



ILAC International High School

Policies and Procedures Manual



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Introduction

Mission, Values & School Philosophy

ILAC International High School (“IIHS”) is committed to providing a safe, supportive, inclusive and innovative teaching and learning environment that fully aligns with British Columbia’s provincial curriculum.

Located in downtown Vancouver, ILAC International High School is situated on the traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Peoples, whose ancestors and families have stewarded the lands since time immemorial. The IIHS community is grateful to live, work, and learn on these lands.

Our mission is to change lives through education and create opportunities for students to achieve their dreams. Every interaction with students, teachers and staff is guided by our core values: **we listen, we deliver, we work together, we find solutions, we value diversity, and we have fun.**

IIHS’s school philosophy is centred on a commitment to teach each student to be independent, responsible, to lead with integrity, to pursue excellence in every endeavor, and to go forward and transform the world. In IIHS’s semester structure students will take fewer courses at a time, typically two courses per term (half semester). This structure fosters student development and provides greater flexibility, student choice, and teacher support. Additionally, students will be supported to optimize their personal and academic potential. This structure aligns with BC’s curriculum and facilitates:

- An appreciation for the value of learning;
- The development of student confidence in their ability to succeed;
- The establishment of strong study habits and commitment to learning skills, including the ability to work both independently and collaboratively;

IIHS prepares students for postsecondary and career success – to be lifelong learners and educated citizens who are well-prepared to strive for personal and academic excellence. IIHS provides a learner centred High School program built on the BC curriculum framework’s core elements; understand, do and know. Our rigorous academic curriculum provides exceptional specializations combined with opportunities for students to develop the capabilities needed for lifelong learning, to explore their passions and interests, to learn about Indigenous knowledges and perspectives, and to participate in experiential hands-on-learning by doing while building curiosity and personal growth. Students will learn critical and creative thinking skills, communication skills and be nurtured personally and socially in cultivating cultural identity, personal awareness, and social responsibility.

IIHS subscribes to the (5) tenets of BC’s Policy for student success: healthy and effective learning environments, high and measurable standards, quality teaching and leadership, student centred learning, future orientation, and high and measurable standards demonstrated in our philosophy of teaching and learning excellence. Recognizing that exceptional teaching is the foundation of student success, we provide a minimum of (6) Pro-D days for our teachers to support currency in the profession, build grade level subject expertise, and share best practices while fostering professional growth through collaborative and professional learning communities. Academic quality will be assured through teacher assessment and feedback mechanisms described in the *Teacher and Principal Evaluation Policy*.

As a coeducational International High School, IIHS's curriculum is designed to support diverse learners and taught by experienced, qualified BC certified teachers by employing sound pedagogy and varied evidence-based teaching practices for academic success.

We aim to deliver a holistic education that equips students to meet the requirements for the BC Dogwood Diploma and to thrive in an ever-changing world as global citizens. Our implementation plan includes the following student-focused building blocks:

- Flexible and personalized learning
- Modern classrooms equipped with innovative teaching tools to foster collaborative group and independent learning
- Competency-based curriculum
- Qualified teachers registered in good standing with the BC regulatory body
- Culture of Community supported by teachers, administration, partnerships and the Board of Directors. Our approach reflects a deep understanding of BC's curriculum and our School's own experience in supporting learners from diverse linguistic and cultural backgrounds.

Governance Structure

The ILAC Education Group was founded over twenty-seven years ago, which operates Canada's largest English Language School, Career Colleges, Junior Camps and Pathway Programs with public post-secondary institutions. As a global leader offering high-quality education, ILAC educates over 25,000 students annually with programs delivered both in-person on campuses in Vancouver, Whistler, and Toronto, as well as programs that are delivered on-line or hybrid. We are in good standing with regulators in both British Columbia and Ontario and as members of the Canadian Bureau for International Education ascribe to the ethical code of practice for international education.

Building on our experience in education, in 2024, ILAC Education Group committed to diversifying its footprint educating international students and seeks to open IIHS in Vancouver, British Columbia. ILAC Education Group is professionally managed and governed by experienced leaders who serve on our board of directors. ILAC Education Group is fully capitalized by ONEX Corporation.

1498955 B.C. LTD operating as ILAC International High School ("IIHS") is a subsidiary of International Language Academy of Canada Inc. which is managed by ILAC Education Group's Directors. ILAC Education Group's Directors have granted authority of the operation of the high school to the IIHS Board of Directors. The IIHS Board is dedicated to exercising its governance duties through the following principles: transparency, accountability, and collaboration.

IIHS's Board of Directors consists of the following members: Angela Johnston, Vice President Academic, Fay Lim-Lambie, Sr. Vice President Academic, Itai Shenker, Sr. Vice President Operations, and (2) community members. As specific expertise in legal and human resources is required, the board will include Ad-hoc membership or guests to provide contact knowledge advising as needed. Meetings will be held monthly or as needed. Special meetings will be scheduled as needed at the call of the Chair.

The Chair/V-Chair of the Board will oversee the leadership of board meetings and the coordination of board meetings including agenda preparation and distribution to board members. The board will

oversee governance of IIHS to ensure and monitor compliance with the required standards of the Independent Schools Act and related legislation.

Key performance monitoring will include the following areas:

- Student experience and well-being
- Financial performance, reporting, policy and procedure, and operational accountability,
- Inspection Evaluations including academic quality and teacher qualification
- Compliance with mandated requirements in accordance with the regulatory act overseeing IIHS and Board governance
- All other reporting requirements as by regulation

Policies

IIHS has developed the following school-specific policies to ensure that every child feels safe, accepted and respected regardless of individual differences. These policies outline the responsibilities of administrators, teachers, students, and parents in certain situations.

Admissions Policy

Interim Certification Requirement

Prior to marketing its intended opening in September 2025, ILAC International High School (“IIHS”) must receive an interim certificate from the Ministry of Education and Child Care. After receipt of interim certification, fees may not be collected, other than a deposit of up to \$500 per student, prior to July 1st, 2025. If IIHS fails to achieve or maintain B.C. Ministry of Education and Child Care Group 4 certification during the first year of operation, collected fees and tuition will be reimbursed according to IIHS’s posted refund policy. Until full certification is issued, all IIHS marketing materials will include the following specific claims:

- The B.C. Ministry of Education and Child Care authorizes IIHS to offer an educational program beginning in September, and
- IIHS will be fully inspected in the fall and expects, upon resolution of any compliance issues identified during the inspection, to be issued full certification by the B.C. Ministry of Education and Child Care shortly thereafter.

Policy Statement

This policy outlines the admissions criteria and procedures for application and enrollment at ILAC International High School (“IIHS”) *after* receipt of interim certification by the Ministry of Education and Child Care. Students without a basic English language proficiency may be required to first enroll in the IIHS ELL program.

Application Process

Parents/Legal Guardians and students applying to IIHS are required to complete the following steps as part of the admissions process:

Step 1: Complete the IIHS application form and supporting documentation.

Step 2: Pay the application fee of \$200 Canadian dollars.

Step 3: Complete a Zoom Interview with IIHS Principal

- Prospective student(s) must be accompanied by their Parent(s) or Legal Guardian(s). The interview will provide an overview of the BC graduation requirements for international students.

Step 4: Letter of Acceptance will be issued

Step 5: Payment of tuition fees will be due after July 1st, 2025, and prior to enrollment start date. See also the IIHS *Refund Policy*. Tuition fees are available on request. To learn more about the admission requirements, please contact info@ilacihs.com.

Supporting Documentation Checklist:

- ☐ Copy of Student Passport (photo page).
- ☐ Copy of original transcripts and progress reports from the past (3) years of schooling (include translated copies in English or notarized versions of all secondary school transcripts).
- ☐ Students whose first language is not English must submit proof of English Proficiency using a reputable, internationally recognized Language Proficiency test.
 - Students who do not have proof of English language proficiency may request a complimentary token for the IIHS English Placement Test. Please see the *International Student English Language Learner Assessment Policy* for more details.
- ☐ For students transferring from Canadian or US schools – a complete student record is required, including Personal Education Number.
- ☐ Student Immunization Record and list of any medical conditions, including Anaphylaxis.
- ☐ Contact Information for Parent(s) or legal guardian's: Name, Address, Phone Number, Email address.
- ☐ Emergency contact information.
- ☐ Request Homestay Placement (if applicable).
- ☐ Request Custodianship (required for all students requesting IIHS homestay accommodation).
- ☐ Optional: Student Resume, including interests.

Anaphylactic Policy & Procedures

Policy Statement

ILAC International High School (“IIHS”) has a duty of care to students who are at risk of life-threatening allergic reactions while under school supervision. This responsibility is shared amongst students, parents, homestay families, school administrators and employees, and health care providers. This policy is designed to ensure that at-risk students are identified, strategies are in place to minimize risk, and staff are trained to respond in emergency situations, including how to identify enrolled students with anaphylactic allergies and the emergency procedures to be followed if a student has an anaphylactic reaction.

Definitions

Anaphylaxis: is a serious allergic reaction and can be life-threatening, resulting in circulatory collapse or shock. Anaphylaxis can be caused by a number of allergens, including foods, medications, latex, and insect stings.

Anaphylactic Reaction: signs and symptoms of Anaphylaxis can occur within minutes of exposure to an allergen. In rarer cases, the time frame can vary up to several hours after exposure. The ways symptoms appear can vary from person to person and from episode to episode in the same person.

Symptoms of Anaphylaxis: generally, include two or more of the following body systems: skin, respiratory, gastrointestinal and/or cardiovascular. However, low blood pressure alone, in the absence of other symptoms, can also represent Anaphylaxis.

- **Skin** – hives, swelling (face, lips, tongue), itching, warmth, redness;
- **Respiratory** (breathing) – coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing;
- **Gastrointestinal** (stomach) – nausea, pain or cramps, vomiting, diarrhea;
- **Cardiovascular** (heart) – paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or light-headedness, shock;
- **Other** – anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste.

The following symptoms may lead to death if untreated:

- Breathing difficulties caused by swelling of the airways; and/or
- A drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak

Epinephrine (eh-puh-NEH-fren): is the synthetic form of the hormone adrenaline that is used as the treatment or drug of choice to treat Anaphylaxis and life-threatening asthma attacks. This treatment is life saving.

Epinephrine Auto-Injector: a medical device that is used to deliver a premeasured dose (or doses) of Epinephrine. Also known as an “epi-pen”.

Identification of Students at Risk for Anaphylaxis

At the time of registration, parents are asked to report on the student's medical conditions, including whether the student has a medical diagnosis of anaphylaxis. Information on a student's life-threatening conditions will be recorded and updated annually on the student's Permanent Student Record.

It is the responsibility of the parent/guardian to:

- Inform IIHS if a student is diagnosed as being at risk for anaphylaxis
- In a timely manner, provide the required medical information for the completion the **Student Emergency Procedure Plan**, (see details below).
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change in a student's medical condition.
- It is strongly recommended anaphylactic students wear medical identifying information (e.g., MedicAlert® bracelet). Medical identifying information can alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector ("epi-pen"), as well as assist first responders, such as paramedics.

Record Keeping – Monitoring and Reporting

The IIHS principal will keep a **Student Emergency Procedure Plan** on file. These plans will contain the following information:

Student-Level Information	School-Level Information
<ul style="list-style-type: none">• Name• Parent contact information• Homestay parent contact information• Diagnosis• Symptoms• Emergency Response Plan• Medical Insurance Policy Number	<ul style="list-style-type: none">• Emergency procedures/treatment• Medication (if applicable)

It is the IIHS principal's responsibility for collecting and managing the information on students' life-threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Record. This includes checking off the Medical Alert box in the upper right corner on the Permanent Student Record.

Student Emergency Procedure Plan

The IIHS principal must ensure that parents and student are provided an opportunity to meet with designated staff (in-person or virtually), prior to the beginning of each school year or as soon as possible to develop/update an individual **Student Emergency Procedure Plan (SEPP)**. The Student Emergency Procedure Plan must be signed by the student's parents (see sample SEPP form). Parental permission is required to distribute the plan.

The **Student Emergency Procedure Plan** will include at a minimum:

- The diagnosis
- The current treatment regimen
- Who within the school community is to be informed about the plan (e.g., staff, teachers, classmates)
- Current emergency contact information for the student's parents/guardian and custodian/homestay parent (if applicable)
- A requirement for those exposed to the plan to maintain the confidentiality of the student's personal health information
- Information regarding the parent's responsibility for advising the IIHS about any change/s in the student's condition
- Information regarding IIHS's responsibility for updating records.

The **School Level Emergency Procedure Plan** will include the following:

Directions on how to administer the student's auto-injector (single dose, single-use) at the first sign of a reaction. Note time of administration.

- Call 911
- Contact the students' parent/guardian (as well as custodian if applicable). A second single dose-single use auto-injector may be administered within 10 to 15 minutes or sooner, after the first dose is given IF symptoms have not improved (i.e., the reaction is continuing, getting worse, or has recurred)
- If an auto-injector ("epi-pen") has been administered, the student must be transported to the nearest Hospital via ambulance (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction)
- One person stays with the student at all times; one person goes/calls for help.

Precautions for Teachers Outside the Classroom (Field Trips)

Field trips are an extension of school activities where appropriate duties of care are required. The IIHS principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g., bringing additional single dose, single-use auto-injectors on field trips). All field trips require informed consent from parents/guardians. See also the IIHS *Field Trip Policy*.

When a student with anaphylaxis is participating in a field trip activity:

- The student's Student Emergency Procedure Plan and the student's EpiPen® must be taken on the field trip
- All adults accompanying students on a school outing must know who has anaphylaxis and where the EpiPen® is kept as well as have a cell phone with them
- Students must not eat or drink at any time, while in vehicles going to and returning from field trips if this will place an anaphylactic student at risk
- Students with anaphylaxis are to only eat approved foods.

Allergy Awareness, Prevention and Avoidance Strategies

Awareness The IIHS principal must ensure the following:

- That all members of the school community including on-call/substitute employees and student

teachers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures

- With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students, and that strategies to reduce teasing and bullying are incorporated into this information.

Avoidance/Prevention

Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an "allergy-aware" environment. Special care is taken to avoid exposure to allergy-causing substances. All parents and homestay families are asked to consult with the school or the teacher before sending in food to classrooms. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures. It is not necessary to attempt to designate the entire School as an area free of a specific allergen because the risk of anaphylaxis from airborne allergens is negligible. To reduce risk to an acceptable and realistic level, create "allergen aware" areas of the School:

- If possible, avoid using the classroom of an anaphylactic student as a lunchroom
- If the classroom must be used as a lunchroom, establish it as an "allergen-aware" area, using a cooperative approach with students and families in the class
- Develop strategies for identifying high-risk areas for anaphylactic students and establish these as "allergen-aware" areas. Discourage eating/drinking (other than water) in these areas.

Training Strategy

At the earliest opportunity in each School year, a training session on anaphylaxis and anaphylactic shock will be held for all School staff and persons reasonably expected to have supervisory responsibility of school-age students. training sessions will include:

<ul style="list-style-type: none">• Signs and symptoms of anaphylaxis• Common allergens• Avoidance strategies• Emergency protocols• Use of single dose, single-use epinephrine auto-injectors	<ul style="list-style-type: none">• Procedure for identification of at-risk students (as outlined in the individual Student Emergency Procedure Plan)• Strategies and communication plan to educate and raise awareness of anaphylaxis amongst parents, students, employees and volunteers.
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Resources

- [Anaphylactic and Child Safety Framework;](#)
- [Anaphylaxis - Province of British Columbia \(gov.bc.ca\)](#)

Sample Student Emergency Procedure Plan (SEPP)

To be completed by the school with input from the parent as soon as practicable.

Student information

(Attach Photo) Name (as appears on passport): Date of birth: Local address: International address: Medical Insurance Policy Number:	Parent's name(s) and contact information: Parent's native language: Family physician in home country: Custodian/Homestay parent contact information: Physician in Canada (if available):
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Diagnosis

Describe the limitation for this student for which a SEPP might be required

Emergency Response Plan

Describe what actions might need to be taken based on the diagnosis described above

Confirmation

Signature of the family physician (if possible) _____ date _____

Signature of the attending physician (Canada) _____ date _____

Signature of the parent _____ date _____

Signature of the Homestay parent _____ date _____

NOTE:

Any employee of IIHS having any responsibility or knowledge of the SEPP for (insert student name) is to maintain the strictest confidentiality to protect the student's personal health information.

The material in this SEPP was last updated on:

_____ (date)

_____ (printed name)

_____ (signature)

Anti-Smoking & Substance Use Policy

Policy Statement

ILAC International High school (“IIHS”) strives to maintain a safe, healthy, and supportive environment for all students, staff, and visitors within the school vicinity. Smoking and vaping are strictly prohibited to prevent the health risks associated with tobacco, nicotine, and second-hand smoke exposure. It is prohibited for anyone under the age of 19 to possess, share, or purchase alcohol and vapor products, regardless of whether the vapor substance contains nicotine. It is illegal to provide alcohol, marijuana, or vapor products to someone under the age of 19. This policy aligns with the [Tobacco and Vapour Products Control Act](#) and [Regulation](#) in British Columbia.

Policy Scope

This policy applies to all students, faculty, staff, contractors, parents, volunteers, and visitors to the IIHS campus or at any school-related activities, regardless of location.

Policy Details

IIHS is a smoke-free school. All forms of smoking/vaping are prohibited. Any form of tobacco use is banned, including the use of electronic cigarettes, vape pens, tobacco pouches, cannabis, or any other substance that can be inhaled in smoke form. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session.

If the school has reasonable suspicion that a student may be in possession of or under the influence of drugs or alcohol, the student’s personal belongings (such as backpack) may be searched. If the search leads to the discovery of prohibited substances or materials that violate school policies, the student will be subject to disciplinary action consistent with the student code of conduct and discipline policy. If a student refuses to submit to a request to search their belongings, they will assume guilt and disciplinary action will be taken consistent with school policies.

Upon discovery that a student has violated the Anti-Smoking and Substance Use Policy, the student will be given a formal warning. This incident will be recorded as a part of the student’s record. A written notification will be sent to both the student and parent/guardian, including the potential consequences of further infractions. Willful and continued violation of school policies may lead to dismissal/expulsion as outlined in the school’s discipline policy.

Addiction or Substance Use Disorder

IIHS understands that certain individuals may develop an addiction or substance use disorder related to their use or consumption of drugs or alcohol, and that this may be defined as a disability. Where a student has or suspects they may have an addiction or substance use disorder, and where that addiction or substance use disorder does not render them unable to do so, the student or their parent/legal guardian is required to notify a School Administrator prior to the student using drugs or alcohol during school hours, whether on or off of School property, and prior to their attending school impaired. Where a student discloses an addiction or substance use disorder prior to breaching this Policy, the School will take reasonable steps to assist them in their recovery. No student who discloses an addiction or

substance use disorder prior to breaching this Policy will be disciplined because of the student's disclosure or their involvement in a rehabilitation effort. If a student uses drugs or alcohol in breach of this Policy without first disclosing their circumstances to a School Administrator, they may be subject to discipline in accordance with the School's Code of Conduct described in the *Discipline Policy and Procedures*.

Accommodation

Parents and students who believe they may require accommodations with regard to a health condition and its management are required to bring written evidence to the school principal. IIHS will review the request for accommodation on a case-by-case basis and reserves the right to make a final decision on whether to grant accommodation for the request.

Resources

- [Tobacco and Vapour Products Control Act](#)
- [Substance Use Policy – A sample policy provided by FISA](#)

Appeals Policy

Policy Scope

This policy applies to ILAC International Highschool's ("IIHS") decision-making and appeals processes, surrounding admissions, grading practices, and disciplinary actions (such as school suspensions), as well as any decision that may affect a student's rights.

Student Matters

The aim of this policy is to always ensure that students are treated with respect and dignity and that they know and understand what is expected of them. To that end, when making decisions involving conflict resolution or infractions against the standards set by school, IIHS will:

- Clearly outline to students if they have breached a rule or expectation (including how/why they have been perceived of doing so).
- Give students an opportunity to tell their side of the story.
- Apply the discipline policy in a fair and consistent manner appropriate to the circumstances.

For more information on school standards and the student code of conduct, please refer to the IIHS *Discipline Policy and Procedures*.

Staff and Faculty Matters

When dealing with matters between staff, faculty, and the Board of Directors, IIHS will refer to its employee handbook, the individual staff member's employment agreement, and the [BC Employment Standards Act](#) where necessary.

Parent Notification

The following procedures will be applied by the school:

- Parents are notified of any pending decisions by the School that affect a student's rights (such as school suspensions and other disciplinary actions).
- Parents are given reasonable time to make oral or written submissions regarding the pending decision.
- Parents are informed of the School's decision and are given reasons for the decision based on policies previously established and shared with parents.
- **Note:** In the course of daily operations, it is possible that a decision and action has already been taken consistent with procedures outlined in the *Discipline Policy and Procedures*. These decisions/actions can be appealed as outlined in the section below.

Appeal Procedure

If parents wish to appeal the decision made by the School, the following process is to be followed:

- The appeal should be made directly to the person responsible for a pending decision or for

implementing a particular action.

- If the matter cannot be resolved at this level, a subsequent appeal in writing may be made to the principal.
- If the matter cannot be resolved at this level, a further appeal in writing, may be made to the Board of Directors of IIHS.
- If the matter cannot be satisfactorily resolved by the Board of Directors, a 3-member **Appeals Committee** may be established, consisting of one person appointed by the parent(s), one person appointed by the board and the third person appointed by agreement between the other two appointments.
- If the matter cannot be satisfactorily resolved by the Appeals Committee, a further appeal may be made to engage an ombudsperson recommended by the Federation of Independent Schools. The ombudsperson's role is to review the decision-making process to determine it meets the standards regarding procedural fairness.
- The written decision of the ombudsperson will be considered by the Board of Directors, and they will make a final decision.

The School will seek to ensure it acts to preserve natural justice through procedural fairness by:

- Ensuring the matter does not appear to be prejudged.
- Selecting persons to hear an appeal who have no out-of-school relationship, family ties or adversarial relationship with the student or student's family or a staff member closely involved in the incident precipitating the decision and/or the appeal.
- Ensuring that any person who has participated in a previous decision now under appeal is only given opportunity to provide testimony (written or oral) rather than to participate in a decision making at the appeals level.
- Ensuring that an Appeals Committee not hear or receive evidence that will not be shared with the other parties in the dispute.

Resources

- [Procedural Fairness: Best Practices for Independent Schools \(PDF\)](#)
- [BC Employments Standards Act](#)

Cash Payment Policy (Anti-Money Laundering)

Policy statement

As of September 1, 2020, Independent schools are required to have an anti-money laundering/cash payment policy which describes the school's policies and procedures regarding cash payments, and aligns with requirements under the [Proceeds of Crime \(Money Laundering\) and Terrorist Financing Act \(PCMLTFA\)](#).

Accepted Forms of Payment

All fees paid to ILAC International High School ("IIHS") are to be received by means of electronic payments. Cash payment of fees will not be accepted. IIHS's recommended payment methods for credit card and bank wire include the following:

- CIBC International Student Pay: <https://pay.cibc.com/ILAC>
- Flywire: <https://payment.flywire.com/pay/payment>
- Online Payment by Credit Card via Moneris: <https://www.ilac.com/payment-form/>

If there appear to be grounds for suspicion regarding transactions or the source of the funds, the School will seek legal counsel and proceed in accordance with applicable laws and regulations.

Resources

- [Anti-Money Laundering / Cash Payment \(Province of British Columbia – gov.bc.ca\)](#)

Child Abuse Prevention Policy

Policy Statement

ILAC International High School (“IHS”) considers the matter of child protection from abuse and neglect to be of utmost importance. The School is guided by the following principles in shaping this policy:

- The safety and well-being of children is of prime importance.
- Children are entitled to be protected from abuse, neglect and harm.
- The responsibility for the protection of children rests in the first place with the parents or legal guardians.
- The School plays an important role to help ensure the wellbeing of its students.

Possible indicators of child abuse can include:

The following descriptors are taken from *The BC Handbook for Action on Child Abuse and Neglect* (pages 23-25):

- **Physical Abuse:** a deliberate, non-accidental physical assault or injury by an adult or significantly older or more powerful child that results in, or is likely to result in, physical harm to a child.
- **Sexual Abuse:** the use of a child for sexual gratification by a person in a position of trust and/or authority, or by a significantly older or more powerful child. It includes sexual touching, menacing or threatening sexual acts, obscene gestures, or deliberate exposure of the child to sexual activity or material.
- **Emotional Abuse:** a pattern of destructive behaviour or verbal attacks by an adult on a child. Typical behaviours may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting or corrupting a child.
- **Neglect:** failure to provide for a child's basic needs: food, clothing, adequate shelter, supervision and medical care. Neglect is the form of abuse most frequently reported to the Ministry of Children and Family Development.
- **Sexual Exploitation:** permitting, encouraging or requiring a child to engage in conduct of a sexual nature for: stimulation, gratification or self-interest of another person; prostitution; or production of material of a pornographic nature.

Legal Duty to Report

Section 14 of the *Child, Family and Community Service Act* (CFCSA) requires individuals to report promptly to a child welfare worker if they have reason to believe a child has been or is likely to be:

- physically harmed, sexually abused or exploited, or neglected by a parent, or
- otherwise in need of protection as set out in Section 13 of the CFCSA.

Any person with reason to believe that a child needs protection **has a duty to report** directly to a child welfare worker (**1-800-663-9122**). Informing another person (e.g., a colleague or the principal) does not discharge the legal duty to report directly to a child welfare worker. A person reporting does not need to be certain that abuse and/or neglect has, is, or will occur.

Note:

- The legal duty to report overrides any duty of confidentiality.

- A “child welfare worker” is a person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and neglect.

Responsibility of the school

In compliance with the *Child, Family and Community Services Act (CFCSA)*, the school authority must designate the principal as the *Primary Appointed School Official (ASO)* and appoint an *Alternate ASO*. The ASO may be required to:

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

The role of the alternate appointed official is to ensure the continuity of the reporting and investigation process in the event of possible involvement of the primary appointed official in a matter that falls under section 14 of the CFCSA.

If the student is in immediate danger call 9-1-1 or contact the police.

Additional measures taken by the school

Professional development sessions will be held every year before a September start to address the importance of the following:

- **Criminal record checks**
All staff working in the school are required to have a criminal record check through the Criminal Record Review Program. (BC certified teachers will already have obtained a criminal record check).
- **BC Handbook for Action on Child Abuse and Neglect**
This handbook will be introduced at a professional development day before school starts each September.
- **Personal Relationships (staff and students)**
All staff will be advised on establishing appropriate professional boundaries with students.

Resources

- [The B.C. Handbook for Action on Child Abuse and Neglect: For Service Providers \(PDF\)](#)
- [Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse \(PDF\)](#)
- [Child Family and Community Services Act](#)
- [Aboriginal Child and Family Services Agency](#)
- Helpline for Children: Phone # 310-1234 from anywhere in BC (no area code needed)

Discipline Policy and Procedures

School Expectations of Students

ILAC International High School (“IIHS”) encourages the development of respect, responsibility, honesty, empathy, fairness and perseverance. The school’s administration and teachers are committed to fostering these characteristics in all students who attend our school.

Students must behave respectfully and courteously towards others while on school property, as well as when coming and going from school and participating in co-curricular and extra-curricular activities. IIHS is to be a safe, welcoming place where all students and staff can have a sense of belonging. By reinforcing positive behaviour and providing consequences that follow logically from an offense, students will grow in maturity and in their ability to take responsibility for their behavior and exercise self-discipline. IIHS aims to treat students fairly and with respect in an atmosphere that provides clear rules of conduct, guidance, and positive reinforcement. To this end, and to maintain a safe and welcoming environment conducive to learning, students attending IIHS will assume the following Student Code of Conduct.

Student Code of Conduct

- Abiding by school policies, rules, and protocols
- Attending all classes punctually and regularly
- Following classroom rules as set out by teachers
- Following rules around academic honesty (plagiarism)
- Making safe use of equipment, facilities and other educational resources

Staff will meet before September of each year to review classroom rules to ensure they reflect current and emerging expectations. These expectations will be outlined in a *Student Handbook*.

Discipline Policy

In the event of infractions against the standards set by the School, the following order of escalation will be initiated:

- Minor discipline issues will be addressed by the classroom teachers.
- Major or repeated minor discipline issues will result in further escalation in which case the principal will be engaged for advice. Depending on the severity of the issue, parents may be involved.
- Repeated major discipline issues may result in suspension and/or expulsion from the School. If expulsion is to be considered, parents and the board of directors will be engaged.
- A record of Major issues will be retained in the Student Records.
- All matters of discipline are subject to review as outlined in the school’s *Appeals Policy*.

References

- [Safe and Healthy Schools \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education/schools/schoolsafety/schoolsafety.htm)
- [Procedural Fairness: Best Practices for Independent Schools \(PDF, 184KB\)](#)

Education Resource Policy

Policy Statement

Effective July 1, 2016, independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, s 4(1)(b).

The Ministry of Education and Child Care no longer conducts evaluation processes to recommend learning resources, leaving the responsibility to the school authority. This policy sets out the procedures that determine how learning resources are chosen, as well as how concerns or challenges will be addressed by ILAC International High School ("IIHS").

Learning Resources

Learning Resources include textbooks, e-books, videos, software, and instructional materials used by teachers to assist students in achieving learning outcomes that meet the expectations for learning as described in provincial curricula and in accordance with the vision and mission of IIHS. Learning resources used in the classroom will be evaluated and approved by IIHS with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness as well as the priorities given by the IIHS authority.

Single-use Resources

In consultation with the principal, teachers may use single-use resources, such as an article or video clip that is aligned with the curriculum plans for a particular class.

Recurring-use Resources

The selection of recurring and frequently used educational resources (core program resources) will consider the following evaluation criteria to ensure the resources are:

- Supporting the learning standards and outcomes of the curriculum
- Assisting students in making connections between what is being learned in school and its practical application in everyday life
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by [copyright](#) and privacy (PIPA) legislation
- Suitability based on the pedagogical, social and philosophical values of IIHS.

Recommendations for approving recurring-use resources are to be made by the principal in consultation with at least one other teacher. Recommendations are to be approved by the IIHS Board of Directors. The ongoing use of board approved resource materials will be reviewed every 5 years.

Challenge to the use of Board approved Learning Resources

Challenges to the use of authority approved educational resources must be made in writing to the principal and must identify the learning resource currently in use as well as the reasons why the resource may not be suitable for use at IIHS. Challenges will only be accepted from individuals in the school's community whose children are directly engaged with the learning resource or teachers who use the resource.

Within 14 days of receiving a written receipt of an educational resource challenge, a three-person **Resource Challenge Committee** will be convened. The committee will consist of the principal, a teacher and a person appointed by the authority.

Based on the committee's recommendation, the Board of Directors may dismiss the challenge, raise awareness of the implications of using the resource with the teaching staff, or withdraw the recommended resource from further use in the school.

Sources of Educational Resources

IIHS may use the services of the Educational Resource Acquisition Consortium (ERAC) to assist them in choosing or approving educational resources.

Training for staff

Every September IIHS staff will review and take inventory of resources in use at IIHS. This review will anticipate potential concerns that may arise.

Resources

- [Independent School Act](#)
- [Learning Resources - Province of British Columbia](#)
- [Educational Resource Acquisition Consortium learning resources](#)
- [K-12 Resource Collection](#)
- [Learning Resources Policy \(2017\)](#) – a sample policy produced by FISA

Emergency Drills Policy and Procedures

The safety of students and staff is of critical importance at ILAC International High School (“IIHS”). This policy outlines expectations for students and staff regarding annual emergency drills and procedures. It is important that staff understand their respective roles in outlining this policy. Training sessions will be provided before School starts in September of each year. For more details see the IIHS *Emergency Management Plan*.

Emergency Drills

Readiness drills will be conducted as follows:

- 6 fire drills per year including one in September
- 3 earthquake drills per year including one in September
- 2 lockdown drills per year including one in September
- 1 medical emergency drill per year.

Fire

Once the fire alarm has been activated:

- Students will leave the building in an orderly fashion according to the evacuation route (or the alternate) posted in each classroom
- Staff assigned to washrooms and other areas of the School will ensure evacuation is complete
- Do not lock the door when leaving the classroom
- Students will assemble in the designated area outside of the building
- Teachers will take class rosters with them and report missing students to the School administration
- Students and teachers may return to their classrooms when the “all-clear” signal is given by the School administration.

Earthquake drill

Once an earthquake occurs and an alarm has been activated:

- Staff and students stay inside
- Get under a desk or table and cover their head for at least a minute or until instructed that it is safe to leave the building
- Face away from any windows
- Avoid being near bookcases, tall furniture and hanging light fixtures
- Any student in a wheelchair should lock the wheels and protect the back of their head and neck
- Once outside the building in the designated assembly area, teachers will take attendance and report missing students.

Lockdown

Once a lockdown has been announced:

- Call 9-1-1
- Direct students and staff to the nearest classroom or secured space
- Notify any staff or students who are outside the School to **not** enter the School
- Students are to stay away from windows and doors
- Direct students to stay quiet
- Assist students with special needs accommodations
- Announce the “all-clear” signal when the threat has ceased as authorized by law enforcement

Medical emergency

In the event of a non-responsive or life-threatening injury or illness:

- Check the victim for a medical alert bracelet
- If the emergency stems from an allergic reaction, initiate the Anaphylactic Policy
- Call 9-1-1
- Notify School administration (and/or front office)
- Call on the staff member with first aid training
- Notify parents/guardians or designated emergency contact
- Disperse onlookers from the immediate area
- If needed, assign a staff member to accompany the person to the hospital.

Training Sessions for staff

- Staff will meet each September to review and confirm operational expectations for the *Emergency Response Plan*.

Resources

- [Emergency Management Planning Guide for Schools, Districts and Authorities \(2015\) \(PDF\)](#)
- [Emergency Management Planning Guide - Supplement for Independent Schools \(PDF\)](#)

Emergency Management Plan

Policy Statement

In Canada, emergencies that impact communities at large are declared by government bodies according to their respective legislative jurisdictions and obligations. This Emergency Management Plan (EMP) addresses only on-campus events and does not extend to external hazards or events unless specifically determined by governing authorities and deemed necessary by the IIHS Board of Directors. This EMP has been developed in consultation with the Ministry of Education and Child Care's [Emergency Management Planning Guide for Schools, Districts and Authorities \(2015\) \(PDF\)](#) and the [Emergency Management Planning Guide - Supplement for Independent Schools \(PDF\)](#).

Emergency Management Plan (EMP) Overview

Introduction

This EMP serves to safeguard the well-being of students, staff, administrators, and guests, underscoring our commitment to creating a safe educational environment. After a careful consultation and risk assessment, ILAC Education Group has recognized the need for an EMP to strengthen on-campus safety procedures at International High School ("IIHS"). This plan will undergo regular evaluations, and all responsible parties will receive training to ensure readiness.

Purpose and Objectives

The EMP's purpose is to improve organizational preparedness by identifying potential hazards and ensuring effective response actions for any emergencies that may arise on school property.

Objectives:

- 1. Assessment, Mitigation, and Prevention**
- 2. Preparedness and Resource Management**
- 3. Response and Communications**
- 4. Recovery and Resilience**

The EMP has been developed based on industry best practices, including consultations with educational partners, property owners, and stakeholders.

Key Results:

1. Develop an all-hazards approach.
2. Assess risks, including medical, physical, infrastructure, and external threats.
3. Define organizational responsibility and response boundaries.
4. Create and maintain the Emergency Management Committee (EMC).
5. Design supporting action plans and training programs.
6. Implement audit and adaptation protocols for each school property.

Statement from IIHS Board of Directors:

“Our Emergency Management Plan provides a comprehensive and integrated approach to ensuring the safety of our campuses. We encourage everyone to familiarize themselves with the EMP and actively contribute to a safe environment for all.”

Emergency Preparedness and Response

Incident Command Structure

Roles within the Incident Command System (ICS) include the Site Incident Commander, typically the principal, responsible for overseeing responses, working in concert with first responders to ensure safety. Key functional roles include:

- **Operations** - Manages first aid, evacuation, crisis intervention, and student release.
- **Planning** - Documents and evaluates incident information for ongoing needs.
- **Logistics** - Supplies services, personnel, and equipment for support.
- **Finance** - Manages accounting, costs, reimbursements, and compensation.

School Safety Committee (SSC) and Assigned Roles

Role of Principal and Teachers

The Principal, as directed by the Board of Directors, leads emergency preparedness efforts, ensure annual drill compliance and communication with first responders. Teachers are responsible for securing students, implementing lockdowns, and upholding classroom safety.

Responsibilities of the Principal and Teachers in Emergency Situations

In the event of a life-threatening emergency, the principal and teachers have specific roles and responsibilities to ensure the safety of all students, staff, and visitors on campus. The following section outlines these responsibilities, and the corresponding actions required to manage and respond effectively to various emergency scenarios.

Principal's Responsibilities:

1. Issue Safety Alert:

- a. Use the PA system to announce the type of emergency (e.g., “This is a Drop-Cover-Hold On, Evacuate, Lockdown, Lockout, or Shelter in Place Safety Alert”).
- b. Ensure that all areas, including restrooms and surrounding outdoor areas, are informed, even if the PA system cannot reach them directly.

2. Call 911:

- a. Contact emergency services as soon as an emergency is confirmed, specifying the nature of the emergency and any known details.

3. Notify the Board of Directors:

- a. Inform the Board of Directors and administrative contacts as required, providing timely updates on the situation.

4. Direct Evacuations or Secure Specific Rooms:

- a. Depending on the emergency, make a decision to evacuate specific rooms or areas or secure them in place. Ensure clear communication with all staff and students.

5. All-Clear Announcement:

- a. When the emergency is resolved, issue an “All Clear” announcement via the PA system (e.g., “The past condition is clear.”) to allow a safe return to regular activities.

6. Written Notification to Stakeholders:

- a. After the emergency, provide written communication to students, staff, and parents/legal guardians explaining the reason for the safety alert and summarizing the incident.

Teachers’ Responsibilities:

1. Gather Students into Nearest Classroom:

- a. Ensure that all students are quickly brought into the nearest classroom or safe area. This includes checking hallways for students and directing any nearby students or visitors to a secure space.

2. Instruct Students on Safety Actions:

- a. Depending on the emergency type, instruct students to follow necessary safety protocols, such as:
 - i. **Duck and Cover:** For earthquakes or similar situations.
 - ii. **Lock Down and Silence:** For lockdown scenarios, including turning off lights, silencing mobile devices, and keeping away from windows and doors.

3. Lock Doors and Windows, Close Blinds:

- a. Lock the classroom door, close windows and blinds, and ensure students are away from all exterior walls and windows to minimize exposure to potential threats.

4. Maintain Silence and Do Not Use Phones:

- a. Enforce a no-talking rule to maintain silence, which is critical during lockdowns. Refrain from using phones except for essential communication with the main office or emergency responders.

5. Only Allow Authorized Entry:

- a. Do not open doors during a lockdown unless the police or the principal verifies the all-clear. Police or emergency personnel will identify themselves if access is necessary.

6. Take Attendance:

- a. Note the names of all students, staff, or visitors present in the room. Keep track of any unaccounted individuals and report this information as soon as it is safe to do so.

7. Follow Directions from Police or Emergency Responders:

- a. Adhere strictly to instructions from emergency responders (e.g., RCMP or local police). They will coordinate evacuation or movement if necessary and provide additional instructions based on the situation.

8. Exit Upon All-Clear Signal:

- a. Once the all-clear is announced, assist students in leaving the classroom in an orderly manner and proceed to the off-site assembly area if directed. Take attendance again at the assembly point and report any discrepancies.

9. Return to Regular Schedule if Safe:

- a. If the emergency response team confirms safety, teachers should help guide students back to regular classes. If classes are not in session, follow safety alert procedures and remain in secure rooms until further notice.

This section ensures that all personnel understand their roles in emergency management and respond appropriately to protect student and staff safety. Regular training and drills will reinforce these responsibilities, enhancing the school's overall preparedness.

Drills and Training Requirements

The Ministry mandates specific annual drills:

- **Fire Drills:** Six drills, as per BC Fire Code.
- **Earthquake Drills:** Three drills, per BC Earthquake Alliance.
- **Lockdown Drills:** Two drills, recommended by RCMP.

Risk Assessment, Mitigation, and Prevention

The School Safety Committee (SSC) oversees risk and hazard identification and routine inspections. Using templates provided in the [Emergency Management Planning Guide for Schools, Districts, and Authorities \(2015\)](#), the SSC ensures proactive safety management.

SSC Duties Include:

1. Conducting inspections.
2. Inventorying hazardous materials.
3. Developing emergency procedures.
4. Reporting incidents and analyzing risks.
5. Providing staff training and orientation on safety measures.

Medical Emergencies and Health Protocols

Emergency Procedures for Medical Incidents

When medical emergencies occur, trained staff must respond promptly, following guidelines for first aid and emergency response. The procedures include notifying 911, documenting injuries, and informing guardians.

Mental Health and Crisis Prevention

Staff should follow the mental health support protocol for students in crisis, referring to specialized programs as necessary and ensuring guardian notification when appropriate.

Tips for Crisis Prevention:

- Show empathy and listen actively.
- Respect personal space.
- Use non-confrontational language and body language.
- Allow safe verbal venting.
- Set clear, enforceable boundaries.

Communicable Disease Control and Prevention

Protocols for disease prevention include routine health screenings, regular updates on immunizations, and rigorous hygiene practices for staff and students.

Accessibility and Assistance Requirements

The EMP ensures accommodations for individuals with disabilities, assigning “buddies,” designing accessible routes, and providing alternative communication methods.

Incident and Accident Reporting Procedures

Procedures for Reporting:

- **Immediate** for serious incidents (to WCB).
- **Within three days** for other accidents needing medical attention.
- Document all first aid incidents and provide detailed reports to SSC within 24 hours.

Evacuation Procedures:

Evacuation is the organized movement of individuals to a safe area in the event of a potential hazard. Evacuations are coordinated through the Incident Command System (ICS) with a focus on safety, accessibility, and communication.

a) General Evacuation

Evacuations are categorized as either **horizontal** (movement on the same floor level) or **vertical** (movement to different floors). Evacuation orders may be voluntary or mandatory, depending on the nature of the emergency.

Evacuation Guidelines:

1. Follow exit signs and proceed in an orderly manner to the nearest designated safe location.

2. Do not use elevators; instead, use stairways.
3. Remain at the muster point, at least 30 meters from the building, until given the all-clear signal.

Evacuation Checklist:

1. **Evacuation Signal:** Activate the alarm or announce the evacuation.
2. **Designated Routes:** Follow marked evacuation routes, ensuring exits are accessible and free from obstruction.
3. **Instructions for Staff:** Teachers should:
 - a. Take attendance and ensure all students are accounted for.
 - b. Direct students to calmly follow the evacuation route to the designated muster point.
 - c. Check that rooms are empty, and doors are closed but not locked.
4. **Special Assistance:** Assigned staff members help individuals with mobility challenges or disabilities, following a buddy system or directing them to Areas of Refuge if needed.
5. **Reassemble and Report:** Upon reaching the muster point, teachers should:
 - a. Take attendance and immediately report any missing individuals.
 - b. Await instructions and keep students calm.
6. **All-Clear Signal:** Only re-enter the building after receiving the all-clear signal from the EMC or authorized personnel.

Evacuation for Individuals with Disabilities:

A “buddy system” should be established for individuals with mobility limitations. Each person with special needs should have a designated partner to assist in case of evacuation. Areas of refuge are available for individuals who cannot safely evacuate using stairs.

b) Fire Drills

Fire drills are conducted six times per year, in compliance with the BC Fire Code, to ensure all individuals are prepared for a potential fire.

Fire Drill Guidelines:

1. At the sound of the fire alarm, students and staff must stop all activities and follow the nearest marked exit.
2. Teachers must ensure all students are evacuated, bringing their attendance lists and verifying headcounts at the muster point.
3. Doors should be closed upon exiting, but not locked, to slow the spread of fire and facilitate re-entry for emergency personnel.
4. Attendance is taken at the muster point, and the all-clear signal is awaited before re-entering the building.

Fire Drill Checklist:

1. **Alarm Activation:** Announce the fire drill over the PA system or sound the fire alarm.
2. **Evacuation:** Students and staff must stop all activities and follow designated evacuation routes immediately.
3. **Role of Teachers:**
 - a. Ensure students remain calm and orderly.
 - b. Grab the attendance list and verify headcounts at the muster point.
4. **Muster Point Attendance:** Check attendance and report any missing students.
5. **Debriefing:** After the drill, hold a brief discussion to identify issues, answer questions, and reinforce safety behaviors.

c) Earthquake Procedures

Three earthquake drills per year are recommended, following the BC Earthquake Alliance's best practices.

Earthquake Drill Guidelines:

1. **Drop, Cover, and Hold:** At the signal, all individuals should drop to their knees, take cover under a desk or table, and hold onto a sturdy object to protect against falling debris.
2. If unable to drop, cover the head and neck and move against an interior wall.
3. When shaking stops, wait a few minutes before evaluating whether to evacuate. Evacuation may pose greater danger depending on structural damage.
4. In an actual earthquake, the SSC or designated administrator will guide further actions based on damage assessment.

Earthquake Drill Checklist:

1. **Drop, Cover, and Hold:** At the sound of the drill signal, all individuals should:
 - a. Drop to their knees, cover their heads and necks, and hold onto a sturdy object to prevent injury.
2. **Evaluation After Shaking Stops:**
 - a. Check yourself and others for injuries.
 - b. Stay indoors unless evacuation is necessary for safety.
3. **Evacuation Decision:** Based on structural safety, the SSC may instruct an evacuation following the earthquake procedure.

Lockdown Procedures

A lockdown is initiated when there is an immediate threat of violence on campus, necessitating strict security measures to protect all individuals inside the facility.

a) Lockdown Guidelines

Lockdown Procedures:

1. **Signal:** A lockdown command is issued through the PA system, such as three bells, an air horn, or a public announcement stating “Lockdown, Lockdown, Lockdown.”
2. **Secure Locations:** All students and staff should immediately proceed to the nearest secure room, close and lock doors, turn off lights, and cover windows.
3. **Electronic Device Use:** Use of cell phones, laptops, and other electronics is prohibited to avoid disclosing locations and to keep communication lines open for emergency personnel.
4. **Silent Mode:** Remain silent and avoid drawing attention to the room’s occupancy.
5. **Waiting for the All-Clear:** Only emergency responders, the principal, or EMP Wardens may provide the all-clear signal to end the lockdown.

Lockdown Checklist:

1. **Lockdown Announcement:** Initiate the lockdown with an announcement over the PA system.
2. **Immediate Actions:**
 - a. All students and staff should proceed to the nearest secure room, lock doors, close windows, and turn off lights.
 - b. Silence mobile devices and avoid any nonessential movement or communication.
3. **Secure Location:** Once in a secure room, avoid drawing attention to the room’s occupancy. Everyone should remain silent.
4. **Waiting for the All-Clear:** Do not open doors or attempt to leave until authorized personnel announce the all-clear signal.
5. **Special Instructions for Teachers:**
 - a. Take attendance immediately and report any missing or extra students to designated lockdown leaders if possible.
 - b. Provide reassurance to students to help them remain calm.

Responsibilities of Staff and Teachers During a Lockdown:

- Secure the classroom, verify all students are accounted for, and communicate with designated lockdown leaders if any students are unaccounted for.
- Remain calm and reassure students to minimize panic.

b) Lockdown Drills

Two lockdown drills per year are conducted, recommended by the RCMP, to familiarize staff and students with lockdown protocols.

Lockdown Drill Guidelines:

1. A lockdown announcement is made, and all participants are expected to follow full lockdown procedures.
2. Teachers should instruct students to proceed to the nearest secure room, lock doors, and cover windows as they would in a real lockdown.
3. After the drill, a debriefing session is held to review procedures, assess challenges, and gather feedback for improvement.

Lockdown Drill Checklist:

1. **Drill Announcement:** Begin with a lockdown announcement.
2. **Securing Locations:** Follow full lockdown procedures as outlined, securing classrooms and other areas.
3. **Role of Teachers:** Simulate real lockdown procedures by closing doors, covering windows, and directing students to designated areas.
4. **Review and Feedback:** After the drill, review the procedures with students and staff, collect feedback, and address any observed issues.

Shelter in Place Protocol

A shelter-in-place order is initiated when external environmental threats (e.g., nearby chemical spills, extreme weather events) pose a risk, and it is safer for individuals to remain indoors rather than evacuate.

Shelter in Place Procedures:

1. **Announcement:** The EMC or EMP Wardens announce the shelter-in-place protocol over the PA system.
2. **Move to Secure Areas:** All individuals should move to the nearest secure area, preferably away from external doors and windows.
3. **Seal Off Entry Points:** Exterior doors are secured, and air systems may be adjusted to reduce external air intake.
4. **Communication and Updates:** The EMC will provide ongoing information and instructions, and the shelter-in-place order will remain until the all-clear signal is given by the EMC or emergency responders.

Shelter-in-Place Checklist:

1. **Announcement:** Issue a shelter-in-place announcement through the PA system.
2. **Movement to Secure Rooms:**
 - a. All individuals move to an internal room with minimal windows or doors.
 - b. Seal doors and windows if there is a risk of air contamination.
3. **Shut Down Ventilation if Necessary:** Adjust HVAC systems to prevent outside air from entering.
4. **Monitor and Provide Updates:** The EMC communicates ongoing information and instructions. Shelter-in-place remains active until an all-clear signal is given.

Intruder / Unwanted Visitor Protocol

Intruders or unwanted visitors on school property pose a significant safety risk to students, staff, and faculty. The following protocols establish clear procedures for identifying, managing, and responding to intruders or unwanted individuals to minimize potential harm and ensure the safety of everyone on campus.

Purpose

This section provides step-by-step procedures to handle unauthorized persons on school grounds, including both non-threatening intruders and those who may present a risk of violence or harm. The goal is to manage situations involving unknown or suspicious individuals efficiently and safely, in coordination with local law enforcement if needed.

Recognizing an Intruder or Unwanted Visitor

1. An intruder is anyone who is on school property without permission or proper identification. This may include:
2. Individuals exhibiting unusual or suspicious behavior.
3. Visitors in restricted or off-limits areas.
4. Individuals who refuse to follow sign-in procedures or school policies for visitors.
5. **Types of Intruders:**
6. **Non-threatening intruders** – May be lost or unaware of visitor policies but not overtly hostile.
7. **Potentially hostile intruders** – Displaying signs of aggression, refusal to cooperate, or suspicious behavior that could escalate into a threat.
8. **Active intruders or imminent threat** – Intruders who present an immediate risk to individuals on campus, such as carrying weapons or making verbal threats.

Intruder Management Protocols

1. **Observation and Reporting:**
 - a. Any staff member who notices a suspicious or unauthorized individual should observe the person from a safe distance and report to the main office or designated school safety officer immediately.
 - b. Provide a description of the person, their location, behavior, and any identifying features (e.g., clothing, physical characteristics).
2. **Alert Administration:**
 - c. Upon receiving the report, the principal or designated safety officer will assess the threat and initiate appropriate response protocols, ranging from escorting the individual off campus to initiating a lockdown if needed.
3. **Approach with Caution (if necessary):**
 - d. If approaching the individual is deemed safe, a school administrator or designated staff member should approach the intruder calmly and courteously to assess the situation.

- e. Identify yourself, and politely ask why they are on school property and whether they need assistance.
- f. If the person is compliant and cooperative, escort them to the main office to sign in or address any assistance needed.

Non-threatening Intruder Procedures

1. Escort to Main Office:

- g. Politely ask the individual to accompany you to the main office.
- h. Explain school visitor policies and assist them in following the sign-in process or contacting their intended point of visit.

2. Explain Visitor Policies:

- i. Once in the main office, inform the individual of the school's visitor policies. If they have no valid reason to remain on campus, ask them to leave immediately.

3. Documentation:

- j. Record the intruder's information in a visitor log, including name, reason for visit, and outcome of the interaction.

4. Monitor:

- k. Ensure that the individual leaves the premises. If the person refuses to leave or behaves suspiciously, escalate the situation to the principal or school safety officer for further action.

Potentially Hostile Intruder Procedures

If an intruder appears uncooperative, agitated, or displays aggressive behavior, follow these steps:

1. Do Not Approach Alone:

- a. Avoid confronting potentially hostile individuals alone. Call for additional staff or school security if available and maintain a safe distance.

2. Request Backup and Notify Authorities:

- a. Notify the school office and request backup, especially if the intruder refuses to leave. Alert local law enforcement if the individual poses a risk to safety.

3. Initiate Lockdown if Needed:

- a. If the intruder's behavior becomes threatening or escalates, initiate lockdown procedures to secure all students and staff in classrooms and minimize exposure.

4. Monitor and Communicate with Law Enforcement:

- a. Provide continuous updates to law enforcement and maintain a safe perimeter around the intruder. Do not attempt to physically detain the intruder unless there is an imminent threat to life, and only if you are trained to do so.

5. Debrief and Document:

- a. After the incident, document the interaction, including actions taken, descriptions of the individual, and involvement of law enforcement. Conduct a debrief with staff to identify any areas for improvement in response.

Immediate Threat or Active Intruder Procedures

If an intruder presents an immediate threat, such as brandishing a weapon, making verbal threats, or engaging in violent behavior, initiate the following steps:

1. **Initiate a Lockdown Immediately:**
 - a. Announce a lockdown over the PA system or by other means. Repeat the lockdown command if necessary, instructing all students and staff to proceed to secure rooms, lock doors, turn off lights, and remain silent.
2. **Call 911:**
 - a. As soon as the lockdown is initiated, contact emergency services and provide as much detail as possible, including:
 - i. The intruder's location and description.
 - ii. Whether the intruder has a weapon or is exhibiting threatening behavior.
 - iii. Any injuries or immediate risks to individuals on campus.
3. **Communication with Intruder** (if possible):
 - a. If safe to do so and from a secure distance, attempt to communicate with the intruder to de-escalate the situation until law enforcement arrives. Avoid physical confrontation and use calm, non-threatening language.
4. **Maintain Lockdown Until All-Clear:**
 - a. Keep the lockdown in place until law enforcement has arrived and resolved the situation. Only release students and staff from lockdown upon receiving the official all-clear signal from emergency personnel.
5. **Assist Law Enforcement:**
 - a. Provide any necessary information to law enforcement officers, such as school maps, location of students, and details of the intruder's actions. Ensure they have clear access to all areas as required.
6. **Post-Incident Debrief:**
 - a. After the threat is neutralized, conduct a thorough debrief with the safety team, school administration, and law enforcement to review the incident, response effectiveness, and any recommended improvements.

Intruder Alert Procedures

The following intruder alert procedures should be initiated when an intruder is confirmed or suspected on campus:

1. **Notify Principal and Main Office Staff:**
 - a. The principal or main office staff should be immediately informed of the suspected or confirmed intruder.
2. **Announcement Over PA System:**
 - a. If deemed necessary, initiate the "Lockdown Safety Alert" announcement over the PA system, instructing all staff and students to:

- iv. Proceed to the nearest classroom or secure location.
 - v. Lock doors, turn off lights, and remain silent.
 - b. Use clear and simple language to convey urgency and instructions, e.g., “This is a lockdown safety alert – all staff and students report to the nearest secure classroom and remain there until further notice.”
- 3. **Contact Law Enforcement:**
 - a. Contact police immediately and provide:
 - vi. The intruder’s location, physical description, and actions.
 - vii. The level of risk or threat posed.
 - viii. Any additional information about school layout or lockdown status.
- 4. **Communicate with Special Areas (e.g., PE, Music, Technology Rooms):**
 - a. Ensure communication with special areas or classrooms not directly linked to the main PA system, such as physical education areas, the music room, or tech labs.
- 5. **All-Clear Announcement:**
 - a. Only announce the all-clear once law enforcement has resolved the situation. Use the PA system to inform everyone that it is safe to resume regular activities.
- 6. **Activate School Safety Committee (SSC):**
 - a. If the situation warrants it, activate the SSC to coordinate post-incident actions, such as addressing safety concerns, communication with parents, and providing support for students and staff.

Visitor and Intruder Management Best Practices

- 1. **Establish a Clear Visitor Policy:**
 - a. All visitors must sign in at the main office, wear a visitor badge, and be escorted if necessary. Clearly post signage outlining visitor procedures.
- 2. **Train Staff and Students on Intruder Awareness:**
 - a. Regularly train staff to identify suspicious behavior and implement protocols when encountering an intruder. Educate students on emergency procedures for intruder situations.
- 3. **Conduct Regular Drills and Assessments:**
 - a. Perform regular lockdown and intruder alert drills to ensure familiarity with protocols. Assess each drill for areas of improvement and update protocols as necessary.
- 4. **Install Security Measures:**
 - a. Consider security cameras, access control systems, and secure entryways to monitor and control visitors’ access to school grounds.
- 5. **Establish Communication Channels with Local Law Enforcement:**
 - a. Maintain a good relationship with local law enforcement and ensure they are familiar with school layouts and emergency procedures. Regular communication enhances response times during real incidents.

Social Media and School Reputation Management

Clear guidelines are set for responding to online complaints, managing crises, and protecting the school's reputation, including specific actions to avoid and address public issues transparently.

In today's digital landscape, maintaining a positive school reputation on social media is essential for fostering trust within the school community, engaging parents and students, and addressing any issues that arise promptly and professionally. This section provides guidelines and best practices for social media management and a crisis response plan to manage potential reputational risks.

Purpose

Social media platforms provide an opportunity to engage with the school community, share updates, celebrate achievements, and quickly address concerns. This policy aims to promote responsible social media use by school staff, establish a proactive approach to managing the school's online presence, and prepare for effective crisis communication when necessary.

Social Media Guidelines:

1. **Monitor Online Mentions:** Set up alerts for the school's name and monitor mentions on social media. Regularly check social media platforms, especially those where the school maintains an official presence (e.g., Facebook, Twitter, Instagram). Always communicate respectfully and professionally. Avoid engaging in arguments or making sarcastic remarks, as this can reflect poorly on the school's image. Do not post or respond when angry or upset. Take time to craft a well-thought-out response if addressing a sensitive topic.
2. **Respond to Complaints Publicly:** Address legitimate complaints with clear, respectful responses. Address legitimate complaints or concerns publicly and professionally. Acknowledge the issue, express understanding, and indicate that further steps will be taken to address it. For minor concerns, respond directly on the platform. For more sensitive issues, request that the conversation continues offline by providing a contact number or email for direct communication.
3. **Avoid Deleting Negative Comments:** Instead, offer solutions and explain any necessary actions taken. Generally, do not delete negative comments unless they are abusive, threatening, or violate community guidelines. Instead, respond thoughtfully to show that the school listens to concerns. If a comment is deleted, document the reason, and, if appropriate, contact the individual privately to explain.
4. **Promote Positive Engagement:** Share stories of student achievements, school events, staff accomplishments, and community involvement to foster a positive online image. Encourage students and parents to participate in school events and share positive experiences on social media, using appropriate hashtags to increase visibility.
5. **Limit Access to Social Media Accounts:** Assign a designated team or specific individuals to manage official school accounts. Limiting access helps maintain consistent messaging and reduces the risk of unauthorized or inappropriate posts.
6. **Establish a Crisis Response Team:** Assign staff to manage social media during crises, coordinating timely and accurate responses.

Management of Hazardous Materials

The SSC and trained personnel must follow WHMIS guidelines for storage and disposal. Immediate response procedures include sealing spill areas, contacting HAZMAT, and preventing re-entry until safe.

Hazardous Materials Checklist:

1. **Inventory and Storage:** Maintain a current list of hazardous materials and ensure they are stored in clearly labeled, secure locations.
2. **WHMIS Compliance:** All staff handling hazardous materials must complete WHMIS training and have access to Material Safety Data Sheets (MSDS).
3. **Emergency Response:** In case of a spill, seal off the area and contact the fire department for HAZMAT assistance if necessary.
4. **Documentation:** Complete incident reports and review safety protocols following each incident.

Infrastructure Failures and Emergency Maintenance

Key Scenarios:

- **Power Outage:** Follow shelter-in-place procedures, disconnect equipment, and notify the property manager.
- **Fire System Failure:** Initiate a fire watch if the fire suppression system is compromised.
- **Elevator Failure:** Wait for qualified technicians; avoid untrained rescue attempts.

Infrastructure Failure Checklist:

1. **Power Outage:** Shut down non-essential systems and move individuals to areas with natural lighting. Report outages to facilities management.
2. **Fire System Malfunction:** Activate a fire watch until repairs are completed, following local fire code requirements.
3. **Elevator Malfunction:** Instruct individuals to remain inside the cab until help arrives. Never attempt a rescue without trained personnel.
4. **HVAC System Failure:** Move students to more comfortable areas if safe and monitor for any adverse health symptoms

Supportive Safety Resources and Equipment

Resources are available to support safety, including emergency supplies, communication systems, and accessible equipment. Regular checks and updates ensure readiness.

Safety Equipment Checklist:

1. **First Aid Kits:** Stocked and strategically placed around campus; checked regularly for contents.
2. **Emergency Kits:** Ensure each classroom has an emergency kit, including flashlights, water, first aid supplies, and a battery-powered communication device.

3. **Fire Extinguishers:** Regularly inspected and easily accessible in designated areas.
4. **Emergency Contact List:** A regularly updated list of emergency contacts for staff, students, and local authorities.

School Closure

Temporary School closures

Temporary School closures may be precipitated by building-related issues (such as extended power outages), adverse weather, or public health or other unforeseen issues. At the direction of the board of directors, the principal will:

- Notify staff and families (parents and homestays) of the anticipated temporary closure as soon as reasonably possible.
- Draft plans enabling the continuation of learning during any prolonged periods of closure.
- Provide updates with respect to ongoing developments related to the closure.

The Ministry of Education and Child Care has announced that as of September 2021, new schools during the first 5 years of operation will have developed a school closure risk mitigation plan for a **Permanent School Closure**.

IIHS Permanent School Closure Plan

The board of directors will submit a school closure plan to the Independent Schools Office at the Ministry of Education and Child Care at EDUC.independentSchoolsOffice@gov.bc.ca.

Health and safety

IIHS is responsible for student health and safety while students are in the school's care. In the event of a permanent school closure, parents and homestays will be notified and arrangements will be made to enable all students to return to their homes at the earliest opportunity. For more details see the IIHS *School Closure Policy*.

Conclusion

This comprehensive **Emergency Management Plan** provides a structured approach to emergency preparedness, addressing a range of potential scenarios and emphasizing the importance of proactive planning, training, and communication. Regular drills, adherence to protocols, and active participation from staff and students ensure a safe, responsive, and resilient school environment.

Resources:

- [Emergency Management Planning Guide for Schools, Districts and Authorities \(2015\) \(PDF\)](#)
- [Emergency Management Planning Guide - Supplement for Independent Schools \(PDF\)](#)

Field Trip Policy

ILAC International High School (“IIHS”) places value in ensuring Field Trips are provided that offer meaningful opportunities for students to expand their learning and enrich their school experiences. Every effort is taken so that Field Trips will be planned to ensure the safety of students. For the purposes of this policy, IIHS identifies and distinguishes between Co-Curricular Field trips and Extra-Curricular Activities:

Co-Curricular Field Trips

Co-curricular field trips take place beyond the limits of the school property and are designed to connect with a particular component of the curriculum.

Extra-Curricular Activities

Extra-curricular activities also take place beyond the limits of the school property. These activities are optional and may include participation in social events that promote team building and include sight-seeing activities scheduled classes are finished. While the learning and social experience is identified to be of value, the activity is not connected to a particular learning outcome of the curriculum.

Teacher Protocols for Co-Curricular Field Trips

At least 2 weeks prior to a planned co-curricular Field Trip, teachers must submit a written Field Trip Request to the principal, outlining the specifics of the planned excursion. Parental Consent Forms must be collected for every student participating on the Field Trip. Review and submit a copy of the Safety Checklist to the Principal prior to the Field Trip departure date.

Co-Curricular Field Trip Requests

Field Trip Requests must include the following information:

- Name of the attending teacher who is organizing this Field Trip
- Type of Field Trip
- Purpose of the Field Trip (importance, what will be learned)
- Date and duration of the event
- Which students are to be participating (grade and full names)
- Destination
- Transportation
- Costs
- Supervision (if required); Identify additional teachers who will be joining
- Any special provisions needed
- Any additional matters of importance which may impact approval for this Field Trip

Co-Curricular and Extra-Curricular Parental Consent Form

A signed Parental Request Form must be collected from every parent whose child(ren) will be participating in the Field Trip. This form will include the following information to ensure the parent has

opportunity the weigh the benefits against any perceived risks, thereby enabling them to grant informed consent:

- Name of the attending teacher who is organizing the Field Trip
- Name of the student(s)
- Type of Field Trip
- Purpose of the Field Trip (why this is important for the student).
- Date and duration of the Field Trip
- Destination
- Transportation
- Anticipated cost
- Identify if costs will be covered by the school or by other means
- Identify staff supervision, including a cell phone contact
- Identify any special provisions that might be needed
- Identify any risks that might be associated with this Field Trip
- Confirm that permission has been granted by the school principal

Safety Checklist

The attending teacher should prepare a Safety Checklist to confirm the following have been identified and completed prior to departing on the Field Trip. A copy of the Safety Checklist is to be left with the principal (or a designate if the principal is absent during the duration of the Field Trip):

- Parental Consent Forms have been received from every parent whose child(ren) are on the field trip
- Names of all students who will be participating in the Field Trip
- Personal information for every student attending (emergency contact information, parent/homestay phone number, any special medical conditions, etc.)
- Names of any students who received Parental Consent that are absent on the day of the Field Trip
- Destination
- Transportation
- Staff supervision
- Date
- Attending teacher signature

Graduation Program Credits Policy

Policy Statement

In order to meet [graduation requirements](#) and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), students must earn a minimum of 80 credits and write the Grade 10 Numeracy Assessment and Grades 10 and 12 Literacy Assessments. The 80 credits must include 52 credits for required courses (including 8 credits of Career Education courses) and a minimum of 28 elective credits. Please see the *International Student Graduation Program Credits Policy* for more information on requirements for International Students.

Required Courses

Credits must be earned in the following subject areas or courses:

- A Language Arts 10 (4 credits)
- A Language Arts 11 (4 credits)
- A Language Arts 12 (4 credits)
- A Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- A Mathematics 10 (4 credits)
- A Mathematics 11 or 12 (4 credits)
- A Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- Physical and Health Education 10 (4 credits)
- An Arts Education and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Career Life Education (4 credits)
- Career Life Connections (4 credits)
- Indigenous-focused (4 credits)

Electives

Students must complete a minimum of 28 [elective credits](#). These 28 credits may be from Ministry-Authorized or [Board/Authority Authorized \(BAA\) courses](#), post-secondary courses or [external credentials](#), but not Locally Developed courses. Once the credits for required courses have been met, additional courses in that subject area count as elective credits.

Provincial Graduation Assessments

Students must write a Grade 10 Numeracy Assessment and Grades 10 and 12 Literacy Assessments in order to graduate.

Other requirements and options for earning credits

Students must complete a minimum of 16 credits at the Grade 12 level, including a required Language Arts 12 course and Career Life Connections. These Grade 12 credits may be for required courses, electives, Independent Directed Study, External Credentials, or dual credit post-secondary courses (see

the [Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies Policy](#) for additional information).

Resources:

- [Graduation Requirements \(Province of British Columbia – gov.bc.ca\)](#)
- [BC Graduation Program Policy Guide: Grades 10-12 \(Province of British Columbia – gov.bc.ca\)](#)
- [Course Registry \(Ministry of Education and Child Care\)](#)
- [Graduation Information for Administrators \(Province of British Columbia – gov.bc.ca\)](#)
- [Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit, and Independent Directed Studies](#)
- [Educational Standards Order \(PDF, 218KB\) – Sections 5\(8\) and 5\(9\)](#)
- [Graduation Program Order \(PDF, 260KB\)](#)

Harassment and Bullying Prevention Policy - Students

Policy Statement

The *Independent School Act (Schedule)* requires that all Independent Schools confirm that no program is in existence or is proposed at the independent school that would in theory or in practice, promote or foster doctrines of:

- Racial or ethnic superiority or persecution
- Religious intolerance or persecution
- Social change through violent action, or
- Sedition

In addition to confirming these requirements of the *Schedule*, ILAC International High School (“IIHS”) will ensure that students are protected from abuse, neglect, bullying, harm or threat of harm.

Protection

IIHS is committed to developing clearly outlined expectations and practices so that students feel connected through the relationships created between students, staff and parents, knowing that students who feel connected, respected and accepted tend to be physically and mentally healthier and perform better academically. IIHS is committed to protecting students’ physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression.

IIHS designates the principal as the *Primary Safe School Coordinator* who must complete the (Basic) Violence Threat Risk Assessment (VTRA) training (offered through the ERASE program coordinated by the FISA-BC). A VTRA trained *Alternate Safe School Coordinator* is designated by the principal and must also complete the VTRA training. The VTRA training must be renewed after 3 years.

Acceptable Behaviour includes:

- Welcoming and inclusive language
- Being respectful of other viewpoints, experiences and wishes
- Accepting constructive criticisms gracefully
- Being deliberately mindful of what is best for the community
- Showing empathy

Unacceptable Behaviour includes:

- Physical violence of any kind
- Verbal attacks, threats or intimidation
- Derogatory remarks aimed at demeaning a person’s race, culture, religion, sexual orientation or gender identity
- The use of sexualized language or imagery and unwelcome sexual attention or advances
- Cyber-bullying or social media attacks
- Publishing a person’s private information without explicit consent

- Deliberately causing damage to the personal property of others

The behaviours above will be considered unacceptable while at school, at a school related activity or in other circumstances where, engaging in the activity will have a negative impact on the school environment.

Reporting and Consequences

An unacceptable behaviour of the kind identified above can be reported (in confidence if deemed necessary) to a teacher or the *Primary or Alternate Safe School Coordinator*. Every effort will be taken to prevent retaliation against a complainant.

Students found to have engaged in unacceptable behaviour as reported, will be subject to the consequences identified in the *Discipline Policy and Procedures* which can include a combination of loss of privileges, suspension or removal from the school.

If the unacceptable behaviour identifies:

- A teacher, the report should be made to the *Safe School Coordinator*
- Any staff member, the report should be made to the *Safe School Coordinator*
- Either of the *Safe School Coordinators*, the report should be made to the Board of Directors

The consequences for any staff found to be in breach of the policy will be determined by the Board of Directors appointed by the school authority as outlined in the *Independent School Act, 7–7.3*

Resources

- [Harassment and Bullying Protection Order](#) (B.C. Ministry of Education and Child Care)
- [Safe & Caring School Communities – Independent Schools](#) (B.C. Ministry of Education and Child Care)
- [Independent School Act, 7–7.3](#)

Inclusive Education (Disabilities/Diverse Abilities) Policy

Policy Statement

ILAC International High School (“IIHS”) offers an educational program for international high school students coming from different countries around the world. Parents choose this education carefully, in the expectation that their children may broaden their experiences and perspectives about opportunities and education in Canada. The most significant challenge faced by IIHS students is likely in ensuring their ability with the English language is sufficient for them to be successful. The Student admission protocol for IIHS will screen for ability in English and upon admission will schedule for remediation as needed. See the IIHS *Admissions Policy* for more details.

While parents are not likely to have their children study abroad if they already know their children have specific disabilities or cognitive limitations, IIHS may encounter situations which call for student remediation and support during the time they are completing their studies at our school. The *Students with Disabilities or Diverse Abilities Order*, identifies a student with special needs as “a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has exceptional gifts or talents.”

It is acknowledged that diverse needs may present over time for students who were previously not deemed as having special needs or for students who encountered developments which subsequently lead to particular needs. Under these circumstances, IIHS will follow the protocols identified here.

Protocols for addressing students with Special Needs (Disabilities/Divers Abilities)

If over time a teacher observes a student exhibiting learning difficulties of a physical, sensory, emotional or behavioral nature, the teacher will consult with other staff and the principal. An observation schedule will be established to determine and verify the extent of the needs initially observed:

- If the targeted observations confirm that additional intervention may be required, the principal will initiate a meeting with the parents to discuss these observations and to seek input.
- A support plan may be put in place if it appears that minor adaptations related to hearing, vision and/or an allocation to offer additional time, for example when completing assessments, are needed. In such cases a support plan will be drafted as an Individual Education Plan (“IEP”) and parents will be asked to confirm the contents of the plan.
- If additional adaptations are needed so that the student’s educational program, as identified on an IEP, would no longer be designed to meet the graduation requirements set out in the Ministerial Order M302/04, and if agreement was reached between IIHS and the parents as to the ability of the school to deliver this program and the value of the program as recognized by the parents, a *School Completion Certificate* may be awarded.
- If it appears from the observations and the discussions with the parents, that IIHS will be unable to provide the support deemed to be necessary for ongoing student success, the school will work at the direction of the parents for an orderly transition to another school.

Resources:

- [Educational Standards Order, s. 5.1 - 5.3](#)

Homestay Policy

Policy Statement

Independent schools that arrange Homestay accommodation for international students (“Homestay Program Providers”) are required to develop a *Homestay Policy* that complies with the [British Columbia K-12 International Student Homestay Guidelines](#), which have been designed by the Ministry of Education and Child Care to ensure consistent, province-wide best practices for the K-12 homestay sector.

Federal, provincial, and municipal laws apply to homestays. It is the responsibility of each of the groups defined in this policy to be familiar with applicable legislation and to seek legal advice as needed.

This policy is consistent with the province of B.C.’s K-12 International Student Homestay Guidelines and outlines the minimum requirements for ILAC International High School’s (“IIHS”) homestay program, as well as the responsibilities expected of homestay families, international students and third-party agents. For details on refunds, please refer to the IIHS *Refund Policy* and IIHS *School Closure Policy*.

IIHS Homestay Program

International students participating in the IIHS homestay program are placed with Canadian host families who provide students with a furnished bedroom and three meals per day. Students have the opportunity to integrate with the family, learn about Canadian culture, and practice and improve their English language skills outside of school. IIHS’s host families are Canadian citizens or permanent residents who live in the Vancouver area and whose multi-cultural backgrounds reflect the country’s celebrated diversity. IIHS’s homestay department is available 24/7 to support students, parents, agents, and homestay families.

IIHS Homestay Placement Procedures

Parents/students should indicate their interest in participating in the IIHS homestay program on their application form (see the IIHS *Admission Policy* for more details). A minimum of (2) weeks’ notice is required to secure placement. The following placement procedure will be followed:

Step 1: Once the student has received their visa and/or study permit, confirmation must be sent to the school immediately.

Step 2: The homestay placement fee, airport pickup fee, and homestay (student housing) fees are due a minimum of 4-weeks in advance.

Step 3: The Pre-Arrival Form must be completed, including confirmation of flight details.

Step 4: A homestay package is sent to the parents and student including:

- Homestay Confirmation Letter
 - Host Family Details (Names of all household members, address, contact information, homestay map, meal plan details, transportation/commuting directions, Homestay 24/7 emergency line telephone number)
- Confirmation of Airport Pick-up Details

- Homestay Guidelines for Parents and Students. Translated handbooks are available upon request.

Step 5: A welcome letter from the student's assigned homestay coordinator is sent to parents/students upon arrival in Canada.

Airport Pick-up

Students will be met at the airport by a school representative. Detailed instructions are issued to parents and students, including airport pick-up service contact information, prior to departure.

Definitions

For the purposes of this policy the following definitions apply:

- Homestay Program Provider: Companies or organizations that arrange K-12 placements in British Columbia. Depending on the circumstances, the homestay program provider could be an independent school or school district, a company or organization contracted by the international student program, or a business or individual that is not in a relationship with the international student program.
- International Student Programs: B.C. Schools or districts that enrol international students.
- Host Family or Homestay Family: B.C. families that host international students (also known as 'homestay families')
- Homestay: A formal arrangement by an international student program, or its delegates, to house an international student with an approved family during their course of study. This family and its residence are both commonly referred to as the 'homestay'.
- K-12 International Students: K-12 students who ordinarily reside outside of B.C and Canada who come to B.C. and enrol in a K-12 program of study. International students will have to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing studies longer than six months.
- Minor (Child): Any person below the age of 19 years. Minor children require certain care by either a guardian or custodian.
- Parents/Guardians of International Students: An international student's parent or legally appointed guardian.
- Guardian: Under the BC Family Law Act, the parent of a child is generally that child's guardian. A guardian may also be a person who has been legally authorized to act in place of the student's parents. A guardian has legal responsibilities and rights for that child.
- Custodian: A responsible adult, who is a Canadian citizen or a permanent resident, and is appointed by a child's parent/guardian, through an international student program's authorized document, to care for and support that child. International student programs and the Canadian federal government require that international students who are minor children have a custodian while studying in the province of British Columbia. A custodian is optional for minors 17 years of age and older, but this can be requested by a Canadian Border Services Agent (CBSA) on a case-by-case basis.
- International Student Agents: Individuals or companies that assist students in selecting a suitable country, city and school in which to study.

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

IIHS - Homestay Program Provider Responsibilities

To promote the best possible homestay experience for international K-12 students, the IIHS Homestay Department will:

1. Maintain a homestay screening process for host families and for international students to determine suitability. The host family screening process will be published and include the following:
 - Scheduled home inspections and host parent interviews. Home inspections should be scheduled at least once every (2) years.
 - Scheduled Criminal Record Checks with Vulnerable Sector Checks every (3) years for all adult household members
 - Reference checks for the host family parent(s) where required
2. Collect and maintain current personal records and contact information for the student, parent/guardian, custodian, and/or host family, including:
 - Legal first and last names (i.e. as they appear in a passport)
 - Gender
 - Age
 - Relevant medical information
 - Country of residence
 - Address
 - Contact phone number and email address
3. Ensure that all data collected, and any information distributed by the homestay program provider complies with protection of privacy legislation.
4. Develop and deliver a comprehensive training program for new host families to ensure familiarity and understanding with best practices and develop a process for regular host families to stay current with best practices.
5. Place no more than two international students with a host family at the same time.
6. Avoid concurrently placing both adult and minor international students in the same home unless there is a clear rationale for how this benefits the students. In circumstances where minor and adult students are placed together, parents of the minor student must be informed of the situation.
7. Inform the host family of potential student placements by using a standardized student profile form that includes the dates of accommodation, special requirements, and relevant medical and behavioral background.
8. Liaise with the student, school, host family and parents/ guardian and provide each with support.
9. Communicate with international students and host families on a regular basis.
10. Provide 24-hour emergency contact for international students and homestay families.
11. Implement and maintain quality assurance and program evaluation mechanisms.
12. Offer conflict resolution services (and the opportunity to reach consensus) to both the host family and the international student.

13. Maintain clear, published standards and procedures relating to homestay, including procedures for the dismissal of host families in warranted cases and procedures for transferring students to a different host family.
14. Develop separate reference manuals for host families and for international students (and their parents) that describe relevant legislation, standards and procedures. Manuals should contain standards and procedures applicable to the full range of a host family's and an international student's homestay experience.
15. Maintain clear, published fee information including:
 - Terms of Agreement – payment of fees to whom and when
 - Per diem and monthly homestay fees
 - Services included with fees
 - Additional fees (e.g. airport pick-up or drop-off or storage fees)
 - Refund policy
16. Ensure published documents and templates use gender-inclusive language and include a place for legal and preferred names where appropriate.
17. Provide, as appropriate, the international student with access to a person who can speak the student's primary language. This may include agent, parent, or other contact via online communication. IIHS has translation support available in over 40 languages.
18. Share medical or mental health concerns that arise during the course of the homestay with the international student program, the host family, the custodian and/or the student's parent/guardian(s) as appropriate.
19. Provide additional standards and procedural supports and requirements for younger homestay students as appropriate.
20. Publish the homestay program provider's legal limitations.
21. Inform international students who are about to be placed with a host family about the following resources:
 - **B.C. Helpline for Children** (Tel: 1-800-663-9122) *May be called to report when a child or youth under 19 years of age is being abused or neglected. There is a legal duty to report your concern to a child welfare worker.*
 - **Kids Help Phone** (Tel: 1-800-668-6868) *Provides counselling and mental health support.*
 - **Kelty Mental Health Resource Center** (<http://keltymentalhealth.ca/>) *Resources regarding mental health issues, substance use, medications and healthy living.*
 - **HealthLink BC 8-1-1 Services** (Tel: 811) *Free-of-charge provincial health information and advice phone line available in British Columbia*
 - **Suicide Crisis Helpline** (Text/Tel: 988) <https://988.ca> *Confidential, free, 24-hour access to responders trained in suicide prevention.*
 - **Medical insurance provider options** *(Basic health insurance is provided for all IIHS international students).*
 - **IIHS Health Services and Counselling supports.** Services include:
 - i. Meeting with students either in person or virtual for counselling support
 - ii. Working with students experiencing difficulties with adjusting to life in Canada, stress, coping concerns.
 - iii. Supporting students facing health challenges, academic failure or issues at home
 - iv. All calls and services are free, private and confidential.

- v. Students can call 1-905-409-8728 or email healthcare@ilac.com for 24/7 support

IIHS (International Student Program) Responsibilities:

To promote the best possible homestay experience for international K-12 students, international student programs should:

1. Identify the custodian, appointed by the parent/guardian, who is responsible for the care of each international student. The international student program should articulate its expectations of a custodian.
2. Develop clear procedures for host family parents in connecting with their international student's school. Host family involvement with ELL/ESL, attendance, and extra-curricular activities will promote "school connectedness" and support student learning and success.
3. Develop procedures and templates for communicating with the parent/guardian and custodian.
4. Support host families with conflict resolution procedures and processes to resolve the variety of issues that may arise during the homestay. A clear outline of when and who to contact should additional support be required is highly recommended.
5. Encourage homestay families to be specific and thoughtful regarding household expectations.
 - Considerations such as curfew, internet use, chores, etc. should be clearly outlined and communicated to the student.
 - Ensuring that all responsibilities are developmentally appropriate and suitable within the context of the home is important.
6. Provide host families with a variety of resources to support their international student in acquiring English as an additional language.
7. Publish the international student program's legal limitations.
8. Develop a participation agreement with the student and parent/guardian that includes expectations of student behaviour, conflict resolution processes and grounds for dismissal from homestay and/or the school program.

Host family Responsibilities

To promote the best possible homestay experience for international K-12 students, host family parent(s) should:

1. Provide a caring, nurturing and supportive environment for international students.
2. Host families must provide a home free from discrimination based on sex, sexual orientation, gender identity, race, nationality, language, religion, and culture or cultural heritage.
3. Abide by all rules/guidelines established by the homestay program provider when hosting a student placed by that provider.
4. Be 25 years of age or older or receive approval from the international student program as an approved exception.
5. Ensure that all residents, long-term guests (i.e., those who stay for two or more weeks), and frequent visitors over the age of 18 clear a Criminal Record Check with Vulnerable Sector check.

6. Agree to scheduled in-home inspections by either the international student program or the homestay program provider or both.
7. Have no more than two international students in the homestay at the same time. It is recommended to have a mix of language groups in the home.
8. Consult with the Homestay Provider/Program (IIHS) before concurrently hosting both adult and minor international students. In circumstances where minor and adult students are placed together, parents of the minor student must be informed of the situation.
9. Provide food for three nutritious meals per day.
10. Provide a clean and tidy home with a private, adequately furnished bedroom, with access to:
 - An area with a desk, chair and adequate lighting for homework
 - A bathroom, linens and use of laundry facilities
 - A clothing storage space
 - Entry into the home like any other member of the family (e.g. house key and alarm code, if applicable)
 - The Internet to support educational goals and consistent communication with home
11. Ensure the house is safe and complies with the BC Building Code and/or the local building bylaw, as applicable, and with the local fire code.
12. Ensure a student's general well-being, seek medical attention when necessary, and report any significant medical or mental health issues to the school, the custodian, the homestay program provider and the international student program (IIHS).
13. Inform the school or international student program if the student drinks alcohol, takes or possesses non-prescribed, illegal drugs, does not abide by homestay program or homestay family rules, or breaks the law.
14. Ensure the home security system, in particular camera and video recording, is explained to the student during the home orientation, complies with privacy requirements, and does not invade the student's reasonable expectations of privacy.
15. Promote strong connections between an international student and their parents, schools and communities by:
 - Using the student's desired language of study (English) in the home
 - Imposing reasonable limits on the student's personal use of the internet (i.e. number of hours/ day and appropriate times of day)
 - Negotiating and enforcing an appropriate and reasonable curfew and house rules for the student
 - Assisting the student in seeking extra-curricular activities and sports
 - Attending the IIHS orientation for host families and other cultural or education events

International Student Responsibilities

International students coming to B.C. and entering a homestay should:

1. Abide by all rules/guidelines established by the homestay program provider when staying with a host family arranged by that provider.
2. Abide by the municipal, provincial and federal laws.
3. Engage with the host family and the school and seek out opportunities to become involved in the school and family life.

4. Communicate regularly with their parent(s)/guardian(s) and with their host family.
5. Communicate significant issues or concerns to the host family, parent/guardian, custodian, school principal, vice-principal or teachers, homestay program provider, or international school program as appropriate. If you are not sure who to contact speak with your homestay coordinator.
6. Understand that the independent school international student program may require a student to move homestays or withdraw from the international student program in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable, or if the student's behaviour in the home is unreasonable or unacceptable, or if the student fails to comply with the IIHS regulations and guidelines.
7. Respect and be responsible toward the homestay home and property and pay for any damage to family property if found to be responsible for the damage.
8. Understand that there are the following resources regarding child health and safety:
 - **B.C. Helpline for Children** (Tel: 1-800-663-9122) *May be called to report when a child or youth under 19 years of age is being abused or neglected. There is a legal duty to report your concern to a child welfare worker.*
 - **Kids Help Phone** (Tel:1-800-668-6868) *Provides counselling and mental health support.*
 - **Kelty Mental Health Resource Center** (<http://keltymentalhealth.ca/>) *Resources regarding mental health issues, substance use, medications and healthy living.*
 - **HealthLink BC 8-1-1 Services** (Tel: 811) *Free-of-charge provincial health information and advice phone line available in British Columbia*
 - **Suicide Crisis Helpline** (Text/Tel: 988) <https://988.ca> *Confidential, free, 24-hour access to responders trained in suicide prevention.*
 - **Medical insurance provider options** *(Basic health insurance is provided for all IIHS international students).*
 - **IIHS Health Services and Counselling supports.** Services include:
 - Meeting with students either in person or virtual for counselling support
 - Working with students experiencing difficulties with adjusting to life in Canada, stress, coping concerns.
 - Supporting students facing health challenges, academic failure or issues at home
 - All calls and services are free, private and confidential.
 - Students can call 1-905-409-8728 or email healthcare@ilac.com for 24/7 support

Parent/Guardian Responsibilities

An international student's parent/guardian should:

1. Accurately complete the application form and disclose all of the student's relevant information, including medical conditions and medications, exceptional learning needs, behavioral or other concerns to the homestay program provider and the host family so that they are fully able to support and care for the student for the duration of the homestay.
2. Be familiar with the rules/guidelines established by the homestay program provider arranging the host family placement for the student and help ensure that the student abides by those expectations.

3. Stay in regular touch with the student to monitor that the student is coping well with the pressures and stresses that come with living and studying in a new country and learning a new language; while giving them the space they need to adapt to new routines.
4. Report significant concerns to the homestay program provider.
5. Understand that IIHS may require a student to move homestays or withdraw from the international student program in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable, or if the student fails to comply with IIHS regulations and guidelines.
6. Understand that there are the following resources regarding child health and safety:
 - **B.C. Helpline for Children** (Tel: 1-800-663-9122) *May be called to report when a child or youth under 19 years of age is being abused or neglected. There is a legal duty to report your concern to a child welfare worker.*
 - **Kids Help Phone** (Tel: 1-800-668-6868) *Provides counselling and mental health support.*
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 - iii. Supporting students facing health challenges, academic failure or issues at home
 - iv. All calls and services are free, private and confidential.
 - v. Students can call 1-905-409-8728 or email healthcare@ilac.com for 24/7 support

International Student Agent Responsibilities

International students and their families sometimes hire agents to help place the student in an international student program. International student agents should:

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

Resources:

[British Columbia K-12 International Student Homestay Guidelines](#)

International Student Graduation Credit Policy

Policy Scope

The policy applies to international students studying at ILAC International High School (“IIHS”) who wish to earn a British Columbia Certificate of Graduation (Dogwood Diploma) and who:

- Have not had their educational program instructed in one of Canada’s two official languages for at least two years prior to arriving in British Columbia (BC), and
- Who are not ordinarily resident in BC.

The policy provides IIHS with the flexibility to offer programs that meet the needs of international students while also ensuring that international students who intend to graduate satisfactorily complete specified courses in British Columbia's Graduation Program and do not earn all or certain course credits through an Equivalency review or a Challenge process.

Requirements under the Graduation Program Order

International students whose educational program was not instructed in either French or English for at least two years prior to arriving in British Columbia must earn credits through instruction from a British Columbia-certified teacher (not through Equivalency review or Challenge process for the following courses:

- A Language Arts course at the Grade 11 level;
- English First Peoples 12 or English Studies 12;
- A Science course at the Grade 11 or 12 level;
- A Mathematics course at the Grade 11 or 12 level;
- A Social Studies course at the Grade 11 or 12 level; and
- Career-Life Education

In addition, international students must earn graduation credit in Career-Life Connections under supervision of the IIHS school authority.

Equivalency review (Documented Prior Learning)

This policy describes how an international student at IIHS may be awarded credit for a successfully completed equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the B.C. school system.

An IIHS international student seeking to be awarded equivalency credit for prior learning must present verifiable documentation from a previous school which can confirm that:

- The previous course for which equivalency is being requested has been successfully completed.
- The general subject matter of the previously taken course is substantially the same as the course for which credit is being requested.
- The depth and breadth of coverage of the previous course is comparable to the course for which equivalency is requested.

- The assessment of the previous course confirms a high degree of mastery.
- The learning standards applied to the previous course are consistent with the expectations of the course for which equivalency is to be granted.
- Sufficient content is covered in the previous course to enable the student to be successful in further learning in the content area.

If the IIHS can confirm equivalency, then credit may be granted according to the directions given in the *B.C. Graduation Program – Handbook of Procedures – July 2024*. All documentation gathered by IIHS confirming the equivalency must be maintained for possible review by the Ministry of Education and Child Care at a later time.

Challenge process (Undocumented Demonstrated Prior Learning)

The Challenge process describes how an international IIHS student may be awarded course credit for demonstrated prior learning.

Students should be able to demonstrate their readiness to challenge a course based on such factors as:

- recommendation from a previous teacher
- from evidence that relevant learning has been acquired outside the regular classroom setting
- hands-on demonstrations
- oral performances
- interviews
- written examinations, or
- presentations of a collection of work

As part of the process students may be asked to outline their understanding of the Big Ideas, Curricular Competencies or the Course content for the B.C course for which they are seeking credit through a Challenge process.

If the IIHS can confirm a credit can be awarded through the challenge process, then credit may be granted according to the directions given in the *B.C. Graduation Program – Handbook of Procedures – July 2024*. All documentation gathered by IIHS confirming the challenge must be maintained for possible review by the Ministry of Education and Child Care at a later time.

Resources

- [Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies](#) (B.C. Ministry of Education and Child Care)
- [Graduation Program Order](#) (B.C. Ministry of Education and Child Care)
- [B.C. Graduation Program – Handbook of Procedures](#) – July 2024
- [International Student Graduation Credit](#) – July 2, 2024

International Student English Language Learner Assessment Policy

Policy Statement

Independent schools that enroll international students are required to have an *International Student English Language Learner Assessment Policy* to ensure international students are appropriately assessed to support their learning. This policy has been developed with reference to the Province of British Columbia's [English Language Learning \(ELL\) Standards](#).

International student English Language Learners ("ELL") are international students enrolled in independent schools with English as the primary language of instruction whose primary language is other than English. International ELL students may require additional services to develop their individual potential within BC's school system and meet the learning outcomes in the provincial curriculum.

Initial Assessment

As part of the application process at ILAC International High School ("IIHS"), International students are required to submit proof of English language proficiency using a reputable, internationally recognized Language Proficiency test, or complete the IIHS English Placement test described in the IIHS *Admissions Policy*. The initial assessment will be used to anticipate ELL programming, placement decisions and required student support services. The initial assessment will be complemented by an on-site assessment upon arrival in Canada, which will be used to determine student's language goals and Annual Instructional Support Plan (AIP).

On-Site Assessment

Upon arrival in Canada, International ELL students will complete an on-site English Language assessment in each of the skill domains (oral language, reading, writing). On-site assessments are conducted by an IIHS ELL specialist to determine the level of support required by individual students. A copy of the student's Annual English Language Learning Instructional Support Plan (AIP) will be shared with student's teachers and kept in the Student Permanent Record. ELL students requiring complex support may be required to complete additional English courses through the IIHS ELL program.

Ongoing Assessment

Throughout an ELL student's educational journey, ongoing English language proficiency assessment will be periodically conducted to ensure students are developing the language skills and knowledge based on their abilities and circumstances. Summative English language proficiency assessments will be conducted annually and will be compared with previous results to establish how the ELL student is progressing and to adjust their AIP and learning goals as needed. In addition to summative assessments, ongoing formative assessment will include classroom-based language assessments to inform instructional practices and communicate student progress in both language and subject areas.

Supports for ELL International Students

IIHS offers ELL courses designed to help students improve their English language proficiency by completing courses focused on the development of reading, writing, listening, and speaking skills and

the four systems of language (grammar, vocabulary, phonology and discourse). These courses are student-centered and focus on real-world communication. Teaching methods utilize the communicative approach, which promotes interactive learning and practical activities, which personalize learning and enhance English language acquisition. In addition to ELL courses, individual tutoring is also provided to assist students in meeting the learning outcomes in the provincial curriculum.

Record Keeping

Ongoing English language assessments, including annual summative language proficiency assessments, will be recorded in the student file as part of the Student Permanent Record, along with copies of the initial and annually updated English Language Learning Instructional Support Plans (AIPs).

Resources:

- [English Language Learning \(ELL\) Standards \(Province of British Columbia - gov.bc.ca\)](#)
- [International Student English Language Learner or French Language Learner Assessment Policy for Independent Schools](#)
- [English Language Learning Policy Guidelines 2018 \(Province of British Columbia - gov.bc.ca\)](#)
- [ELL Planning Tool \(Province of British Columbia - gov.bc.ca\)](#)

Privacy Policy

Policy Statement

Independent schools must have policies and procedures in place for complying with the [Personal Information Protection Act \(PIPA\)](#). These should include the appointment of a Privacy Officer (a staff member or team to be responsible for creating and maintaining PIPA-specific policies and processes to be followed, including a process for responding to complaints about potential non-compliance with PIPA.)

This policy describes the collection, use and disclosure of personal information about students and parents including the steps ILAC International High School (“IIHS”) will take to ensure personal and financial information is handled appropriately and securely according to the *BC Personal Information Protection Act (PIPA)*.

Definitions

“Personal information” – pertains to any information about an identifiable individual as defined under PIPA. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual as well as any publicly available information as designated under applicable laws such as information available from a public telephone directory or from a public registry.

“Parent” – means the parent, legal guardian or other legal representative of the student

“Student” – means a prospective, current or past student at the School.

“Privacy Officer” - is the designated person at the School who is responsible for maintaining and protecting the personal information under the School’s control. The principal of the School is designated as the Privacy Officer.

Information Collected

When parents register to enroll a student at IIHS, the information collected can include:

- Academic information
- Health considerations
- Personal matters enabling the School to provide the best possible education
- Information used with respect to the School’s Student Information System/Computer System.

Consent

- IIHS will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.
- Requirements for consent to collect, use or disclose personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or

disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, IIHS will consider both the sensitivity of the personal information and the purposes for which the School will use the information.

- Consent may be express, implied (including through use of “opt-out” consent where appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.
- On giving reasonable written notice to the School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, the School will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, the School will stop collecting, using or disclosing the personal information.
- If a person provides the school or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable the School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.
- The Student Record Order (section 6.1) – outlines conditions under which consent for disclosure of information is not required. *Every authority must, in its written procedures established under section 9 of the Independent School Regulation, permit the student record kept by the authority for a student or child to be disclosed to a person who is planning for the delivery of, or delivering, health services, social services or other support services to that student or child.*

Limiting Collection

IIHS will limit information collected to that information necessary for the purposes identified by the School.

Use, Disclosure and Retention

Use of personal information

- To communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- To enable the School to operate its administrative function, including payment of School fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- To provide health, psychological, or legal information
- To provide certain specialized services in those areas or as adjunct information in delivering educational services.
- If for any reason personal information is required to fulfill another purpose, the School will, where appropriate, notify parents and ask for consent before the School proceeds. (See also Student Record Order 6.1)

- The School may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve the School.

Disclosure of personal information

- The School will only disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law. (see also Student Record Order 6.1)
- The School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. (see also Student Record Order 6.1)
- Examples permitting disclosure include:
 - When Authorized by a parent
 - When Required by Law such as family court issues and legal proceedings
 - When Permitted by Law such as in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities.

Retention of personal information

IIHS will dispense with information no longer needed unless retention is required by law of policies of the Ministry of Education and Child Care.

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office (info@ilacihs.com) and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

Safeguarding Personal Information includes the following:

- Access restricted to authorized employees who have legitimate reasons
- Psychiatric reports or records of a School-initiated report of alleged child abuse (under section 14 of the CFCSA are not to be disclosed or transferred to other schools)
- Electronic files are to be protected with passwords and security measures that limit access.

Compliance violations

Any compliance violations will be addressed by the Privacy Officer.

Resources

- [Student Records Order \(PDF\)](#)
- [Personal Information and Protection of Privacy Act](#)
- [Student Records: Requirements and Best Practices \(PDF\)](#)
- [Child, Family and Community Service Act \("CFCSA"\)](#)

Refund Policy

Policy statement

The ILAC International High School (“IIHS”) is a group 4 independent school. The refund policy sets out the policies by which parents and students can know how refunds for fees and tuition are available in the event of school closure or a decision to withdraw from the educational program.

In the First Year of Operation

The Inspector of Independent Schools expects all Group 4 schools, including start-up schools with interim Group 4 certification to have access – without recourse to the Group 4 Independent School Bond – to have enough cash-on-hand to provide fee refunds in full in the event that the school fails to open or re-open, fails to receive initial or ongoing certification after an inspection, or otherwise closes. Ministry of Education and Child Care’s administration of a Group 4 independent school bond for the purpose of providing partial refunds can be a lengthy process as it is completed very carefully and within legislatively established timelines. Former students and their parents/guardians are advised that claims will not be assessed until the end of the limitation period (two to three years after the date of school closure) in order to provide equity of access to refunds from the bond to all potential claimants. The timeline for the Ministry’s claim review and refund administration process will depend on a variety of factors, including the number and complexity of the claims. Refunds will not be available until a minimum of 2.5 years beyond the date of the school closure but could take significantly longer. Parents should not rely on prorated refunds derived from this bond for any payment required before the payout of bond monies (e.g. parents should not rely on the partial refund coming from the bond to pay fees at another school).

Collection of Fees

The Ministry of Education and Child Care policy for Establishing an Independent School prohibits schools from collecting fees for multiple years and limits fee collection to only the current and upcoming school year.

Non-refundable, non-tuition related fees (collected prior to July 1, 2025)

Student applications can only take place after interim certification has been received from the Ministry of Education and Child Care. In the period between receipt of interim certification and July 1 of the year the school intends to begin operating, a deposit of up to CDN \$500 per student may be collected. No other fees from families may be collected during this time.

- The application deposit fee (\$200) is collected at the time of registration.
- The custodianship notarization fee of \$200, (if applicable) may be collected at the time of application.

Refundable, non-tuition related fees (collected after July 1, 2025)

All non-tuition fees are fully refundable if a student’s study permit has been denied. Non-tuition related fees include:

- Homestay fees
- Custodianship fees
- Learning resources
- Student service fees

Tuition fees (collected after July 1, 2025)

- The academic year consists of 2 semesters with each semester further divided into 2 terms.
- Tuition can be paid in advance for one academic year or in installments prior to the beginning of each term.
- Tuition paid for each term is not refundable after the program start date for each term.
- A full tuition refund is available if a student's study permit is denied.

In the event of a Permanent School Closure

The Ministry of Education and Child Care requires that IIHS has enough cash-on-hand to provide fee refunds in full in the event that the school fails to open or re-open, fails to receive initial or ongoing certification after an inspection, or otherwise closes. In addition, the *Independent School Act* requires Group 4 schools under the *Bonding Act* to maintain a bond to enable repayment of some additional fees when courses are not taken or completed due to unexpected school closure.

Bonding Act

This *Bonding Act* provides an overview of bonding requirements and procedures for Group 4 independent schools to ensure that fee-paying students at Group 4 schools are informed of Group 4 independent school bond obligations and have access to fee refunds in the event of a school closure.

Claims made under the *Bonding Act*

In the event of a claim, tuition paid will not be eligible to be prorated unless a final grade has not been obtained for a course which had been paid, in which case a full refund may be claimed.

If the total amount of eligible claims does not exceed the amount of the bond, repayment amounts will not be prorated and may be in full.

Parents may receive additional information about the Bond Act and the Ministry policies by referring to the resources listed below.

Resources

- [School Fee Refund Guidelines \(B.C. Ministry of Education and Child Care\)](#)
- [Group 4 Independent School Bonding Policy](#)
- [Bonding Act](#)

School Closure Policy

Unanticipated school closures have dramatic impacts on all those involved. ILAC International High School (“IIHS”) is committed to mitigating the effects of school closures on staff, students and families by adhering to guiding policies that set out both priorities and accountabilities in closure situations.

Temporary School closures

Temporary School closures may be precipitated by building-related issues (such as extended power outages), adverse weather, or public health or other unforeseen issues. At the direction of the board of directors, the principal will:

- Notify staff and families (parents and homestays) of the anticipated temporary closure as soon as reasonably possible.
- Draft plans enabling the continuation of learning during any prolonged periods of closure.
- Provide updates with respect to ongoing developments related to the closure.

The Ministry of Education and Child Care has announced that as of September 2021, new schools during the first 5 years of operation will have developed a school closure risk mitigation plan for a **Permanent School Closure**.

IIHS Permanent School Closure Plan

The board of directors will submit a school closure plan to the Independent Schools Office at the Ministry of Education and Child Care at EDUC.independentSchoolsOffice@gov.bc.ca.

Health and safety

IIHS is responsible for student health and safety while students are in the school’s care. In the event of a permanent school closure, parents and homestays will be notified and arrangements will be made to enable all students to return to their homes at the earliest opportunity.

Communications

As soon as a decision had been made for a permanent school closure an initial notice will be given to the Inspector of Independent Schools and to the Federation of Independent School Associations, if applicable. Students, families, and staff, will be informed in a timely fashion, enabling sufficient time for those groups to react to the school’s pending closure.

After the initial notification, the school will then provide the Inspector with formal written notice of closure from the school authority via the board of directors that provides the following:

- The name of the school or authority representative that will oversee the school’s closure, including email, phone and cell phone details;
- The timing of the school’s closure;
- Confirmation that the students, families, and staff have been informed of the closure;

- Confirmation that discussions have taken place with parents to discuss educational options at other schools following the IIHS school closure;
- Confirmation that arrangements have been made with parent(s)/legal guardian(s)/custodians to ensure students are able to return to their home countries as soon as possible;
- Confirmation that student course work and progress assessments have been completed, communicated, and submitted to the Ministry;
- Confirmation that parents have been informed how student records and transcripts may be available for enrollment in other schools, including in their respective home countries;
- Confirmation that refunds have been provided in accordance with the school's refund policy;
- Confirmation of discussions with staff in assisting them in finding other employment; and
- Confirmation that the school's website, social media accounts, and other publications have been updated to reflect the school's closure (all online publications must be further revised to reflect the school's closure after the last day of classes).

Educational continuity and student records

Steps must be taken to ensure that the impact on students and families is minimized by;

- Timing the closure, if possible, for the end of the school year, term, or semester;
 - Ensuring that all student records have been maintained and are up to date as required;
 - Submitting TRAX files to the Ministry, where appropriate;
 - Transferring Permanent Student Records to the Ministry of Education and Child Care as outlined in the [Student Records Order](#).
- If the school closes after the completion of classes, it must send the Permanent Student Records to the Ministry as required in the Student Records Order.
 - Schools using MyEdBC should contact [the MyEdBC Independent School Group](#) for information on the proper disposition of student records in the case of a school's closure.
 - Records (electronic and physical records) not in MyEdBC must be sent securely to the Ministry. Ministry staff will be notified of the need for transfer and staff will assist the authority in making arrangements for the secure transfer of electronic and physical records to the Ministry.
 - In accordance with the Personal Information Protection Act, the authority must make plans for the final disposition of any records containing personal information that are not required under the Student Records Order to be transferred to the Ministry.
 - Closed Group 4 independent schools must also provide the Ministry with any students' course completion records for preparatory programs, such as English as a second language courses (ESL), where final marks were not submitted to the Ministry via the TRAX system.

Employment matters

- As an employer, it is the school authority's responsibility to be aware of and ensure compliance with all applicable provincial or federal employment legislation and requirements including severance and wages.
- The school authority and designated board of directors should make teaching staff aware of the [Make-a-Future](#) website which lists teaching positions in B.C. schools.

School fee refunds

An IIHS school closure that results in an interruption in the educational program, such as classes not being completed and final marks not being assigned, will issue refunds according to the school's *Refund Policy*.

In addition, IIHS has maintained a bond for the prorated refund of fees in the event of a school closure.

Outstanding debts

The IIHS school authority is solely responsible for any outstanding debts or other financial encumbrances it has upon closure.

Dissolution of the authority

Upon permanent school closure, The IIHS authority will maintain the school authority until the Ministry of Education and Child Care has completed the administration of all bond-related matters.

The authority is responsible for any processes relating to the dissolution of the company and will seek its own legal advice regarding dissolution.

Acquisition or transfer of a school

As per section 2 (c) of the Schedule to the Independent School Act, an independent school authority may acquire a school from another independent school authority, provided that certain conditions are met.

Resources

- [Independent School Group 4 Bonding Policy](#)
- [Student Records Order](#)
- [MyEducationBC for Independent & First Nations Schools](#)
- [Make-a-Future](#)
- [Independent School Act](#)
- [Personal Information Protection Act](#)
- [Employment Standards Act](#)
- *IIHS Refund Policy*

Student Records Policy

Policy Statement

The Student Records Policy has been adapted from a document (Student Records: Requirements and Best Practice Guidelines for Independent Schools) made available by the Ministry of Education and Child Care in cooperation with the Federation of Independent School Associations.

Definition and Student Record Components

The term “student record” as defined in the Independent School Act refers to a record of information in written or electronic form in respect of a student but it does not include a record prepared by a person if that person is the only person with access to that record.

The “Permanent Student Record (PSR)” as defined in the Student Records Order is a specific subset of student records.

Permanent Student Record - required items include:

- 1704 form completed according to the current Permanent Student Record Instructions requirements
- Current and past Student Progress Reports – minimum of 2 years
- Individual Education Plan (IEP) – if applicable
- Copies of documents listed as inclusions on the 1704

Required

- Health services information as indicated by a medical alert
- Court orders as indicated by the legal alert
- Other legal documents (e.g. name change or immigration document)
- Support services information (e.g. speech and hearing tests)
- Individual Education Plans or Case Management Plans

Optional

- Standardized test scores
- Records of information which an educator deems relevant and important to the educational program of the student
- Award information

PSR's may be stored electronically with the understanding that IIHS will be able to recreate the data in the event of a system failure or calamity (fire, flood etc). If the 1704 is stored electronically, any printout must represent the same fields as on the original 1704 form.

Additional Student Record items - include:

- Legal name of child, with supporting documentation
- Legal name(s) of parent(s) or guardian(s) with home and work contact information
- Documentation verifying eligibility for provincial funding
- Student's application to attend the School
- Permissions and informed consents for School activities

- Records of disciplinary issues at the School
- Proof of citizenship
- Medical information, physician's name and contact information and any necessary information regarding the Anaphylactic Policy.

Contact and legal information updates should be given to IIHS annually.

IIHS will retain additional items in the Student Record until 5 years after the student has withdrawn or graduated.

Transfer of a Permanent Student Record

PSR's are official records, parts of which are transferrable to other schools when a written request is received confirming a transfer of a student. Permanent Student Records are retained by IIHS for 55 years if no request for transfer has been received or if the student has graduated.

On receiving a written request from another school, Board of Education or independent school authority, the Permanent Student Record will be transferred. A copy of the 1704 will be retained with the sending School and will indicate the date and the name of the school or authority where the record is sent. If the request comes from outside of BC, the original record will be retained, and copies will be sent to the new school. Transfer of sensitive information in a student records file, other than items identified as inclusions on the 1704, require written consent from parent(s) or guardians.

Transfer of a Permanent Student Record upon school closure

In the event of a permanent school closure for IIHS, any PSR's for which a transfer to another school has not been requested, are to be transferred to the Ministry of Education and Child Care.

Access to Student Records

A student at IIHS who is capable of exercising PIPA rights and parent(s)/guardian(s) of a student are permitted access to the Student Record (unless restricted by a court order) in order to:

- Examine all student records kept by the School pertaining to that student, while accompanied by the principal of the School or a person designated by the principal to interpret the records
- Receive a copy of any student record.

Resources

- [Student Records Order \(PDF, 154KB\)](#)
- [Personal Information and Protection of Privacy Act](#)
- [Student Records: Requirements and Best Practices \(PDF, 264KB\)](#)
- [Independent School Act](#)
- [School Closure Policy – Independent Schools](#)
- *IIHS School Closure Policy*

Student Supervision Policy

Policy Statement

ILAC International High School (“IIHS”) is committed to providing a safe and welcoming environment for all students. In order to support the health, welfare and safety of the students at all times, IIHS will ensure that students are well supervised on-site before, during, and after the school day and also during any off-site field trips.

Policy Scope

This policy applies to all students on campus during regular school days; field trip supervision requirements are described in the *Field Trip Policy*.

Policy Details

The IIHS principal maintains responsibility for the overall internal organization, management and control of the school. The Principal ensures proper supervision procedures are implemented consistently on campus and also during any school sponsored off-site activities. The Principal is responsible for communicating this policy to all faculty and staff at IIHS.

Before and After School Supervision

The IIHS campus will be open from 8:00am to 5:00pm on all regular school days. Students are expected to arrive at school 15 minutes before classes start at 9:15am. Students are free to leave school after their last class. Students who remain on campus 15 minutes after classes end must remain in the student lounge or designated study spaces unless they are involved in a specific school-sanctioned activity with appropriate supervision from IIHS faculty and/or staff. School supervision will only be provided within the prescribed timeframe before and after regular school time.

Supervision During School Time

Students are expected to attend school on time as outlined in the student code of conduct described in the *Discipline Policy and Procedures*. IIHS is responsible for student safety and well-being while classes are in session. Classroom teachers are responsible for the discipline and safety of students during scheduled instructional times. Students must not leave the campus during the scheduled instructional time unless on a dedicated break (i.e., lunch break), or on a supervised school field trip. Students may eat in the classroom or in the common area on campus during lunchtime. Students are allowed to leave school during lunch breaks but must sign out at the front desk and return to school no later than 5 minutes prior to the start of the next class.

Campus Access

The IIHS campus is open to all faculty and staff during regular operating hours. Access is restricted outside of operating hours.

All external visitors are required to sign-in at the front desk.

Teacher and Principal Evaluation Policy

Policy Statement

Teacher continuous learning, and skill development is a requirement for meeting student learning needs. ILAC International High School ("IIHS") commits to a high-quality teaching and learning environment. The purpose of this policy is to support teacher accountability, professional development and effective teaching that improve student learning. All teachers at IIHS, will participate in a teacher assessment evaluation to improve professional practice and learning goals as registered certified teachers in the province of British Columbia. Teachers are expected to demonstrate subject area knowledge and professional teaching ability. Our approach to teacher evaluation cultivates safe, open collaboration, shared learning, and reflective practice.

Teacher evaluations

Teachers at IIHS will be evaluated using formative assessments performed periodically and summative assessments performed annually via a written report and in-person meeting with the Principal. Teachers new to the school are to receive formative evaluations within the first 4 months of the school year. Teacher evaluations will include written and observable demonstrations of teaching and contributions to learning.

Data and evidence may include:

- Visits to the teacher's class by the principal
- Peer evaluations submitted by other teachers
- Submissions made by parents
- Using evidence of student learning
- Creating a positive classroom culture
- Punctuality, responsiveness, and a willingness to assist as needed
- Participation in establishing a positive school culture
- Participating in developing curriculum materials that reflect the school's vision
- Participating in professional development (Pro-D) activities offered by the BC Teacher's Federation
- Recognizing the need for continuous professional growth
- A self-reflection of teaching practice and effectiveness

Principal Evaluation

To foster accountability, ensure effective school leadership, enhance student outcomes and a supportive and collaborative school culture, the principal will be evaluated in the first year and at least every 2 years thereafter. The basis for evaluation may include input from teachers, parents, and the Board of Directors as well as:

- A self-reflection by the principal to identify performance with respect to:
- Educational leadership
- Interpersonal relations
- Management

- Development of a school culture
- The levels of job satisfaction from teachers and other school employees
- Levels of satisfaction from parents
- Evidence of participation in professional development (Pro-D) leadership activities for Principals

The Board of Directors is responsible for the evaluation of the principal. The board may choose to be assisted in this evaluation by securing the services of a qualified consultant.

While this formal evaluation will occur as outlined above, it is expected that the principal will receive formative feedback from the Board of Directors as needed on an ongoing basis.

Resources

- [B.C. Teachers Council – Professional Standards for BC Educators – June 19, 2019](#)
- [Leadership Development in the B.C. Education Sector – 2017 Education Leadership Development Framework](#)
- Danielson, C. (2007). *Enhancing professional practice: The framework for teaching* (2nd ed.). ASCD.

Water Testing (Lead Content) Policy

Policy Statement

ILAC International High School (“IIHS”) is responsible for ensuring the quality of the drinking water provided in our facilities meets provincial standards. Provincial requirements are established by the Ministry of Health, such as the [Guidelines for Canadian Drinking Water Quality](#).

Policy Summary

This policy and procedure exists to ensure water quality standards and if needed, to resolve elevated lead levels that are outside established guidelines on any drinking water quality test results. IIHS will conduct regular testing of the water supply for lead content to ensure that the results comply with the Ministry of Education and Child Care guidelines and the Independent Schools Branch. All designated drinking water sources are tested every three years.

Policy Scope - Sources of water at IIHS include:

- Tap water in IIHS washrooms
- Two filtered ELKAY EZH2O water fountains are located near the men’s and women’s washrooms

Procedures

In the event that testing finds drinking water concentrations of lead at or above the maximum acceptable level of 0.005 mg/L, IIHS will immediately inform the Independent Schools Branch of the Ministry of issue and work collaboratively with Vancouver Coastal Health to communicate the results of testing lead content in drinking water to parents, students and staff by describing the following;

- Rationale for testing lead in drinking water,
- Identify partnership with City of Vancouver/Vancouver Coastal Health to work toward a solution,
- State results of sampling,
- Identify mitigation strategies implemented or being considered by the school authority, and
- Provide contact information for the authority and the Regional Health Authority for parents, students and staff to request further information

Testing is conducted by the following:

Company Name: DuBois Chemicals Canada Inc.

Phone: [\(604\) 261-3019](tel:6042613019)

Resources

- [Guidelines for Canadian Drinking Water Quality](#)
- [Testing Lead Content and Drinking Water of Independent School Facilities](#)
- [Drinking Water Protection Act](#)

Additional Policies

Bullying and Harassment Prevention Policy – Staff

Policy Statement

ILAC International High School (“IIHS”) is committed to providing a safe working environment in which each individual is treated with respect and dignity. IIHS believes that all members of the IIHS community are entitled to work and learn in an environment free from violence, harassment and discrimination. To promote an anti-violence, anti-harassment and anti-discrimination environment, IIHS:

- Is committed to providing a learning environment where the individual differences of all students and employees are valued and respected.
- Will not condone and will not tolerate any violent, discriminatory or harassing behaviour which undermines the dignity, self-esteem and productivity of any student or employee.
- Considers violence, harassment and /or discrimination by any employee or student to be a serious breach of human rights which requires immediate resolution. Such resolution may include disciplinary measures up to and including dismissal or expulsion.

All members of the IIHS community are expected to promote learning and a working environment of mutual trust and respect. Every worker is responsible for preventing and reporting any incident of workplace violence or harassment that poses a threat to a safe work environment. Nothing in this policy or procedure derogates from the responsibility or the role of the principal of IIHS to ensure a work and educational environment that is free from violence, harassment and discrimination.

Emergency Contact Information

Emergency Services: 911

Local Police: Coal Harbour Community Policing Centre, 1267 Davie St., Vancouver, BC, V6E 1N4, Phone: 604-717-2924

Co-Chair of Joint Health and Safety Committee: Olga Kuznetsova 778-668-0840

Policy Statement

Workplace violence or workplace harassment, or threats of violence or harassment and discrimination, will not be tolerated at IIHS.

Definitions

Violence, discrimination and harassment can occur between individuals of the same or different status and both men and women can be the subject of harassment by members of either gender.

Violence, discrimination and harassment can involve individuals or groups; can occur during one incident or over a series of incidents, which, in isolation, would not necessarily constitute harassment; and can occur on campus or off, during working/learning hours or not.

Under this Policy, the following terms shall have the following definitions:

“OHS”: Occupational Health and Safety

“JHSC”: Joint Health and Safety Committee

“Threat”: The implication or expression of intent to inflict physical harm or actions that a reasonable person would interpret as a threat to physical safety.

“Workplace”: Wherever Employer business is conducted (whether or not on the Employer property) and at any Employer event.

“Workplace violence”: The use, or attempted use, of physical force against a worker that could cause physical injury. Workplace violence also includes a statement or behaviour that a worker could reasonably interpret as a threat to use physical force against him or her that could cause physical injury.

“Workplace harassment”: A course of vexatious or unpleasant comments or conduct against a worker that is known or ought reasonably to be known to be unwelcome, including workplace sexual harassment. Workplace harassment does not include a reasonable action taken by the Employer relating to the supervision and direction of a worker or the workplace.

“Workplace sexual harassment”: Engaging in workplace harassment against a worker because of sex, sexual orientation, gender identity or gender expression and making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know the solicitation or advance is unwelcome.

“Discrimination”: As it applies to IIHS students, is defined as denial of any accommodation, service, or facility, or opportunity that is customarily available to the public, because of a prohibited ground under the applicable human rights legislation, except where there is a bona fide educational requirement. Such prohibited grounds include race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender, or sexual orientation.

Discrimination, as it applies to IIHS employees, is defined as refusing to employ or to continue to employ a person, or refusing to provide an opportunity or benefit with respect to employment or any term or condition of employment, because of a prohibited ground under the applicable human rights legislation, except where there is a bona fide educational requirement, and except where there is a bona fide occupational requirement. Such prohibited grounds include race, colour, ancestry, place of origin, religion, marital status, family status, sexual orientation, physical or mental disability, gender or age.

“Harassment”: For the purposes of this policy, is defined as a course of conduct based on a prohibited ground under the applicable human rights legislation that is known or ought reasonably to be known to be unwelcome. Such prohibited grounds include race, colour, ancestry, place of origin, religion, marital status, family status, sexual orientation, physical or mental disability, gender, or age which causes offense or humiliation to any person, including sexual harassment.

“Sexual Harassment”: Sexual Harassment is a form of Harassment. It is a course of sexually oriented conduct that is known or ought reasonably to be known to be unwelcome, which may be either verbal, physical or innuendo to any person.

Prohibited Behaviour

The following behaviour is prohibited in the workplace and will result in discipline up to and including termination of employment with cause (“Prohibited Behaviour”):

- Workplace violence or harassment, including workplace sexual harassment
- Any threat or intimidation.
- Possession of a weapon of any kind on Employer property (including any parking lot or other exterior premise), while engaged in any activity for the Employer in another location, or at an Employer sponsored event, unless such possession or use is a requirement of the job.
- Assault.
- Physical restraint or confinement.
- Dangerous or threatening horseplay.
- Blatant or intentional disregard for the safety or well-being of another.
- Retaliation against anyone who has made a complaint or who has participated in an investigation under this Policy.
- Failure to report an incident of workplace violence, harassment or sexual harassment, of which a worker is aware.
- Any other act considered by the Employer to be a violation of this Policy, whether or not specifically set out above.

Education and Prevention

A crucial component of this policy is the provision for education about violence, harassment and discrimination, which will encourage awareness and prevention. IIHS will endeavor to ensure that all employees are made aware of what constitutes violence, harassment and discrimination, why it is so harmful to those who are hurt or offended by it and what individuals can do to take corrective action.

Safety Measures

IIHS will endeavor to ensure the safety of every worker. To this end, each worker is asked to take the following measures:

- Remove oneself from immediate danger.
- Contact emergency services where appropriate (i.e. police, ambulance).
- Follow all policies, practices and procedures regarding safety in the workplace.
- Let reception and colleagues know of one’s whereabouts.
- Notify reception immediately of any unaccompanied stranger or suspicious persons in the workplace.
- Use the service of building security as needed.
- Immediately advise Management of any identified or potential safety risks in the workplace.
- Become familiar with the location of all building exits.
- Use common sense.
- Be alert to your surroundings.

Time Limit

If you have witnessed or been subject to conduct violating this policy, it must be brought to the attention of the People, Culture and Employee Experience Department, or direct Manager promptly.

Confidentiality

Requests to IIHS for advice or information will be held in strict confidence.

The name of the person filing the complaint (the Complainant) and the person responding to the complaint (the Respondent) and the circumstances of the complaint will not be disclosed to any person except where disclosure is necessary for the purpose of investigating and resolving the complaint, taking any related disciplinary measures or as required by law.

The confidentiality of complaints of violence, harassment or discrimination shall be respected by all those who are privy to information or in possession of documentation pertaining to matters/incidents relating to a complaint. This shall include refraining from discussions or releasing information in any form, beyond that outlined in this policy and procedures or as required by law.

Confidentiality is not the same as anonymity. The identity of the Complainant or Respondent may be disclosed by the People, Culture and Employee Experience Department or direct Manager if disclosure is necessary to facilitate the resolution of the complaint. The Complainant or Respondent will be advised if their identity will be disclosed. Concerns for an individual's health, safety, security or legal proceedings such as arbitration, or requirements under the Criminal Code or other legislation may require IIHS to disclose information about a complaint to individuals who may not be involved directly in the application of the procedures. In such a case the information will be disclosed through the People, Culture and Employee Experience Department or direct Manager.

No documentation of the violence, harassment or discrimination, including any materials resulting from an informal or formal resolution process, such as reports from the People, Culture and Employee Experience Department or direct Manager will be placed on the Complainant's personnel file or student file.

In the event that the conclusion of a People, Culture and Employee Experience Department or direct Manager review is that harassment or discrimination did occur and where disciplinary action was taken, a letter indicating the disciplinary action taken is the only documentation that will appear on the Respondent's personnel file or student file.

Any documentation, files or records which relate to a complaint under this policy will be maintained in a confidential manner by the People, Culture and Employee Experience Department or direct Manager.

Natural Justice and Fairness

The principles of natural justice and fairness shall be adhered to by anyone who becomes involved in any aspect of the process set out to deal with Violence, Harassment or Discrimination. This means that all parties to the Violence, Harassment or Discrimination complaint, including the Complainant, Respondent and witnesses, will be given the opportunity to fully explain what happened from their perspective, to have their explanations and concerns fully considered, and to challenge any evidence that is being or has been considered.

Retaliation

Retaliation against any individual who has filed a complaint, or who has been named as a Respondent or witness in the complaint or who investigates the complaint according to the procedures outlined, may result in disciplinary action.

Vexatious Complaints

Any person who makes frivolous or vexatious complaints shall be subject to disciplinary action. Frivolous or vexatious complaints may themselves be grounds for a complaint of Harassment.

Procedures to Resolve a Complaint of Violence, Harassment or Discrimination

Any employee who is subjected to, a witness of, or has knowledge of, any incident or threat of workplace violence or harassment, is required to immediately report the incident in writing to Management. This includes reporting any situation of domestic violence that would likely expose an employee to physical injury in the workplace and/or that may endanger an employee in the workplace.

If the alleged harasser is a member of Management or a Manager, the employee can report an incident or threat of workplace harassment to the People, Culture and Employee Experience Department.

This Policy does not preclude an employee from contacting the Police where he or she feels it is appropriate; nor is this Policy intended to discourage an employee from taking steps to contact emergency services as needed.

An incident or complaint of potential or actual workplace violence or harassment will be investigated promptly and impartially. Information obtained about an incident of workplace harassment, including identifying information about any individual involved, will not be disclosed unless necessary to investigate or take corrective action with respect to the incident or complaint, or as otherwise required by the law.

An incident or complaint will be investigated in a manner appropriate in the circumstances. This may include an internal investigation conducted by an investigator or investigation team as determined by members of Management, or the use of external resources. The investigator(s) may undertake some or all of the following procedures as deemed appropriate in the circumstances:

- Review the allegations.
- Conduct interview(s) of the complainant, potential witnesses, the subject of the complaint, or anyone with relevant information.
- Collect and review documents.
- Review the workplace or sites of the incident.

After conducting its investigation, the investigator(s) will make an objective assessment of whether there has been a violation of this Policy. The outcome of the investigation will be reported to the complainant and the individual who is the subject of the complaint or incident, provided they are each an employee. With a harassment complaint, the outcome of the investigation and any corrective action taken will be communicated in writing.

During the investigation or (depending on the outcome) after the investigation is complete IIHS may reassign, or place on paid leave, either or both of the complainant and individual who is the subject of the complaint or incident.

An employee found to have engaged in Prohibited Behaviour will be subject to disciplinary action, up to and including termination of employment with cause.

Although People, Culture and Employee Experience Department or direct Manager must normally provide the result of an OHS investigation to the JHSC, the People, Culture and Employee Experience Department or direct Manager is not required to provide the JHSC with the result of an investigation regarding an incident or complaint of workplace harassment.

The objectives of these procedures are:

- To stop Harassment or Discrimination as soon as it occurs
- To provide a fair and equitable process for the resolution of complaints of Harassment and Discrimination.

Initiating a Complaint

Initial Meeting with People, Culture and Employee Experience Department or direct Manager:

1. If the Complainant wishes to pursue the resolution of the complaint, the People, Culture and Employee Experience Department or direct Manager will:
 - Interview the Complainant to obtain all factual information including dates, times and what happened from the Complainant's point of view, the name of the Respondent and the names of any witnesses.
 - Obtain a written complaint from the Complainant in which the details of the allegations are clearly described.
 - Determine whether the complaint fits within one or more definitions of the Harassment and Discrimination policy. This determination is a prima facie determination only and does not constitute a finding about the merits of the complaint or the accuracy of the facts alleged.
2. The People, Culture and Employee Experience Department or direct Manager will advise the Complainant of the determination of whether the complaint fits within one or more definitions of the Harassment and Discrimination policy within two (2) working days of the initial meeting with the Complainant.
3. If the complaint does not fall within the definitions of Harassment or Discrimination, the People, Culture and Employee Experience Department or direct Manager will:
 - Advise the Complainant and if requested will provide reason(s) in writing.
 - Refer the Complainant to other IIHS policies which may address the matter or to other IIHS services or to services outside of IIHS which may provide assistance in resolving the complaint.

Options for Resolving a Complaint

If the People, Culture and Employee Experience Department or direct Manager determines that the complaint fits within the definitions of the policy, consideration must be given to resolving the complaint through an informal resolution process. The People, Culture and Employee Experience Department or direct Manager will suggest this option to the Complainant.

If the Complainant agrees to attempt to resolve the complaint informally, the People, Culture and Employee Experience Department or direct Manager will:

- Interview the Complainant to obtain any additional information required to facilitate the resolution process.
- Advise the Respondent of the complaint and obtain all factual information about dates, time and what happened from the Respondent's point of view.
- Outline the policy, coverage and criteria and the options available for resolving complaints to the Complainant and Respondent.
- Advise the Complainant and Respondent of the process to be used to resolve the complaint and obtain their consent to the process.

Procedures for resolving complaints informally may vary according to the circumstances of the complaint at the discretion of the People, Culture and Employee Experience Department or direct Manager. The People, Culture and Employee Experience Department or direct Manager may inform the appropriate Manager of the complaint, only if, by informing the Manager, a resolution will be more likely. This step will only be done with the knowledge of the Complainant and the Respondent. Such proceedings may include a review process of the facts of the case. If a review of the case is undertaken, a copy of the written complaint will be provided to the Respondent. Any such review will only be used to facilitate an informal resolution to the matter through problem solving and mediation and will not constitute an investigation of the case.

Where the resolution of the complaint is based on remedial measures agreed to by the Complainant and the Respondent, the People, Culture and Employee Experience Department or direct Manager will make the necessary arrangements for the implementation of such measures. The failure of the Complainant or the Respondent to undertake remedial measures outlined in the agreement will be regarded as a breach of the agreement and may be considered grounds for discipline or to reopen the complaint.

If the Complainant and the Respondent cannot reach agreement at the end of the informal resolution process, the People, Culture and Employee Experience Department or direct Manager will investigate, which will include interviewing witnesses. After completing the investigation, the People, Culture and Employee Experience Department or direct Manager will prepare a short, written report of the review that includes the following:

- In the opinion of the People, Culture and Employee Experience Department or direct Manager whether Harassment and/or Discrimination as defined by IIHS occurred;
- The reasons for this opinion;
- Steps to be taken, including disciplinary action where appropriate.

Withdrawal of Complaints

The Complainant may withdraw the complaint at any time by notifying the People, Culture and Employee Experience Department or direct Manager in writing.

When a complaint is withdrawn prior to a determination being made of the validity of the Complainant's case, the Respondent, if they believe the complaint was vexatious or frivolous, has the right to initiate a complaint under the Violence, Harassment and Discrimination policy and procedures in order to have an opportunity to present their case.

Risk Assessment

A risk assessment has been conducted of the workplace and will be repeated as often as deemed necessary by the JHSC. The results of the assessment will be presented to the JHSC.

If any unreasonable risk is identified during the assessment, the Employer and the JHSC will work together to determine and implement appropriate measures to address the identified risk.

Disclosure of Risk of Violent Behaviour

IIHS will provide information to an employee if the employee is expected to encounter an individual with a history of violent behaviour of which IIHS is aware and the individual poses a risk of workplace violence likely to result in physical injury. However, IIHS will only disclose information reasonably necessary to protect employees from violence.

Resources:

- [Employment Standards Act – BC Laws](#)
- [British Columbia Employment Standards](#)
- [WorkSafe BC](#)