.

Additional Information:

Earthquakes happen with no warning; therefore, action must be taken at the first indication of ground shaking. The first indication of an earthquake may be a sudden violent jolt, shaking and moving of objects.

Even in the most severe earthquakes, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be little or no time to think of what to do.



Earthquakes are a particular concern for schools with their large concentrations of children in confined spaces.

Earthquakes actually occur daily but are of such small magnitude that most are never felt.

The magnitude of earthquakes is measured relative to Richter scale. Charles Richter developed his scale on which an increase of one point represents an earthquake of ten times the magnitude of the previous scale rating.

d) Lock Down Policy and Procedure

1) If you hear an administrator announces “LOCKDOWN”:

- Everyone is to stay where they are.
- Classroom teachers are to:
 - i. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - ii. Lock your door.
 - iii. Lower or close any blinds.
 - iv. Place students against the wall, so that the intruder cannot see them looking in the door. Look for the ‘Safe Corner’.
 - v. Turn out lights and computer monitors.
 - vi. Keep students quiet.

Note: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

- Physical education classes being held in a rented gym should move into a locker room, lock all doors, and find a safe area.
- Any students in the lunchroom should move to the nearest classrooms.
- If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
- If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
- Anyone in the hallway should move to the closest classroom immediately.
- Support staff should stay in the area they are in, secure the doors, and turnout the lights.



2) Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made via cell phone.

3) An administrator will signal all personnel if the lockdown has been lifted.

4) If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.

Because our students are Grades 10-12, we expect them to be able to take care of themselves to a certain extent. In the case of an emergency, we will take attendance, contact parents/guardians, and allow adult students (19+) to sign themselves out. Underage students will be asked to remain at school until a parent/guardian arrives.

I. Supervision Policy

City Vancouver Academy mandates that the premise of the school is supervised at all times by either an employee or a teacher.

Safety Supervision Policy

Supervision is conducted by the Head of Safety, Security and Cleanliness (Mr. Leo Wang). Their job is to ensure that the students are being supervised and following all school policies and rules.

Supervising will be done around the entire school, parking lots, every floor and area of inside the school at all breaks, lunch times and any other times necessary that the school needs.

Students are expected to follow all policies and rules of the school at all times. If any rules and policies are broken, the Head of Safety, Security and Cleanliness will take appropriate action to deal with these issues.

Dismissal of a student from the school can also be taken under the Head of Safety, Security and Cleanliness's discretion if the student is not cooperating. For more information, see the "Discipline Policy" section.



Visitor Policy and Procedure

Students are allowed to have friends come to our school during period breaks and during the afterschool tutoring sessions.

Visitors, who want enter into the school building, must sign in at the front desk and receive a visitor pass. Visitors who remain outside and in the front desk area need not sign in. City Vancouver Academy reserves the right to escort visitors off the premises or request them to leave if the staff and faculty feel that the visitor is distracting others or is acting inappropriately.

J. Filing a Complaint

Like our other policies and procedures, an individual can file a grievance if he/she has any problems with the above policy, if the individual feels that the policy has—in any way—violated the his/her rights, etc. Please see fill out and submit the **Grievance Form** which can be found online or at the front desk of the school.

Complaint-Handling Guidelines and Process

- 1) The Principal is responsible for receiving and handling complaints about the organization's compliance with the Act.
- 2) The procedure for handling and responding to privacy complaints is communicated through the student/parent handbook and staff/teacher handbooks.
- 3) Complaints may be made verbally or in writing.
- 4) Complaints should immediately be brought to the attention of the Principal.
- 5) Staff, upon request, should be able to inform an individual of the procedure for making a complaint and who to contact within the organization about the complaint. A complainant should also be informed of the right to complain to the Information and Privacy Commissioner if he or she is not satisfied with the organization's response to the complaint.
- 6) When the complaint is received by the Principal (or other individual responsible for responding to privacy complaints), the date the complaint was received should be recorded.
- 7) If the complaint was received verbally, the nature of the complaint (e.g. delays in responding to a request, incomplete or inaccurate responses, or improper collection, use, disclosure or retention) should be recorded.
- 8) Receipt of the complaint should be acknowledged promptly.
- 9) If necessary, the complainant should be contacted for clarification.
- 10) Complaints received shall be investigated thoroughly by the Principal or, if necessary, by another party with specialized knowledge.



- 11) To ensure the complaint process is fair, impartial and confidential, the investigation shall not be assigned to the subject of the individual's complaint except in extenuating circumstances (e.g. sole proprietorship).
- 12) Give the investigator access to all relevant records, employees or others who handled the personal information or access request.
- 13) Where the complaint is justified, take appropriate measures to rectify the situation, including correcting information handling practices and policies where necessary and communicating those changes to relevant staff.
- 14) Notify individuals of the outcome of investigations clearly and promptly, informing them of any relevant steps taken.
- 15) Record all decisions to ensure consistency in applying the Act.
- 16) Follow up to verify that required changes to policies, procedures or practices have been undertaken.

See also http://www.bced.gov.bc.ca/independentschools/is_resources/pipa_act.htm

General information on PIPA may be found at:

<http://www.oipc.bc.ca/tools-guidance/guidance-documents.aspx>

<http://www.oipc.bc.ca/for-private-organizations.aspx>

8. Student Records Policy

8.1 PERMANENT STUDENT RECORD (Transferable)

Note: Where consent to collect student record data is an issue, two consents may be required depending on the circumstance: consent of the student in relation to collection of personal information of the student (for students capable of exercising their PIPA rights) and consent of the parent or guardian in relation to collection of personal information about that person.

A. Elements of the Student Record (Student Records Order, Section 2)

Required Items

- 1) The Permanent Student Record, as defined in the Order:
 - a. Form 1704, PSB 048 (revised 1997) completed according to the current Permanent Student Record Instructions requirements.
 - b. Copies of a minimum of the two most recent years of Student Progress Reports or an official transcript of grades.
- 2) Copies of documents listed as inclusions (see explanatory information in section B below).



B. Permanent Student Record (Form 1704) Inclusions:

Inclusions are documents (or copies of documents) used to plan or support a student's educational program. Not all students will have inclusions as part of their Permanent Student Record. Inclusions are listed in the "Inclusion Section" on Form 1704, noting date entered, title and expiry/rescinded date (if applicable). If the space for inclusions becomes full, it may be necessary to create a second portion and attach it to the form for future additions.

Documents listed as Permanent Student Record inclusions on Form 1704 become components of the Permanent Student Record and are required to be transferred with Form 1704 if the student enrolls in another school.

1) Required Inclusions

The following items must be filed with Form 1704, and dated and listed as an inclusion in the appropriate section on Form 1704, for any student to whom these may apply:

- a. health services information as indicated by the medical alert checkbox (see Form 1704) such as diabetes, epilepsy, anaphylaxis producing allergies, blood clotting disorders, and serious heart conditions; any other condition which may require emergency care (after consultation with health care professional); situations/conditions which may interfere with student performance, health, or behavior (hearing aids, prescribed medication, cerebral palsy, cystic fibrosis, etc.); and severe allergies in K-3 students to school based allergens
- b. court orders as indicated by the legal alert checkbox (see Form 1704) or their rescinding date if applicable;
- c. other legal documents (e.g. name change or immigration document);
- d. support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities);
- e. Individual Education Plans (IEP's) or Case Management Plans (CMP's); (**not currently applicable to City Vancouver Academy**)
- f. Notification of student being homeschooled (**not currently applicable to City Vancouver Academy**)

2) Optional Inclusions

The following optional inclusions may be listed on Form 1704 but the school is not required to do so:

- a. standardized test scores;
- b. records of information which an educator deems relevant and important to the educational program of the student;
- c. award information (Ministry awards information should include year, date and serial number of the award).

Note: If the school chooses to list an item as an inclusion, then it is required that the document(s) supporting the item listed be filed with Form 1704 as an inclusion and these items then become part of the Permanent Student Record.

If the school chooses not to include the previous optional items on Form 1704 as a PSR inclusion, it may include them as additional Student Record items but should



take note that these items are then NOT part of the Permanent Student Record.

C. Form 1704 Currency and Format

Information is updated as it changes and the student progresses through the British Columbia school system. The Academic Advisor, with the aid of the Admissions Department, is responsible for updating Permanent Student Record Form 1704 with its inclusions every semester. A completed, current Form 1704 must be in every student's Permanent Student Record. Data is stored electronically on the school servers and backed up via Dropbox. In the case of a system failure, data can be recreated through Dropbox's systems.

D. Permanent Student Record Retention

The PSR will be retained by the school until another school requests the PSR or for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school. Permanent Student Records are securely and in a manner that ensures the record's preservation from calamity (fire, flood, etc.). Furthermore, the school is required (under Section 34 of PIPA) to protect personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.

If a student withdraws from an authority's school and enrolls in another K-12 educational institution, the authority will, upon request from the enrolling K-12 educational institution, transfer the PSR. Additional student record items are not part of the transferable Permanent Student Record and may be returned to students, disposed of, or retained according to school policy.

8.2 ADDITIONAL STUDENT RECORD ITEMS

(For school use only and not part of the Transferable Permanent Student Record)

Aside from the Permanent Student Record, there are other items which must or may be included in the school's student records. The number of additional items included may vary with each individual student.

A. Additional Items

1) Required Items

The following items must be included in student records to ensure that student health and safety information is complete:

- a. legal name of child - verify the original and file a photocopy or scanned copy of birth_certificate or similar legitimate identification document;
- b. official name(s) of parent(s) or guardian(s) with home and work contact information

2) Optional Items



The following optional items may be included in the additional items according to school developed student records policy to address educational and/or safety needs of students:

- a. care card number
- b. emergency contact numbers;
- c. doctor's name and contact information;
- d. allergies, medication and/or other health concerns (other than those required to be listed under the medical alerts in the PSR)
- e. previous student progress reports (other than the two most recent years required in the PSR);
- f. serious student discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- g. reports of important meetings/discussions relating to the student.

If sensitive information is placed in a school record, the school will:

- a. obtain parental consent for collection, use, and disclosure of psychiatric reports and family assessments (written, dated and signed consent is best);
- b. store where only the school principal or persons authorized by the principal can access such information;
- c. disclose or transfer only according to law.
- d. handle records of reports under section 14 of the Child, Family and Community Service Act, according to instructions in the previous NOTE, under "sensitive information".

8.3 ACCESS TO AND DISCLOSURE OF STUDENT RECORDS

School policies and procedures ensure confidentiality of information contained in student records and maintain privacy for students and their families in accordance with the requirements of PIPA. While disclosures may be made to parents/guardians regarding their children/students in accordance with PIPA, disclosures should not be made that would reveal private information about other students or individuals.

A student (capable of exercising PIPA rights) and parents/guardians of a student should be permitted (unless restricted by a court order) to:

- 1) examine all student records kept by a school pertaining to that student, while accompanied by the principal or a person designated by the principal to interpret the records;
- 2) receive a copy of any student record, including current and past report cards. Graduating students will be provided with interim and/or final transcripts of Grades 10, 11 and 12 courses and marks when graduating and upon future request of the graduate. Copies should be mailed directly to institutions of higher learning. Summaries of students' school progress may be provided to prospective employers upon written request of a former student. Transcripts are available to students through the Ministry of Education via the school.



In addition to parents/guardians and students, access to student records should only be granted, upon assurance of confidentiality (with consent) to:

- 1) professionals who are planning for, or delivering education, health, social or other support services to that student;
- 2) school authority's insurer to defend any claim/potential claim. School insurers will:
 - a. maintain privacy of the student and the student's family with respect to matters disclosed in the record;
 - b. not use or disclose the information in the student record except for the specific purposes for which the information is provided

8.4 TRANSFER OF STUDENT RECORDS

City Vancouver Academy Transfer of Permanent Student Records Policy

On receipt of a request for student records from another school, City Vancouver Academy will transfer the Permanent Student Record (including declared inclusions) to the requesting school.

- 1) City Vancouver Academy will retain written record of all student record transfers (e.g. student name, date of birth, name and address of receiving school and date of record transfer).
- 2) City Vancouver Academy will retain a copy of the Permanent Student Record (and inclusions, if any), indicating the school and date where and when the PSR was sent.
- 3) If the requesting educational institution is outside British Columbia, a photocopy of the Permanent Student Record (and inclusions, if any) will be sent. The original PSR will be retained.
- 4) Any report to a child protection social worker of alleged sexual or physical child abuse made under section 14 of the Child, Family and Community Service Act should be retained by the independent school in strict confidentiality and the information should not be transferred to another school.
- 5) Transfer of any sensitive, confidential information should only occur after written, dated and signed parental/guardian and student consent has been obtained to do so (other than section 14 reports - see NOTE above).
- 6) In the event that City Vancouver Academy closes, the school authority is to take responsibility and provide for arrangements to ensure that PSRs are transferred to the receiving schools in which students will be enrolled to continue their education. In the event that a student will be homeschooled, the PSR must be transferred to the school registering the child as homeschooler. Finally, only those PSRs which cannot be transferred by the independent school authority must be sent, within 60 days of the closure of the school, to the Inspector of Independent Schools.



8.5 UPDATING OF STUDENT RECORDS

The front desk, under the supervision of the principal, is responsible for updating PSRs, inclusions, and other items. Updates occur at the beginning of each semester, or when a student enters or withdraws from the school. Refer to the document “Beginning of Semester Checklist.doc” for more information.

Currently, changes are made on paper, scanned, and saved on Dropbox. In future, changes will be made directly on the online data management system.

References

Student Records: Requirements and Best Practice Guidelines for Independent Schools
http://www.bced.gov.bc.ca/independentschools/is_resources/student_record.pdf

Child, Family and Community Service Act
http://www.bclaws.ca/civix/document/id/complete/statreg/96046_01

9. Personal Information Privacy Policy

9.1 PERSONAL INFORMATION PROTECTION ACT (PIPA)

PIPA came into effect on January 1, 2004. Three basic principles in PIPA are:

- 1) The independent school authority must not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under PIPA).
- 2) During or before the process of collecting personal information about an individual from the individual, the independent school authority **must disclose** to the individual verbally or in writing the purposes for the collection and, on request, contact information.
- 3) The independent school authority may only collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes City Vancouver Academy disclosed or are otherwise permitted under PIPA.

Under PIPA, students, parents and employees have the right to access their own personal information held by City Vancouver Academy. Furthermore, under PIPA, a parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor if the minor is incapable of exercising this right under that section of PIPA. Moreover, the commissioner under PIPA can investigate complaints about City Vancouver Academy’s handling of personal information.

City Vancouver Academy has taken the following steps to comply with the legislation:

- designated the Principal as the person responsible for compliance with PIPA;



- developed and followed policies and practices in order to meet the obligations under PIPA and made these available to students, parents and employees through the student/parent handbook and staff/teacher handbook; and
- developed a process to respond to complaints regarding the application of PIPA (see below).

9.2 Purpose

City Vancouver Academy is committed to ensuring the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA). The following sections describes the ways in which City Vancouver Academy collects, uses, and discloses personal information about students and parents. The document includes also the step our school takes to secure the privacy of personal and financial information.

City Vancouver Academy reserves the right to add, alter or remove certain sections of this policy when it deems appropriate to do so. Any changes will be in effect once notice is given regarding the revised policy.

9.3 Privacy Officer

As mandated by the province's PIPA, City Vancouver Academy has designated the school Principal as the primary Privacy Officer.

9.4 Informed Collection of Information

City Vancouver Academy will inform students, parents, and guardians the type of information that is collected, used and disclosed. At City Vancouver Academy, we ensure that the personal information that we collect will help the school best provide services that is tailored to the student. Much of the information that is collected is required to complete the registration process. This includes information pertaining to the student's academic, health and personal history, which are needed by City Vancouver Academy to design a personalized curriculum for the student.

Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.

9.5 Consensual Collection of Information

City Vancouver Academy will ask for consent when collecting, using and/or disclosing an individual's personal information unless in situations where the law states exemptions, grants permission or creates a requirement for the collection, use, or disclosure of personal information.

An individual reserves the right to revoke consent, thereby ceasing City Vancouver Academy's collection, use or disclosure of the individual's personal information.



However, when withdrawing consent, City Vancouver Academy shall notify the individual the consequences of such actions. Once consent is revoked, City Vancouver Academy shall stop collecting, using or disclosing the individual who requested the withdrawal of consent, unless in situations where the law requires the collecting, using or disclosing of the individual's personal information.

In providing City Vancouver Academy with personal information on behalf of an individual, the person declares that he/she has the necessary authority and/or has received the necessary consent from said individual to provide information to City Vancouver Academy so that the school can collect, use and disclose such information.

9.6 Selective Collection of Information

City Vancouver Academy maintains that all information collected is selective and limited for the purposes of providing the best possible educational services to our students.

9.7 Usage of Information

City Vancouver Academy shall only use, disclose and retain personal information for reasons, including, but not limited to, the following:

- To communicate with parents and students, complete registration and applications, design personalized curriculum, etc.
- To help the school continue its administrative operation, such as collecting tuition and other fees.
- To ensure the health, safety and well-being of students.

9.8 Disclosure of Information

Once information has been consented, City Vancouver Academy can disclose an individual personal information for the purposes noted above or in situations in which it is required by law.

The following provides instances in which City Vancouver Academy will disclose personal information:

- Information is disclosed to other educational institutions requesting the personal information of the student. Students joining City Vancouver Academy authorize the right for the school to disclose the information to schools from which they have moved and other schools, like universities, that they wish to attend.
- The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax



reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education. Only the information specifically requested is disclosed and the School takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

- The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency, or suspicion of illegal activities, etc. Only pertinent information is disclosed. City Vancouver Academy does not sell lease or trade information about you to other parties unless consented to by you.

9.9 Restriction of Information Sharing

Individuals have the right to limit the sharing of personal information. To do so, the individual can talk to the school Principal.

9.10 Retention of Information

While Permanent Student Records are retained for 55 years, other personal information, when no longer necessary for City Vancouver Academy to provide best services to students, will be either archived or anonymized.

9.11 Accuracy of Information

City Vancouver Academy ensures that all personal information gathered is accurate and complete.

9.12 Updating Information

Individuals need to make sure that all information provided to the school is up-to-date. While the school will ensure that the information is accurate, individuals have the responsibility to let City Vancouver Academy know when information has changed suddenly.

9.13 Protection of Information

To protect personal information, City Vancouver Academy follows careful steps to secure the safety and privacy of an individual's personal information.

- The school has limited the access to an individual's information to a few administrative staff. All staff will only access information when necessary. The principal/privacy officer has full access to the individual's file. The Admissions Officer has access when recording and modifying an individual's personal information, whereas the Academic Advisor can request access for the purpose of designing personalized curriculum. Teacher will be provided general information,



such as contact information, medical and legal alerts, and academic history. No other staff, unless permitted by the individual or the law, can access the said individual's file.

- All files are stored in secured filing cabinets located at the front desk. Access is highly restricted. Generally, only the Academic Advisor has access to the cabinet for filing and storage reasons.
- To further secure the information, at the end of each term, City Vancouver Academy backs up all files electronically. All electronic databases are password-protected. Only authorized staff has access to electronic databases. The school changes the password of the database frequently so that information is kept safe.

9.14 Accessing Information

An individual can access his/her own private information if necessary. Parents and guardians of the individual can also access the information if they request to do so.

However, once an individual has reached the age of 19, parents and guardians will no longer have full access to the information without acquiring consent from the said individual. Individuals who are 14 has the legal right to restrict access and withdraw consent.

In situations of emergencies, family breakdown, etc., the school will grant access to records of students in accordance with the law. City Vancouver Academy strongly believes that life and well-being trump privacy.

9.15 Denying Access

City Vancouver Academy reserves the right to deny access to some information contained in student or employment files where the disclosure of information may threaten someone else's safety, mental or physical health, or where disclosure could be harmful to personal privacy of a third party (please reference section 19 and 22 of the Personal Information Privacy Act).

In considering a disclosure exception, the school will take into consideration the following.

Relevant Circumstances

- Was the information supplied in confidence?
- Will disclosure unfairly damage reputation?
- Is the personal information relevant to fair determination of the applicant's rights?
Disclosure Presumed to be Unreasonable Invasion of Third Party's Personal Privacy
- Does the personal information relate to employment or educational history?
- Does the personal information consist of personal recommendations or evaluations about the third party?



- Does the personal information relate to medical, psychiatric or psychological history, diagnosis, condition, treatment or evaluation?
Examples of denying access to information would include,
- Evaluations supplied in confidence by a teacher about a student with the mutual understanding that the evaluation will be confidential.
- Disclosure of a counsellor's notes of interviews with a student to their parent(s) on the basis of a threat to safety or mental or physical health. This could also invade the student's personal privacy.
- Notes or letters than contain personal information about a third party within the records sought by an applicant must be purged or summarised. A letter contained in a student file containing personal information involving a teacher's employment history must be severed from any information provided to the student or applicant

9.16 Communication of PIPA Policy

Our PIPA policy is communicated to staff through handbook/policy meetings. The admissions officer and academic advisor, who often handle student records, are given extra reminders to not release student information to third parties who do not have guardianship privileges as a general rule. For students who are legal adults (19+), guardians do not have access to student info. Staff are asked to refer to our PIPA policy or an administrator when they are unclear about procedure.

Necessary parts of our student records are communicated to administration, teachers, students and parents/guardians mainly through our student information system, MySchool Management. Each user group uses a separate portal with different levels of access.

9.17 Backing Up Information

We back up our student records at the end of each semester. This is done by scanning the paper files and saving the files in a part of the admin Dropbox inaccessible to teachers.

Personal information may also be collected, used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.

10. Other Policies

A. Valuables and Money

Valuables and large sums of money should be left at home. Thefts of articles in school are uncommon; however, when something is stolen, the stolen item is rarely returned. Please do not bring valuable personal property to school. The school cannot accept responsibility for lost or stolen items



B. Lost and Found

Lost and Found is located at front reception and acts as a depository of found items. Items being placed into lost and found will be examined in an effort to identify the owner. If no markings are discovered the item will be held until mid-July at which time it will be given to charity or properly disposed of.

C. Transportation/Field Trip/Off-Site Coursework Safety Policies

Safety is our number one priority. At City Vancouver Academy, we put in great effort to ensure students and staff observe safety issues when leaving the school for off-site coursework or a field trip. The following guidelines should be adhered to:

- A suitably equipped first-aid kit will be available on all school bus trips (including mini bus) and on all outdoor education trips.
- Students on trips shall always be under the supervision of a teacher. There is to be NO unsupervised time or “free time” provided for students.
- Students are instructed to stay with the group at all times. If they need to separate they must be accompanied by a staff member.
- Attendance will be taken at every stop to ensure that all students are present.
- A phone number is provided for students to contact at all times of the day.
- Signed parental/guardian consent forms must be signed and returned to the school prior to departure.
- For recurring off-site activities (such as visits to sports centres or outdoor parks for Physical Education classes), the teacher will provide a single form or letter to be signed at the beginning of the semester. The form or letter must provide details about the nature of activities and risks involved. Teachers must also perform a safety check of rented facilities, if any.
- *P.E. teachers using off-site facilities must also:*
 - *have the parents sign the Info Letter to Parents or Guardians (not the regular field trip form)*
 - *inspect the facilities using the Off-site Safety Checklist*
- Student emergency contacts and health information should be included on consent forms.
- Prior to arranging a field trip, teachers must familiarize themselves with the school’s Emergency Action Plan and take suitable precautions as detailed in that document.
- Field trips are subject to approval from the principal. Safety, appropriateness, or other issues must be dealt with before approval is granted.



11. Code of Conduct

11.1 Dress Code Policy

Students are allowed to wear casual clothes; however, student clothing must not have any inappropriate language, pictures or designs and no references to alcohol, smoking, drugs, or sex. In addition, there must be no mini or micro-mini shorts or skirts, or see-through or revealing clothing. Students arriving at school in unacceptable clothing will be sent home and allowed to return to school only when they have changed into something acceptable.

11.2 Hygiene and Cleanliness/Recycling Policy

Students and staff are expected to respect the hygiene and cleanliness of the school by properly cleaning up after themselves. Although City Vancouver Academy has janitors who thoroughly clean the school, the janitors work night shifts, which means there is no on-site janitor to deal with any mess made during school time; regardless, we expect that everyone has the ability to keep the school hygienic and clean.

All garbage, such as food and beverage containers, and unwanted items, like scrap paper, must not be left on tables or on the floor. These items must be properly disposed of in either the garbage can or in the recycling bin. Students who consistently fail to do this will be reprimanded.

11.3 Absences and Lateness Policy

It is the responsibility of students to notify their teachers of any unavoidable lateness or absences from class. It is the responsibility of the students to make up any lessons or assignments for classes they miss.

If a student is absent for three days in a row, the teacher will call and notify the student's guardian/parent.

11.4 Absence Penalty Policy

Students who miss 30% of a course (i.e. 22 classes of one course during the September and January terms, 15 classes of one course during the May term, and 8 classes of one course during the July term) will automatically receive a failing grade for that course.

In cases where the students are sick or have an excused absence, the teacher in consultation with the principal and the board will determine whether or not to waive the penalty.

No refund of any kind will be provided in any of these situations.

N.B. Students who are 30 minutes late for a class will be marked absent by the teacher.



This will count to the student's total number of absences.

11.5 Lateness Policy

If a student has not arrived 30 minutes after the start of the class, our school will try to make contact the student first and then parents or guardians. If the student is expected to arrive but is late, we will notify the teacher and the principal. Any tardiness will be marked in the student's permanent record and can affect final grades. Students who are 30 minutes late for a class will be marked absent by the teacher. This will count to the student's total number of absences.

Students who frequently arrive late (e.g. two to three times a week) will be reprimanded.

Regular punctual attendance for classes is essential for student's learning. Please make an effort to schedule medical appointments, vacations, or other absences outside regular school hours.

11.6 Electronic Devices Policy

We at City Vancouver Academy understand the usefulness of electronic devices in academic life. However, we wish that our students understand too that the misuse of these devices during class time can significantly impair a student's learning. As such, our policy states that all electronic devices (cell phones, smartphones, tablets, music players, etc.) cannot be used during class time. Students may use them only during breaks, lunchtime and after school, although we encourage students to rely less on these devices in general.

During class time, students **MUST** put their smartphones in the designated plastic pouch located at the door of each classroom. Other larger devices, like laptops, should be out of sight (e.g. placed in their bags or in their lockers) and cannot be placed on the desk or be used unless a teacher gives special permission.

Students who are carrying a smartphone or have a smartphone (or a similar type of device) in their possession and fail to declare it during class time by placing in the designated area will be officially reprimanded. This is because we believe that when students put their devices in the designated area where the devices cannot be operated is a sign that the student is not only adhering to school policy but demonstrating willingness to engage with what is being taught during class. Failure to do this, therefore, indicates that the student is unwilling to adhere to rules and unwilling to engage with classroom activities.

11.7 Food/Eating Policy

Students are **NOT** allowed to eat during class time. There should be absolutely no consuming of any type of food, large or small, during class. Drinks in containers with lids, however, are allowed.



Eating a full meal during class time is not only distracting but also extremely disrespectful regardless if the student is hungry. Students will be given a sufficient amount of time during the lunch break to eat food. We expect students to use their break time wisely and therefore believe that there is no justification for eating meals in class. Students who demand to eat during class or is seen eating during class will be removed and officially reprimanded by the school.

11.8 Non-English Language and Profane/Inappropriate Language Policy

City Vancouver Academy is a school whose primary medium of instruction is English. With the exceptions of second language classes, students and faculty are expected to use English in essentially all forms of communication.

Students are encouraged to speak in English outside of the classroom too. There should be little to no use of non-English languages during class time. While we do not plan to reprimand students for failing to use English during class, excessive use of other languages despite being told by faculty and staff to refrain from using those languages might cause a student to be officially disciplined.

Similarly, City Vancouver Academy will not tolerate the use of profane and inappropriate language in or outside of class.

11.9 Parking and Driving Policy

The reserved parking spots at the City Vancouver Academy parking lot include the following spaces marked as “City Vancouver Academy,” “Intelli,” and “CLF.”

Parking spaces with pylons on or near them are reserved for faculty and staff. Students should, for the most part, not park in these parking spaces. However, students can park in spots not labeled reserve in the parking lot. While we do not plan to reprimand students for parking in reserved spots, recurring failure to adhere to this policy might cause a student to be officially disciplined.

11.10 Driver License Registration Policy

To ensure that all students are legally allowed to drive, students who drive a vehicle to work must talk to the Admissions Officer to register their vehicle. Students who fail to do so will have their vehicle towed at their expense.



12. Discipline and Dismissal Policies and Procedures

Discipline in City Vancouver Academy is taken seriously. Students who fail to obey the school rules and/or violate any of the student-related policies and codes of conduct as documented in this handbook will face disciplinary measures, starting with warning letters and phone calls to parents or guardians, and culminating with expulsion for continued violations.

Students who violate any one of the policies or codes in this handbook will be officially reprimanded by a teacher, a staff or the Principal.

The following policies and procedures were written in accordance with the **Procedural Fairness: Best Practice Guidelines developed by the Federation of Independent Schools**. http://fisabc.ca/sites/default/files/procedural_fair.pdf

A reprimand is an official form of admonishment that is formally written down and put into the student's record/file. Not all reprimands are equal. Some violations are much serious than others (e.g. continual failure to recycle scrap paper is not as serious as harassment or bullying of another student).

The Principal and the Board will adjudicate on the severity of the violations in order to deem whether the student should be dismissed from the school or not. Because all cases are idiosyncratic and unique, the Principal and the Board reserve the right to call a meeting to discuss the student's behavior. These meetings will be formally documented and any decision to punish or dismiss the student will include a rationale.

If a Principal and the Board decide to ask the student to withdraw from City Vancouver Academy, the student can request an appeal. Please contact the Academic Advisor for more details. Students can fill out the official **Appeal Form, which is accessible online**. The appeal procedure will resemble a grade dispute/appeal on academic hearing.

12.1 Procedures

- The Principal, the General Manager and the Board will schedule a time to meet up and read over the form.
- City Vancouver Academy will ensure that those making the decision are impartial and unbiased. To do so, decision-makers will not be closely involved with incidents prior to the hearing.
- Then, the group will first discuss with the teacher and schedule a hearing with all parties.
- During the hearing, the student should bring the assignment and test in question and explain clearly in English why he/she feels this test was unfairly and/or poorly graded.



- The teacher will then give his/her reason for giving the student this grade. Parties involved will only provide testimony and will not influence the decision-making process.
- The student will be asked what he/she expects from the hearing and the student will present his/her case directly to those in the hearing.
- The student may present a witness (or witnesses) if necessary.
- All decisions are final. No more appeals can be made after a decision has been made.
- If the school decides to formally ask the student to withdraw, the student will be given appropriate resources for this transitional period. City Vancouver Academy will provide an official written statement explaining its decision to expel a student from the school.

12.2 Mediation

“For some types of disputes a mediation process may be a more appropriate and less confrontational way of resolving a dispute.

An authority should consider if it wishes to adopt a mediation process and the types of cases to which mediation would apply. Some associations of independent schools have a mediation policy in place. Also, the Dispute Resolution Office of the Ministry of Attorney General maintains a roster of BC mediators, and as a public service, will provide applicants with information respecting suitable, qualified mediators (250-356-8147 or toll-free 1-800-713- 0433)” (see Procedural Fairness for more details)

12.3 Additional Information

At the same time, City Vancouver Academy is dedicated to building a positive learning environment. A positive school climate means everyone—parents, students, and staff—should feel they are welcome and respected. We do not tolerate intimidation in our school.

We focus on:

- Promoting positive student behaviour
- Preventing, rather than merely punishing, inappropriate behaviour
- Providing early and ongoing intervention
- Addressing inappropriate behaviour with appropriate consequences.
- Engaging parents/guardians — ongoing dialogue with parents/guardians about students’ achievement and behaviour
- Helping students learn from their mistakes
- Making sure that student misbehaviours do not interfere with learning



Students who do not follow the Policies and/or Codes of Conduct or whose behavior or actions in any other way threaten the emotional, mental and physical well-being of others at City Vancouver Academy will be subject to progressive discipline.

12.4 Progressive Discipline Steps:

- 1st offence: Written warning to parent/guardian
- 2nd offence: Written warning to parent/guardian
- 3rd offence: Expulsion

All incidents subject to disciplinary action under this policy will be documented and retained in the student's file. Staff can find the official **Violation Form** online.

Some examples of serious misconduct are:

- illegal drug use
- discriminatory or disrespectful behavior toward staff, teachers, or other students
- fighting
- bullying

** Please note that in some severe cases, immediate dismissal may occur. Such cases will be processed in accordance with the BC Human Rights Code and/or the Criminal Code.

13. Academic Policies and Procedures

13.1 Homework Policy (Late Work Policy)

General Guidelines

Homework is an important and necessary extension of the learning process that is started at school. The purpose of homework is to allow a student time to practice, review and improve upon skills learned at school.

Every student should expect to spend some time on homework and home study. It is essential that an appropriate time and location be arranged at home.

It is best if the time is the same every day and the location is quiet and free of distractions. Good organizational skills need to be developed to use homework time efficiently and effectively. Homework means more than just doing assigned questions or reading. It also means regular review and study. There is no student in the school who should not have regular homework.

As a suggested guide, it is recommended that students who take 3 or 4 courses do approximately 10 hours per week of study and review.



Policy

While there is no concrete schoolwide Homework Policy, each teacher will set his/her own, and these policies will be clearly expressed by the teacher in his/her course syllabus. The teacher's homework policy will have been approved if deemed reasonable by City Vancouver Academy.

The class's homework policy will include the penalties for handing in late assignments. Students who fail to uphold their class's homework policy can be officially reprimanded by their teacher.

13.2 Academic Honesty and Integrity

All assignments and essays must be written in a student's own words. Ideas from experts must be referenced. A bibliography highlighting all the sources (books, journals, etc.) used to complete the assignment should be included in the final product of your assignment. English and Social Studies teachers at every grade level will review how to reference ideas and how to complete a bibliography. Tutors, friends and family members must NOT write the essay or assignment for the student.

All papers suspected of plagiarism or unacceptable editing will receive an automatic grade of zero. Furthermore, students will likely be reprimanded in these cases.

Make sure you contact your teacher to clarify any questions you might have about academic honesty. It is an important and serious issue for the teaching staff at City Vancouver Academy.

13.3 Appeals on Academic Standing (Grade Dispute) Policy and Procedure

Overview

To ensure that students are graded fairly, City Vancouver Academy has in place a procedure for students to request and submit an appeal on academic standing. In short, students who feel that their grade on an assignment or exam does not accurately reflect the work that they have done can request a hearing in which a formal decision (e.g. a re-evaluation of the assignment) can be determined.

Things to remember:

- City Vancouver Academy does not accept a request to re-evaluate the overall course grade. We will only review cases in which an assignment, project, quiz, test and/or exam is unfairly and/or poorly graded.
- Students who feel as if they have been unfairly treated by the teacher throughout the term should fill out the **Grievance Form** instead.



- The deadline to submit an **Appeal Form** is one week after the last day of the term. No forms will be accepted or processed after this time.
- Please keep in mind that a re-mark does not mean that the grade will go up. It is possible that the mark is lowered after the re-mark.
- Remember too that all decisions are final and once an assignment, test or exam is appealed, it cannot be put through the appeal process again.

Procedure

- Before the deadline, students are expected to fill out and submit the **Appeal Form** and hand it to the Academic Advisor. The **Appeal Form** can be found online.
- The Principal, the General Manager and the Board will schedule a time to meet up and read over the form.
- Then, the group will first discuss with the teacher and schedule a hearing with all parties.
- During the hearing, the student should bring the assignment and test in question and explain clearly in English why he/she feels this test was unfairly and/or poorly graded.
- The teacher will then give his/her reason for giving the student this grade. Parties involved will only provide testimony and will not influence the decision-making process.
- The student will be asked what he/she expects from the hearing.
- Generally, the outcome of the hearing is one of the following:
 - No action is required. The student keeps the grade because a majority of the participants feel that the grade was indeed fair and reflective of the student's work.
 - The student is asked to re-do the assignment/test. The teacher will schedule an appropriate time for the student to re-do the work. Depending on his/her workload, the teacher is expected to grade the assignment and show the student the new grade in 3 business days.
 - The teacher is asked to re-mark the work. Depending on his/her workload, the teacher is expected to re-evaluate the work in 3 business days.



- All decisions are final. No more appeals can be made after a decision has been made.

13.4 Test, Midterm and Final Exam Policy

Students will have to write midterms and final exams every semester. Students writing exams must be present at school at least 15 minutes before the exam begins. Students must be in their designated exam room 5 minutes before the exam is to begin. Students must come prepared with pens, pencils, erasers, etc. No cellphones or any other electronic devices are allowed into the examination room.

Other idiosyncratic policies (e.g. no use of physical/paper dictionaries) will be determined by the teacher. For more details regarding what one can bring to the exam, please talk to the teacher administrating the final exam.

13.5 Missed Test Policy

City Vancouver Academy expects that all students to schedule their personal and professional appointments/affairs around our exam schedule. Being a full-time student is the student's number one priority, and only in exceptional cases would we reschedule a tests and/or final exams.

Students who cannot reschedule an event that overlaps with a test or an exam should contact the teacher with proof and a reason as to why they need to reschedule the exam. In most instances, the teacher will request the student to reschedule the event.

If a student misses a test without any prior notice because of sudden and unforeseeable event, the student has the responsibility to tell the teacher and/or the staff as soon as possible.

We expect students to contact the school within one day. Students will need to provide evidence that proves that the emergency and/or unforeseeable event did indeed take place and/or occur. The teacher and the staff will decide whether the reason is valid to reschedule the test.

13.6 Challenge Test and Equivalency Policy

City Vancouver Academy, in compliance with the Ministry of Education mandate, believes that giving credit for prior learning is not only fair, but also necessary to permit students to develop their maximum intellectual potential.

A. Challenging for Credit Purpose of Challenge



- The purpose of challenge is to permit students who have already acquired the appropriate learning elsewhere to obtain full credits for a Grade 11 or 12 course.
- The challenge is NOT to be used as a way for students to upgrade their final course marks.
- There is NO obligation to provide challenges for provincial or locally developed courses not taught in the school.

Principles of Challenge

The principles providing a basis for challenge include the following:

- Students learn in a variety of ways and at different rates.
- The diverse needs and abilities of students should be acknowledged.
- Relevant learning acquired by students outside school should be acknowledged.
- The challenge process should maintain the high standards of a quality education.
- Educators are responsible for outlining the expectations of the challenge.

Student Requirements for Challenge

- The entire course must be challenged; a partial credit will not be granted through the challenge process.
- Students will be granted only one opportunity to challenge a specific course.
- Students must be able to demonstrate strong and compelling evidence that they are ready to challenge for credit.
- Students must demonstrate in the specific course challenge package that they have met the prescribed learning outcomes of a course for the challenge to be successful.
- Students will receive a letter grade and percentage mark for a successful challenge. These marks will be recorded on report cards and transcripts.
- In order to challenge a course with a provincial examination, students must first successfully challenge the school portion of the mark. If successful, students will then be provided the opportunity to write the provincial exam at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.

Student Eligibility for Challenge

A student can challenge a course if he or she is:

- Enrolled in the school
- Students who have been enrolled previously in the course are not, in most circumstances, eligible to challenge it for credit.
- A teacher may recommend a student for challenge.
- A student may challenge a course if he or she shows that the challenge is linked to his or her Student Learning Plan.



Student Approval for Challenge

- Before approval to challenge a course is granted, students will complete the **Application for Challenge Form**.
- The approval for challenge must be made by the home school principal or designate, in consultation with the designated advisor, subject teacher, student's parents/guardians (if applicable), and the student.

B. Challenge Process

The challenge process begins once a student has given compelling evidence that he or she will succeed in the challenge assessment.

In order to challenge successfully a non-provincial examinable course, a student must:

- 1) Demonstrate that he or she has met the learning outcomes of the course as specified in the challenge packet.
- 2) submit a portfolio
- 3) do a lab/project
- 4) be interviewed
- 5) write a test
- 6) for a challenge to be successful, a student must achieve a minimum of a C- (50%) rating in each of the four components.
- 7) Obtain at least a C- and 50% in the final assessment.

In order to challenge successfully a provincial examinable course, a student must demonstrate all of the above and:

- 1) Write the provincial exam at one of the scheduled exam times set by the Ministry for all students.
- 2) Obtain a final mark in the course of at least a C- and 50% based on a combination of school and exam marks, just as it would be for an enrolled student.

Reporting a Successful Challenge

If a student receives credit for a course through challenge, the school determined percentage and letter grade, along with the code of "C" placed in the "Course Type" field, must be reported to the Ministry for transcript purposes.

When to Challenge

Specific times during the spring of each year will be designated for students to challenge courses.

C. Equivalency

Purpose of Equivalency:

- The purpose of equivalency is to recognize valid credentials equivalent to the Grade 11 and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system.



- All students who can provide a credential or documentation to support the equivalency request are entitled to an equivalency review.
- The equivalency process will not recognize undocumented prior learning. The most common situation involves a student who has moved from another province into British Columbia.

Principles of Equivalency:

- The principles providing a basis for equivalency include the following:
- Students learn in a variety of ways and at different rates
- The diverse needs and abilities of students should be acknowledged.
- Relevant learning acquired by students outside school should be acknowledged.
- Students must provide credentials or documentation to demonstrate that they have met the learning outcomes of the course requested for equivalency.
- The equivalency process should maintain the standards of a quality education.

Student Requirements for Equivalency:

- Equivalency credits are only granted for courses and programs that meet all of the following requirements:
- The student is able to provide documentation that the course has successfully been completed.
- The course matches 80% of the prescribed learning outcomes of a Ministry Authorized or Locally Developed Course taught within the school.
- The course has been taken at another institution or educational jurisdiction outside the regular British Columbia school system.
- We do not give credits for academic courses not taught primarily in English with the exception of Non-English language classes (e.g. Mandarin) and Math course.
- We do transfer credits for non-academic courses (e.g. Art, P.E., Music, etc.).

Types of Equivalency:

- Challenge Exam (see Challenge Exam Policy)
- Course with another secondary school (e.g. online course, summer courses)
- External credentials (e.g. RCM Piano Certificate)
- Post-Secondary Dual Credit
- See the [Special Course Credits Form](#) for more details

Student Eligibility for Equivalency

- To participate in the equivalency process, a student must be:
- Enrolled in the school where equivalency is being requested
- Students are responsible for providing evidence of successful completion of a course or program of learning from other educational jurisdictions or institutions outside the regular system. Evidence is in the form of official credentials, documents, diplomas or certificates which show that the student has met the learning outcomes of the provincial or locally developed course for which equivalency is being applied.



- When equivalency is not available, students may challenge for credit.

Student approval for Equivalency

- Through an application form at the home school the student will provide a written explanation of how the Equivalency will meet the educational goals as set out in their Student Learning Plan.
- Before approval for equivalency of a course is granted, students will complete the Application for Equivalency Credit form at the home school.
- The approval for equivalency must be made by the principal with the designated advisor, student's parents/guardians (if applicable), and the student.

Assessing and Evaluating Equivalency

To gain successful equivalency, a student's documentation must satisfy the requirements specified in the Ministry Handbook of Procedures (Chapter 2 – Guidelines: Course Equivalency). In all cases the equivalent course must incorporate at least 80% of the learning outcomes of the specified course.

Knowing that a majority of these cases are unique, the Principal and the Academic Advisor will transfer credits with the student's best interest in mind.

Reporting Equivalency Credits

For any course completed through the equivalency process, the percentage and letter grade, or Transfer Standing ("TS"), along with the code of "E" placed in the "Course Type" field, must be reported to the Ministry for Transcript purposes.

When to Apply for Equivalency

Students will gain equivalency for courses when documentation is complete and reviewed by appropriate school personnel.

Fees

Fees will be established in relationship to costs and ability to pay if credentials or documentation provided require considerable time to process.

Definition

Prior Learning Assessment is:

- Based on the belief that relevant learning can be acquired by students outside the school system and should be acknowledged.
- A process by which the student demonstrates to a specified level of competence the learning
- Outcomes of a Grade 11 or 12 provincial or locally-developed course.



13.7 Self-Study Courses Policy

A. Policy

City Vancouver Academy offers self-study courses as an alternative mode of delivering education to students. We understand that self-study courses are, by nature, difficult and not suited for all students. Commonly, students will find it more challenging doing the self-study course than the regular one. Therefore, we do not encourage students and generally forbid students from registering if they can take the regular course.

B. Restrictions/Exceptions

In most cases, self-study courses are restricted to students who want to take courses that City Vancouver Academy does not offer during that term (and if the student needs that course to graduate), if the student has done relatively well in that course before, and/or if there is a reasonable scheduling conflict.

- Students who are retaking a course must show proof that they have received a final overall mark of 60% in order to justify self-studying. Students with less than a final overall mark 60% must take the regular class if it is offered.
- A reasonable scheduling conflict occurs when a student cannot take a course (e.g. Physics 12) because another course that the student needs to take (e.g. English 12) overlaps (i.e. both are running during period 1). These overlapping classes must be ones offered at City Vancouver Academy or at another accredited educational institution. If such conflicts arise, students must provide evidence, in the form of a letter, from the other educational institution to prove that they are both attending that school and that there is indeed a scheduling conflict.
- In a situation where there is a scheduling conflict between two courses offered at City Vancouver Academy, the student needs to take the regular session of a course that is more academically important for the student's success. Therefore, no student can take a self-study English 12 course. Students, for instance, who want to major in Science, will be asked to take the regular session of Chemistry 12 instead of Economics 12, which will be taken as a self-study.
- In most cases, scheduling conflicts of a personal nature (e.g. yoga classes, private tutoring, part-time work) will not be considered a good enough reason to justify enrolling in a self-study course.
- Students will be allowed to take self-study course if they work out a personalized lesson plan with our Academic Advisor and solicit the help of tutoring service that the school can help set up.
- If students have other reasons that are not mentioned here, they may contact our



Academic Advisor or principal for more information. Registering for self-study courses must be approved by the Principal; the Principal and the Board reserve the right to restrict self-study registration.

C. Number of Self-Study Courses

All non-Grade 12 students (i.e. students who have not yet passed English 11) must be registered for all four periods (in September and January) or three periods (in May). There are no course load requirements in the July Term. These courses should be regular sessions; however, some can be self-study courses, while some can be study blocks (see Minimum Course Load section for more on study blocks).

- Students who are taking a full course load (i.e. four regular courses in the September and January terms and three in May) can only take a second language self-study (e.g. Mandarin 12), provided that they are heritage speakers of that language.
- Students who are taking three courses in September and January can take up to two self-study courses, provided that the fifth course is a second language course and that they are heritage speakers of that language.
- Students who are taking two courses in the September and January term can take up to two self-study courses. One of these courses need not be a second language course.
- In the May Term, students who have three courses can only do the second language self-study course, provided that they are heritage speakers of that language.
- In the May Term, students who are doing fewer than three courses can do only one self-study course.
- In exceptional situations, students can take up to **THREE** self-study courses during regular school hours if the self-study grading teacher is willing to supervise students during that time.
- Students who are taking a full course load during the summer (i.e. two courses) **cannot** take any self-study courses.
- Students who are taking fewer than two courses during the summer can take up to two self-study courses.



D. Scheduling

During the September and January term, students need to attend the self-study session from Monday to Friday 4:00-6:30pm to complete 1 to 2 self-study courses. Self-study session during the May and July Term will be held during period 1 and/or 2.

Part-time students may arrange alternate schedules with the permission of the Academic Advisor and Principal.

E. Self-Study Attendance Policy

As per our regular attendance policy, students who miss 30% of a course (i.e. 22 classes of one course during the September and January terms, 15 classes of one course during the May term, and 8 classes of one course during the July term) will automatically receive a failing grade for that course.

F. Self-Study Supervision: Sitting Teachers, Grading Teachers and Student Teaching Assistants.

Sitting Teachers, the teacher supervising the self-study hours, must take regular attendance for self-study courses and provide supervision and help.

Grading Teachers oversee the program and mark the students' work. They do not need to be present during self-study hours.

Student Teaching Assistants (STA) will also supervise and offer help to self-study students during this time. STAs are either volunteers or paid employees. City Vancouver Academy will generally ask or hire existing CVA students or alumni, who have demonstrated excellent work and superb leadership skills throughout their academic career, to be a part of our STA team. Students interested in becoming an STA can talk to our General Manager or Principal for more information.

G. Self-Study Contract

In order to ensure that students attend, teachers reserve the right to mandate students to sign a self-study contract as a way to get students to come to class and fulfill their academic responsibilities. Failure to uphold the contract might result in the failing of the self-study course.



13.8 Cross-Enrolment/Online Course Enrolment Policy

Similar to the Self-Study Courses Policy, we allow students to enrol in other academic institutions, such as online schools, and thus similar restrictions apply.

We highly discourage cross-enrolment courses. In most cases, we generally allow students who want to take courses that City Vancouver Academy does not offer during that term (and if the student needs that course to graduate.

- A reasonable scheduling conflict occurs when a student cannot take a course (e.g. Physics 12) because another course that the student needs to take (e.g. English 12) overlaps (i.e. both are running during period 1). These overlapping classes must be ones offered at City Vancouver Academy or at another accredited educational institution. If such conflicts arise, students must provide evidence, in the form of a letter, from the other educational institution to prove that they are both attending that school and that there is indeed a scheduling conflict.
- In most cases, scheduling conflicts of a personal nature (e.g. yoga classes, private tutoring, part-time work) will not be considered a good enough reason to justify enrolling in a self-study course.
- If students have other reasons that are not mentioned here, they may contact our Academic Advisor or principal for more information. Registering for self-study courses must be approved by the Principal; the Principal and the Board reserve the right to restrict self-study registration.

Number of Cross-Enrolment Courses

- While there is not official limit, like the Self-Study policy, we highly discourage students who take more than four courses every term.
- See Self-Study policy as it is identical.

13.9 Pre-requisite Policy

Students in the regular 2004 graduation program cannot register for a course without having successfully completed its pre-requisites. For example, students can take English 11 only after they have received a grade of 50% or higher in English 10.



14. Mandarin 11/12 Policy

Students who have taken Chinese 9 and its equivalent from China or a Chinese-speaking country can transfer the credits to receive Mandarin 10 and 11 from City Vancouver Academy. In this particular case, students will not be charged for the credits.

If the student does not have transcript from China with Chinese 9, and they need Mandarin 11 (to apply university, for instance), the student can request to take the challenge exam. City Vancouver Academy will charge students who take the challenge exam to receive Mandarin 11 credits a regular course fee minus the material fee or book rental fee.

We transfer Mandarin 10, 11, 12 only if students have transcript from China with Chinese 10. If that is the case, we do not charge them.

Please be aware that this type of transference only transfers credits and not the grade. Students who wish to apply to post-secondary institutions need to make sure that the program they wish to enter need a Mandarin 10, 11 and/or 12 grade and not just the completion credits.

If they want to take Mandarin 12, we can either let them take challenge exam or take it regularly. no material fee no book rental fee. And let them know Mandarin 12 can be a course to apply UBC.

15. Student Volunteer Policy

Students interested in being a volunteer or a Student Teaching Assistant will need to fill out a submit a Criminal Record Check Form. This is free of charge. Please contact the Assistant Manager (Leo Wang) for more details.

16. Fees/Tuition and Deadlines

16.1 Fees

For information about our school fees, please talk to our Admission Officer.

16.2 Refund Policies and Deadlines

A. No Full Refund Policy

In order to be able to schedule and open our classes and in order to ensure that our students can secure their placement, City Vancouver Academy cannot issue any full refunds after they have paid. However, if an international student whose student



permit/visa application is denied, City Vancouver Academy can issue a full (100%) refund when the student shows sufficient proof that they indeed cannot obtain their permit/visa.

International students, upon receiving a formal letter of admission, will not be eligible for any refund.

B. September Term Deadlines

- **Registration and Tuition Payment Deadline:** All students wishing to take part in our September Term need to register and pay for their September Term courses **two weeks before the start date** (the day after Labour Day). The deadline will almost always be on **the second to last Tuesday in August**. Ask the Admissions Officer for more details.
- **50% Refund Deadline:** Students can get a 50% tuition refund if they withdraw from and request a refund for any number of courses in the September Term that they have fully paid for any time **before the first day of classes in September** (i.e. any time before Labour Day). Students who have missed this deadline might still be eligible for a 25% refund.
- **25% Refund Deadline:** Students can get a 25% tuition refund if they withdraw from and request a refund for any number of courses in the September Term that they have fully paid for any time between the first day of school (the Tuesday after Labour Day in September) and **the last day of September** (the 30th). Students who have missed this deadline ***will no longer*** be eligible to receive a refund if they withdraw from any courses during the September Term.
- **Course Change and Deferment Policy, Fee and Deadline:** The deadline for course change and deferment is exactly 7 days after the first day of school of that term. With permission from the Academic Advisor and Principal/General Manager, **students can defer any number of September Term courses to the January Term**. Students can also change any number of courses. However, students who change to a self-study course and/or defer courses will be subject to a **course change and deferment fee** of 20% per course changed and/or deferred. For example, if a student paid \$1,000 for a course, he/she will need to pay \$200 if he/she wants to change that course to a self-study course in that term or if they want to defer that course to another term. Students transferring into a regular course will not have to pay any additional fees. All students need to submit a Course Change/Deferment/Withdraw Form.



C. January Term Deadlines

- **Registration and Tuition Payment Deadline:** All students wishing to take part in our January Term need to register and pay for their January Term courses by **the second Monday of December**.
- **50% Refund Deadline:** Students can get a 50% tuition refund if they withdraw from and request a refund for any number of courses in the January Term that they have fully paid for any time **before the first day of classes in January** (i.e. any time before the second Monday of January). Students who have missed this deadline might still be eligible for a 25% refund.
- **25% Refund Deadline:** Students can get a 25% tuition refund if they withdraw from and request a refund for any number of courses in the January Term that they have fully paid for any time between the first day of school (the second Monday of January) and **the last day of January** (the 31st). Students who have missed this deadline **will no longer** be eligible to receive a refund if they withdraw from any courses during the January Term.
- **Course Change and Deferment Policy, Fee and Deadline:** The deadline for course change and deferment is exactly 7 days after the first day of school of that term. With permission from the Academic Advisor and Principal/General Manager, **students can defer any number of January Term courses to the May Term**. Students can also change any number of courses. However, students who change to a self-study course and/or defer courses will be subject to a course change and deferment fee of 20% per course changed and/or deferred. For example, if a student paid \$1,000 for a course, he/she will need to pay \$200 if he/she wants to change that course to a self-study course in that term or if they want to defer that course to another term. Students transferring into a regular course will not have to pay any additional fees. All students need to submit a Course Change/Deferment/Withdraw Form.

D. May Term Deadlines

- **Registration and Tuition Payment Deadline:** All students wishing to take part in our May Term need to register and pay for their May Term courses by **the first Monday of April**.
- **50% Refund Deadline:** Students can get a 50% tuition refund if they withdraw from and request a refund for any number of courses in the January Term that they have fully paid for any time **before the first day of classes in May**. Students who have missed this deadline might still be eligible for a 25% refund.
- **25% Refund Deadline:** Students can get a 25% tuition refund if they withdraw from and request a refund for any number of courses in the May Term that they have fully



paid for any time between the first day of that term and **the last day of May** (the 31st). Students who have missed this deadline ***will no longer*** be eligible to receive a refund if they withdraw from any courses during the May Term.

- **Course Change and Deferment Policy, Fee and Deadline:** The deadline for course change and deferment is exactly 7 days after the first day of school of that term. With permission from the Academic Advisor and Principal/General Manager, **students can defer any number of May Term courses to the September Term.** Students can also change any number of courses. However, students who change to a self-study course and/or defer courses will be subject to a course change and deferment fee of 20% per course changed and/or deferred. For example, if a student paid \$1,000 for a course, he/she will need to pay \$200 if he/she wants to change that course to a self-study course in that term or if they want to defer that course to another term. Students transferring into a regular course will not have to pay any additional fees. All students need to submit a Course Change/Deferment/Withdraw Form.

E. July Term Deadlines

- **Registration and Tuition Payment Deadline:** All students wishing to take part in our July Term need to register and pay for their July Term courses by **the second Monday of June.**
- **No Refund Policy:** During the July Term, there will be **no refund** of any kind.
- **No Course Change or Deferment Policy:** During the July Term, students cannot change course or defer a course once they have paid their tuition.

17. Textbook Policy

Students will be required to pay a Textbook Rental Fee for the textbooks they borrow from the school. The deposit will be returned at the end of each semester. If a student fails to return a textbook, or a textbook is returned damaged, the student will lose the entire deposit.

It is critical that students not write in textbooks or damage them in any way, as textbooks are not only expensive but in some cases irreplaceable when the book in question has gone out of print.

All textbook sign-outs and returns must be done through the front desk. Students must return the textbooks that were assigned to them (as indicated by the tracking number on the spine).



18. Late Registration Policy

While there is no official cut-off date for enrolment, City Vancouver Academy strongly discourages students who wish to enter a course that has already passed the 20% mark (15 classes in the September and January terms; 5 classes in the May and June term).

Students who wish to join after the 30% mark will be subject to the Absence Penalty Policy, which means that student will immediately receive a failing grade. Again, while we highly discourage students from registering, City Vancouver Academy will not completely prohibit enrolment. We recommend students who register late to audit the course instead.

However, we will make an exception for students who have been doing a similar course in another accredited educational institution at the time of enrolment. These students must show work to prove that they are capable of meeting expectations.

Unfortunately, due to the length of the courses, we do not allow this for the summer sessions in May and July. The Academic Advisor and/or Principal can request the student to provide an interim report card, grade, or letter of reference.

Students who wish to join, also, are personally responsible for catching up on all the missed assignments and tests that the teacher expects the student to do. What the student needs to complete and when he/she needs to complete it will be decided at the discretion of the teacher.

18.1 Late Fee

Students who pay their tuition after the Registration and Tuition Payment Deadline will be charged a late fee. The late fee is \$20 per business day, regardless of the number of courses the student is taking.

For example, if the Registration and Tuition Payment Deadline is Tuesday the 23rd, and the student pays the full tuition amount on Friday the 26th, the student will have to pay a \$60 late fee (3 business days x \$20/day = \$60). Partial payment of the tuition will not stop the penalty from being incurred.

18.2 Late Registration Payment Policy and Grace Period

Students who register for courses after the Registration and Tuition Payment Deadline will be exempted from any Late Fees if they pay within one business days. Once this one-business-day grace period has passed, the student's late fees will be prorated. That is, if the student registers on Monday the 29th, and the Registration and Tuition Payment Deadline is Tuesday the 23rd, the student will NOT be charged a late fee IF he/she pays by Tuesday the 30th.

If the student pays on the 31st instead, the student will have incurred the late fee that has accumulated since the Registration and Tuition Payment Deadline. According to our Late



Fee Policy, paying on the 31st means the student is 6 days late. Therefore, this student will be penalized \$120 (6 business days x \$20/day = \$120).

19. Course Change, Deferment and Withdraw Policy

19.1 Course Change Policy

Students requesting a course change should do so before classes begin. The deadline for course change changes every term (see Course Change Deadline). Students cannot change courses after the deadline. To change courses, students must complete and submit a course change form to the Academic Advisor. Courses changes cannot be guaranteed.

19.2 Withdraw Policy

Students can withdraw from a class at any time before its final exam. Students will only receive a 'W' for withdrawn courses on report cards issued by City Vancouver Academy. 'W' will not be shown on official transcripts. To withdraw from a class, please talk to the Academic Advisor and fill out the Course Withdraw Form.

However, students can no longer withdraw after that and the grade that they received for the term will be in their records and official transcript.

19.3 Deferment Policy

Students can defer any number of class before the Deferment Deadline (see above). Classes can only be deferred to the next term. However, May Term courses cannot be deferred to July and July Term courses cannot be deferred at all. Due to visa and study permit policies, international students cannot defer classes.

20. Special Needs Registration

At present, City Vancouver Academy does not offer programs designed to support the needs of students with specific learning disabilities. City Vancouver Academy will deal with these students on a case by case basis.