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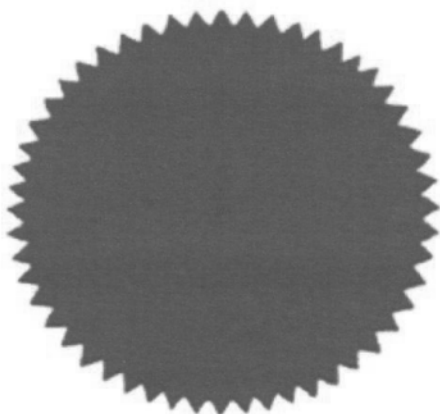


Number: BC1136475

CERTIFICATE OF INCORPORATION

BUSINESS CORPORATIONS ACT

I Hereby Certify that 0532 EDUCATION LTD. was incorporated under the Business Corporations Act on October 4, 2017 at 02:17 PM Pacific Time.



ELECTRONIC CERTIFICATE

*Issued under my hand at Victoria, British Columbia
On October 4, 2017*

CAROL PREST
Registrar of Companies
Province of British Columbia
Canada



BC Registry
Services

Mailing Address:
PO Box 9431 Stn Prov Govt
Victoria BC V8W 9V3
www.corporateonline.gov.bc.ca

Location:
2nd Floor - 940 Blanshard Street
Victoria BC
1 877 526-1526

Cover Sheet

0532 EDUCATION LTD.

Confirmation of Service

Request Type: Certificate of Good Standing
Date and Time of Request: November 1, 2019 11:04 AM Pacific Time
Name of Company: 0532 EDUCATION LTD.
Incorporation Number: BC1136475

This package contains:

- Certificate of Good Standing

Check your documents carefully to ensure there are no errors or omissions. If errors or omissions are discovered, please contact the Corporate Registry for instructions on how to correct the errors or omissions.

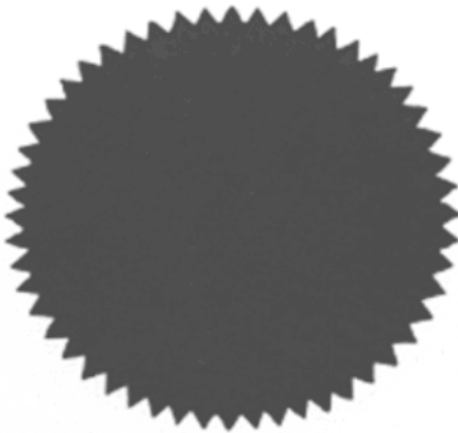


Number: **BC1136475**

CERTIFICATE OF GOOD STANDING

BUSINESS CORPORATIONS ACT

I Hereby Certify that, according to the corporate register maintained by me, **0532 EDUCATION LTD.** was incorporated as a company under the laws of the Province of British Columbia, is a valid and existing company and is, with respect to the filing of annual reports, in good standing.



*Issued under my hand at Victoria, British Columbia
On November 1, 2019*

CAROL PREST
Registrar of Companies
Province of British Columbia
Canada

ELECTRONIC CERTIFICATE

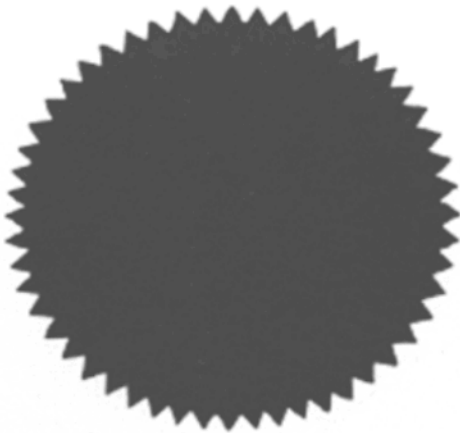


Number: **BC1136475**

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Issued under my hand at Victoria, British Columbia
On October 8, 2020

CAROL PREST
Registrar of Companies
Province of British Columbia
Canada



Application for Interim Certification: 2021-22 school year

Please Note:

A draft of this application form is required to be submitted no later than **February 1** from prospective independent schools as part of the Interview preparation set out in **STEP 2** of the policy: Establishing an Independent School. Applicants must schedule and complete the interview no later than **April 15**. A finalized version of this application form must be submitted for **STEP 3**, no later than **May 1**. Earlier submissions are encouraged.

Instructions:

- A complete and satisfactory Expression of Interest must have been completed prior to the submission of this application.
- This application is to be completed for schools seeking to start operation in September 2021.
- Some sections are only to be completed by schools seeking specific Group Classifications. *Please read carefully.*
- Please **email** the completed document to: Independent Schools Branch at:
EDUC.IndependentSchoolsOffice@gov.bc.ca
 - Title the email: "New School Application - DRAFT or FINAL APPLICATION - PROPOSED NAME OF SCHOOL"
- Check the box below to indicate whether this is the draft or final submission and sign the submission form.

☒ **Step 2 (draft) submission: A draft version of this form is required to be completed and submitted three weeks prior to the Interview, no later than February 1, 2021.**

☐ **Step 3 (final) submission: Accepted no later than May 1, 2021**

By submitting the application form to the Independent Schools Branch, you are certifying that the information in this application form is, to the best of your knowledge and understanding, complete and correct, and that the responses provided reflect the proposed status of the programs, policies, operations, administration, and staffing of the proposed school.

Yishuai (Billy) Zhang

Name

Collection Notice:

This information is collected by the Ministry of Education under Section 26 (c) of the Freedom of Information and Protection of Privacy Act and will be used to evaluate your application to establish an independent school. If you have any questions about the collection of this personal information, or regarding the application process, please contact: EDUC.IndependentSchoolsOffice@gov.bc.ca





Application Policies: Please read carefully before completing the application

Will the proposed school comply with Section 1 of the Schedule of the Independent School Act, which requires that:

- 1) No program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of
 - a) racial or ethnic superiority or persecution,
 - b) religious intolerance or persecution,
 - c) social change through violent action, or,
 - d) sedition.

☒ Yes ☐ No

- 2) The independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and,

☒ Yes ☐ No

- 3) The authority complies with the Independent School Act and its regulations.

☒ Yes ☐ No





School Information

Please provide a brief overview of the proposed school, nature of program (international/Montessori/Waldorf/IB/other), and grades offered at inception and plans for future years.

Chaoyin International School (CIS) will be an elementary school serving international students and local students from Kindergarten to Grade 7. The program offered will be the BC modernized curriculum as described by the Ministry of Education with the addition of Mandarin language. Students graduating from grade 7 will be able to seamlessly transfer to a public or independent secondary school to complete their studies to obtain the BC Dogwood Diploma if they have fulfilled all the requirements of the Graduation program. The educational goals of CIS are to equip its graduates with the knowledge and skills (competencies) to be able to be successful in high school.

In order to graduate from grade 7, students must successfully complete the curricular objectives of the BC intermediate program which includes an emphasis on Big Ideas, Core Competencies, Curricular Competencies and Learning Targets. The school will offer all the required courses, as well as Mandarin language, to enable the students to meet these requirements. In addition to the academic program, the school will offer a variety of extra- and co-curricular programs to enculturate the international students to a Canadian education.

The school will start with a minimum of 10 students and will grow each subsequent year to its planned capacity of approximately 220 students (2 classes of Kindergarten and one class at each grade level)

Proposed School Name

Chaoyin International School

School Address (if known)

10111 Bird Road

City/Town

Richmond, BC

Postal Code

V6X 1N4

School Mailing Address

Unit 402 - 6611 Pearson Way

Richmond, BC

V7C 0C3

Website address (if applicable)

None

Application Contact E-Mail

Billy_zhang0532@hotmail.com

School Phone (if applicable)

N/A

(Note: underscore between the "y" and the "z" in email address above does not show)





Group Classification sought in first year of operation: (Group Classification Information)

☐ Group 2

☐ Group 3

☒ Group 4

(Note: A school cannot be eligible for Group 1 certification until its second year of operation.)

For authorities applying for Group 2 classification, are there current plans to seek Group 1 classification in the second or subsequent year of operation?

☐ Yes

☐ No

School Affiliation/Association (CIS, ISABC, SCSBC, AMG, ACSIBC, SDA, or other if applicable)

Upon the successful External Evaluation Inspection in November 2021, the school will apply to join the Associate Member Society (AMS) through the Federation of Independent Schools of BC (FISA BC). Upon successful admission to AMS, the school will become a member of the FISA BC.





School Authority Information

Name of School Authority

0532 Education Limited

School Authority Head's Name

Yishuai (Billy) Zhang

E-Mail

Billy_zhang0532@hotmail.com

Please indicate under which legislation your
School Authority is incorporated:

☐ *Societies Act*

☒ *Business Corporation Act*

☐ an Order in Council

Official Registration Number:
(BC 1136475)

Date of last Annual Report (if applicable):
(Month/Date/Year) (Oct / 04 / 2020)

Describe how the authority and/or the school board (where applicable) intends to exercise its governance duties.

The school will be governed by a Board of Directors, who will meet with the Head of School monthly to establish strong communication between the governing body (Board of Directors) and the managing body (school administration). The owner recognizes that the educational operation of the school must be under a leader (Head of School) who must hold a current and valid Certificate of Qualification from the Teacher Certification Branch. The Board of Directors will be in charge of governance and the non-educational operations of the school, e.g., finances and building/grounds maintenance.

Have any of the proponents for the proposed school been previously involved in operating an independent school in British Columbia or elsewhere in the past 10 years. If so, please provide details below.

The owner, Mr. Yishuai (Billy) Zhang, is the Director in the Chaoyin Education Group, Qingdao, Peoples' Republic of China. This group operates four private Chinese schools in the City of Qingdao (pop 9.0 million: (a) Chaoyin Primary School and three Chaoyin Middle Schools, (b) Anshan Road Campus, (c) Guangrao Road Campus and (d) Huangdao Campus). The total student population of these four elementary schools approaches 7,000 students.

The Chaoyin Group plans to expand its international educational operations by opening a BC certified international elementary school in its new school facility that is under construction in Richmond, BC

Projected Student Enrolment

Note: A new school must have 10 or more school age students who are enrolled with the school and reported as 1.00 FTE each in accordance with the 1701 instructions for independent schools for the September data collection.

School Grade Range Type (e.g., Grade 1-12):





Kindergarten

10

Elementary (1-8)

70

Secondary (9-12)

Total Enrolment

80





School Semester Indicator Type

(Schools Seeking Group 1, 2 and 4 only.) (Please select however many fit the intended school.)

☐ Semestered ☒ Linear ☒ Regular School Year (Sept - June) ☐ Summer ☐ All Year

Grade Level	Minimum Required Hours Per Year	Proposed Hours Per Day	Proposed Number of Days in Session	Proposed Hours Per Year
Half day Kindergarten	450 hours			
Full day Kindergarten	850 hours			
Grades 1–12	850 hours	5.25	182	955.50

Application for Group Certification

(Schools Seeking Group 2 and 4 only)

The proposed school will establish an educational program that will comply with the instructional goals, time, and program requirements determined by the Minister, as specified in the Educational Standards Order.

Group 2: If the proposed school is intending to seek funding, are you familiar with Grants to Independent Schools Policy? ☐ Yes ☐ No

Group 2: Will the School Authority operate on a non-profit basis? ☐ Yes ☐ No ☐ n/a

Group 4 only:

Have you confirmed with a bank or surety provider the authority's eligibility to meet the bonding requirements of the Independent School Regulation (sections 12 to 17) as they apply to Group 4 independent schools? ☒ Yes ☐ No ☐ n/a

Specifically:

- \$100,000 of bonding must be in place when making Application for Interim Certification.
- Bonding amount will be revised as required based on the enrolment





30 days after the first day of class.

Please note that the Ministry will not review an Application for Interim Certification until the required bonding instrument has been provided by the Group 4 applicant.

Have you developed a fees and tuition refund policy that ensures refunds if the school is unable to obtain or maintain a Group 4 Certificate of Classification in the first year of operation? ☒ Yes ☐ No ☐ n/a

School Facility

Name of Municipality or Regional District

Richmond

Year school building was constructed

2021

Has the authority contacted local government for confirmation that school facility will meet all current municipal/regional district codes, regarding zoning, building, fire prevention, and health? ☒ Yes ☐ No

If a school building has not yet been confirmed, please describe what steps you are taking to acquire a facility for the proposed school?

The School Authority is building a brand-new school facility at 10111 Bird Road, Richmond, BC. Estimated construction completion date is May 2021. The Municipal Compliance inspection will follow immediately after construction is completed.

Can the authority confirm that lead testing consistent with the policy, Testing Lead Content in Drinking Water of Independent School Facilities, will occur prior to students using the facility? ☒ Yes ☐ No

Independent School Policies

Except where noted, these policies are required for all B.C. Independent Schools. Please include all relevant policies with your submission.

For information on each specific policy please visit [Independent School: Create School](#)

APPLICATION FOR INTERIM CERTIFICATION FOR ESTABLISHING AN INDEPENDENT SCHOOL

**Specific Policies.**

- Anaphylactic Policy ☒ Yes ☐ No
- Appeals Process Policy ☒ Yes ☐ No
- Bullying Prevention and Harassment Policy ☒ Yes ☐ No
- Child Abuse Policy ☒ Yes ☐ No
- Student Conduct/Standards/Discipline Policy ☒ Yes ☐ No
- Emergency Policies ☒ Yes ☐ No
- Does the policy include a section on dealing with accidents, medical alert situations, fire, earthquake, and lockdown drills? ☒ Yes ☐ No
- Are other emergency drills (emergency response plan, etc.) implemented at the proposed school? ☒ Yes ☐ No
- Does the policy include a section on dealing with permanent school closure? ☒ Yes ☐ No
- Graduation Program Credits policy (if applicable) ☐ Yes ☐ No ☒ n/a
- Homeschooling policy (if applicable) ☒ Yes ☐ No ☐ n/a
- International Student policies (if applicable) ☒ Yes ☐ No ☐ n/a
- Will the proposed school (or its agents) comply (or be required to comply) with the Homestay Guidelines, including obtaining health insurance, when hosting international students? ☒ Yes ☐ No ☐ n/a
- Will the proposed school apply the Ministry's International Student Graduation Credit Policy determining equivalency credits for international students? ☐ Yes ☐ No ☒ n/a
- Privacy Policy (for the collection, use and disclosure of student, teacher and parent information collected by the school) ☒ Yes ☐ No
- Special Education Policy ☒ Yes ☐ No ☐ n/a
- Will the proposed school develop a separate Special Education ☐ Yes ☒ No





Budget to reflect anticipated expenditures based on the needs identified in the IEPs?

Will the proposed school provide learning assistance support for special education students who are not additionally funded through Supplementary Special Education grants?

☒ Yes ☐ No

Will the proposed school have a School Completion Certificate Policy/Program?

☐ Yes ☒ No

Educational Resource Policy

☒ Yes ☐ No

Testing Drinking Water for Lead Content Policy

☒ Yes ☐ No

Student Records policy

☒ Yes ☐ No

Student Safety policies

☒ Yes ☐ No

Student Supervision (at school/field trips) policies

☒ Yes ☐ No

School Fee Refund policy consistent with the Independent School Fee Refund [Guidelines](#)

☒ Yes ☐ No

Teacher and Principal Evaluation policy

☒ Yes ☐ No

If 'no' to any of the above policies, please explain below:

There is no Special Education Budget because the school does not accept students with high diagnosed needs. The learning assistance support costs are included in the regular school budget as part of the regular program.



Educational Program

Describe familiarity with British Columbia's curriculum and the school administration's plans to support the implementation of B.C.s curriculum (pro-D, collaboration, etc.):

The Head of School, Mr. Gregory Corry, is an experienced BC-certified teacher who has taught in the BC public school system and has been a principal of several offshore schools including his last appointment as principal of a BC Offshore School in China. Through his years of experience, Mr. Corry is very familiar with the BC program. Mr. Corry will ensure that the BC-certified teachers receive appropriate professional development to support them in their professional growth plans.

The School also uses the services of an experienced educational consultant, Mr. Doug Lauson, who is very familiar with the BC modernized curriculum and the operations of an Independent school.

CIS is committed to work with the Ministry of Education, local public and independent schools in a collaborative manner that strengthens education for all children in BC regardless of which school their parents have chosen to place their child(ren).

Additional Programs

At this time does the proposed school intend on enrolling any of the following students.

(Check all that apply)

☐ Aboriginal Students

☒ English Language Learner Students

☒ International Students

☐ Students with Special Needs

☐ Other (please specify):

Certification of Teachers

(Schools Seeking Group 2 and 4 only)

All teachers teaching a subject that is reported out on student report cards must hold valid British Columbia teaching credentials issued by *the Teacher Certification Branch (TCB)*.

Note: All employees must have a criminal record check completed through the *Ministry of Public Safety and Solicitor General*. Volunteers working with children may also have their criminal record check completed by the Ministry of Public Safety and Solicitor General or local police.





How many teachers does the proposed school intend to employ upon opening? 4

Are you aware of the requirements of teacher certification as they relate to employees of Group 2, or 4 schools? ☒ Yes ☐ No ☐ n/a

Are you aware of the requirements for criminal record checks for employees who are working with children and who are not certified teachers, such as: administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, and persons assigned other special tasks? ☒ Yes ☐ No

Application Submission

You will be contacted via email with the results of your application. Successful applicants will be invited for an Interview as outlined In Stage 3 of the Establishing an Independent School Policy.

Attachments

Complete set of policies/procedures ☒ Yes ☐ No

Municipal compliance letter (if available) ☐ Yes ☒ No

Proof of contact with bank or surety provider to determine eligibility to obtain adequate bond. (Group 4 only) ☒ Yes ☐ No

If you have any questions, please contact the Independent Schools Branch

EDUC.IndependentSchoolsOffice@gov.bc.ca



SCHOOL POLICIES

100 Mission and Vision

101 Mission, Vision and Values Statements

200 Governance

300 Business & Finance Administration

400 General School Administration

- 401 Anaphylactic Policy
- 402 Appeals Policy
- 403 Bullying Prevention and Harassment Policy
- 404 Child Abuse Policy
- 405 Student Conduct, Standards and Discipline Policy
- 406 Emergency Policy
- 407 International Student Policy
- 408 Homestay Guidelines Policy
- 409 Privacy Policy
- 410 Special Education Policy
- 411 Education Resource Policy
- 412 School Fees Refund Policy
- 413 Student Records Policy
- 414 Student Safety Policies
- 415 Student Supervision Policies (at school & field trips)
- 416 Field Trip Policy
- 417 Homeschooling Policy

500 Human Resources

- 501 Teacher and Principal Evaluation Policy

600 Miscellaneous

- 601 Testing Drinking Water for Lead Content Policy



SECTION	Mission, Vision, and Values
POLICY NAME	Mission, Vision, and Values Statement
POLICY NUMBER	101
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Mission Statement:

OUR MISSION is to provide a safe, inspirational learning environment to enable students to become lifelong active learners and well-rounded citizens who will contribute positively to their community and become healthy productive members of our global society.

Vision Statement:

OUR VISION is to be a progressive leader in education, setting high standards for educational excellence while striving to ensure that each student has opportunities to succeed.

Values:

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honoring people and caring about their rights.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings while recognizing individual situations and differences,
- **Fairness** is ensuring impartiality where everyone plays by the same rules.
- **Cultural and Indigenous Recognition** is to honor the homelands that we share to help guide and foster our perspectives.



SECTION	General School Administration
POLICY NAME	Anaphylactic Policy
POLICY NUMBER	401
RELATED POLICIES	418 Field Trip Policy, 416 Student Safety Policies, 406 Emergency Policy
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. The school must take immediate medical emergency measures to protect the person who has the condition. All persons associated with Chaoyin International School must be aware of what to do if he/she encounters a scenario where help is needed.

Policy:

Chaoyin International School will follow the guidelines as stated in the British Columbia Anaphylactic and Child's Safety Framework (2013). As far as possible, the school is committed to providing a safe learning and teaching environment for its students, staff and volunteers. While the school cannot guarantee a 100% allergen-free environment, it is expected that school staff, parents and students will support the school in following important procedures to minimize the risk of potentially fatal anaphylactic reactions.

Implementation:

The following procedures are designed to ensure that students with severe allergies are as safe as possible while on school grounds.

1. Identification of Students at Risk for Anaphylaxis

- a. All parents/guardians must ensure that their student's school file contains current information of medical conditions for health risks, including allergies and other medical concerns.
- b. All parents/guardians must update the student's medical information at the beginning of each school year or whenever there is a significant change in health related to their child. If a student has a new diagnosis of a health condition that threatens the safety of the student, it is the parent's/guardian's responsibility to immediately inform the school and update the student's health record.

- c. Parents/guardians of students who have serious medical conditions that require medication must complete additional medical forms including the *Student Emergency Procedure Plan* – see below (available from the school office)
- d. It is strongly recommended anaphylactic students wear medical identifying information, e.g., MedicAlert® bracelet
- e. By law, the school is required to flag the student's official student file that he/she has a medical alert condition.

2. Record Keeping – Monitoring and Reporting

- a. For each identified student, the school will keep a *Student Emergency Procedure Plan* on file, containing the following information:
 - i. Student-Level Information:
 - 1. Photograph
 - 2. Name
 - 3. Parent/Guardian contact information
 - 4. Description of the child's allergy/medical condition
 - 5. Diagnosis and symptoms
 - 6. Signed *Consent to Administer Medication* release form
 - 7. Information regarding the parent's responsibility for advising the school about any change/s in the student's condition
 - 8. Emergency Response Plan
 - 9.
 - ii. School-Level Information:
 - 1. Emergency procedures/treatment
 - 2. Physician section with signature
 - 3. The student's diagnosis
 - 4. Medication and equipment required to treat a condition must be supplied by the parent/guardian, with clear instructions on its use, e.g., EpiPen® or auto injector
 - 5. Who within the school community is to be informed about the plan, e.g., teachers, volunteers, other students
 - 6. Confidentiality form for staff to maintain the privacy laws
 - 7. Information regarding the school's responsibility for updating records

3. Responsibility

- a. It is the responsibility of parents/guardians to inform the school of their student's medical conditions that may require emergency treatment. If the parents/guardians do not inform the school, the school cannot be held totally responsible to provide a safe and caring environment for the student.
- b. It is the Head of School's responsibility to ensure an annual review of the information on students' life-threatening health conditions and to ensure that the Medical Alert boxes on these student's Permanent Student Record cards are flagged.

4. Emergency Procedure Plans

- a. Student Level Emergency Procedure Plan (see above)
 - i. The school will ensure that the parents/guardians and student (where appropriate), are provided with an opportunity to meet with or communicate with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Emergency Procedure Plan.
 - ii. The Student Emergency Procedure Plan must be signed by the student's parents/guardians.
 - iii. The Student Emergency Procedure Plan will be posted in key areas such as in the student's classroom, the office, the teacher's daybook, and food consumption areas such as the lunchroom. Parental permission is required to post or distribute the plan.
- b. School Level Emergency Procedure Plan
 - i. Training of staff on how to administer the student's auto-injector (single dose, single-use) at the first sign of a reaction, including noting the time of administration.
 - ii. One staff member stays with the child at all times.
 - iii. One person (possibly other student) goes for help or calls 911.
 - iv. Contact the child's parent/guardian.
 - v. If symptoms have not improved a second single dose-single use auto-injector may be administered within 10 to 15 minutes or sooner, after the first dose is given (i.e., the reaction is continuing, getting worse, or has recurred).
 - vi. If an auto-injector has been administered, the student must be transported to a hospital via ambulance, thereby placing the student under the care of trained paramedics.
- c. Precautions for Teachers Outside the Classroom (Field Trip Policy 418)
 - i. Whenever possible, the Parent/Guardian of a child, especially younger primary-aged children, who has anaphylaxis should accompany his/her child on the field trip to help ensure his/her safety in an outside-of-school environment
 - ii. The Head of School, or designated staff members, will ensure that emergency plan measures are in place for scenarios where students are off-site:
 - 1. Additional single dose, single-use auto-injector.
 - 2. Cell phone.
 - 3. Student's Anaphylaxis information is provided to volunteers or staff members involved

4. All trained adults accompanying students on a school outing should know who has anaphylaxis and where the EpiPen® is kept and how to use it.
5. Other Parents/Guardians/Students will be told not to bring or eat food that may cause an allergic reaction.
6. Students with anaphylaxis should bring along a safe and approved meals or Parents/Guardians should consult with an adult supervisor to help ensure that provided food does not have any allergens.

d. Provision and Storage of Medication

- i. Students at risk of anaphylaxis who have demonstrated maturity should carry one single dose single use auto-injector with them at all times and have (1-2) backup single dose single use auto-injector stored at the school in a central, easily accessible, easily removable and unlocked location, e.g., school office.
- ii. The location(s) of student auto-injectors must be known by all staff members.
- iii. It is the Parent/Guardian's responsibility:
 1. To provide the appropriate medication (e.g., non-expired single dose, single-use epinephrine auto-injectors) for their anaphylactic student.
 2. To inform the school where the anaphylactic child's medication will be kept, e.g., with the student, in the student's backpack, and/or other locations.
 3. Ensure the student understands they must always have medication with them
 4. To provide additional (1-2) single dose single use auto-injector to be stored in the central, accessible, safe but unlocked location.
 5. To ensure anaphylaxis medications have not expired and to replace expired medications.

e. In the case of an evacuation

It is the responsibility of the front desk administrative assistant, if possible, without endangering self, to bring with him/her the first aid kit and the stored additional single dose auto-injectors.

f. Allergy Awareness, Prevention and Avoidance Strategies

- i. The school shall ensure that all members of the school community including teachers-on-call, substitute employees, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures.
- ii. With the consent of the parent, the Head of School and the classroom teacher must ensure that the student's fellow class students are provided

with information on severe allergies in a manner that is appropriate for the age and maturity level of the elementary students, and that strategies to reduce teasing and bullying are incorporated into this information.

- iii. Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose, single-use auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room and lunchroom.

g. Avoidance/Prevention

- i. If the classroom of the child who has anaphylaxis is used as an eating area (recess and lunch breaks), the room must be declared as an “allergen-aware” area. Clear signs should be posted about foods that are not permitted in this area.
- ii. Eating is not permitted in certain common areas of the school such as the library, computer room and office areas.

h. Training Strategy

- i. The Head of School is responsible to provide annually, preferably at the start of each school year, a training session on anaphylaxis and anaphylactic shock for all school staff and persons reasonably expected to have supervisory responsibility of students, including parents and volunteers. Such a training session should include the signs and symptoms of anaphylaxis, avoidance strategies and emergency protocols.



SECTION	General School Administration
POLICY NAME	Appeals Policy
POLICY NUMBER	402
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	February 12, 2021
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School believes that treatment of students and others should always be fair and just. Therefore, if a decision has a negative effect on any person (student or staff member), that person has the right to appeal the decision. In the case of a student, the appeal is made by the parents/guardians of the student concerned.

POLICY:

Parents/Guardians (and students through their parents/guardians) have the right to appeal decisions that may have a significant effect on a student's education. Employees also have the right to appeal decisions that have a significant effect on their working environment. Appeals may only be launched by the person(s) that the decision affects. This policy is not intended to cover labour-related matters such as salary and benefits or working conditions.

PROCEDURES:

From time to time, issues arise in the school environment where two parties disagree. The following procedures shall govern the procedures used in attempting to resolve those conflicts:

The parties in disagreement must meet to clearly establish the reasons for the disagreement and the resolutions sought by each party. If no compromise resolution is achieved after the conflicting parties have met and discussed, either party may escalate the disagreement to the next highest level of authority of the school, until it is appealed to the School Authority and ultimately, if necessary, the Independent School Ombudsperson.

General Appeals:

In an attempt to resolve the complaint, the appellant(s) must first appeal to the employee who made the decision that they are appealing, e.g., teacher, in the case of a student or parent/guardian. The employee should keep a written record of the discussion including arguments that the appellant(s) make. If no satisfaction is achieved after the meeting, the appellant(s) may appeal the matter to the Head of School, who will investigate the complaint/appeal. If the appellant is not satisfied with the Head of School's decision, he/she may take the appeal to the School Authority and if dissatisfied with

the School Authority's decision may finally take the appeal to the independent school Ombudsperson. Step-by-step details are described below:

Parent Appeals:

1. Parent Appeal to the Teacher

In an attempt to resolve the issue, parents must first appeal a teacher's decisions regarding a child directly to the teacher concerned.

- The teacher will keep a written record of the discussion, including arguments put forth by the parent. The teacher will maintain the records for one year.
- The teacher will review the original decision based on the meeting and discussion with the parent and inform the parent of any changes, if any. The teacher will also inform the parent of the right to appeal the reviewed decision to the Head of School.
- In a timely fashion, the teacher will inform the Head of School of the meeting with the appellant and the outcome of such meeting, including giving the Head of School a copy of the written record of the meeting with the parent.

2. Parent Appeal to the Head of School

If within seven (7) working days of that meeting if the issue is still unresolved or if the parent is not satisfied with the teacher's review decision, the parent may then file a written appeal with the Head of School. The written notice shall contain the name and grade of the student, name and address of the parent/guardian who is making the appeal. It must state in general terms the nature of the original decision, the reasons for the appeal and the remedial action sought by the parent.

The Head of School will consider and investigate all such appeals and render a decision to the parent in writing within 7 days. The consideration may or may not include a meeting with the parent. A copy of the appeal, including relevant notes from the teacher's meeting with parents, and the Head of School's decision, will be kept on file for three years.

3. Parent Appeal to the School Authority

If within a further seven (7) working days of the date of the Head of School's letter, if the parent is still not satisfied with the Head of School's decision, the appeal may be taken to the School Authority. The School Authority will establish an Appeals Committee, including ad hoc members if necessary, but excluding the Head of School. This Appeals Committee will meet in a timely fashion with the Head of School, parent and (if necessary) the student and render a decision to the School Authority. The School Authority will ratify the decision and inform the parent and the Head of School of its decision in writing within 7 days of the Appeals Committee giving its decision to the School Authority.

4. Parent Appeal to the Independent School Ombudsperson

If, after having received the decision of the School Authority, the appellants are still dissatisfied, they may appeal to the Independent School Ombudsperson. The role of the Ombudsperson is to verify that the school followed correctly the processes describe din the school's Appeals Policy. It is not the role of the Ombudsperson to re-try the complaint. The school will inform the appellants of this final option and will provide the parents with the contact information of

the Independent Schools Ombudsperson. For information on the process, the parent may contact the Federation of Independent School Associations (FISA) office at (604) 684-6023.

Teacher Appeals:

A teacher who wishes to appeal administration decisions that adversely affect his/her work at the school must do in writing within seven (7) working days of the decision. The appeal will be heard by the next highest authority, as previously described under Parent Appeals, eventually culminating with the Independent School Ombudsperson.

This policy is not intended to cover labour-related matters such as salary and benefits or working conditions.



SECTION	General School Administration
POLICY NAME	Bullying Prevention and Harassment Policy
POLICY NUMBER	403
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	February 12, 2021
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

All forms of bullying, regardless of the student's gender, race, culture, religion, sexual orientation or gender identity and expression are unacceptable and prohibited. Chaoyin International School is committed to keep its students safe from all forms of emotional, sexual or physical bullying and harassment. The school and its staff are committed to providing a safe and caring environment so that every student feels safe, accepted and respected.

POLICY:

Chaoyin International School will follow the guidelines as stated in the Safe, Caring and Orderly School – A Guide (https://www.bccpac.bc.ca/upload/2016/05/safe_caring_orderly_school2008.pdf) and is committed to providing as safe learning and teaching environment as possible for its students and staff. The school will actively participate in the BC ERASE anti-bullying program by providing training to staff members on how to recognize and deal with unsafe situations to develop a safe school environment and will also abide by expected ERASE protocols in dealing with bullying complaints.

PROCEDURES:

1. The school community (staff and students) are expected to:
 - a. establish and maintain a safe, caring and orderly environment in the classroom,
 - b. treat each other with respect by sharing with each other the school's expectations for acceptable conduct,
 - c. understand what appropriate behaviour is according to the children's age and maturity level what is inappropriate bullying behaviour, especially cyber-bullying at the intermediate grades and above,
 - d. develop and practice restorative practices and strategies to remediate those who harass, bully or act offensively towards others,
 - e. develop strategies that will allow students to report, without fear of retaliation, bullying events that have happened to them or others,
 - f. encourage a focus on the common good of all and tolerance for the differences,
 - g. periodically throughout each year, attend meetings/sessions that address the topics of bullying and harassment.

SPECIFIC REPORTING PROCEDURES:

Victim:

A person being harassed/bullied can deal with the problem by reporting the incident to a responsible adult, teacher or Head of School, with as much specific information as possible. The person receiving the report will offer advice on strategies for dealing with the problem and help to implement to them if the child is old enough to understand. After reporting the incident, the responsible adult will advise the victim that the school commits to him/her that it will take all reasonable steps to prevent retaliation by a person against them for making a complaint of a breach of the bullying and harassment policy. If the above fails, a formal complaint can be filed with the Primary Safe Schools Coordinator (Head of School) or his alternate Safe Schools Coordinator.

Harasser/Bully:

If accused of bullying or harassment the student the teacher or the Head of School will organize a meeting with the alleged bully and his h/her parents/guardians. During this mediation, after investigation, the teacher or Head of School will advise the harasser/bully that such behaviour is unacceptable and must cease immediately, and any retaliation against a student who has made the complaint is not acceptable and may lead to further disciplinary action. Disciplinary actions against a bully will be decided by the Head of School based on the student's age, maturity and special needs.

Others:

General awareness of issues around bullying and harassment is raised through discussion in the classroom and whenever it fits the natural context of the events of the school. The staff has a responsibility to support and exemplify the policy of the school and to stress virtues of respect and tolerance, both through their personal relationships and in their teaching. Parents/Guardians are actively encouraged to support the school and accept the school's considered actions when their student is found to be involved in harassment, and to work in partnership with the school toward resolution of these difficulties. Victim's parents are encouraged to have the victim tell their story directly to the offending party or to the teacher, or Head of School. If any other bystanders become aware of bullying, they must immediately report the incident to a responsible adult such as a teacher or Head of School.

ERASE (EXPECT RESPECT AND SAFE EDUCATION) PROGRAM:

The School will participate in the ERASE anti-bullying program of the Ministry of Education by providing professional development time for the Head of School and administration to attend the required ERASE bullying workshops. In addition, the school will abide by the requirements of the Ministry of Education to have specific personnel trained in specific areas of student safety, e.g., Violent Threat Risk Assessment (VTRA) and Digital Threat Assessment (DTA).

To ensure that the school deliberately teaches students appropriate behaviour and anti-bullying strategies, it will use the Canadian Government resource on *Bullying Prevention in Schools* (<https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/blng-prvntn-schls/index-en.aspx>) to institute the use of an anti-bullying program to be chosen by the Head of School and the teaching staff. Such a program will focus on providing students at each grade level, with the appropriate knowledge, guidance and strategies to reduce bullying. The school will also focus on educating students and staff about Racism.



SECTION	General School Administration
POLICY NAME	Child Abuse Policy
POLICY NUMBER	404
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	February 12, 2021
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School considers any form of abuse or neglect to be unacceptable and it is committed to keeping its students safe from all forms of emotional, physical and sexual abuse. The School is committed to providing a teaching and learning environment that enables every student to feel safe, accepted and respected. In addition, it will develop strategies that make students feel valued, respected and connected within their school community. This includes the protection of a student's 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.

DESCRIPTION OF CHILD ABUSE AND NEGLECT:

Child Abuse is any form of physical, emotional and/or sexual mistreatment or lack of care that causes physical injury or emotional trauma to a child, who by definition is anyone under the age of 19.

Neglect is a failure to provide for a child's basic living needs. It involves any acts of omission by parents/guardians who do not provide appropriate provisions, resulting in, or likely to result in, harm to the child.

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 such as 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.

BC Handbook for Action on Child Abuse and Neglect

POLICY:

Chaoyin International School will follow the guidelines as stated in *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse*. To help protect students, Chaoyin International School will train its staff to help them identify instances of child abuse, bullying and harassment. If an employee suspects a case of possible child abuse, he/she must follow the child protection laws of BC.

The Head of School is the school's primary 'Appointed School Official' (ASO). The ASO shall:

- 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 Commissioner of the Teacher Certification Branch, Ministry of Education, when the School Authority dismisses, suspends or otherwise disciplines a certified teacher (Independent School Act section 7 and 7.2)
- refer student(s) for counseling according to the school's policies.

The Head of School will appoint a teacher (when hired) to be the 'Alternate Appointed School Official' (AASO) and he/she will ensure that the investigation and reporting continues if the ASO is possibly involved in the matter that falls under Section 14 of the Child, Family and Community Services Act.

PROCEDURES (DUTY TO REPORT):

The Ministry of Children and Family Development (MCFD) requires that the first adult to learn of or suspect a child abuse is required to report the suspected child abuse to them. This requirement to report also includes the duty to report even if the adult *only has reason to believe* the child may be at risk – not concrete proof is required to report. Reason to believe simply means that, based on what the adult has seen, heard, been told or other information he/she received, the adult believes the child *may be at risk*.

If a staff member has reason to believe a student is being abused, he/she must not attempt to investigate to verify if abuse has occurred – this is the responsibility of the trained social worker at the Ministry of Children and Family Services. The anonymity of the identity of the adult reporting is protected by law.

If a staff member is in doubt of whether to report or not, and if the child is not at immediate risk (such as being in class), he/she may contact the Head of School for advice, however, the responsibility to report still lies with the first adult to have reason to believe that a child is at risk, i.e., the staff member. The fact that the staff member reported it to the Head of School does not excuse that staff member from the reporting requirement, all it does is give the staff member a sounding board to review the facts.

When a Child Discloses Abuse or Neglect:

If the child is in immediate danger, the MCFD and the police (911) should be called immediately.

Children who may have been abused or neglected are particularly vulnerable and the staff member must be sensitive to this vulnerability when dealing with the incident. The following strategies are suggested:

- Stay calm and listen: An abused or neglected child needs to know that you are calm and are available to help.
- Go slowly: It is normal to feel inadequate or unsure about what to do or say when a child tells you about abuse or neglect. Do not let this discomfort rush you into asking assertive probing questions to gather concrete evidence. Gentle questions, such as "Can you tell me more about what happened?" are more appropriate.
- Be supportive: Reassure the child that he/she has not done anything wrong. It is helpful to let children know that they are not in trouble with you, the child welfare worker or the police. You should mention that you are glad that they have chosen to tell you about this; you are sorry that they have been hurt or that this has happened to them; you will do everything you can to make sure they get the help they need and you know others who can be trusted to help solve this problem.
- Get only the essential facts: Once you have enough information and *reason to believe that abuse or neglect has occurred*, stop gathering facts and be supportive. Leave the investigation to the experts.
- Tell the child what will happen next: Children who disclose their abuse feel anxious and vulnerable about what people think of them and what will happen next. Tell them only what you know (e.g., that they are not in trouble, and that you will help) and *avoid making promises*. Discuss with the child what you think will happen next and who will be involved.
- Make notes: As soon as possible after the child's disclosure, write down as much as you can of what the child told you. This will help ensure accuracy when reporting to the appropriate authority.

What to Report to the Child Welfare Worker:

When making a report to a child welfare worker, it is helpful to include your name, your phone number and your relationship to the child, but you can make an anonymous call if you prefer.

The child welfare worker will want to know:

- the child's name and location
- whether there are any immediate concerns about the child's safety
- why you believe the child is at risk
- any statements or disclosures made by the child
- the child's age and vulnerability
- information about the family, parents and alleged offender
- information about siblings or other children who may be at risk
- whether you know of any previous incidents involving, or concerns about the child
- information about other persons or agencies involved with the child and/or family
- information about other persons who may be witnesses or may have information about the child
- any other relevant information concerning the child and/or family, such as language or culture.

You do not need all this information to make a report. Just tell the child welfare worker what you do know. Time is of the essence in responding, so if you have concerns, do not delay.

1. Reporting a staff member at Chaoyin International School:

If you have reason to believe (not necessarily proof) that another staff member is engaging in a relationship that may constitute abuse or neglect of a child, do not treat them differently; take notes of the issues and other potential evidence without putting yourself or others at risk. Do not under any circumstances confront the staff member before or after reporting to the MCFD. You must also contact the Head of School so that appropriate action can be taken to prevent further harm to the student(s).

The School will never pursue retaliation against an employee for reporting a potential case even if the report proved to be unfounded. The Head of School will also do everything reasonably possible to prevent retaliation by the accused against the accuser.

The power differential inherent in student-adult relationships makes them especially vulnerable to sexual exploitation. Legally, no sexual relationship can occur with a teacher and a student that is under the age of 19 and doing so is a breach of trust and will lead to charges in a court of law. In addition to this Chaoyin International School prohibits any staff member from having relationship, sexual or otherwise, with any student (regardless of the student's age) while they are attending the school.

2. Failure to report and making false reports

Failing to promptly report suspected abuse/neglect to a child welfare worker and/or knowingly making a false report, are serious offences. Both offences carry a maximum penalty of a \$10,000 fine, or six months in jail, or both.

No action for damages may be brought against you for reporting information under the Child, Family and Community Service Act unless you knowingly reported false information, or the report was not made in good faith.



SECTION	General School Administration
POLICY NAME	Student Conduct: Standards: Discipline Policy
POLICY NUMBER	405
RELATED POLICIES	416 Field Trip Policy, 414 Student Safety Policies
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School recognizes and welcomes its obligation to all school community members to provide a positive climate and a safe, healthy learning environment. As we learn and work together, we will celebrate and support the rich diversity that is our school community.

Policy:

At Chaoyin International School, all students are expected to exhibit a commitment to learning and do their part in keeping the school environment safe. Our guidelines for appropriate student behavior reflect the school's philosophy and expectations for responsible and compassionate conduct. Chaoyin International School believes that children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful. Each responsible student contributes to the well-being and success of everyone at Chaoyin International School!

Procedures:

At the beginning of the school year and as required through the year, the Principal will provide education to students, parents and staff on the school's policy for Student Conduct, Standards, Discipline Policy. Breaches of this policy will be dealt with by teachers or the Principal as appropriate, and discipline given will be fair and objective taking into account the student's history of similar events. Only an employee holding a Certificate of Qualification (COQ) from the Teacher Regulation Branch may discipline a student.

Implementation:

The Chaoyin International School Code of Conduct shall apply to all school activities and school functions regardless of location.

Chaoyin International School promotes the following beliefs:

- All students have the capacity to be valued and are worthy contributors to society.
- All students are accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships, and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which in turn empowers individuals and strengthens society as a whole.
- Continuous learning is a lifelong process that is essential to an enriched and productive existence and living a fulfilled life.

Students are expected to abide by the following rules.

Be Respectful To Yourself – Care about your learning and yourself, including safety.

- always do your best
- make good choices
- be on time and ready to work
- do your homework and use your planner

Be Respectful To Others – Be considerate of others' personal feelings and properties.

- be polite and wait for your turn
- treat others with respect
- use good listening skills
- be honest and tell the truth

Be Respectful To Property – Care about your school and your environment.

- clean up after yourself
- take good care of materials
- ask before borrowing
- speak English or Mandarin whilst at school

Be safe – Learn and follow school rules.

- walk calmly – no running in hallways
- stay in designated areas
- report dangerous situations to staff

Our students also need to

- understand and abide by the school rules
- attend school regularly
- attend all classes and participate in them fully
- arrive prepared for class each day
- request permission for authorization to leave class when needed

- adhere to the school dress code
- use respectful and appropriate language

Inappropriate Behaviour

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others, teasing
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- running the halls
- unauthorized leaving of school grounds
- littering

Consequences of Misbehavior:

In the event that a student is referred to the school's administration for a disciplinary issue, disciplinary action may include any single, or a combination of the following actions:

- review of expectations and a timeout
- review of expectations, written assignment and /or loss of privileges
- parents are informed
- meeting with the parents
- short-term (in school or at home) suspension up to 5 days
- long-term suspension (over 5 days) or a referral to a district program
- consultation with police and / or fire department
- expulsion

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature.

We Do Not Tolerate the Presence Of:

- theft and vandalism
- intoxicating or banned substances
- weapons or replica (toy) weapons and explosives
- intruders or trespassers - All visitor to the school must first report to the office

Chaoyin International School Uniform Requirements

The school's dress code contributes in a very important way to the overall sense of unity in our school. The dress code enhances the learning atmosphere, adds a sense of pride regarding the school identity, and reduces unhealthy competition among students.

Chaoyin International School students are expected to wear their uniform in a manner that portrays a positive self-image, conveys neatness and cleanliness, and demonstrates an attitude of excellence and appreciation towards the school as a community.

The school uniform contributes to a sense of belonging to Chaoyin International School and must be worn sensibly. The uniform is not to be altered or worn in a manner that is sloppy or inappropriate. Students who consistently fall short of the uniform standard will face disciplinary action.

NOTE: The school may involve experts from the community and, if necessary, the local police. Additionally, should students want to report an incident of bullying anonymously, the school works cooperatively with the Ministry of Education and is a partner with erasebullying.ca.

References:

1. The School Act 85 (1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2017
2. [B.C. Human Rights Code](#)
3. [B.C. Ministry of Education: Safe, Caring and Orderly Schools](#)



SECTION	General School Head of School
POLICY NAME	Emergency Policies
POLICY NUMBER	406
RELATED POLICIES	Anaphylactic Policy #401
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

All students must be kept as safe as possible from potential threats to safety including, fire, natural disasters and intruders. Established school procedures will inform students of expected behaviours that will increase the safety of students and reduce the possibility of danger and harm. This emergency plan is in alignment with the [BC Emergency Management Guide](#).

POLICY:

Chaoyin International School staff and students will follow the described emergency procedures for fire, earthquake and lockdown from intruders. These procedures shall be reviewed with the staff and students at the beginning of each academic year and will be practised on the following schedule:

- Fire Drills: At least 6 per year, minimum 3 per term
- Earthquake drills: At least 3 per year, minimum 1 in each term
- Lockdown: At least 2 per year, minimum 1 per term
- Bus transportation Safety Drills: Prior to the bus leaving the school
- Medical Emergencies: As needed

The school will provide annual First Aid training to a sufficient number of staff members to ensure safety of students.

Each year, the Head of School will review the best practice guides on information sharing with the BC Ministry of Health and the BC Ministry of Children and Family Development.

Note: In collaboration with professional consultants, once the school building construction is completed, the school will develop emergency plans specifically for fire routes, earthquake routes, bus transportation drills and lockdown drills.

PROCEDURES:

1. Fire Drills:
 - a. During Class Time:

- Teachers are to instruct students to stand up and prepare to leave the room, they are to leave all property where it is. They may bring along a jacket or coat only if it is with them at the time of the alarm.
- The teacher is to collect the emergency binder at the front of the class. Students are safely and calmly to line up single file prepared to leave the classroom.
- The teacher is to check outside the door to ensure there are no open flames or smoke that might endanger students.
- The students in single file are to be led by the teacher to walk, not run, to the designated emergency exit.
- The teacher is responsible to ensure that all students have safely left the classroom and the classroom door is closed.
- Students and teachers are to head towards the designated emergency assembly area for that class/grade.
- Once outside students and teachers should move away from the building.
- Once at the assembly area attendance is taken to ensure all students safely left the school. Absent students are reported to the school's designated Fire Marshall.
- Upon the "All Clear" signal, and it is safe to do so, teachers may lead the students back to their designated classrooms

b. Outside of class time:

The above procedure is to be followed to the best of each employee's ability.

Teachers are responsible for gathering and accounting for students in their next class.

In the event that a fire occurred while students are outside the building, e.g., recess/lunch or at after school outdoor activities:

- Do not re-enter the building for any reason
- Students and staff must go to the designated assembly areas

2. Earthquake Drill:

Note: Chaoyin International School is located in the City of Richmond, located on the delta of the Fraser River. Therefore, the ground area might be subject to liquefaction during an earthquake. Therefore, staff and students must be observant of any signs of liquefaction and alter the described earthquake drill exit plans accordingly.

In the event of an earthquake, the school will follow the "Drop-Cover-Hold" procedure.

- If indoors students will stay where they are and DROP onto their hands and knees under a sturdy desk or table, COVER their bodies by curling face-down and HOLDING onto the furniture legs
- Face away from windows to protect face and head from possible glass debris
- Stay away from any furniture or shelving that might topple over
- Once the shaking is over, count as a group to 60, e.g., One, Two, Three, etc. to provide time to assess the situation for aftershocks that may occur after the main earthquake.
- If after 60 seconds, the shaking has stopped, quickly evacuate the building being cautious of potential structurally damaged areas. Exit only after the shaking has stopped.

- If a student is injured only provide life-saving interventions – immediate evacuation of injured students is critical
- The teacher is to collect the emergency binder at the front of the class as well as any special medication for students who have medical conditions such as anaphylaxis (See Anaphylactic Policy #401).
- Students are safely and calmly to line up single file prepared to leave the classroom.
- The teacher is to check outside the door to ensure there are no open flames, choking smoke, broken power lines or other effects of the earthquake that might endanger students.
- Students and teachers are to head towards their designated emergency assembly area.
- Once outside when and where possible students and teachers should move away from the building and other structures that may collapse.
- Once at the assembly area attendance it be done to ensure all students safely left the school.
- Report missing students to the School Safety Officer (Head of School – Mr. Greg Corry) or an alternate SSO (designated teacher).

Shortly after a serious Earthquake

- Avoid returning into the building unless authorities give the permission to so.
- Remember the main earthquake will be followed by aftershocks.
- If the building is safe and the electricity has been shut off unplug any appliances, computers or lamps to prevent a fire if/when electricity is restored.
- If water is still working drinking water bottles should be filled in case these services are later interrupted.
- If possible, listen to the radio, television or cell phone for information from authorities. Follow their instructions.

In the event that an earthquake occurs outside of class time:

- The above procedure is to be followed as best as possible.
- Teachers are responsible to account for the students in their next class.
- Students should be told to find the teacher in their next class.

If outside the building:

- Stay away from any glass, move away from the building and watch out for any falling debris. Usually, the most dangerous place during an earthquake is just outside of the building where debris may fall.
- Teachers are responsible for accounting for the students in their next class unless the earthquake occurred during class time.
- Do not re-enter the building unless permitted to do so.

3. Lockdown:

During a Lockdown, staff and students will remain in their classrooms until directed to leave by the Richmond RCMP.

- Teachers are to lock and barricade the door.
- Turn off all lights and maintain minimal lighting.
- Block all windows with the classroom blinds and curtains.
- Students are to stay as far away from any windows and doors.

- Students and teacher should lie flat or take cover, out of sight.
- Silence where possible should be maintained - all devices such as cell phones that could make noise are to be silenced.
- Students should be told to please remain calm and quiet at all times whisper only if necessary
- Everyone is to maintain in the room until police arrive and designate the building safe. It may take several hours before anyone can be safely evacuated so the teacher must distract students to help them remain calm.
- In the event of a fire alarm do not respond as normal as this may be a ploy by the intruder. If there is an actual fire, follow the procedures above.
- If an evacuation is necessary (requested by an administrator or police) take the students safely and calmly to the evacuation area
- Account for any students in your class and have any students not in your class who were in your room during the lockdown to find their respective teachers

If a lockdown occurs outside of class time:

- the above procedure is to be followed as best as possible.
- Students and teachers may be required to move to the nearest room that they feel safe and not their designated classroom.

4. Bus transportation Evacuation Drills:

If the students were transported using a school bus, the bus driver or designated chaperone shall give the students instructions on what to do in case of a bus emergency, e.g., emergency exit areas, calling 911, etc. Similar to what occurs in an airplane, these instructions shall be reviewed with the students prior to the bus leaving the school.

Communication:

The supervising teacher or another adult on the bus must immediately call 911 and the school in an emergency, describing the situation. The school will then call appropriate local emergency services in the area to assist. The school will also call the parents/guardians involved as well as the Independent Schools Branch to inform them of the incident.

5. Medical Emergencies:

During medical emergencies, quick action is vital.

- Depending on the circumstances the teacher should call the school reception or have a student go to the reception to get into contact with the First Aid Attendant of the school. The teacher should remain in the classroom with the injured student.
- If needed, 911 emergency medical services should be called as soon as possible.
- If the injured person is unconscious or has a potential head injury movement of the student should be very minimal to prevent further injury
- If the injured person is having a seizure or convulsions reasonable steps should be taken to prevent head injury, they should be placed on their side
- The injured person (and other students) should be assured to remain calm and that help is on the way.
- Unless absolutely necessary to ensure the safety of the injured student no treatment should be administered by anyone other than the First Aid Attendant or the Emergency

responders, the exception being the administration of drugs to students with known medical conditions, e.g. anaphylaxis (see Policy #401 and #6 below).

- The first aid attendant's purpose is to take the minimum needed first aid steps to preserve the life and health of the student. They are not a first aid responder or doctor.

6. Anaphylactic Reaction: See Anaphylaxis Policy 401

- Administer the student's auto-injector (single dose, single-use) at the first sign of a reaction. Note time of injection administration.
- One staff member always stays with the child
- One person (possibly other student) goes for help or calls 911
- Contact the child's parent/guardian
- If symptoms have not improved a second single dose-single use auto-injector may be administered within 10 to 15 minutes or sooner, after the first dose is given (i.e., the reaction is continuing, getting worse, or has recurred)
- If an auto-injector has been administered, the student must be transported to a hospital via ambulance (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction)



SECTION	General School Administration
POLICY NAME	International Student Policy
POLICY NUMBER	407
RELATED POLICIES	405 Student Conduct, Standards & Discipline Policy, 408 Homestay Policy, 412 School Fee Refund Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The Ministry of Education defines an International student as a *student who has temporarily moved from another country outside of Canada to study in British Columbia for a specific period of time and does not meet the residency requirements of Section 82 of the School Act. This includes:*

- a) students who come to Canada as part of a reciprocal exchange arranged through a board-approved student exchange agency,*
- b) students who make private or personal arrangements to study in Canada, usually through family members, and*
- c) students who arrange for their studies through international agents or language schools.*

International students living in British Columbia to attend School need supports to guide them in their studies and living requirements, especially students at elementary school age.

POLICY:

All international students who are not living with their parents are required to have a legal guardian. *A legal guardian is one who has been appointed in a Canadian court.*

International students on a valid Study Permit (Visitor permits are not valid for enrolling a student in a BC school) are required to live with the parents, legal guardian or approved Homestay. Chaoyin International School assumes responsibility for the educational program, school related activities and other aspects of an international student's care such as homestay and medical insurance. The school will ensure that the safety of its international students is of prime importance and that the students' focus is on completing their academic goals.

PROCEDURES:

1. Educational Program:
International students are accepted for specific periods of time into the school's educational programs, provided the students meet program prerequisites and school entrance requirements.

2. Visa: Study Permit, Work Permit or Visitor's Visa

The applicant must also meet Canadian immigration requirements and will need to obtain the required study permit to study a Kindergarten to Grade 7 program from the Canadian Embassy or Consulate, High Commission, or Canadian Education Centre in their country of origin, prior to travelling to Canada. Visitors' Visas do not qualify students to enrol in the school's Kindergarten to Grade 7 educational program.

3. Application Process

The school will register international students (including exchange students) after the student has met application requirements and has paid all required fees. The natural parents/ guardians will sign an agreement with the school that clearly states the responsibilities of each, including reference to the School Fees Refund Policy (Policy 412).

4. Language Proficiency and Preparation

Students are admitted to the program for either the cultural or immersion experience or for credit studies leading admission into a BC secondary school. Classroom instruction is in English and therefore requires the student to have a minimum English proficiency level. Students who do not pass the school's English entrance exam will not be admitted as their language is not of a sufficient level to enable success.

5. English Language Skills

An assessment of each student's English language proficiency will take place prior to starting classes. This assessment will include formal oral and written tests, student report cards, and an on-site skills assessment of listening, speaking, reading, writing, comprehension, fluency, and numeracy.

6. Academic Preparation

All students applying to the school will be required to write a Placement Test and undergo an interview, to determine their academic and emotional standing for placement in the appropriate program/courses offered by the school. The Placement Test will include a numeric and a literacy component.

The Placement Test will be assessed by a BC-certified teacher and the results will be reported to the Head of School who will determine placement in the school. The placement of the student will be based on the student's English language and academic skills. All ELL students admitted will have their progress monitored to adapt instruction where needed to best support the student.

7. Preparing for study at Chaoyin International School

Prospective international students will be encouraged to enroll in a local summer short course for ELL learners prior to their period of study in the school, in order to familiarize themselves with the B.C. curriculum and Canadian culture.

8. School, Grade or Program Placement

The school reserves the right to place international students at the appropriate grade level, after considering factors such as program suitability, previous academic performance, English proficiency, provincial requirements, and space in the course or program. International

students will take language support courses (ELL) and the school uses an integrated program approach. The balance of their program is based on provincial requirements and student interests. The school will complete all necessary programming and documentation, in consultation with the student and their parents/guardians.

9. Medical and Hospital Insurance

All permanent and temporary residents of British Columbia, including international students, are required to have medical insurance entitling them to medical and hospital benefits through the Medical Services Plan of BC (MSP) according to the Ministry of Health requirements found at:

<https://www2.gov.bc.ca/gov/content/health/accessing-health-care/health-fee-international-students?keyword=international&keyword=students>

The school will ensure international students obtain this medical coverage and will provide them with opportunities to purchase an interim three-month pre-approval insurance package to cover them during the waiting period. It will also provide opportunities to purchase additional supplementary medical coverage through a private plan that will supplement the MSP coverage.

10. Homestay

It is required that any student is under the age of 19 (legally regarded in BC as a child) from outside BC must live with either the parent or a legal guardian, or at a homestay. A homestay is a formal arrangement by an international student program, or its delegates, to house an international student with an approved family during the course of study. The responsibility of the school is to ensure that the company providing homestay to its international students, adheres to the school's Homestay Policy, which in turn is in alignment with the Provincial Homestay Guidelines (See Homestay Policy 408).

11. Fees

Chaoyin International School authority annually reviews and sets tuition fees. There are set fees for administration (application, medical, and activity), tuition, etc. See the current fee schedule and the School Fees Refund Policy (Policy 412)

12. Student Conduct

The School expects that all students will abide by school policies and the school's Code of Conduct, as well as by the terms and conditions of permits issued to them by Citizenship and Immigrations Canada. A breach of this agreement will result in disciplinary action and/or dismissal from the program. See Student Conduct, Standards and Discipline Policy 405.

13. Reporting

The School will annually review the International Student Program in order to provide highlights, to proactively identify and address concerns, to summarize international student and parent satisfaction with the program, and to provide recommendations for any needed change. The intent is to ensure there is integrity with our program goals and to ensure that we are adaptive to the needs of our students and their families and our education system.

14. International Student Help:

International students will be informed of the following help resources:

- BC Helpline for Children 1-800-663-9122

- Kids Help Phone 1-800-668-6868
- Kelty Mental Health Resource Centre <http://keltymentalhealth.ca>



SECTION	General School Administration
POLICY NAME	Homestay Guidelines Policy
POLICY NUMBER	409
RELATED POLICIES	International Student Policy 408
DATE CREATED	January 09, 2021
DATE REVISED	February 12, 2021
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School is a Group 4 international school that specializes in providing a BC School education to international students from various countries. For many of these students, this experience will be their first outside of their home countries. While some students will live with their accompanying parent, some will board with their legal guardians and others will be accommodated by one of the commercial homestay program providers in the lower mainland. In all cases, students must be treated with respect, afforded good living conditions and healthy, nutritious meals. They should also feel safe in their new home environments and be free to seek help and assistance from the school as needed.

POLICY:

Chaoyin International School will only employ reputable homestay companies to provide accommodations for its students. These companies will be expected to abide by the Provincial homestay guidelines, [British Columbia K-12 International Student Homestay Guidelines \(2015\)](#). CIS will keep in close contact with the Homestay students and the homestay providers to ensure that the guidelines are adhered to. Primary and younger intermediate students will be encouraged to live with a parent until they are mature enough to live with relatives or a homestay provider.

DESCRIPTION OF A HOMESTAY:

A homestay is a formal arrangement by the school's Homestay Program Provider to house an international student with an approved family during the student's years of study. This family and its residence are both commonly referred to as the 'homestay'. BC's Guidelines refer to this family as the host family. A K-12 homestay student is a minor child (i.e., under age 19) from outside BC who pays a fee to stay with a homestay family in return for meals, a private room, family support, and various cultural experiences.

DEFINITION OF A HOMESTAY PROGRAM PROVIDER:

A Homestay Program Provider is an organization/company that the school hires to arrange homestays. It can also mean a relative of the family (uncle/aunt, etc.) who will provide safe board and room for the child. The school has the obligation to ensure that the Homestay Program Provider always looks after the best interests of the homestay student. The Homestay Provider is obligated to follow the Provincial

law regrading homestays and thus must interview and vet potential host families before assigning a homestay student to their household.

PROCEDURES:

Chaoyin International School will only collaborate with reputable homestay program providers who have experience in working with international students. The school will ensure that the homestay program provider(s) fulfill their responsibilities as defined in the Provincial Homestay Guidelines:

Homestay Program Provider Responsibilities:

1. Maintain a homestay screening process for host families and for international students to determine suitability. The host family screening process should be published and should include:
 - a. Scheduled home inspections and host parent interviews.
 - b. Scheduled criminal records check for all adult household members; and
 - c. Reference checks for the host family parent(s) where required.
2. Gather appropriate and up-to-date personal records/contact information for the student, parent/guardian and host family, including:
 - a. Legal first and last names (i.e., as they appear in a passport).
 - b. Gender.
 - c. Age.
 - d. Relevant medical information.
 - e. Country of residence.
 - f. Address; and
 - g. 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 practice.
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.
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. Implement and maintain quality assurance and program evaluation mechanisms.
11. Offer conflict resolution services (and the opportunity to reach consensus) to both the host family and the international student.

12. 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.
13. 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.
14. Maintain clear, published fee information including:
 - a. Terms of Agreement – payment of fees to whom and when.
 - b. Per diem and monthly homestay fees.
 - c. Services included with fees.
 - d. Additional fees (e.g., airport pick-up or drop-off or storage fees); and
 - e. Refund policy.
15. Provide, as appropriate, the international student with access to a person who can speak the student's primary language.
16. Share medical or mental health concerns that arise during the course of the homestay with the international student program, the host family, the custodian or the student's parent/guardian(s) as appropriate.
17. Provide additional standards and procedural supports and requirements for younger homestay students as appropriate.
18. Publish the homestay program provider's legal limitations.
19. Inform international students who are about to be placed with a host family about the BC Children's Helpline (310-1234), which operates twenty-four hours a day, year-round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school.

School Responsibilities:

Chaoyin International School will meet the following responsibilities:

1. Identify the Custodian, appointed by the parent/guardian, who is responsible for the care of each international student. The school should articulate its expectations of a Custodian.
2. Develop clear procedures for host family parents in connecting with the school. The Host family involvement with ELL program, 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.
5. Encourage homestay families to be specific and thoughtful regarding the conduct of the student. Considerations such as curfew, Internet use, chores, etc. should be clearly outlined and communicated to the student and should be age appropriate.
6. Provide host families with a variety of resources to support their homestay student in acquiring English as an additional language.

7. Develop a participation agreement with the student/parent/guardian that includes expectations of student behavior, conflict resolution processes and grounds for dismissal from homestay.

Host Family Responsibilities:

The Host families selected by the Host Program Provider are expected to fulfill the following responsibilities:

1. Provide a caring, nurturing and supportive environment for international students.
2. Be 25 years of age or older.
3. Agree to scheduled in-home inspections by either the international student program or the homestay program provider or both and criminal record checks (for anyone living in the home who is 18 years or older).
4. Have no more than two international students in the homestay at the same time
5. Avoid concurrently hosting both adult and minor international students.
6. Provide food for three nutritious meals per day.
7. Provide a clean and tidy home with a private, adequately furnished bedroom, with access to:
 - a. an area with a desk, chair and adequate lighting for homework.
 - b. a bathroom, linens and use of laundry facilities.
 - c. entry into the home like any other member of the family (e.g., house key and alarm code, if applicable); and
 - d. where possible, access to the Internet to support educational goals and consistent communication with home
8. 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.
9. 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 homestay program provider and the international student program.
10. Inform the school or international student program if the student drinks alcohol, takes or possesses non-prescribed, illegal drugs or breaks the law.
11. Ensure the home and auto insurance policy adequately covers students residing within their home; some policies do not cover homestay students.
12. Promote strong connections between an international student and their parents, schools and communities by:
 - a. Using the student's desired language of study (English or French) in the home.
 - b. reasonable limits on the student's personal use of the internet (i.e., number of hours/day and appropriate times of day).
 - c. Negotiating and enforcing an appropriate and reasonable curfew and house rules for the student.
 - d. Assisting the student in seeking extra- curricular activities and sports.
 - e. Attending school or district orientation for host families and other cultural or education events.

Homestay Student Responsibilities:

Elementary students attending Chaoyin International School who are involved in the Homestay program are expected, as their age allows, to:

1. Engage with the host family and the school and seek out opportunities to become involved in the school and family life.
2. Communicate regularly with their parent/guardian and with their host family.
3. Communicate significant issues or concerns to the host family, parent/guardian, custodian, Head of School, teachers, homestay program provider.
4. Understand that the school may require a student to move homestays where accommodation is deemed to be unsafe or unsuitable.
5. 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.
6. Understand that there is a BC Children's Helpline (310-1234), which operates twenty-four hours a day, year-round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school.

Parent/Guardian Responsibilities:

1. Accurately complete the application and in-take materials and disclose all of the student's relevant information, such as medical conditions, 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. 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.
3. Report significant concerns to the homestay program provider.
4. Understand that the school may require a student to move homestays (or withdraw from the school) in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable.
5. Understand that there is a BC Children's Helpline (1-800-663-9122), which operates twenty-four hours a day, year-round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school. In addition, there is a Kids Help Phone (1-800-668-6868) for counselling and referrals.

International Agent Responsibilities:

If the student was enrolled by an agent, the agent must provide support to the school, homestay program provider, host family and the student, particularly in regard to communicating with the parent/guardian in the home country if and when requested by any of the above.



SECTION	General School Administration
POLICY NAME	Privacy Policy
POLICY NUMBER	410
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The *Personal Information Protection Act* (PIPA) came into effect on January 1, 2004. It covers the collection and disclosure of personal information. As an independent school, Chaoyin International School falls under this legislation. As a private institution operating in British Columbia, the school is not subject to the Federal *Freedom of Information and Protection of Privacy Act* (FOIPPA) as that particular Act only applies to public schools.

POLICY:

The personal information of all students and personnel associated with Chaoyin International School will be treated with full confidentiality and will only be used for the purposes for which it was collected. Personal information shall be stored securely and held confidential and will only be shared with those who are required to know the information and have the appropriate permissions. Personal information that is no longer relevant or required shall be destroyed.

Persons who feel that their privacy has been breached may file a complaint with the school's Privacy Officer. If no resolution is reached at the local school level (see Complaints at end of the Policy), the complainant may report the breach to the Provincial Privacy Commissioner,

DESCRIPTION OF PIPA:

The basic principles of PIPA, as it applies to Chaoyin International School, are:

1. Personal information may not be collected, used or disclosed without the consent of the student or their legal guardian (unless otherwise permitted under PIPA).
2. Reasons for collecting information must be disclosed to the individual verbally or in writing prior to the collection of such information.
3. Personal information may also only be used for the purposes that were disclosed or are otherwise permitted under PIPA.
4. Personal information must be stored and protected appropriately.
5. Any person has the right to access his/her own personal information held by the school. A parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor.

The Privacy Commissioner has the authority to investigate complaints about how the school is collecting, using, sharing or storing personal information.

PROCEDURES:

1. Responsible Persons:

The Head of School, in collaboration with all staff, are responsible to ensure that Chaoyin International School complies with PIPA. The Board of Directors is responsible to establish and update the Student Records Policy and Privacy Policy, as warranted.

2. Records:

The term “student record” is defined in the Independent School Act as a record of information (written or electronic form) for 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.

3. Not Records:

Refers to any information concerning a student that only one person might have access to such as a teacher’s private notes about a student.

4. Collecting and using Information about Students:

Chaoyin International School is dedicated to protecting the privacy of students including any information collected as a formal record or in an informal capacity.

Collecting Information about students must always only be done with the permission of the student (if they are over the age of 18) or with the permission of the parent/guardian if the student is under the age of 18.

There is an automatic and implied permission to collect information related to the education of the student in the form of schoolwork, information for assessment or grading and other educational uses. For other purposes, when asking permission to collect additional information the student and/or guardian must be told the purpose for collecting this information. The information must be used for the stated purpose.

Information that is solely for teaching and learning purposes (schoolwork, observations, projects, marks, students notes) falls under the mandate of teaching the students and does not require explicit permission for collection, use or storage. Staff however should be aware of the rights of parents/guardians or students, which may allow them to examine and receive copies of this information. Anything written or recorded about a student should be written in an appropriate way and as if it were to be made available to the parents.

Teachers are cautioned when collecting and using any information about students that is not strictly for teaching purposes, e.g., blogging, vlogging, journaling, etc. Use of student information either directly or indirectly for non-teaching purposes should be avoided by all staff members to prevent accidental disclosures of student information and inappropriate collection of this information. All collection or use of information for purposes that are not solely for teaching must be vetted and agreed to by the school administration.

Special emphasis must be put on taking photographs, videos or sound recordings of students. Everything must be done to protect the identity and privacy of students. Any publishing of photographs or video recordings may only be done with permission parents/guardians.

5. Sensitive Student Record Information:

The following information is considered sensitive and shall be accessible to staff on a 'need-to-know' basis as determined by the Head of School. Transfer of this sensitive information to another school or organization may only be done with a written signed consent from the parents or legal guardian and in compliance with the law.

- a) Psychiatric reports;
- b) Family assessments;
- c) Referrals to or reports from school arranged counselling services;
- d) Record of a school-initiated report of alleged sexual or physical child abuse made (under the duty to report) to a child protection social worker.

Such reports are strictly confidential and must be stored in a fireproof locked cabinet where only the school authorized persona have access.

6. Access to and Disclosure of Information about Students:

All staff members are expected to maintain strict privacy of information about students and their families in accordance with the requirements of PIPA. While disclosures may be made to parents/guardians regarding their children/students in accordance with PIPA, disclosures should not be made that would reveal private information about other students or individuals. An important exception to this rule of privacy are the Duty to Report and during criminal investigations if and only if these disclosures are to proper authorities.

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

Report cards will never be withheld from students and parents for any purpose whatsoever. Under PIPA, students, parents or guardians have a right to view and receive copies of student records which include current and past report cards.

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

- Professionals who are planning for, or delivering educational, health, social or other support services to that student, e.g., psychologist, nurse
- School authority's insurer to defend any claim/potential claim.

The professional or insurer, in turn, must ensure in writing that they will:

- Maintain privacy of the student and the student's family with respect to matters disclosed in the record, and
- Not use or disclose the information in the student record except for the specific purposes for which the information is provided.

If school officials are unsure as to the legal entitlements of access or if there is serious conflict between the parents with respect to student record requests, then school officials should obtain advice from the school's legal counsel.

7. Access to Student Emergency Contacts: Fieldtrips & Evacuations

Further detailed in the Field Trip Policy 417 and Emergency Procedures Policy 406, teachers are required to carry a copy of the classroom Emergency Binder with student emergency contacts on all field trips and during all evacuations. Classroom Emergency Binders are to be kept in a secure, yet accessible, locations. For field trips, they are kept by the supervising teacher. A school cell phone must be taken on each field trip in case of an emergency.

Teachers are required to ensure that appropriate medication for anaphylactic students is taken on the field trip.

8. Inappropriate Disclosure of Information:

Staff at the school is expected to take every reasonable precaution to prevent inappropriate disclosure of information either accidental or otherwise. See Anaphylactic Policy 401.

- Teachers should not talk about students to other teachers in a public setting where other students might overhear. This is true even if that information is positive.
- Teachers should not share stories with friends and families or through social media even if no names of the students are not said.
- Storage of student information should be protected and should not be easily accessible in the case of a lost/stolen laptop or device.
- Passwords that give access to online depositories of information should not be shared.
- School work should be stored in a protected location in the school, class or home.
- Teachers should avoid carrying schoolwork or student information around with them.
- Teachers should be well organized so as to avoid misplacing or losing students work.

9. Complaint Procedure

Parents/Guardians/Students who have complaints regarding the breach of privacy shall:

- First meet with the Privacy Officer of the school to resolve the complaint;
- If no resolution is found, the parents/guardians may provide a written complaint to the Board of Directors for their resolution.
- If no resolution, the parents/guardians may escalate their complaint to the Provincial Privacy Commissioner who may choose to hear/not hear the case.



SECTION	General School Administration
POLICY NAME	Special Education Policy
POLICY NUMBER	410
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	February 15, 2021
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School provides courses that lead to graduation from elementary school at the end of grade 7. The school's mission is to provide a high-quality elementary education to international students who seek to attend BC high schools to graduate with a BC Dogwood Diploma. Therefore, applicants to Chaoyin International School must be academically able to complete the full BC School graduation program.

For these reasons, students attending CIS must develop competencies to attain an acceptable academic learning standard that enables the student to have a fair chance at obtaining the Dogwood diploma.

POLICY:

Chaoyin International School does not provide special education services to students with complex or diverse special needs, but it is committed to providing the Learning Assistance services needed to support all enrolled students in their studies. In addition, the school will provide English Language Learner (ELL) services needed by the average International student in his/her educational program. These courses and programs are offered to the students to increase and enhance their acquisition of the English language. The cost of Learning Assistance and ELL supports is included in the regular tuition fees.

PROCEDURES:

Students applying to attend Chaoyin International School will be required to write a Placement Test and undergo an interview, to determine their academic and emotional standing for placement in the appropriate program/courses offered by the school. The Placement Test will include a numeric and a literacy component.

The Placement Test will be assessed by a BC-certified teacher and the results will be reported to the Head of School who will determine placement in the school. The placement of the student will be based on the student's English language and academic skills.

The classroom teacher and ELL teacher will work with ELL students and will monitor his/her progress, adapting instruction to best support the student.



SECTION	General School Administration
POLICY NAME	Education Resources Policy
POLICY NUMBER	412
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The revised curriculum of British Columbia no longer includes prescribed texts or educational learning resources. Therefore, teachers are required to choose their own learning resources suitable to the program of studies that they teach in their classrooms. At Chaoyin International School we promote the development and continuous improvement of our courses and programmes to provide our students with the optimal learning experience and therefore we have developed a policy by which the best learning resources may be selected by our staff.

POLICY:

Educational Resources used in various courses and grade levels will be decided upon by the school administration with the input of the appropriate classroom teachers. Such learning resources will be approved by the school Authority before they are purchased for use in the school.

Parents/Guardians or other members of the school community who object to the use of a particular resource may file a complaint with the school administration for resolution. The handling of such a complaint is described in this policy.

DESCRIPTION OF A LEARNING RESOURCE:

The term “educational learning resource” refers to any material with instructional content or function that is used for teaching/learning purposes. Learning resources may include textbooks, other books, supplementary reading and information materials, videos, computer programs, games, charts, community resource people, agencies and organizations and digital media that teachers use to assist students to meet the expectations for learning outlined by the provincial curriculum.

Educational Learning resources used in the classroom will be evaluated with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school’s philosophical, cultural and/or academic values.

PROCEDURES:

Educational learning resources selected shall:

- support and be consistent with the educational mission, vision and values of the school as well as aims and objectives of specific courses.
- meet high standards of quality in factual content and presentation.
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the resources are selected.

Educational Learning resources shall be selected:

- to help students gain an awareness of our multicultural and multiracial society and an understanding of the contributions of each group.
- to promote positive social attitudes and respect for diversity and individual differences.
- to represent all genders equally and not perpetuate cultural biases and prejudices based on gender, or ethnic, racial and socio-economic backgrounds.
- to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.

In general:

- Educational Learning resources which are biased or prejudiced in content may be provided to meet specific curriculum objectives, e.g., to recognize an ideology and its purpose in a given context or to balance an argument.
- The selection of learning resources on controversial, historical and contemporary issues will be directed towards presenting a fair and equitable view.
- Emphasis will be placed on the selection of Canadian learning resources, where appropriate. These resources include learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.
- Learning resources will meet the requirements set by copyright and privacy (PIPA) legislation
- Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost or worn materials still of educational value

The Head of School will have final decision of an educational learning resource recommended for purchase and use in the school. The Head of School may establish a committee of teachers and other educators to assist him in determining the appropriateness of an educational learning resource. The Head of School will seek the approval of the Authority before purchasing the resource.

Procedure for reconsideration of an Educational Learning Resource:

Teaching staff, employees, parents or students may challenge an educational learning resource for appropriateness. Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry Education staff. The major criteria for the final decision will be the appropriateness of the learning resource(s) for its intended educational use.

A complaint about the use of a learning resource must be made in writing to the Head of School of the school, identifying the learning resource(s) and stating the reason why the resource(s) may not be suitable.

- within 7 days the Head of School shall provide a copy of the complaint to the teacher using the resource(s).

- Within 14 days the Head of School will strike a Complaint Committee consisting of a minimum of three School employees, including another administrator, at least one practicing teacher and another. The practicing teacher must have at least one years of experience in the grade level(s) and subject area(s) for which the resource is used.
- The Challenge Committee shall review the resource(s) in question and determine whether it conforms to the principles of selection, as outlined in this policy. The Challenge Committee will report their deliberations to the Head of School and make determination about the continued suitability of the resource.
- Based on the Committee's recommendation, the Head of School may dismiss the challenge, raise the awareness of the implications of using the resource(s) with the teaching staff and/or withdraw the resource(s) from further use in the school.
- The individual issuing the challenge will be notified of the Committee's decision in writing within 7 days of the decision.
- The complainant may appeal the decision of the Challenge Committee to the School Authority. For the appeal to be considered, it must be filed within 7 days of the individual receiving the notification. The appeal process is outlined in Appeals Policy 402.



SECTION	General School Administration
POLICY NAME	School Fees Refund Policy
POLICY NUMBER	412
RELATED POLICIES	407 International Student Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School is an independent elementary school specializing in offering a British Columbia to local and international students from kindergarten to grade 7. By applying to study at Chaoyin International School, the student begins the process of registering at the school to complete his/her school education. By accepting the student, the school begins the process of completing a commitment to assist the student in completing elementary school (kindergarten to grade 7). A policy must be in place to ensure that the student and the school are both financially protected if either party is not able to complete its commitment. This School Fees Refund Policy is designed to protect the student and the school.

This policy will be made available to families before any fees are paid and will be published online or otherwise made available on request.

POLICY:

A student is considered to have entered into a contract with the school when the student's application for admission has been accepted by the school and the school writes a formal Letter of Acceptance. To be considered for a refund, a student must submit a written notice of withdrawal signed by the student and the student's parent/guardian. School fee refunds will be issued the parents or guardians, as appropriate.

Students who have been issued an official letter of acceptance by Canadian Immigration (Official Letter of Acceptance, Temporary Resident Visa Letter, or Re-entry Letter) that is given on the understanding that the students is attending CIS, are not eligible for a 100% tuition refund even if the original school acceptance letter is returned to the school.

Application/Registration Fees and the other optional Applicable Fees are not refundable.

Tuition Fee refunds will be based on the flowing procedures.

1. First year of operation:

If the school fails to obtain or maintain Group 4 Classification from the Ministry of Education, the school will reimburse 100% paid tuition if the student has not yet begun classes for the term. If the student has attended classes and the school is/was not certified by the Ministry of Education as a Group 4 school, the student shall also be reimbursed 100% of his/her tuition as the school would not be able to issue credits for studies completed.

The Ministry of Education expects new schools with Interim Certification to have access - without recourse to the irrevocable Bond/Letter of Credit - to enough cash on hand to provide full fee refunds in the event that the school fails to open, fails to receive certification after the initial external evaluation inspection, or otherwise closes during its first year of operation.

2. First and Subsequent years of operation:

- a. If a student is denied a Study Permit authorization from Citizenship and Immigration Canada, the school will refund the student 100% tuition refund if the following three criteria have been met:
 - i. The student applied for a Study Permit authorization from Citizenship and Immigration Canada within 30 days of receiving the official letter of acceptance from the school,
 - ii. Official documentation of the visa refusal is provided to the school,
 - iii. Students request the refund within one year of the date of the school's official letter of acceptance
- b. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw 30 days prior to the first day of classes in a given school year, the school will retain 30% of the tuition fee paid and refund the balance for the 1st term and 100% for the 2nd term and 3rd term.
- c. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw under 30 days before the first day of classes, the school will retain 50% of the 1st term fees and will refund the balance of the 1st term and 100% of the 2nd term and 3rd term fees paid.
- d. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw after school has started, within the first 30 days of the term, the school will retain 70% of the 1st term fees and will refund the balance and 100% of the 2nd term and 3rd term fees.
- e. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw after the first 30 days of the term, the school will retain 100% of the 1st term fees and will refund 50% of the 2nd term and 3rd term fees.
- f. If a student is dismissed at any time during the term, the school will retain 100% of that term's fees and 50% of the 2nd term and 3rd term fees.

RESPONSIBILITIES:

1. The student and his/her family are responsible for applying for a Study Permit within 30 days of receiving the acceptance letter from the school.
2. The student and his/her family are responsible for applying for a refund within one year of the date of the school's official letter of acceptance.
3. The school is the first point of contact for refunds. All refunds are the responsibility of the school Authority in accordance with this policy.
4. The school will maintain sufficient funds on hand to make refunds available to students upon unexpected closure of the school.

5. The Independent Schools Act does not provide the Inspector of Independent Schools or the Ministry of Education with a role in routine refunds.
6. In the case where the school closes and refunds are not provided by the school, the student and his/her family may apply to the Ministry of Education for a prorated refund under the provisions of the Independent School Regulation and the Bonding Act. These refund amounts will be paid from the school's Bond that is posted with the Ministry of Education for this purpose.
7. Ministry of Education administration of a Group 4 independent school bond for the purpose of providing partial refunds can be a lengthy process, taking up to 40 months, and parents should not rely on partial refunds derived from this bond for any payment required before this time. (e.g., Parents should not rely on the partial refund coming from the bond to pay fees at another school).



SECTION	General School Administration
POLICY NAME	Student Records Policy
POLICY NUMBER	414
RELATED POLICIES	Student Record Forms 414B
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The official document of a student's K-12 education is contained in his/her student record. The student record is the property of the Ministry of Education and Chaoyin International School is entrusted to keep it accurate and to store it in a safe and secure environment.

Section 9(2) of the Independent Schools Regulation obliges independent school authorities to, subject to the requirements of the Student Records Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

POLICY:

Chaoyin International School is committed to ensuring that student records are handled in accordance with all legal requirements, including the Independent Schools Regulation (amended September 30, 2016), Student Record Order (2007), Student Records: Requirements and Best Practice Guidelines for Independent Schools (2012) and the Personal Information and Protection of Privacy Act (2003).

PROCEDURES:

1. Operational Statements:

Chaoyin International School will:

- 1.1 Ensure that the Head of School is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- 1.2 Ensure that the student records are updated annually at the end of the school year, before entering a new school year,
- 1.3 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- 1.4 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.

- 1.5 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- 1.6 Secure Student Records and Student Files with access within Chaoyin International School restricted to those individuals who, by the nature of their work, are required to have access to the information.
- 1.7 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the Head of School or designate.
- 1.8 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- 1.9 Inform parents that concerns, complaints and questions about personal information handling policies and practices of Chaoyin International School may be directed to the school's Privacy Officer by calling the school office.

2. Definitions and Student Record Components

2.1 Elements of the Student Record:

- 2.1.1 The Permanent Student Record (PSR), as defined in the Students Records Order.
 - Form 1704, (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - Student Progress Reports for the two most recent years or an official transcript of grades;
- 2.1.2 All documents listed as inclusions on Form 1704 (see 2.2 below);
- 2.1.3 Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
- 2.1.4 A copy of the student's current Student Learning Plan, if any; and
- 2.1.5 A copy of the student's current Individual Education Plan (IEP), if any.

2.2 Permanent Student Record (Form 1704) Inclusions: The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

- 2.2.1 Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
- 2.2.2 Court orders as indicated by the legal alert checkbox;
- 2.2.3 Other legal documents, e.g. name change or immigration document;
- 2.2.4 Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- 2.2.5 Current IEP and/or Case Management Plan (CMP) where applicable; and
- 2.2.6 Notification of a student being home schooled.

The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

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

- Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on Form 1704, then they may be included in the Student File (see section 2.3.8 below).

2.3 Student File: Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

- 2.3.1 Student eligibility information (required):
 - Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
 - Official name(s) of parent(s) or guardian(s) with home and work contact information; and
 - Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
- 2.3.2 Care Card number;
- 2.3.3 Emergency contact numbers;
- 2.3.4 Doctor's name and contact information;
- 2.3.5 Previous Student Progress Reports (other than the two most recent years required in the PSR);
- 2.3.6 Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- 2.3.7 Reports of important meetings/discussions relating to the student; and
- 2.3.8 Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

2.4 Sensitive Student Information: This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

- 2.4.1 Psychiatric reports;
- 2.4.2 Family assessments;
- 2.4.3 Referrals to or reports from school-arranged counselling services; or
- 2.4.4 Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

3. Procedures:

3.1 The Head of School or designate will be responsible for:

- 3.1.1 Updating the Form 1704 as information changes and the student progresses through the system;
- 3.1.2 Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (<https://>) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and

- 3.1.3 Ensuring that Chaoyin International School takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

3.2 Student Record and Student File Retention:

3.2.1 Student Records – Active Students

- Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
- The school protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
- The Head of School or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. Required inclusions must be listed on the PSR – see section 2.2 above.

3.2.2 Student Records – Inactive Students

- Unless another school requests a Student Record (see section 6 below), the school archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school.
- The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the Head of School or designate.
- The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

3.2.3 Student Files – Active Students

- Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
- The school protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
- The Head of School or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.

3.2.4 Student Files – Inactive Students

- The school archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.

- The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.
- The Head of School or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3.3 Currency of Student Records

Student eligibility information (see Appendix I) will be updated during student registration each year.

As stated above, the Head of School or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.4 Security of Student Information Off Campus: The Head of School is responsible for ensuring that personal information taken off campus is safely stored, and that personal information is protected.

3.5 Handling of Sensitive Student Information

3.6 Access to Sensitive Student Information is restricted to the Head of School or a person or persons authorized by the Head of School to access such information defined in section 2.4 of this policy.

3.7 The Head of School or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

3.8 Sensitive Student Information will only be disclosed or transferred in accordance with the law.

3.9 The Head of School is responsible for ensuring that school-initiated reports under section 14 of the Child, Family and Community Service Act are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the Head of School or designate can access them.

4 Use of Student Personal Information:

Chaoyin International School may use an individual student's personal information for the following purposes, if the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

- 4.1 To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school.
- 4.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.

- 4.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

5 Access to and Disclosure of Student Records:

- 5.1 A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:

- 5.1.1 Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the Head of School or designate to interpret the records; and
- 5.1.2 Receive a copy of any student record upon request. Chaoyin International School reserves the right to recover the direct cost of copying records.

An entitled person may access and verify personal information in the Student Record and Student File pertaining to the student with appropriate notice to the school administration. Access will be provided during school hours.

- 5.2 Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
- 5.3 When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school reserves the right to assess a reasonable fee for transcript requests.
- 5.4 In the case of a request for personal student information from separated or divorced parents, the school will be guided by the legal custody agreement, a copy of which should be provided to the Head of School. In cases where the Head of School is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

6 Transfer of Student Records:

- 6.1 On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. Chaoyin International School will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
- 6.2 If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).
- 6.3 Requests for a student's record from a public school require that the public-school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.
- 6.4 The school will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

- 6.5 The school will not transfer a record of a Section 14 Child, Family and Community Service Act report of alleged sexual or physical abuse made to a child protection social worker.
- 6.6 A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school reserves the right to assess a fee for this service.
- 6.7 A Student Record will be reviewed when a student transfers. The Head of School will ensure that the documents listed as inclusions are still required inclusions (e.g., not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

7 Quick Checklist:

	Permanent student record – PSR (transferable)	Additional school file items (nontransferable)
Required Elements	<ol style="list-style-type: none"> 1. 1704 with list of inclusions (if any) 2. Student progress reports (most recent 2 years or transcript) 3. Copies of inclusions (if any) <ol style="list-style-type: none"> A. health services information in reference to the 'medical alert' checkbox B. court orders in reference to the 'legal alert' checkbox C. Support services information (psychometric assessments, etc.) D. LEP or CMP E. Notification of student being homeschooled 	<ol style="list-style-type: none"> 1. Legal name (copy of birth certificate) 2. Official names of parents or guardians and contact information 3. Parental/Guardian Legal residency in bc
Optional elements	<ol style="list-style-type: none"> F. Standardized tests G. Records of information relevant to student's educational program H. Award information <p>Note. These items, once included as part of the permanent student record, DO become transferable.</p>	<ol style="list-style-type: none"> 4. Care card number 5. Other health or medical concerns that may affect the student in less serious ways 6. Emergency contact information 7. Family physician's name and contact information 8. Other progress reports 9. Serious discipline reports 10. Important meeting reports 11. Sensitive information



SECTION	General School Administration
POLICY NAME	Student Safety Policy
POLICY NUMBER	414
RELATED POLICIES	405 Student Conduct/Standards/Discipline Policy, 415 Student Supervision Policy, 416 Field Trip Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School parents and guardians place their trust in the school for the safety of the children during school hours and on school related field trips. By law, the school is responsible for the safety of children while in its care (in loco parentis).

Policy:

Chaoyin International School is responsible for providing a learning environment in which students feel safe and are cared for. It shall provide supervision to its students before and after school and recess and lunch breaks. The school will also provide appropriate supervision to students attending school sanctioned activities on site or offsite.

Implementation:

The principal shall ensure that the school's Supervision Policy (Policy 415) is followed. This includes designing a supervision schedule that includes a staff member on supervision duty before and after school, and also during recess and lunch break. This schedule shall be posted in the staff room and included in the school policy manual.

If school-sanctioned activities take place off school grounds, the principal will ensure that the school's Field Trip Policy (Policy 416) is followed. Appropriate supervision, including the student teacher ratio, will be determined by the type of activity, age of students, mode of transportation and the duration of activity. Parents who drive students to offsite activities shall be required to provide a driver profile and evidence of appropriate ICBC vehicle insurance.

In the case of an emergency, the school will follow the policy and procedures outlined in Emergency Policies, Policy 406.

Chaoyin International School will ensure that particular attention is paid to:

- Meeting requirements of regulatory safety agencies

- Working in partnership with parents and guardians as it pertains to the safety of students
- Offering safety education to students and staff as pertinent to particular subjects and activities
- Reviewing and upholding school codes of conduct
- Developing and maintaining safe emotional conditions for students
- Observing and promoting safe interactions between and with students
- Promoting respectful interactions, attitudes, and behaviors
- Developing and maintaining safe physical conditions on the school property
- Observing and upholding safe practices, particularly in those areas of instruction and student activities that may present special hazards.



SECTION	General School Administration
POLICY NAME	Student Supervision (at school and on field trips) Policy
POLICY NUMBER	415
RELATED POLICIES	414 Student Safety Policy, 416 Field Trip Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

At Chaoyin International School appropriate supervision is essential to maintain a safe environment for the students under our care. Provisions of adequate supervision is the single most important factor in developing a risk management plan for our school. Some educational activities undertaken by our school may have inherent risks, but effective supervision is the key to reducing risks to acceptable levels.

Policy:

All Chaoyin International School staff (teaching and non-teaching) will have a general supervision responsibility during school time and at any school function, whether on formal duty or not, and students are required to comply with this authority. School rules apply at all school functions even when they occur off school grounds or outside of the regular school day. Students will be reminded that they will be held responsible to the school from the time they leave home before school until the time they arrive home after school.

Implementation:

Morning Supervision

Supervision by two teaching staff begins at 8:30am. Upon arrival, students are to proceed to supervised area of the school which is the upstairs portion of the school until school begins. Parents are not to send their child(ren) to school before 8:30am unless they intend to stay with the child(ren) until a supervisor arrives.

During School Supervision

Each Chaoyin International School student will be under the care of no less than one adult staff member at any point during the school day. (In the event where a student and a staff member need to be alone, all reasonable efforts will be made to allow for the opportunity for visual contact to be made by a third person outside of the room). Supervision by two teaching staff happens in all areas accessible to students in the building during the lunch break.

After School Supervision

Routine Level 1 field trips (day trips) require a minimum of 2 adults with a class size group or 1 adult with a small group. Some sites require a smaller ratio for the group to gain entry. Site requirements should be investigated before the field trip departure date. As the level of risk to participants' increases, so will the ratio decrease.



SECTION	General School Administration
POLICY NAME	Field Trip Policy
POLICY NUMBER	416
RELATED POLICIES	414 Student Safety Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

In order to give Chaoyin International School students a wide and rich education, it is beneficial to take them out of the school setting for an extended period so as to allow them to come into contact with different environments and to encounter new experiences. Field trips may take place for curricular, well-being, sporting or other extra-curricular reasons. By their nature, field trips involve a variety of risks and, therefore, require careful and stringent organization for which staff must adequately prepare students and materials. Field trip planning needs to balance the possible benefits of a field trip with an assessment of risks and plan accordingly. Teachers must always be aware of the legal and moral responsibilities involved before agreeing to organize, lead or accompany any trip. The Principal must approve any field trip in advance.

Policy:

Chaoyin International School recognizes the benefits of student field trips when such optional trips supplement educational programs for students.

Effective learning experiences often result from first hand observation of, or participation in, events or activities that occur out in the community away from the school. Chaoyin International School believes it is of paramount importance that field trips are selected, planned, organized, and conducted in the context of:

- Clear benefit to students
- Safety and security of all participants
- Risk assessment and management of off-site activities
- Protection of students, staff, volunteers, and the school community.

Implementation:

There are four categories of field trip:

- 1) Lesson Trip, or within the allocated classroom time of the teacher.

- 2) Day Trip during school hours.
- 3) Day Trip leaving and/or returning outside of school hours.
- 4) Overnight Stay.

The principal must ensure that all school field trips are appropriately planned, authorized, organized, and supervised.

All field trip documents related to the approval, planning, communication, and written informed consent include:

- Detailed written description of the field trip
- Written informed consent signed by parent/guardian
- Student roster with home, emergency, and legal alert contact information
- Transportation information, including evacuation procedures from the transportation company used.
- Detailed and full accounting of costs, expenditures, etc.

One-Day Field Trips

The principal is responsible for ensuring that the approval documents for a one-day field trip are completed prior to approving one-day field trips.

Multiple-Day and/or Out-of-Province Field Trips

The principal is responsible for ensuring the field trip proposal documents are prepared for all multiple-day field trips and the proposal is evaluated, recommended, and submitted to the Chaoyin International School Board of Directors for preliminary review and approval, prior to proceeding with planning, travel and scheduling arrangements, or initiating fund-raising.

The principal is responsible for the final approval of a field trip. Final authorization for the field trip is obtained with the principal's signature on the completed field trip approval documents confirming all requirements of the field trip policy have been met. Additionally, for all out-of-country trips, the principal will sign the permission for trip departure within fourteen (14) days of departure, after consideration of government-issued travel advisories for the destination.

General Guidelines for Organizing Field Trips

Planning

The following guidelines should be observed when planning field trips:

- The safety, security, supervision, and well-being of students must be the prime consideration when planning a trip
- The Principal must ensure that suitably qualified staff and approved volunteers are selected for supervisory responsibilities

- Arrangements must be made for students not participating in the trip and for the instruction of classes normally taught by teachers who will accompany students on the trip
- The teacher and school office must have a student roster list including home and emergency contact information for all participants
- At least one supervising adult will have a cellular phone or another radio communication device available for emergency use
- The teacher must carry or have access to a first aid kit during the field trip
- A copy of each student's medical form must be available to staff on multiple-day field trips in case of medical emergencies
- A copy of any legal alerts pertaining to students participating on the trip.
- Mandatory group medical/travel/cancellation insurance coverage must be in place for all out-of-province field trips
- Field trip itinerary must not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory. In the event that a significant security, safety or health issue arises before or during a trip, the trip will be effectively cancelled and participants will return home unless the Principal determines otherwise
- The school is not responsible for any losses which may arise from cancellation or alteration of a supplementary or optional field trip itinerary
- Fund-raising activities for a supplementary or optional field trip must be approved by the principal
- The cost of teacher(s)-on-call shall be included in the cost of a supplementary or optional field trip
- Related expenses of the supervisor(s) may be included in the total cost of a supplementary or optional field trip
- Revenues and expenditures for the field trip are to be accounted for in a budget statement.

Informed Consent

The written informed consent of parents/guardians is required for participation of students in all field trips. A full description of the field trip must be provided to parents/guardians in writing and must address:

- How the field trip supplements the educational program
- Notice that the field trip is optional, and that arrangements will be made for students who are not participating
- Notification of student/parent Pre-Trip meeting. A Pre-Trip meeting is required for all Multiple-Day and/or Out-of-Province field trips
- Description of supervisors: teachers, school staff, and other adult volunteers, along with contact information
- Transportation and accommodation arrangements

- Itinerary consisting of date(s), departure and return times and schedule of planned activities
- Description of planned activities and levels of direct and indirect supervision
- Description of inherent risks and potential consequences
- Assessment of student skills and abilities as pertaining to the field trip activity (if applicable)
- Behavioral expectations of students plus rules and regulations
- Emergency Planning/Cancellation of Trip information, including cancellation provisions, collection/disclosure of student medical and personal information, first-aid arrangements, and the Emergency Communication and Return Plan
- Description of budget consisting of revenue (cost to student) and expenditures (cost of trip) (optional trips only)
- Parent/guardian responsibility to arrange student accident or liability insurance
- Parent/guardian responsibility to determine whether the student may participate in the field trip
- Student Awareness of Risk and Responsibility Form completed by student (if applicable).

A written informed consent form for the field trip must be obtained with a parent/guardian signature.

A written informed consent form must state that the parent/guardian has been alerted to the increased risk and consequences of injury inherent in the activity and accepts responsibility for the consequences of that risk should they freely choose to have the student participate.

A Pre-Trip parent/student scheduled information meeting is mandatory for all high-risk day activities, multiple day, and/or out-of-province field trips. The principal must be present at the meeting to discuss expected behavior.

Prior to embarking on a field trip of any kind, students and parents will be reminded of the school's code of conduct and behaviour and safety expectations specific for the field trip, for example, staying together, reporting on time, meeting locations, etc.

A Student Awareness of Risk and Responsibility Form must be signed by the student indicating that the student freely chooses to participate and acknowledges being alerted to the expectations, risks, safety precautions, and responsibilities associated with the proposed field trip. The student agrees to act in a safe and responsible manner according to the school's Code of Conduct.

The principal may design a permission form to obtain written informed consent of the parent/guardian for the season or school term for repetitive or scheduled activities such as interscholastic games, walking field trips, or activities associated with a specific course.

In exceptional circumstances, the principal may accept informed parental/guardian consent given orally for participation in a field trip involving low-risk activities.

Supervision

Conscientious supervision of students is mandatory during all field trips.

Volunteer supervisors must be screened by the principal or designate for suitability, be advised of the expectations of their role and be competent to deal with emergencies that might arise.

Parent/guardian participation in field trips to augment supervision is generally encouraged and in some cases necessary. Circumstances determined by the principal may warrant increased levels of supervision according to the age, maturity, knowledge and skill of the students, and the nature and inherent risk of the field trip. The suggested adult to student supervision ratio should range from 1:10 to 1:15. This ratio is a general guideline and may vary, at the discretion of the principal, depending on circumstances.

1. **Day Trip** (activity has minimal inherent risk, e.g., walking in neighbourhood, guided tours, museum, art gallery, public performance) -- one (1) teacher supervisor per class and one (1) approved supervisor.
2. **Day Trip** (activity has an increased level of inherent risk, e.g., skiing, kayaking, swimming, canoeing, and wilderness experiences) -- one (1) teacher supervisor and one (1) other employee of the school and one (1) approved supervisor.
3. **Overnight Indoor** (activity has a higher level of inherent risk due to extended absence from school and home, e.g., wilderness camping) -- one (1) teacher supervisor and one (1) other approved supervisor.
4. **Out-of-Province, Out-of-Country** (activity perceived as having a higher level of inherent risk due to increased travel complexity and distance, e.g., cultural exchanges) -- one (1) teacher supervisor and one (1) other employee of the school.

All overnight excursions must have at least one (1) teacher and two (2) adult supervisors.

All overnight co-educational excursions require the supervision of both male and female adult supervisors.

Specialized instructional competence is mandatory for supervision of higher risk activities and may be established by virtue of certification from a governing body (e.g., Red Cross, Canadian Canoeing Association). In areas where certificates are not issued, competency may be recognized by the leader's peers by virtue of experience and demonstrated expertise in the activity.

The principal must be satisfied that the teacher(s) and other supervisors will provide adequate supervision and follow recognized safety procedures for the planned activities to mitigate

potential risks and address the safety of students and supervisors. Either the principal, or a designated administrator will be accessible to and/or available at the school, if necessary, to attend to emergencies that arise during field trips.

Transportation

All field trip transportation is subject to the regulation and law of the relevant municipal, provincial, federal or international jurisdiction.



SECTION	General School Administration
POLICY NAME	Homeschooling Policy
POLICY NUMBER	417
RELATED POLICIES	
DATE CREATED	February 15, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School is a Group 4 international school that specializes in providing a British Columbian education to international students from various countries. It may also enroll students who meet the legal requirements of being classified as residents of the Province of BC. The Ministry of Education allows for parents/guardians to register their children in a BC certified school when those students are being home-schooled. This policy clarifies the school's position on accepting and registering children who are home-schooled.

Policy:

Chaoyin International School does not enroll home-schooled children because it is a Group 4 school, only accepting students who are in possession of a valid study permit to attend a classified school for their K- Grade 7 instruction, or whose parents wish them to physically attend the school's daily program.

Implementation:

Parents who home-school their child(ren) and wish to register them at Chaoyin International School will be informed in writing that the school does not enroll homeschooled children. The School will direct parents to the nearest public and/or independent school that does accept homeschoolers.



SECTION	General School Administration
POLICY NAME	Teacher and Principal Evaluation Policy
POLICY NUMBER	501
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	February 5, 2021
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School believes that students are best served when a high quality of classroom instruction and teacher/principal performance is provided and maintained. Chaoyin International School recognizes the value to the students, parents, and the individual educator, of an on-going process of regular evaluation of performance. The primary purpose shall be to promote professional excellence and facilitate growth on the achievement of our school and provincial goals and objectives.

Policy:

Chaoyin International School will implement a system of regular evaluation to ensure that:

1. high quality instruction takes place;
2. a process for commendation and improvement of teacher and principal performance is followed;
3. and information is collected to facilitate decision-making on rehiring, retention, promotion, remediation, or dismissal.

Implementation:

Chaoyin International School will use two methods for teacher/principal evaluation: a performance appraisal and/or an annual professional growth plan.

1. Performance Appraisals for Teachers

- 1.1 Performance Appraisals must be completed in any school year for any teacher;
- 1.2 on a temporary contract which is, or is likely to be, of six months or longer duration;
- 1.3 in his/her first year in the school;
- 1.4 who requests a performance appraisal;
- 1.5 for whom the Principal or the BC College of Teachers requests a performance appraisal.
- 1.6 Every performance appraisal must include two evaluative statements. The first will assess the learning situation as excellent, satisfactory or less than satisfactory, while the second will assess the overall performance of the teacher as either excellent, satisfactory or less than satisfactory.

2. Performance Appraisals for the Principal

- 2.1 The Performance Appraisals will be completed in the first year of the principal's contract by the Chaoyin International School Education Consultant;
- 2.2 Every performance appraisal must include two evaluative statements. The first will assess the school learning situation as either excellent, satisfactory or less than satisfactory, while the second will assess the overall performance of the principal as either excellent, satisfactory or less than satisfactory.
- 2.3 Reports written on the Principal shall be made available to the Board of Directors of Chaoyin International School.

3. Evaluation of Teachers: Criteria and Guidelines:

The criteria under the eight major headings are suggested guidelines. Appraisals are not expected to report on every item.

1. Classroom Management and Teacher-Pupil Relationships

- a. Develops positive rapport with students.
- b. Relates sensitively to students.
- c. Helps students assume responsibility for own actions, to practice self-discipline, and to develop a positive self-concept.

- d. Promotes positive relationships among students.
- e. Demonstrates effective use of humor.
- f. Shows consistency, respect and fairness in dealing with students.
- g. Anticipates problems, takes preventive measures, and demonstrates good judgment.
- h. Establishes consistent routines and clear expectations for student conduct appropriate to the activity.
- i. Maintains order with a relaxed, positive atmosphere in the classroom.
- j. Encourages a high level of industry from students.
- k. Encourages all students to achieve to their best potential.

2. Knowledge of Subject Matter and of Child Development

- a. Demonstrates a depth of knowledge in the subject matter being taught and/or the role being performed.
- b. Consistently provides accurate and thought-provoking information in an articulate manner.
- c. Utilizes knowledge of current educational research and practice in the subject area taught and in child development.
- d. Where appropriate, encourages increased pupil learning through integration of curriculum concepts.

3. Preparation and Planning

- a. Follows the Ministry prescribed curriculum and performs the tasks for the role being performed.
- b. Has developed and follows short/long-term plans to cover concepts, processes and subject matter to provide a variety of experiences and learning styles.
- c. Utilizes appropriate material and personnel resources.
- d. Identifies individual differences and addresses both individual and group needs by choosing instructional strategies and materials appropriate to students' abilities.
- e. Identifies daily learning objectives.
- f. Creates a physical setting that contributes to learning.
- g. Provides plans and clear directions for teachers on call.
- h. Applies safety regulations in all student activities and demonstrates sound judgment.

4. Instructional Skills

- a. Maintains interest of students with suitable motivational techniques.
- b. Uses various stimuli, media, illustrations, and activities to encourage student

participation to facilitate learning.

- c. Uses relevant classroom displays including students' work as a motivator.
- d. Presents information clearly and convincingly.
- e. Asks questions which challenge all students and stimulate problem solving.
- f. Directs appropriate questions to all students and effectively monitors individual understanding.
- g. Provides guided practice, while allowing for feedback and making corrections.
- h. Creates assignments which utilize, reinforce, or expand upon the information in lessons.
- i. Elicits and maintains student products and behaviors which show understanding of information, creativity and appropriate levels of intellectual activity.
- j. Maximizes students' "academic learning time" and provides suitable closure to lessons.
- k. Facilitates student independence by encouraging them to question and clarify and to think both independently and cooperatively.

5. Student Achievement and Management of Records

- a. Establishes specific procedures for assessing student performance and communicates these procedures clearly to the students.
- b. Interprets the results of student assessment and identifies the reasons for not achieving the performance objectives.
- c. Utilizes the results of student performance assessments to provide feedback to plan for future instruction.
- d. Student achievement indicates that students are performing at levels commensurate with their effort and measured abilities.
- e. Maintains appropriate, accurate records of students' achievements, attendance and other required data.
- f. Uses the district's prescribed grading practices and communicates those measures of achievement clearly to students and parents.
- g. Completes all necessary administrative reports accurately and punctually.

6. Human Relations and Personal Traits

- a. Demonstrates an ability to achieve honest, open and constructive relationships with students, parents, teachers and administrators.
- b. Shows tolerance, tact and thoughtfulness toward students, parents, teachers and administrators and respects the dignity of others.
- c. Shares responsibilities, such as supervision outside of the classroom, during the school day.
- d. Shares professional expertise and works cooperatively with colleagues.
- e. Works to achieve district and school goals and follows school procedures.
- f. Is consistently punctual in attendance and completion of assigned tasks.

7. Professional Growth

- a. Pursues clearly identified goals for professional growth.
- b. Strives to be knowledgeable about applicable school, district and provincial school regulations and policies.
- c. Accepts and responds positively to supervision and constructive criticism.

8. Other School Activities

- a. Provides effective supervision of school activities, when required.

Performance Appraisal for Principal/Vice Principal

When a principal/vice-principal is evaluated using the performance appraisal, a summative statement of performance shall be provided. In all other years, each principal/vice-principal shall participate in a formative evaluation.

Section 1:

Principal and Vice-Principal Performance Appraisal Process (Summative Evaluation) A performance appraisal shall provide a summative evaluation of a principal's/vice principal's performance relative to the designated role. The written evaluation shall include information on:

- 1.1 Assignment - describing the principal's/vice-principal's assigned role and work setting
- 1.2 Information Collection - describing the process used to compile information for the appraisal. As performance criteria includes the principal's/vice-principal's working relationship with the parent advisory council, staff and students, these groups shall be consulted during this process. There shall also be a review of other relevant data sources including financial records, organizational structures, school records, resource allocations and school plans.
- 1.3 Major Administrative Performance Criteria derived from the BCPVPA (B.C. Principals' and Vice-Principals' Association) Leadership Standards, include the following Domains:
 - 1.3.1 Moral Stewardship
 - 1.3.2 Instructional Leadership
 - 1.3.3 Relational Leadership
 - 1.3.4 Organizational Leadership
- 1.4 Commendations – specifying areas of strength;
- 1.5 Recommendations - specifying areas for growth and timelines for completion;
- 1.6 Summary Comments - including clear statements about the principal/vice-

- principal's strengths and recommendations for improvement;
- 1.7 Directives – items which must be addressed;
- 1.8 Evaluative Statement - the evaluative statement on all performance appraisals will read as follows:

Stages in the Administrator Performance Appraisal Process

The appraisal procedure should, as far as is practicable, involve the following stages.

STAGE 1 - Informing the Principal/Vice-Principal

Principals/vice-principals who will be involved in a performance appraisal shall be informed (early in the school year) as to when the appraisal will take place.

STAGE 2 - Pre-Appraisal Conference

A pre-appraisal meeting will be held with the principal/vice-principal before the evaluation process commences. During this meeting, the criteria for evaluation shall be reviewed. Decisions related to the information collection process should be discussed and clarified. Provisional timelines for information collection and appraisal completion should be determined at this time.

STAGE 3 - Information Collection and Analysis

Information related to the appraisal shall be gathered and analyzed. The methods used to collect information may include observations, surveys, interviews, examination of documents, review of school data, and discussions with the principal/vice-principal. Information used in the final appraisal shall be verifiable.

- Prior to beginning the evaluative process, all forms for information collection shall be reviewed by the evaluator and the principal/vice-principal.
- Parents and staff have the option of completing a survey.
- All completed surveys must be signed in order to be considered.
- Confidentiality will be maintained for those completing such surveys except where a principal/vice-principal chooses to address a statement or conclusion made by an evaluator.

STAGE 4 - Information and Data Review Meeting

Following collection of the information and data, a meeting shall be held between the principal/vice-principal and the evaluator. An opportunity shall be given for a joint review of the information prior to its inclusion in the appraisal. During this meeting, all of the information shall be reviewed and discussed, with the aim of ensuring that the information is accurate, and to identify commendations, recommendations and directives, if necessary.

STAGE 5 - Draft Appraisal

The draft copy of the written performance appraisal shall be prepared by the evaluator and presented to, and discussed with the principal/vice-principal. The principal/vice principal shall then have an opportunity to bring additional relevant information to the evaluation process and to provide an explanation of information/opinion.

STAGE 6 - Written Appraisal

The written performance appraisal must be prepared and presented to the principal/vice principal for signature. Should the principal/vice-principal disagree with any part of the final report, he/she may request to have a letter of explanation attached to the final file copy.

STAGE 7 – Appeal of Report

In addition to attaching a letter of explanation to the final report, a principal/vice principal may appeal the content of the report. Appeals shall be heard by: vice-principals - principal; principals - the Education Consultant for Chaoyin International School. The decision of the Education Consultant shall be final.

Section 2: Growth Plan Process (Formative Evaluation)

2.1 For a principal/vice-principal on a yearly formative growth plan, the supervisor and principal/vice-principal will jointly review progress in the following 4 Domains, derived from the BCPVPA (B.C. Principals' and Vice-Principals' Association) Leadership Standards:

- 2.1.1 Moral Stewardship
- 2.1.2 Instructional Leadership
- 2.1.3 Relational Leadership
- 2.1.4 Organizational Leadership

2.2 The supervisor and principal/vice-principal will jointly:

- identify the information to be collected and the method for gathering the information. Information may include observations, surveys, interviews, examination of documents, review of school data and discussions with the principal/vice-principal;
- develop appropriate action plans to address areas for growth.

2.3 The supervisor will provide the principal/vice-principal with a yearly summary of progress related to the growth plan. This summary should include commendations and recommendations.

2.4 The supervisor will provide coaching or professional development support upon request.
School

2.5 Should the principal/vice-principal disagree with any part of the final copy, he/she may request to have a letter of explanation attached to the final file copy. In the event of a

disagreement, the matter shall be referred to the Chaoyin International School Education Consultant, for a decision which shall be final.



SECTION	General School Administration
POLICY NAME	Testing Drinking water for Lead Policy
POLICY NUMBER	601
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	February 15, 2021
DATE IMPLEMENTED	September 1, 2020

RATIONALE:

Ministry of Education requires that local school authorities test its drinking water to ensure that the lead level content and quality complies with the water management best practices and the Drinking Water Protection Act. The testing usually includes a test of the municipal water entering the school property and the water exiting the school faucets and drinking fountains.

POLICY:

in conjunction with the City of Richmond (Richmond Health Services, 8100 Granville Ave, Richmond, BC Tel: 604-233-3147), Chaoyin International School will test its potable drinking water every 3 years using an accredited testing firm to ensure that the drinking water is safe and free of lead and other contaminants.

PROCEDURES:

Chaoyin International School will contract a reputable testing firm to conduct the drinking water tests at the faucet level. It will follow the specific instructions on how to collect the samples using the required bottles for water sample collection. The samples will be dispatched to the testing laboratory immediately upon collection.

If the sample results reveal lead levels exceeding a concentration of 0.010 mg/L, the school will:

- immediately inform the Office of the Inspector of Independent Schools and the Independent Schools Branch of the issue
- work collaboratively with the local health authority to communicate the results of the tests to parents, students and staff by describing the following:
 - rationale for testing lead in drinking water
 - partnership with a local health authority to work towards a solution
 - the results of the sampling
 - description of the mitigation strategies implemented are being considered
 - providing contact information of the local health authority for parents of students to request further information

If the sample results reveal lead levels exceeding the above concentration, in consultation with the local health authority, the school will undertake mitigation strategies which may include:

- flushing regimes
- deactivation of water sources and supplemental signage
- installation of filtration systems
- plumbing upgrades
- and other steps that result in reducing the exposure to lead to acceptable levels.

While mitigation strategies are being implemented, the school will provide clean potable drinking water to the staff and students in the form of bottled water.



Application for Interim Certification: 2021-22 school year

Please Note:

A draft of this application form is required to be submitted no later than February 1 from prospective independent schools as part of the Interview preparation set out in **STEP 2** of the policy: Establishing an Independent School. Applicants must schedule and complete the interview no later than April 15. A finalized version of this application form must be submitted for **STEP 3**, no later than May 1. Earlier submissions are encouraged.

Instructions:

- A complete and satisfactory Expression of Interest must have been completed prior to the submission of this application.
- This application is to be completed for schools seeking to start operation in September 2021.
- Some sections are only to be completed by schools seeking specific Group Classifications. *Please read carefully.*
- Please **email** the completed document to: Independent Schools Branch at:
EDUC.IndependentSchoolsOffice@gov.bc.ca
 - Title the email: "New School Application - DRAFT or FINAL APPLICATION - PROPOSED NAME OF SCHOOL"
- Check the box below to indicate whether this is the draft or final submission and sign the submission form.

☐ **Step 2 (draft) submission: A draft version of this form is required to be completed and submitted three weeks prior to the Interview, no later than February 1, 2021.**

☒ **Step 3 (final) submission: Accepted no later than May 1, 2021**

By submitting the application form to the Independent Schools Branch, you are certifying that the information in this application form is, to the best of your knowledge and understanding, complete and correct, and that the responses provided reflect the proposed status of the programs, policies, operations, administration, and staffing of the proposed school.

Yishuai (Billy) Zhang

Name

Collection Notice:

This information is collected by the Ministry of Education under Section 26 (c) of the Freedom of Information and Protection of Privacy Act and will be used to evaluate your application to establish an independent school. If you have any questions about the collection of this personal information, or regarding the application process, please contact: EDUC.IndependentSchoolsOffice@gov.bc.ca





Application Policies: Please read carefully before completing the application

Will the proposed school comply with Section 1 of the Schedule of the Independent School Act, which requires that:

- 1) No program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of
 - a) racial or ethnic superiority or persecution,
 - b) religious intolerance or persecution,
 - c) social change through violent action, or,
 - d) sedition.

☒ Yes ☐ No

- 2) The independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and,

☒ Yes ☐ No

- 3) The authority complies with the Independent School Act and its regulations.

☒ Yes ☐ No





School Information

Please provide a brief overview of the proposed school, nature of program (international/Montessori/Waldorf/IB/other), and grades offered at inception and plans for future years.

Chaoyin International School (CIS) will be an elementary school serving international students and local students from Kindergarten to Grade 7. The program offered will be the BC modernized curriculum as described by the Ministry of Education with the addition of Mandarin language. Students graduating from grade 7 will be able to seamlessly transfer to a public or independent secondary school to complete their studies to obtain the BC Dogwood Diploma if they have fulfilled all the requirements of the Graduation program. The educational goals of CIS are to equip its graduates with the knowledge and skills (competencies) to be able to be successful in high school.

In order to graduate from grade 7, students must successfully complete the curricular objectives of the BC intermediate program which includes an emphasis on Big Ideas, Core Competencies, Curricular Competencies and Learning Targets. The school will offer all the required courses, as well as Mandarin language, to enable the students to meet these requirements. In addition to the academic program, the school will offer a variety of extra- and co-curricular programs to enculturate the international students to a Canadian education.

The school will start with a minimum of 10 students and will grow each subsequent year to its planned capacity of approximately 220 students (2 classes of Kindergarten and one class at each grade level)

Proposed School Name

Chaoyin International School

School Address (if known)

10111 Bird Road

City/Town

Richmond, BC

Postal Code

V6X 1N4

School Mailing Address

Unit 402 - 6611 Pearson Way

Richmond, BC

V7C 0C3

Website address (if applicable)

None

Application Contact E-Mail

Billy_zhang0532@hotmail.com

School Phone (if applicable)

N/A

(Note: underscore between the "y" and the "z" in email address above does not show)





Group Classification sought in first year of operation: (Group Classification Information)

☐ Group 2

☐ Group 3

☒ Group 4

(Note: A school cannot be eligible for Group 1 certification until its second year of operation.)

For authorities applying for Group 2 classification, are there current plans to seek Group 1 classification in the second or subsequent year of operation?

☐ Yes

☐ No

School Affiliation/Association (CIS, ISABC, SCSBC, AMG, ACSIBC, SDA, or other if applicable)

Upon the successful External Evaluation Inspection in November 2021, the school will apply to join the Associate Member Society (AMS) through the Federation of Independent Schools of BC (FISA BC). Upon successful admission to AMS, the school will become a member of the FISA BC.





School Authority Information

Name of School Authority

0532 Education Limited

School Authority Head's Name

Yishuai (Billy) Zhang

E-Mail

Billy_zhang0532@hotmail.com

Please indicate under which legislation your
School Authority is incorporated:

☐ *Societies Act*

☒ *Business Corporation Act*

☐ an Order in Council

Official Registration Number:
(BC 1136475)

Date of last Annual Report (if applicable):
(Month/Date/Year) (Oct / 04 / 2020)

Describe how the authority and/or the school board (where applicable) intends to exercise its governance duties.

The school will be governed by a Board of Directors, who will meet with the Head of School monthly to establish strong communication between the governing body (Board of Directors) and the managing body (school administration). The owner recognizes that the educational operation of the school must be under a leader (Head of School) who must hold a current and valid Certificate of Qualification from the Teacher Certification Branch. The Board of Directors will be in charge of governance and the non-educational operations of the school, e.g., finances and building/grounds maintenance.

Have any of the proponents for the proposed school been previously involved in operating an independent school in British Columbia or elsewhere in the past 10 years. If so, please provide details below.

The owner, Mr. Yishuai (Billy) Zhang, is the Director in the Chaoyin Education Group, Qingdao, Peoples' Republic of China. This group operates four private Chinese schools in the City of Qingdao (pop 9.0 million: (a) Chaoyin Primary School and three Chaoyin Middle Schools, (b) Anshan Road Campus, (c) Guangrao Road Campus and (d) Huangdao Campus). The total student population of these four elementary schools approaches 7,000 students.

The Chaoyin Group plans to expand its international educational operations by opening a BC certified international elementary school in its new school facility that is under construction in Richmond, BC

Projected Student Enrolment

Note: A new school must have 10 or more school age students who are enrolled with the school and reported as 1.00 FTE each in accordance with the 1701 instructions for independent schools for the September data collection.

School Grade Range Type (e.g., Grade 1-12):





Kindergarten

10

Elementary (1-8)

70

Secondary (9-12)

Total Enrolment

80





School Semester Indicator Type

(Schools Seeking Group 1, 2 and 4 only.) (Please select however many fit the intended school.)

☐ Semestered ☒ Linear ☒ Regular School Year (Sept - June) ☐ Summer ☐ All Year

Grade Level	Minimum Required Hours Per Year	Proposed Hours Per Day	Proposed Number of Days in Session	Proposed Hours Per Year
Half day Kindergarten	450 hours			
Full day Kindergarten	850 hours			
Grades 1–12	850 hours	5.25	182	955.50

Application for Group Certification

(Schools Seeking Group 2 and 4 only)

The proposed school will establish an educational program that will comply with the instructional goals, time, and program requirements determined by the Minister, as specified in the Educational Standards Order.

Group 2: If the proposed school is intending to seek funding, are you familiar with Grants to Independent Schools Policy? ☐ Yes ☐ No

Group 2: Will the School Authority operate on a non-profit basis? ☐ Yes ☐ No ☐ n/a

Group 4 only:

Have you confirmed with a bank or surety provider the authority's eligibility to meet the bonding requirements of the Independent School Regulation (sections 12 to 17) as they apply to Group 4 independent schools? ☒ Yes ☐ No ☐ n/a

Specifically:

- \$100,000 of bonding must be in place when making Application for Interim Certification.
- Bonding amount will be revised as required based on the enrolment





30 days after the first day of class.

Please note that the Ministry will not review an Application for Interim Certification until the required bonding instrument has been provided by the Group 4 applicant.

Have you developed a fees and tuition refund policy that ensures refunds if the school is unable to obtain or maintain a Group 4 Certificate of Classification in the first year of operation? ☒ Yes ☐ No ☐ n/a

School Facility

Name of Municipality or Regional District

Richmond

Year school building was constructed

2021

Has the authority contacted local government for confirmation that school facility will meet all current municipal/regional district codes, regarding zoning, building, fire prevention, and health? ☒ Yes ☐ No

If a school building has not yet been confirmed, please describe what steps you are taking to acquire a facility for the proposed school?

The School Authority is building a brand-new school facility at 10111 Bird Road, Richmond, BC. Estimated construction completion date is May 2021. The Municipal Compliance inspection will follow immediately after construction is completed.

Can the authority confirm that lead testing consistent with the policy, Testing Lead Content in Drinking Water of Independent School Facilities, will occur prior to students using the facility? ☒ Yes ☐ No

Independent School Policies

Except where noted, these policies are required for all B.C. Independent Schools. Please include all relevant policies with your submission.

For information on each specific policy please visit [Independent School: Create School](#)

APPLICATION FOR INTERIM CERTIFICATION FOR ESTABLISHING AN INDEPENDENT SCHOOL

**Specific Policies.**

Anaphylactic Policy

☒ Yes ☐ No

Appeals Process Policy

☒ Yes ☐ No

Bullying Prevention and Harassment Policy

☒ Yes ☐ No

Child Abuse Policy

☒ Yes ☐ No

Student Conduct/Standards/Discipline Policy

☒ Yes ☐ No

Emergency Policies

☒ Yes ☐ No

Does the policy include a section on dealing with accidents, medical alert situations, fire, earthquake, and lockdown drills?

☒ Yes ☐ No

Are other emergency drills (emergency response plan, etc.) implemented at the proposed school?

☒ Yes ☐ No

Does the policy include a section on dealing with permanent school closure?

☒ Yes ☐ No

Graduation Program Credits policy (if applicable)

☐ Yes ☐ No ☒ n/a

Homeschooling policy (if applicable)

☒ Yes ☐ No ☐ n/a

International Student policies (if applicable)

☒ Yes ☐ No ☐ n/a

Will the proposed school (or its agents) comply (or be required to comply) with the Homestay Guidelines, including obtaining health insurance, when hosting international students?

☒ Yes ☐ No ☐ n/a

Will the proposed school apply the Ministry's International Student Graduation Credit Policy determining equivalency credits for international students?

☐ Yes ☐ No ☒ n/a

Privacy Policy (for the collection, use and disclosure of student, teacher and parent information collected by the school)

☒ Yes ☐ No

Special Education Policy

☒ Yes ☐ No ☐ n/a

Will the proposed school develop a separate Special Education

☐ Yes ☒ No



Budget to reflect anticipated expenditures based on the needs identified in the IEPs?

Will the proposed school provide learning assistance support for special education students who are not additionally funded through Supplementary Special Education grants?

☒ Yes ☐ No

Will the proposed school have a School Completion Certificate Policy/Program?

☐ Yes ☒ No

Educational Resource Policy

☒ Yes ☐ No

Testing Drinking Water for Lead Content Policy

☒ Yes ☐ No

Student Records policy

☒ Yes ☐ No

Student Safety policies

☒ Yes ☐ No

Student Supervision (at school/field trips) policies

☒ Yes ☐ No

School Fee Refund policy consistent with the Independent School Fee Refund [Guidelines](#)

☒ Yes ☐ No

Teacher and Principal Evaluation policy

☒ Yes ☐ No

If 'no' to any of the above policies, please explain below:

There is no Special Education Budget because the school does not accept students with high diagnosed needs. The learning assistance support costs are included in the regular school budget as part of the regular program.



Educational Program

Describe familiarity with British Columbia's curriculum and the school administration's plans to support the implementation of B.C.s curriculum (pro-D, collaboration, etc.):

The Head of School, Mr. Gregory Corry, is an experienced BC-certified teacher who has taught in the BC public school system and has been a principal of several offshore schools including his last appointment as principal of a BC Offshore School in China. Through his years of experience, Mr. Corry is very familiar with the BC program. Mr. Corry will ensure that the BC-certified teachers receive appropriate professional development to support them in their professional growth plans.

The School also uses the services of an experienced educational consultant, Mr. Doug Lauson, who is very familiar with the BC modernized curriculum and the operations of an Independent school.

CIS is committed to work with the Ministry of Education, local public and independent schools in a collaborative manner that strengthens education for all children in BC regardless of which school their parents have chosen to place their child(ren).

Additional Programs

At this time does the proposed school intend on enrolling any of the following students.

(Check all that apply)

☐ Aboriginal Students

☒ English Language Learner Students

☒ International Students

☐ Students with Special Needs

☐ Other (please specify):

Certification of Teachers

(Schools Seeking Group 2 and 4 only)

All teachers teaching a subject that is reported out on student report cards must hold valid British Columbia teaching credentials issued by *the Teacher Certification Branch (TCB)*.

Note: All employees must have a criminal record check completed through the *Ministry of Public Safety and Solicitor General*. Volunteers working with children may also have their criminal record check completed by the Ministry of Public Safety and Solicitor General or local police.





How many teachers does the proposed school intend to employ upon opening? 4

Are you aware of the requirements of teacher certification as they relate to employees of Group 2, or 4 schools? ☒ Yes ☐ No ☐ n/a

Are you aware of the requirements for criminal record checks for employees who are working with children and who are not certified teachers, such as: administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, and persons assigned other special tasks? ☒ Yes ☐ No

Application Submission

You will be contacted via email with the results of your application. Successful applicants will be invited for an Interview as outlined In Stage 3 of the Establishing an Independent School Policy.

Attachments

Complete set of policies/procedures ☒ Yes ☐ No

Municipal compliance letter (if available) ☐ Yes ☒ No

Proof of contact with bank or surety provider to determine eligibility to obtain adequate bond. (Group 4 only) ☒ Yes ☐ No

If you have any questions, please contact the Independent Schools Branch

EDUC.IndependentSchoolsOffice@gov.bc.ca

January 11, 2021



Mr. Terry Stewart
Independent Schools Branch
Ministry of Education, BC
620 Superior Street
Victoria, BC V8W 9H1

Email: independentschoolsOffice@gov.bc.ca

Dear Mr. Stewart,

This letter will confirm that Chaoyin International School is eligible to obtain an irrevocable letter of credit from the Bank of Montreal to the amount of \$100,000 as per the requirements to establish a new Group 4 School. You will receive separate direct correspondence from Mr. George Yang, Bank of Montreal to confirm this.

This letter will also confirm our commitment to meet the requirements of the Bank of Montreal for the issuance of the letter of credit and that Chaoyin International School is prepared to post the required bond no later than June 1, 2021.

Sincerely,

A handwritten signature in black ink, appearing to read 'Yishuai Zhang', is positioned above the printed name.

Yishuai (Billy) Zhang
Chaoyin International School
0532 Education Ltd.
Authority Head



CHAOYIN INTERNATIONAL SCHOOL
10111 BIRD ROAD
RICHMOND, BC V6X 4X2

January 11, 2021

Mr. David Weber
Director
City Clerk's Office
6911 No. 3 Road
Richmond, BC V6Y 2C1

Dear Mr. Weber

Re: CHAOYIN INTERNATIONAL SCHOOL
10111 BIRD ROAD
RICHMOND, BC

I am writing to ask for your assistance with the Ministry of Education Independent School certification process for a new independent school, Chaoyin International School, that we plan to open in your jurisdiction this September.

As part of the new school certification process, the Ministry requires the new school to obtain a letter from the local municipality confirming that our new school facility that is under construction at the address above complies with all local municipal requirements.

According to the *Independent School Act*, the Inspector of Independent Schools must be satisfied that:

*the independent school facilities **comply with** the enactments of British Columbia and the municipality or the regional district in which the facilities are located, [Schedule, section 1 (b)]*

Accordingly, we will be asking you to provide us with a response indicating whether you are aware of any compliance concerns relating to municipal or regional district bylaws regarding Chaoyin International School's facility and location, including but not limited to:

- zoning and land uses
- building bylaws
- public health
- BC Fire Code compliance.

Since we are a newly registering independent school, the Ministry requires that we submit a copy of the Confirmation of Municipal Compliance by June 1, 2021. If there are no outstanding

concerns, we respectfully request this letter by May 31st, in time for us to meet the Ministry deadline.

Please inform us of any questions you may have, and we will address them immediately.

Sincerely,

A handwritten signature in black ink, appearing to be 'Yishuai Zhang', written in a cursive style.

Yishuai (Billy) Zhang
Chaoyin International School
Authority Head

c/o 0532 Education Ltd.
#402 - 6611 Pearson Way,
Richmond, BC
V7C 0C3



SCHOOL POLICIES

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500 Human Resources

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600 Miscellaneous

601 Testing Drinking Water for Lead Content Policy



SECTION	Mission, Vision, and Values
POLICY NAME	Mission, Vision, and Values Statement
POLICY NUMBER	101
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Mission Statement:

OUR MISSION is to provide a safe, inspirational learning environment to enable students to become lifelong active learners and well-rounded citizens who will contribute positively to their community and become healthy productive members of our global society.

Vision Statement:

OUR VISION is to be a progressive leader in education, setting high standards for educational excellence while striving to ensure that each student has opportunities to succeed.

Values:

- **Honesty** is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- **Responsibility** is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- **Respect** is "to consider worthy of high regard". Being respectful is an attitude of honoring people and caring about their rights.
- **Empathy** is a feeling of concern, compassion and understanding of another's situation or feelings while recognizing individual situations and differences,
- **Fairness** is ensuring impartiality where everyone plays by the same rules.
- **Cultural and Indigenous Recognition** is to honor the homelands that we share to help guide and foster our perspectives.



SECTION	General School Administration
POLICY NAME	Anaphylactic Policy
POLICY NUMBER	401
RELATED POLICIES	418 Field Trip Policy, 416 Student Safety Policies, 406 Emergency Policy
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. The school must take immediate medical emergency measures to protect the person who has the condition. All persons associated with Chaoyin International School must be aware of what to do if he/she encounters a scenario where help is needed.

Policy:

Chaoyin International School will follow the guidelines as stated in the British Columbia Anaphylactic and Child's Safety Framework (2013). As far as possible, the school is committed to providing a safe learning and teaching environment for its students, staff and volunteers. While the school cannot guarantee a 100% allergen-free environment, it is expected that school staff, parents and students will support the school in following important procedures to minimize the risk of potentially fatal anaphylactic reactions.

Implementation:

The following procedures are designed to ensure that students with severe allergies are as safe as possible while on school grounds.

1. Identification of Students at Risk for Anaphylaxis

- a. All parents/guardians must ensure that their student's school file contains current information of medical conditions for health risks, including allergies and other medical concerns.
- b. All parents/guardians must update the student's medical information at the beginning of each school year or whenever there is a significant change in health related to their child. If a student has a new diagnosis of a health condition that threatens the safety of the student, it is the parent's/guardian's responsibility to immediately inform the school and update the student's health record.

- c. Parents/guardians of students who have serious medical conditions that require medication must complete additional medical forms including the *Student Emergency Procedure Plan* – see below (available from the school office)
- d. It is strongly recommended anaphylactic students wear medical identifying information, e.g., MedicAlert® bracelet
- e. By law, the school is required to flag the student's official student file that he/she has a medical alert condition.

2. Record Keeping – Monitoring and Reporting

- a. For each identified student, the school will keep a *Student Emergency Procedure Plan* on file, containing the following information:
 - i. Student-Level Information:
 - 1. Photograph
 - 2. Name
 - 3. Parent/Guardian contact information
 - 4. Description of the child's allergy/medical condition
 - 5. Diagnosis and symptoms
 - 6. Signed *Consent to Administer Medication* release form
 - 7. Information regarding the parent's responsibility for advising the school about any change/s in the student's condition
 - 8. Emergency Response Plan
 - 9.
 - ii. School-Level Information:
 - 1. Emergency procedures/treatment
 - 2. Physician section with signature
 - 3. The student's diagnosis
 - 4. Medication and equipment required to treat a condition must be supplied by the parent/guardian, with clear instructions on its use, e.g., EpiPen® or auto injector
 - 5. Who within the school community is to be informed about the plan, e.g., teachers, volunteers, other students
 - 6. Confidentiality form for staff to maintain the privacy laws
 - 7. Information regarding the school's responsibility for updating records

3. Responsibility

- a. It is the responsibility of parents/guardians to inform the school of their student's medical conditions that may require emergency treatment. If the parents/guardians do not inform the school, the school cannot be held totally responsible to provide a safe and caring environment for the student.
- b. It is the Head of School's responsibility to ensure an annual review of the information on students' life-threatening health conditions and to ensure that the Medical Alert boxes on these student's Permanent Student Record cards are flagged.

4. Emergency Procedure Plans

- a. Student Level Emergency Procedure Plan (see above)
 - i. The school will ensure that the parents/guardians and student (where appropriate), are provided with an opportunity to meet with or communicate with designated staff, prior to the beginning of each school year or as soon as possible to develop/update an individual Student Emergency Procedure Plan.
 - ii. The Student Emergency Procedure Plan must be signed by the student's parents/guardians.
 - iii. The Student Emergency Procedure Plan will be posted in key areas such as in the student's classroom, the office, the teacher's daybook, and food consumption areas such as the lunchroom. Parental permission is required to post or distribute the plan.
- b. School Level Emergency Procedure Plan
 - i. Training of staff on how to administer the student's auto-injector (single dose, single-use) at the first sign of a reaction, including noting the time of administration.
 - ii. One staff member stays with the child at all times.
 - iii. One person (possibly other student) goes for help or calls 911.
 - iv. Contact the child's parent/guardian.
 - v. If symptoms have not improved a second single dose-single use auto-injector may be administered within 10 to 15 minutes or sooner, after the first dose is given (i.e., the reaction is continuing, getting worse, or has recurred).
 - vi. If an auto-injector has been administered, the student must be transported to a hospital via ambulance, thereby placing the student under the care of trained paramedics.
- c. Precautions for Teachers Outside the Classroom (Field Trip Policy 418)
 - i. Whenever possible, the Parent/Guardian of a child, especially younger primary-aged children, who has anaphylaxis should accompany his/her child on the field trip to help ensure his/her safety in an outside-of-school environment
 - ii. The Head of School, or designated staff members, will ensure that emergency plan measures are in place for scenarios where students are off-site:
 - 1. Additional single dose, single-use auto-injector.
 - 2. Cell phone.
 - 3. Student's Anaphylaxis information is provided to volunteers or staff members involved

4. All trained adults accompanying students on a school outing should know who has anaphylaxis and where the EpiPen® is kept and how to use it.
5. Other Parents/Guardians/Students will be told not to bring or eat food that may cause an allergic reaction.
6. Students with anaphylaxis should bring along a safe and approved meals or Parents/Guardians should consult with an adult supervisor to help ensure that provided food does not have any allergens.

d. Provision and Storage of Medication

- i. Students at risk of anaphylaxis who have demonstrated maturity should carry one single dose single use auto-injector with them at all times and have (1-2) backup single dose single use auto-injector stored at the school in a central, easily accessible, easily removable and unlocked location, e.g., school office.
- ii. The location(s) of student auto-injectors must be known by all staff members.
- iii. It is the Parent/Guardian's responsibility:
 1. To provide the appropriate medication (e.g., non-expired single dose, single-use epinephrine auto-injectors) for their anaphylactic student.
 2. To inform the school where the anaphylactic child's medication will be kept, e.g., with the student, in the student's backpack, and/or other locations.
 3. Ensure the student understands they must always have medication with them
 4. To provide additional (1-2) single dose single use auto-injector to be stored in the central, accessible, safe but unlocked location.
 5. To ensure anaphylaxis medications have not expired and to replace expired medications.

e. In the case of an evacuation

It is the responsibility of the front desk administrative assistant, if possible, without endangering self, to bring with him/her the first aid kit and the stored additional single dose auto-injectors.

f. Allergy Awareness, Prevention and Avoidance Strategies

- i. The school shall ensure that all members of the school community including teachers-on-call, substitute employees, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures.
- ii. With the consent of the parent, the Head of School and the classroom teacher must ensure that the student's fellow class students are provided

with information on severe allergies in a manner that is appropriate for the age and maturity level of the elementary students, and that strategies to reduce teasing and bullying are incorporated into this information.

- iii. Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose, single-use auto-injector should be placed in relevant areas. These areas may include classrooms, office, staff room and lunchroom.

g. Avoidance/Prevention

- i. If the classroom of the child who has anaphylaxis is used as an eating area (recess and lunch breaks), the room must be declared as an “allergen-aware” area. Clear signs should be posted about foods that are not permitted in this area.
- ii. Eating is not permitted in certain common areas of the school such as the library, computer room and office areas.

h. Training Strategy

- i. The Head of School is responsible to provide annually, preferably at the start of each school year, a training session on anaphylaxis and anaphylactic shock for all school staff and persons reasonably expected to have supervisory responsibility of students, including parents and volunteers. Such a training session should include the signs and symptoms of anaphylaxis, avoidance strategies and emergency protocols.



SECTION	General School Administration
POLICY NAME	Appeals Policy
POLICY NUMBER	402
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School believes that treatment of students and others should always be fair and just. Therefore, if a decision has a negative effect on any person (student or staff member), that person has the right to appeal the decision. In the case of a student, the appeal is made by the parents/guardians of the student concerned.

POLICY:

Parents/Guardians (and students through their parents/guardians) have the right to appeal decisions that may have a significant effect on a student's education. Employees also have the right to appeal decisions that have a significant effect on their working environment. Appeals may only be launched by the person(s) that the decision affects. This policy is not intended to cover labour-related matters such as salary and benefits or working conditions.

PROCEDURES:

From time to time, issues arise in the school environment where two parties disagree. The following procedures shall govern the procedures used in attempting to resolve those conflicts:

The parties in disagreement must meet to clearly establish the reasons for the disagreement and the resolutions sought by each party. If no compromise resolution is achieved after the conflicting parties have met and discussed, either party may escalate the disagreement to the next highest level of authority of the school, until it is appealed to the School Authority and ultimately, if necessary, the Independent School Ombudsperson.

General Appeals:

In an attempt to resolve the complaint, the appellant(s) must first appeal to the employee who made the decision that they are appealing, e.g., teacher, in the case of a student or parent/guardian. The employee should keep a written record of the discussion including arguments that the appellant(s) make. If no satisfaction is achieved after the meeting, the appellant(s) may appeal the matter to the Head of School, who will investigate the complaint/appeal. If the appellant is not satisfied with the Head of School's decision, he/she may take the appeal to the School Authority and if dissatisfied with

the School Authority's decision may finally take the appeal to the independent school Ombudsperson. Step-by-step details are described below:

Parent Appeals:

1. Parent Appeal to the Teacher

In an attempt to resolve the issue, parents must first appeal a teacher's decisions regarding a child directly to the teacher concerned.

- The teacher will keep a written record of the discussion, including arguments put forth by the parent. The teacher will maintain the records for one year.
- The teacher will review the original decision based on the meeting and discussion with the parent and inform the parent of any changes, if any. The teacher will also inform the parent of the right to appeal the reviewed decision to the Head of School.
- In a timely fashion, the teacher will inform the Head of School of the meeting with the appellant and the outcome of such meeting, including giving the Head of School a copy of the written record of the meeting with the parent.

2. Parent Appeal to the Head of School

If within seven (7) working days of that meeting if the issue is still unresolved or if the parent is not satisfied with the teacher's review decision, the parent may then file a written appeal with the Head of School. The written notice shall contain the name and grade of the student, name and address of the parent/guardian who is making the appeal. It must state in general terms the nature of the original decision, the reasons for the appeal and the remedial action sought by the parent.

The Head of School will consider and investigate all such appeals and render a decision to the parent in writing within 7 days. The consideration may or may not include a meeting with the parent. A copy of the appeal, including relevant notes from the teacher's meeting with parents, and the Head of School's decision, will be kept on file for three years.

3. Parent Appeal to the School Authority

If within a further seven (7) working days of the date of the Head of School's letter, if the parent is still not satisfied with the Head of School's decision, the appeal may be taken to the School Authority. The School Authority will establish an Appeals Committee, including ad hoc members if necessary, but excluding the Head of School. This Appeals Committee will meet in a timely fashion with the Head of School, parent and (if necessary) the student and render a decision to the School Authority. The School Authority will ratify the decision and inform the parent of its decision in writing within 7 days of the Appeals Committee giving its decision to the School Authority.

4. Parent Appeal to the Independent School Ombudsperson

If, after having received the decision of the School Authority, the appellants are still dissatisfied, they may appeal to the Independent School Ombudsperson. The school will inform the appellants of this final option and will provide the parents with the contact information of the Independent Schools Ombudsperson. For information on the process, the parent may contact the Federation of Independent School Associations (FISA) office at (604) 684-6023.

Teacher Appeals:

A teacher who wishes to appeal administration decisions that adversely affect his/her work at the school must do in writing within seven (7) working days of the decision. The appeal will be heard by the next highest authority, as previously described under Parent Appeals, eventually culminating with the Independent School Ombudsperson.

This policy is not intended to cover labour-related matters such as salary and benefits or working conditions.



SECTION	General School Administration
POLICY NAME	Bullying Prevention and Harassment Policy
POLICY NUMBER	403
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

All forms of bullying, regardless of the student's gender, race, culture, religion, sexual orientation or gender identity and expression are unacceptable and prohibited. Chaoyin International School is committed to keep its students safe from all forms of emotional, sexual or physical bullying and harassment. The school and its staff are committed to providing a safe and caring environment so that every student feels safe, accepted and respected.

POLICY:

Chaoyin International School will follow the guidelines as stated in the Safe, Caring and Orderly School – A Guide and is committed to providing as safe learning and teaching environment as possible for its students and staff. The school will actively participate in the BC ERASE anti-bullying program by providing training to staff members on how to recognize and deal with unsafe situations to develop a safe school environment and will also abide by expected ERASE protocols in dealing with bullying complaints.

PROCEDURES:

1. Each member of staff will:
 - a. be expected to establish and maintain a safe, caring and orderly environment in his/her classroom,
 - b. expect students to treat each other with respect by communicating to his/her students the school's expectations for acceptable conduct,
 - c. describe in terms appropriate to the children's age and maturity level what is inappropriate bullying behaviour, especially cyber-bullying at the intermediate grades,
 - d. develop restorative practices and strategies to remediate students who harass, bully or act offensively towards others,
 - e. develop strategies that will allow students to report, without fear of retaliation, events that have occurred to them,
 - f. encourage a focus on the common good of all and tolerance for the differences,
 - g. periodically throughout each year, attend the workshops provided that address the topics of bullying and harassment.

SPECIFIC REPORTING PROCEDURES:

Victim:

A person being harassed/bullied can deal with the problem by reporting the incident to a responsible adult, teacher or Head of School, with as much specific information as possible. The person receiving the report will offer advice on strategies for dealing with the problem and help to implement to them if the child is old enough to understand. After reporting the incident, the responsible adult will advise the victim that the school commits to him/her that it will take all reasonable steps to prevent retaliation by a person against them for making a complaint of a breach of the bullying and harassment policy. If the above fails, a formal complaint can be filed with the Primary Safe Schools Coordinator (Head of School) or his alternate Safe Schools Coordinator.

Harasser/Bully:

If accused of bullying or harassment the student the teacher or the Head of School will organize a meeting with the alleged bully and his h/her parents/guardians. During this mediation, after investigation, the teacher or Head of School will advise the harasser/bully that such behaviour is unacceptable and must cease immediately, and any retaliation against a student who has made the complaint is not acceptable and may lead to further disciplinary action. Disciplinary actions against a bully will be decided by the Head of School based on the student's age, maturity and special needs.

Others:

General awareness of issues around bullying and harassment is raised through discussion in the classroom and whenever it fits the natural context of the events of the school. The staff has a responsibility to support and exemplify the policy of the school and to stress virtues of respect and tolerance, both through their personal relationships and in their teaching. Parents/Guardians are actively encouraged to support the school and accept the school's considered actions when their student is found to be involved in harassment, and to work in partnership with the school toward resolution of these difficulties. Victim's parents are encouraged to have the victim tell their story directly to the offending party or to the teacher, or Head of School. If any other bystanders become aware of bullying, they must immediately report the incident to a responsible adult such as a teacher or Head of School.

ERASE (EXPECT RESPECT AND SAFE EDUCATION) PROGRAM:

The School will participate in the ERASE anti-bullying program of the Ministry of Education by providing professional development time for the Head of School and administration to attend the required ERASE bullying workshops. In addition, the school will abide by the requirements of the Ministry of Education to have specific personnel trained in specific areas of student safety, e.g., Violent Threat Risk Assessment (VTRA).



SECTION	General School Administration
POLICY NAME	Child Abuse Policy
POLICY NUMBER	404
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School considers any form of abuse or neglect to be unacceptable and it is committed to keeping its students safe from all forms of emotional, physical and sexual abuse. The School is committed to providing a teaching and learning environment that enables every student to feel safe, accepted and respected. In addition, it will develop strategies that make students feel valued, respected and connected within their school community. This includes the protection of a student's 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.

DESCRIPTION OF CHILD ABUSE AND NEGLECT:

Child Abuse is any form of physical, emotional and/or sexual mistreatment or lack of care that causes physical injury or emotional trauma to a child, who by definition is anyone under the age of 19.

Neglect is a failure to provide for a child's basic living needs. It involves any acts of omission by parents/guardians who do not provide appropriate provisions, resulting in, or likely to result in, harm to the child.

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 such as 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.

BC Handbook for Action on Child Abuse and Neglect

POLICY:

Chaoyin International School will follow the guidelines as stated in *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse*. To help protect students, Chaoyin International School will train its staff to help them identify instances of child abuse, bullying and harassment. If an employee suspects a case of possible child abuse, he/she must follow the child protection laws of BC.

The Head of School, Mr. Greg Corry, is the school's primary 'Appointed School Official' (ASO). The ASO shall:

- 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 Commissioner of the Teacher Certification Branch, Ministry of Education, when the School Authority dismisses, suspends or otherwise disciplines a certified teacher (Independent School Act section 7 and 7.2)
- refer student(s) for counseling according to the school's policies.

The Head of School will appoint a teacher (when hired) to be the 'Alternate Appointed School Official' (AASO) and he/she will ensure that the investigation and reporting continues if the ASO is possibly involved in the matter that falls under Section 14 of the Child, Family and Community Services Act.

PROCEDURES (DUTY TO REPORT):

The Ministry of Children and Family Development (MCFD) requires that the first adult to learn of or suspect a child abuse is required to report the suspected child abuse to them. This requirement to report also includes the duty to report even if the adult *only has reason to believe* the child may be at risk – not concrete proof is required to report. Reason to believe simply means that, based on what the adult has seen, heard, been told or other information he/she received, the adult believes the child *may be at risk*.

If a staff member has reason to believe a student is being abused, he/she must not attempt to investigate to verify if abuse has occurred – this is the responsibility of the trained social worker at the Ministry of Children and Family Services. The anonymity of the identity of the adult reporting is protected by law.

If a staff member is in doubt of whether to report or not, and if the child is not at immediate risk (such as being in class), he/she may contact the Head of School for advice, however, the responsibility to report still lies with the first adult to have reason to believe that a child is at risk, i.e., the staff member. The fact that the staff member reported it to the Head of School does not excuse that staff member from the reporting requirement, all it does is give the staff member a sounding board to review the facts.

When a Child Discloses Abuse or Neglect:

If the child is in immediate danger, the MCFD and the police (911) should be called immediately.

Children who may have been abused or neglected are particularly vulnerable and the staff member must be sensitive to this vulnerability when dealing with the incident. The following strategies are suggested:

- Stay calm and listen: An abused or neglected child needs to know that you are calm and are available to help.
- Go slowly: It is normal to feel inadequate or unsure about what to do or say when a child tells you about abuse or neglect. Do not let this discomfort rush you into asking assertive probing questions to gather concrete evidence. Gentle questions, such as "Can you tell me more about what happened?" are more appropriate.
- Be supportive: Reassure the child that he/she has not done anything wrong. It is helpful to let children know that they are not in trouble with you, the child welfare worker or the police. You should mention that you are glad that they have chosen to tell you about this; you are sorry that they have been hurt or that this has happened to them; you will do everything you can to make sure they get the help they need and you know others who can be trusted to help solve this problem.
- Get only the essential facts: Once you have enough information and *reason to believe that abuse or neglect has occurred*, stop gathering facts and be supportive. Leave the investigation to the experts.
- Tell the child what will happen next: Children who disclose their abuse feel anxious and vulnerable about what people think of them and what will happen next. Tell them only what you know (e.g., that they are not in trouble, and that you will help) and *avoid making promises*. Discuss with the child what you think will happen next and who will be involved.
- Make notes: As soon as possible after the child's disclosure, write down as much as you can of what the child told you. This will help ensure accuracy when reporting to the appropriate authority.

What to Report to the Child Welfare Worker:

When making a report to a child welfare worker, it is helpful to include your name, your phone number and your relationship to the child, but you can make an anonymous call if you prefer.

The child welfare worker will want to know:

- the child's name and location
- whether there are any immediate concerns about the child's safety
- why you believe the child is at risk
- any statements or disclosures made by the child
- the child's age and vulnerability
- information about the family, parents and alleged offender
- information about siblings or other children who may be at risk
- whether you know of any previous incidents involving, or concerns about the child
- information about other persons or agencies involved with the child and/or family
- information about other persons who may be witnesses or may have information about the child

- any other relevant information concerning the child and/or family, such as language or culture.

You do not need all this information to make a report. Just tell the child welfare worker what you do know. Time is of the essence in responding, so if you have concerns, do not delay.

1. Reporting a staff member at Chaoyin International School:

If you have reason to believe (not necessarily proof) that another staff member is engaging in a relationship that may constitute abuse or neglect of a child, do not treat them differently; take notes of the issues and other potential evidence without putting yourself or others at risk. Do not under any circumstances confront the staff member before or after reporting to the MCFD. You must also contact the Head of School so that appropriate action can be taken to prevent further harm to the student(s).

The School will never pursue retaliation against an employee for reporting a potential case even if the report proved to be unfounded. The Head of School will also do everything reasonably possible to prevent retaliation by the accused against the accuser.

The power differential inherent in student-adult relationships makes them especially vulnerable to sexual exploitation. Legally, no sexual relationship can occur with a teacher and a student that is under the age of 19 and doing so is a breach of trust and will lead to charges in a court of law. In addition to this Chaoyin International School prohibits any staff member from having relationship, sexual or otherwise, with any student (regardless of the student's age) while they are attending the school.

2. Failure to report and making false reports

Failing to promptly report suspected abuse/neglect to a child welfare worker and/or knowingly making a false report, are serious offences. Both offences carry a maximum penalty of a \$10,000 fine, or six months in jail, or both.

No action for damages may be brought against you for reporting information under the Child, Family and Community Service Act unless you knowingly reported false information, or the report was not made in good faith.



SECTION	General School Administration
POLICY NAME	Student Conduct: Standards: Discipline Policy
POLICY NUMBER	405
RELATED POLICIES	416 Field Trip Policy, 414 Student Safety Policies
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School recognizes and welcomes its obligation to all school community members to provide a positive climate and a safe, healthy learning environment. As we learn and work together, we will celebrate and support the rich diversity that is our school community.

Policy:

At Chaoyin International School, all students are expected to exhibit a commitment to learning and do their part in keeping the school environment safe. Our guidelines for appropriate student behavior reflect the school's philosophy and expectations for responsible and compassionate conduct. Chaoyin International School believes that children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful. Each responsible student contributes to the well-being and success of everyone at Chaoyin International School!

Procedures:

At the beginning of the school year and as required through the year, the Principal will provide education to students, parents and staff on the school's policy for Student Conduct, Standards, Discipline Policy. Breaches of this policy will be dealt with by teachers or the Principal as appropriate, and discipline given will be fair and objective taking into account the student's history of similar events. Only an employee holding a Certificate of Qualification (COQ) from the Teacher Regulation Branch may discipline a student.

Implementation:

The Chaoyin International School Code of Conduct shall apply to all school activities and school functions regardless of location.

Chaoyin International School promotes the following beliefs:

- All students have the capacity to be valued and are worthy contributors to society.
- All students are accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships, and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which in turn empowers individuals and strengthens society as a whole.
- Continuous learning is a lifelong process that is essential to an enriched and productive existence and living a fulfilled life.

Students are expected to abide by the following rules.

Be Respectful To Yourself – Care about your learning and yourself, including safety.

- always do your best
- make good choices
- be on time and ready to work
- do your homework and use your planner

Be Respectful To Others – Be considerate of others' personal feelings and properties.

- be polite and wait for your turn
- treat others with respect
- use good listening skills
- be honest and tell the truth

Be Respectful To Property – Care about your school and your environment.

- clean up after yourself
- take good care of materials
- ask before borrowing
- speak English or Mandarin whilst at school

Be safe – Learn and follow school rules.

- walk calmly – no running in hallways
- stay in designated areas
- report dangerous situations to staff

Our students also need to

- understand and abide by the school rules
- attend school regularly
- attend all classes and participate in them fully
- arrive prepared for class each day
- request permission for authorization to leave class when needed

- adhere to the school dress code
- use respectful and appropriate language

Inappropriate Behaviour

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others, teasing
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- running the halls
- unauthorized leaving of school grounds
- littering

Consequences of Misbehavior:

In the event that a student is referred to the school's administration for a disciplinary issue, disciplinary action may include any single, or a combination of the following actions:

- review of expectations and a timeout
- review of expectations, written assignment and /or loss of privileges
- parents are informed
- meeting with the parents
- short-term (in school or at home) suspension up to 5 days
- long-term suspension (over 5 days) or a referral to a district program
- consultation with police and / or fire department
- expulsion

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature.

We Do Not Tolerate the Presence Of:

- theft and vandalism
- intoxicating or banned substances
- weapons or replica (toy) weapons and explosives
- intruders or trespassers - All visitor to the school must first report to the office

Chaoyin International School Uniform Requirements

The school's dress code contributes in a very important way to the overall sense of unity in our school. The dress code enhances the learning atmosphere, adds a sense of pride regarding the school identity, and reduces unhealthy competition among students.

Chaoyin International School students are expected to wear their uniform in a manner that portrays a positive self-image, conveys neatness and cleanliness, and demonstrates an attitude of excellence and appreciation towards the school as a community.

The school uniform contributes to a sense of belonging to Chaoyin International School and must be worn sensibly. The uniform is not to be altered or worn in a manner that is sloppy or inappropriate. Students who consistently fall short of the uniform standard will face disciplinary action.

NOTE: The school may involve experts from the community and, if necessary, the local police. Additionally, should students want to report an incident of bullying anonymously, the school works cooperatively with the Ministry of Education and is a partner with erasebullying.ca.

References:

1. The School Act 85 (1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2017
2. [B.C. Human Rights Code](#)
3. [B.C. Ministry of Education: Safe, Caring and Orderly Schools](#)



SECTION	General School Head of School
POLICY NAME	Emergency Policies
POLICY NUMBER	406
RELATED POLICIES	Anaphylactic Policy #401
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

All students must be kept as safe as possible from potential threats to safety including, fire, natural disasters and intruders. Established school procedures will inform students of expected behaviours that will increase the safety of students and reduce the possibility of danger and harm. This emergency plan is in alignment with the [BC Emergency Management Guide](#).

POLICY:

Chaoyin International School staff and students will follow the described emergency procedures for fire, earthquake and lockdown from intruders. These procedures shall be reviewed with the staff and students at the beginning of each academic year and will be practised on the following schedule:

- Fire Drills: At least 6 per year, minimum 3 per term
- Earthquake drills: At least 3 per year, minimum 1 in each term
- Lockdown: At least 2 per year, minimum 1 per term
- Bus transportation Safety Drills: Prior to the bus leaving the school
- Medical Emergencies: As needed

The school will provide annual First Aid training to a sufficient number of staff members to ensure safety of students.

Each year, the Head of School will review the best practice guides on information sharing with the BC Ministry of Health and the BC Ministry of Children and Family Development.

Note: In collaboration with professional consultants, once the school building construction is completed, the school will develop emergency plans specifically for fire routes, earthquake routes, bus transportation drills and lockdown drills.

PROCEDURES:

1. Fire Drills:
 - a. During Class Time:

- Teachers are to instruct students to stand up and prepare to leave the room, they are to leave all property where it is. They may bring along a jacket or coat only if it is with them at the time of the alarm.
- The teacher is to collect the emergency binder at the front of the class. Students are safely and calmly to line up single file prepared to leave the classroom.
- The teacher is to check outside the door to ensure there are no open flames or smoke that might endanger students.
- The students in single file are to be led by the teacher to walk, not run, to the designated emergency exit.
- The teacher is responsible to ensure that all students have safely left the classroom and the classroom door is closed.
- Students and teachers are to head towards the designated emergency assembly area for that class/grade.
- Once outside students and teachers should move away from the building.
- Once at the assembly area attendance is taken to ensure all students safely left the school. Absent students are reported to the school's designated Fire Marshall.
- Upon the "All Clear" signal, and it is safe to do so, teachers may lead the students back to their designated classrooms

b. Outside of class time:

The above procedure is to be followed to the best of each employee's ability.

Teachers are responsible for gathering and accounting for students in their next class.

In the event that a fire occurred while students are outside the building, e.g., recess/lunch or at after school outdoor activities:

- Do not re-enter the building for any reason
- Students and staff must go to the designated assembly areas

2. Earthquake Drill:

In the event of an earthquake, the school will follow the "Drop-Cover-Hold" procedure.

- If indoors students will stay where they are and DROP onto their hands and knees under a sturdy desk or table, COVER their bodies by curling face-down and HOLDING onto the furniture legs
- Face away from windows to protect face and head from possible glass debris
- Stay away from any furniture or shelving that might topple over
- Once the shaking is over, count as a group to 60, e.g., One, Two, Three, etc. to provide time to assess the situation for aftershocks that may occur after the main earthquake.
- If after 60 seconds, the shaking has stopped, quickly evacuate the building being cautious of potential structurally damaged areas. Exit only after the shaking has stopped.
- If a student is injured only provide life-saving interventions – immediate evacuation of injured students is critical
- The teacher is to collect the emergency binder at the front of the class as well as any special medication for students who have medical conditions such as anaphylaxis (See Anaphylactic Policy #401).
- Students are safely and calmly to line up single file prepared to leave the classroom.

- The teacher is to check outside the door to ensure there are no open flames, choking smoke, broken power lines or other effects of the earthquake that might endanger students.
- Students and teachers are to head towards their designated emergency assembly area.
- Once outside when and where possible students and teachers should move away from the building and other structures that may collapse.
- Once at the assembly area attendance it be done to ensure all students safely left the school.
- Report missing students to the School Safety Officer (Head of School – Mr. Greg Corry) or an alternate SSO (designated teacher).

Shortly after a serious Earthquake

- Avoid returning into the building unless authorities give the permission to so.
- Remember the main earthquake will be followed by aftershocks.
- If the building is safe and the electricity has been shut off unplug any appliances, computers or lamps to prevent a fire if/when electricity is restored.
- If water is still working drinking water bottles should be filled in case these services are later interrupted.
- If possible, listen to the radio, television or cell phone for information from authorities. Follow their instructions.

In the event that an earthquake occurs outside of class time:

- The above procedure is to be followed as best as possible.
- Teachers are responsible to account for the students in their next class.
- Students should be told to find the teacher in their next class.

If outside the building:

- Stay away from any glass, move away from the building and watch out for any falling debris. Usually, the most dangerous place during an earthquake is just outside of the building where debris may fall.
- Teachers are responsible for accounting for the students in their next class unless the earthquake occurred during class time.
- Do not re-enter the building unless permitted to do so.

3. Lockdown:

During a Lockdown, staff and students will remain in their classrooms until directed to leave by the Richmond RCMP.

- Teachers are to lock and barricade the door.
- Turn off all lights and maintain minimal lighting.
- Block all windows with the classroom blinds and curtains.
- Students are to stay as far away from any windows and doors.
- Students and teacher should lie flat or take cover, out of sight.
- Silence where possible should be maintained - all devices such as cell phones that could make noise are to be silenced.
- Students should be told to please remain calm and quiet at all times whisper only if necessary

- Everyone is to maintain in the room until police arrive and designate the building safe. It may take several hours before anyone can be safely evacuated so the teacher must distract students to help them remain calm.
- In the event of a fire alarm do not respond as normal as this may be a ploy by the intruder. If there is an actual fire, follow the procedures above.
- If an evacuation is necessary (requested by an administrator or police) take the students safely and calmly to the evacuation area
- Account for any students in your class and have any students not in your class who were in your room during the lockdown to find their respective teachers

If a lockdown occurs outside of class time:

- the above procedure is to be followed as best as possible.
- Students and teachers may be required to move to the nearest room that they feel safe and not their designated classroom.

4. Bus transportation Evacuation Drills:

If the students were transported using a school bus, the bus driver or designated chaperone shall give the students instructions on what to do in case of a bus emergency, e.g., emergency exit areas, calling 911, etc. Similar to what occurs in an airplane, these instructions shall be reviewed with the students prior to the bus leaving the school.

Communication:

The supervising teacher or another adult on the bus must immediately call 911 and the school in an emergency, describing the situation. The school will then call appropriate local emergency services in the area to assist. The school will also call the parents/guardians involved as well as the Independent Schools Branch to inform them of the incident.

5. Medical Emergencies:

During medical emergencies, quick action is vital.

- Depending on the circumstances the teacher should call the school reception or have a student go to the reception to get into contact with the First Aid Attendant of the school. The teacher should remain in the classroom with the injured student.
- If needed, 911 emergency medical services should be called as soon as possible.
- If the injured person is unconscious or has a potential head injury movement of the student should be very minimal to prevent further injury
- If the injured person is having a seizure or convulsions reasonable steps should be taken to prevent head injury, they should be placed on their side
- The injured person (and other students) should be assured to remain calm and that help is on the way.
- Unless absolutely necessary to ensure the safety of the injured student no treatment should be administered by anyone other than the First Aid Attendant or the Emergency responders, the exception being the administration of drugs to students with known medical conditions, e.g. anaphylaxis (see Policy #401 and #6 below).
- The first aid attendant's purpose is to take the minimum needed first aid steps to preserve the life and health of the student. They are not a first aid responder or doctor.

6. Anaphylactic Reaction: See Anaphylaxis Policy 401

- Administer the student's auto-injector (single dose, single-use) at the first sign of a reaction. Note time of injection administration.
- One staff member always stays with the child
- One person (possibly other student) goes for help or calls 911
- Contact the child's parent/guardian
- If symptoms have not improved a second single dose-single use auto-injector may be administered within 10 to 15 minutes or sooner, after the first dose is given (i.e., the reaction is continuing, getting worse, or has recurred)
- If an auto-injector has been administered, the student must be transported to a hospital via ambulance (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction)



SECTION	General School Administration
POLICY NAME	International Student Policy
POLICY NUMBER	407
RELATED POLICIES	405 Student Conduct, Standards & Discipline Policy, 408 Homestay Policy, 412 School Fee Refund Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The Ministry of Education defines an International student as a *student who has temporarily moved from another country outside of Canada to study in British Columbia for a specific period of time and does not meet the residency requirements of Section 82 of the School Act. This includes:*

- a) students who come to Canada as part of a reciprocal exchange arranged through a board-approved student exchange agency,*
- b) students who make private or personal arrangements to study in Canada, usually through family members, and*
- c) students who arrange for their studies through international agents or language schools.*

International students living in British Columbia to attend School need supports to guide them in their studies and living requirements, especially students at elementary school age.

POLICY:

All international students who are not living with their parents are required to have a legal guardian. *A legal guardian is one who has been appointed in a Canadian court.*

International students on a valid Study Permit (Visitor permits are not valid for enrolling a student in a BC school) are required to live with the parents, legal guardian or approved Homestay. Chaoyin International School assumes responsibility for the educational program, school related activities and other aspects of an international student's care such as homestay and medical insurance. The school will ensure that the safety of its international students is of prime importance and that the students' focus is on completing their academic goals.

PROCEDURES:

1. Educational Program:
International students are accepted for specific periods of time into the school's educational programs, provided the students meet program prerequisites and school entrance requirements.

2. Visa: Study Permit, Work Permit or Visitor's Visa

The applicant must also meet Canadian immigration requirements and will need to obtain the required study permit to study a Kindergarten to Grade 7 program from the Canadian Embassy or Consulate, High Commission, or Canadian Education Centre in their country of origin, prior to travelling to Canada. Visitors' Visas do not qualify students to enrol in the school's Kindergarten to Grade 7 educational program.

3. Application Process

The school will register international students (including exchange students) after the student has met application requirements and has paid all required fees. The natural parents/ guardians will sign an agreement with the school that clearly states the responsibilities of each, including reference to the School Fees Refund Policy (Policy 412).

4. Language Proficiency and Preparation

Students are admitted to the program for either the cultural or immersion experience or for credit studies leading admission into a BC secondary school. Classroom instruction is in English and therefore requires the student to have a minimum English proficiency level. Students who do not pass the school's English entrance exam will not be admitted as their language is not of a sufficient level to enable success.

5. English Language Skills

An assessment of each student's English language proficiency will take place prior to starting classes. This assessment will include formal oral and written tests, student report cards, and an on-site skills assessment of listening, speaking, reading, writing, comprehension, fluency, and numeracy.

6. Academic Preparation

All students applying to the school will be required to write a Placement Test and undergo an interview, to determine their academic and emotional standing for placement in the appropriate program/courses offered by the school. The Placement Test will include a numeric and a literacy component.

The Placement Test will be assessed by a BC-certified teacher and the results will be reported to the Head of School who will determine placement in the school. The placement of the student will be based on the student's English language and academic skills. All ELL students admitted will have their progress monitored to adapt instruction where needed to best support the student.

7. Preparing for study at Chaoyin International School

Prospective international students will be encouraged to enroll in a local summer short course for ELL learners prior to their period of study in the school, in order to familiarize themselves with the B.C. curriculum and Canadian culture.

8. School, Grade or Program Placement

The school reserves the right to place international students at the appropriate grade level, after considering factors such as program suitability, previous academic performance, English proficiency, provincial requirements, and space in the course or program. International

students will take language support courses (ELL) and the school uses an integrated program approach. The balance of their program is based on provincial requirements and student interests. The school will complete all necessary programming and documentation, in consultation with the student and their parents/guardians.

9. Medical and Hospital Insurance

All permanent and temporary residents of British Columbia, including international students, are required to have medical insurance entitling them to medical and hospital benefits through the Medical Services Plan of BC (MSP) according to the Ministry of Health requirements found at:

<https://www2.gov.bc.ca/gov/content/health/accessing-health-care/health-fee-international-students?keyword=international&keyword=students>

The school will ensure international students obtain this medical coverage and will provide them with opportunities to purchase an interim three-month pre-approval insurance package to cover them during the waiting period. It will also provide opportunities to purchase additional supplementary medical coverage through a private plan that will supplement the MSP coverage.

10. Homestay

It is required that any student is under the age of 19 (legally regarded in BC as a child) from outside BC must live with either the parent or a legal guardian, or at a homestay. A homestay is a formal arrangement by an international student program, or its delegates, to house an international student with an approved family during the course of study. The responsibility of the school is to ensure that the company providing homestay to its international students, adheres to the school's Homestay Policy, which in turn is in alignment with the Provincial Homestay Guidelines (See Homestay Policy 408).

11. Fees

Chaoyin International School authority annually reviews and sets tuition fees. There are set fees for administration (application, medical, and activity), tuition, etc. See the current fee schedule and the School Fees Refund Policy (Policy 412)

12. Student Conduct

The School expects that all students will abide by school policies and the school's Code of Conduct, as well as by the terms and conditions of permits issued to them by Citizenship and Immigrations Canada. A breach of this agreement will result in disciplinary action and/or dismissal from the program. See Student Conduct, Standards and Discipline Policy 405.

13. Reporting

The School will annually review the International Student Program in order to provide highlights, to proactively identify and address concerns, to summarize international student and parent satisfaction with the program, and to provide recommendations for any needed change. The intent is to ensure there is integrity with our program goals and to ensure that we are adaptive to the needs of our students and their families and our education system.

14. International Student Help:

International students will be informed of the following help resources:

- BC Helpline for Children 1-800-663-9122

- Kids Help Phone 1-800-668-6868
- Kelty Mental Health Resource Centre <http://keltymentalhealth.ca>



SECTION	General School Administration
POLICY NAME	Homestay Guidelines Policy
POLICY NUMBER	409
RELATED POLICIES	International Student Policy 408
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School is a Group 4 international school that specializes in providing a BC School education to international students from various countries. For many of these students, this experience will be their first outside of their home countries. While some students will live with their accompanying parent, some will board with their legal guardians and others will be accommodated by one of the commercial homestay program providers in the lower mainland. In all cases, students must be treated with respect, afforded good living conditions and healthy, nutritious meals. They should also feel safe in their new home environments and be free to seek help and assistance from the school as needed.

POLICY:

Chaoyin International School will only employ reputable homestay companies to provide accommodations for its students. These companies will be expected to abide by the Provincial homestay guidelines, [British Columbia K-12 International Student Homestay Guidelines \(2015\)](#). CIS will keep in close contact with the Homestay students and the homestay providers to ensure that the guidelines are adhered to.

DESCRIPTION OF A HOMESTAY:

A homestay is a formal arrangement by the school's Homestay Program Provider to house an international student with an approved family during the student's years of study. This family and its residence are both commonly referred to as the 'homestay'. BC's Guidelines refer to this family as the host family. A K-12 homestay student is a minor child (i.e., under age 19) from outside BC who pays a fee to stay with a homestay family in return for meals, a private room, family support, and various cultural experiences.

DEFINITION OF A HOMESTAY PROGRAM PROVIDER:

A Homestay Program Provider is an organization/company that the school hires to arrange homestays. The school has the obligation to ensure that the Homestay Program Provider always looks after the best interests of the homestay student. The Homestay Provider is obligated to follow the Provincial law regarding homestays and thus must interview and vet potential host families before assigning a homestay student to their household.

PROCEDURES:

Chaoyin International School will only collaborate with reputable homestay program providers who have experience in working with international students. The school will ensure that the homestay program provider(s) fulfill their responsibilities as defined in the Provincial Homestay Guidelines:

Homestay Program Provider Responsibilities:

1. Maintain a homestay screening process for host families and for international students to determine suitability. The host family screening process should be published and should include:
 - a. Scheduled home inspections and host parent interviews.
 - b. Scheduled criminal records check for all adult household members; and
 - c. Reference checks for the host family parent(s) where required.
2. Gather appropriate and up-to-date personal records/contact information for the student, parent/guardian and host family, including:
 - a. Legal first and last names (i.e., as they appear in a passport).
 - b. Gender.
 - c. Age.
 - d. Relevant medical information.
 - e. Country of residence.
 - f. Address; and
 - g. 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 practice.
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.
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. Implement and maintain quality assurance and program evaluation mechanisms.
11. Offer conflict resolution services (and the opportunity to reach consensus) to both the host family and the international student.
12. 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.
13. 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.

14. Maintain clear, published fee information including:
 - a. Terms of Agreement – payment of fees to whom and when.
 - b. Per diem and monthly homestay fees.
 - c. Services included with fees.
 - d. Additional fees (e.g., airport pick-up or drop-off or storage fees); and
 - e. Refund policy.
15. Provide, as appropriate, the international student with access to a person who can speak the student's primary language.
16. Share medical or mental health concerns that arise during the course of the homestay with the international student program, the host family, the custodian or the student's parent/guardian(s) as appropriate.
17. Provide additional standards and procedural supports and requirements for younger homestay students as appropriate.
18. Publish the homestay program provider's legal limitations.
19. Inform international students who are about to be placed with a host family about the BC Children's Helpline (310-1234), which operates twenty-four hours a day, year-round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school.

School Responsibilities:

Chaoyin International School will meet the following responsibilities:

1. Identify the Custodian, appointed by the parent/guardian, who is responsible for the care of each international student. The school should articulate its expectations of a Custodian.
2. Develop clear procedures for host family parents in connecting with the school. The Host family involvement with ELL program, 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.
5. Encourage homestay families to be specific and thoughtful regarding the conduct of the student. Considerations such as curfew, Internet use, chores, etc. should be clearly outlined and communicated to the student and should be age appropriate.
6. Provide host families with a variety of resources to support their homestay student in acquiring English as an additional language.
7. Develop a participation agreement with the student/parent/guardian that includes expectations of student behavior, conflict resolution processes and grounds for dismissal from homestay.

Host Family Responsibilities:

The Host families selected by the Host Program Provider are expected to fulfill the following responsibilities:

1. Provide a caring, nurturing and supportive environment for international students.
2. Be 25 years of age or older.
3. Agree to scheduled in-home inspections by either the international student program or the homestay program provider or both and criminal record checks (for anyone living in the home who is 18 years or older).
4. Have no more than two international students in the homestay at the same time
5. Avoid concurrently hosting both adult and minor international students.
6. Provide food for three nutritious meals per day.
7. Provide a clean and tidy home with a private, adequately furnished bedroom, with access to:
 - a. an area with a desk, chair and adequate lighting for homework.
 - b. a bathroom, linens and use of laundry facilities.
 - c. entry into the home like any other member of the family (e.g., house key and alarm code, if applicable); and
 - d. where possible, access to the Internet to support educational goals and consistent communication with home
8. 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.
9. 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 homestay program provider and the international student program.
10. Inform the school or international student program if the student drinks alcohol, takes or possesses non-prescribed, illegal drugs or breaks the law.
11. Ensure the home and auto insurance policy adequately covers students residing within their home; some policies do not cover homestay students.
12. Promote strong connections between an international student and their parents, schools and communities by:
 - a. Using the student's desired language of study (English or French) in the home.
 - b. reasonable limits on the student's personal use of the internet (i.e., number of hours/day and appropriate times of day).
 - c. Negotiating and enforcing an appropriate and reasonable curfew and house rules for the student.
 - d. Assisting the student in seeking extra- curricular activities and sports.
 - e. Attending school or district orientation for host families and other cultural or education events.

Homestay Student Responsibilities:

Elementary students attending Chaoyin International School who are involved in the Homestay program are expected, as their age allows, to:

1. Engage with the host family and the school and seek out opportunities to become involved in the school and family life.

2. Communicate regularly with their parent/guardian and with their host family.
3. Communicate significant issues or concerns to the host family, parent/guardian, custodian, Head of School, teachers, homestay program provider.
4. Understand that the school may require a student to move homestays where accommodation is deemed to be unsafe or unsuitable.
5. 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.
6. Understand that there is a BC Children's Helpline (310-1234), which operates twenty-four hours a day, year-round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school.

Parent/Guardian Responsibilities:

1. Accurately complete the application and in-take materials and disclose all of the student's relevant information, such as medical conditions, 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. 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.
3. Report significant concerns to the homestay program provider.
4. Understand that the school may require a student to move homestays (or withdraw from the school) in cases where accommodation that has been arranged privately is deemed to be unsafe or unsuitable.
5. Understand that there is a BC Children's Helpline (1-800-663-9122), which operates twenty-four hours a day, year-round, and may be called in cases where the international student feels he/she is being mistreated or unsafe in the home or at school. In addition, there is a Kids Help Phone (1-800-668-6868) for counselling and referrals.

International Agent Responsibilities:

If the student was enrolled by an agent, the agent must provide support to the school, homestay program provider, host family and the student, particularly in regard to communicating with the parent/guardian in the home country if and when requested by any of the above.



SECTION	General School Administration
POLICY NAME	Privacy Policy
POLICY NUMBER	410
RELATED POLICIES	
DATE CREATED	January 09, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The *Personal Information Protection Act* (PIPA) came into effect on January 1, 2004. It covers the collection and disclosure of personal information. As an independent school, Chaoyin International School falls under this legislation. As a private institution operating in British Columbia, the school is not subject to the Federal *Freedom of Information and Protection of Privacy Act* (FOIPPA) as that particular Act only applies to public schools.

POLICY:

The personal information of all students and personnel associated with Chaoyin International School will be treated with full confidentiality and will only be used for the purposes for which it was collected. Personal information shall be stored securely and held confidential and will only be shared with those who are required to know the information and have the appropriate permissions. Personal information that is no longer relevant or required shall be destroyed.

Persons who feel that their privacy has been breached may file a complaint with the school's Privacy Officer. If no resolution is reached at the local school level (see Complaints at end of the Policy), the complainant may report the breach to the Provincial Privacy Commissioner,

DESCRIPTION OF PIPA:

The basic principles of PIPA, as it applies to Chaoyin International School, are:

1. Personal information may not be collected, used or disclosed without the consent of the student or their legal guardian (unless otherwise permitted under PIPA).
2. Reasons for collecting information must be disclosed to the individual verbally or in writing prior to the collection of such information.
3. Personal information may also only be used for the purposes that were disclosed or are otherwise permitted under PIPA.
4. Personal information must be stored and protected appropriately.
5. Any person has the right to access his/her own personal information held by the school. A parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor.

The Privacy Commissioner has the authority to investigate complaints about how the school is collecting, using, sharing or storing personal information.

PROCEDURES:

1. Responsible Persons:

The Head of School, in collaboration with all staff, are responsible to ensure that Chaoyin International School complies with PIPA. The Board of Directors is responsible to establish and update the Student Records Policy and Privacy Policy, as warranted.

2. Records:

The term “student record” is defined in the Independent School Act as a record of information (written or electronic form) for 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.

3. Not Records:

Refers to any information concerning a student that only one person might have access to such as a teacher’s private notes about a student.

4. Collecting and using Information about Students:

Chaoyin International School is dedicated to protecting the privacy of students including any information collected as a formal record or in an informal capacity.

Collecting Information about students must always only be done with the permission of the student (if they are over the age of 18) or with the permission of the parent/guardian if the student is under the age of 18.

There is an automatic and implied permission to collect information related to the education of the student in the form of schoolwork, information for assessment or grading and other educational uses. For other purposes, when asking permission to collect additional information the student and/or guardian must be told the purpose for collecting this information. The information must be used for the stated purpose.

Information that is solely for teaching and learning purposes (schoolwork, observations, projects, marks, students notes) falls under the mandate of teaching the students and does not require explicit permission for collection, use or storage. Staff however should be aware of the rights of parents/guardians or students, which may allow them to examine and receive copies of this information. Anything written or recorded about a student should be written in an appropriate way and as if it were to be made available to the parents.

Teachers are cautioned when collecting and using any information about students that is not strictly for teaching purposes, e.g., blogging, vlogging, journaling, etc. Use of student information either directly or indirectly for non-teaching purposes should be avoided by all staff members to prevent accidental disclosures of student information and inappropriate collection of this information. All collection or use of information for purposes that are not solely for teaching must be vetted and agreed to by the school administration.

Special emphasis must be put on taking photographs, videos or sound recordings of students. Everything must be done to protect the identity and privacy of students. Any publishing of photographs or video recordings may only be done with permission parents/guardians.

5. Sensitive Student Record Information:

The following information is considered sensitive and shall be accessible to staff on a 'need-to-know' basis as determined by the Head of School. Transfer of this sensitive information to another school or organization may only be done with a written signed consent from the parents or legal guardian and in compliance with the law.

- a) Psychiatric reports;
- b) Family assessments;
- c) Referrals to or reports from school arranged counselling services;
- d) Record of a school-initiated report of alleged sexual or physical child abuse made (under the duty to report) to a child protection social worker.

Such reports are strictly confidential and must be stored in a fireproof locked cabinet where only the school authorized persona have access.

6. Access to and Disclosure of Information about Students:

All staff members are expected to maintain strict privacy of information about students and their families in accordance with the requirements of PIPA. While disclosures may be made to parents/guardians regarding their children/students in accordance with PIPA, disclosures should not be made that would reveal private information about other students or individuals. An important exception to this rule of privacy are the Duty to Report and during criminal investigations if and only if these disclosures are to proper authorities.

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

Report cards will never be withheld from students and parents for any purpose whatsoever. Under PIPA, students, parents or guardians have a right to view and receive copies of student records which include current and past report cards.

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

- Professionals who are planning for, or delivering educational, health, social or other support services to that student, e.g., psychologist, nurse
- School authority's insurer to defend any claim/potential claim.

The professional or insurer, in turn, must ensure in writing that they will:

- Maintain privacy of the student and the student's family with respect to matters disclosed in the record, and
- Not use or disclose the information in the student record except for the specific purposes for which the information is provided.

If school officials are unsure as to the legal entitlements of access or if there is serious conflict between the parents with respect to student record requests, then school officials should obtain advice from the school's legal counsel.

7. Access to Student Emergency Contacts: Fieldtrips & Evacuations

Further detailed in the Field Trip Policy 417 and Emergency Procedures Policy 406, teachers are required to carry a copy of the classroom Emergency Binder with student emergency contacts on all field trips and during all evacuations. Classroom Emergency Binders are to be kept in a secure, yet accessible, locations. For field trips, they are kept by the supervising teacher. A school cell phone must be taken on each field trip in case of an emergency.

Teachers are required to ensure that appropriate medication for anaphylactic students is taken on the field trip.

8. Inappropriate Disclosure of Information:

Staff at the school is expected to take every reasonable precaution to prevent inappropriate disclosure of information either accidental or otherwise. See Anaphylactic Policy 401.

- Teachers should not talk about students to other teachers in a public setting where other students might overhear. This is true even if that information is positive.
- Teachers should not share stories with friends and families or through social media even if no names of the students are not said.
- Storage of student information should be protected and should not be easily accessible in the case of a lost/stolen laptop or device.
- Passwords that give access to online depositories of information should not be shared.
- School work should be stored in a protected location in the school, class or home.
- Teachers should avoid carrying schoolwork or student information around with them.
- Teachers should be well organized so as to avoid misplacing or losing students work.

9. Complaint Procedure

Parents/Guardians/Students who have complaints regarding the breach of privacy shall:

- First meet with the Privacy Officer of the school to resolve the complaint;
- If no resolution is found, the parents/guardians may provide a written complaint to the Board of Directors for their resolution.
- If no resolution, the parents/guardians may escalate their complaint to the Provincial Privacy Commissioner who may choose to hear/not hear the case.



SECTION	General School Administration
POLICY NAME	Special Education Policy
POLICY NUMBER	410
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School provides courses that lead to graduation from elementary school at the end of grade 7. The school's mission is to provide a high-quality elementary education to international students who seek to attend BC high schools to graduate with a BC Dogwood Diploma. Therefore, applicants to Chaoyin International School must be academically able to complete the full BC School graduation program.

For these reasons, students attending CIS must develop competencies to attain an acceptable academic learning standard that enables the student to have a fair chance at obtaining the Dogwood diploma.

POLICY:

Chaoyin International School does not provide special education services to students with special needs, but it is committed to providing the English Language Learner (ELL) services needed by the average International student in his/her educational program. These courses and programs are offered to the students to increase and enhance their acquisition of the English language. The cost of ELL supports is included in the regular tuition fees.

PROCEDURES:

Students applying to attend Chaoyin International School will be required to write a Placement Test and undergo an interview, to determine their academic and emotional standing for placement in the appropriate program/courses offered by the school. The Placement Test will include a numeric and a literacy component.

The Placement Test will be assessed by a BC-certified teacher and the results will be reported to the Head of School who will determine placement in the school. The placement of the student will be based on the student's English language and academic skills.

The classroom teacher and ELL teacher will work with ELL students and will monitor his/her progress, adapting instruction to best support the student.



SECTION	General School Administration
POLICY NAME	Education Resources Policy
POLICY NUMBER	412
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The revised curriculum of British Columbia no longer includes prescribed texts or educational learning resources. Therefore, teachers are required to choose their own learning resources suitable to the program of studies that they teach in their classrooms. At Chaoyin International School we promote the development and continuous improvement of our courses and programmes to provide our students with the optimal learning experience and therefore we have developed a policy by which the best learning resources may be selected by our staff.

POLICY:

Educational Resources used in various courses and grade levels will be decided upon by the school administration with the input of the appropriate classroom teachers. Such learning resources will be approved by the school Authority before they are purchased for use in the school.

Parents/Guardians or other members of the school community who object to the use of a particular resource may file a complaint with the school administration for resolution. The handling of such a complaint is described in this policy.

DESCRIPTION OF A LEARNING RESOURCE:

The term “educational learning resource” refers to any material with instructional content or function that is used for teaching/learning purposes. Learning resources may include textbooks, other books, supplementary reading and information materials, videos, computer programs, games, charts, community resource people, agencies and organizations and digital media that teachers use to assist students to meet the expectations for learning outlined by the provincial curriculum.

Educational Learning resources used in the classroom will be evaluated with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school’s philosophical, cultural and/or academic values.

PROCEDURES:

Educational learning resources selected shall:

- support and be consistent with the educational mission, vision and values of the school as well as aims and objectives of specific courses.
- meet high standards of quality in factual content and presentation.
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the resources are selected.

Educational Learning resources shall be selected:

- to help students gain an awareness of our multicultural and multiracial society and an understanding of the contributions of each group.
- to promote positive social attitudes and respect for diversity and individual differences.
- to represent all genders equally and not perpetuate cultural biases and prejudices based on gender, or ethnic, racial and socio-economic backgrounds.
- to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.

In general:

- Educational Learning resources which are biased or prejudiced in content may be provided to meet specific curriculum objectives, e.g., to recognize an ideology and its purpose in a given context or to balance an argument.
- The selection of learning resources on controversial, historical and contemporary issues will be directed towards presenting a fair and equitable view.
- Emphasis will be placed on the selection of Canadian learning resources, where appropriate. These resources include learning materials by or about a Canadian person, about a region or event, and/or published or produced in Canada.
- Learning resources will meet the requirements set by copyright and privacy (PIPA) legislation
- Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost or worn materials still of educational value

The Head of School will have final decision of an educational learning resource recommended for purchase and use in the school. The Head of School may establish a committee of teachers and other educators to assist him in determining the appropriateness of an educational learning resource. The Head of School will seek the approval of the Authority before purchasing the resource.

Procedure for reconsideration of an Educational Learning Resource:

Teaching staff, employees, parents or students may challenge an educational learning resource for appropriateness. Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry Education staff. The major criteria for the final decision will be the appropriateness of the learning resource(s) for its intended educational use.

A complaint about the use of a learning resource must be made in writing to the Head of School of the school, identifying the learning resource(s) and stating the reason why the resource(s) may not be suitable.

- within 7 days the Head of School shall provide a copy of the complaint to the teacher using the resource(s).

- Within 14 days the Head of School will strike a Complaint Committee consisting of a minimum of three School employees, including another administrator, at least one practicing teacher and another. The practicing teacher must have at least one years of experience in the grade level(s) and subject area(s) for which the resource is used.
- The Challenge Committee shall review the resource(s) in question and determine whether it conforms to the principles of selection, as outlined in this policy. The Challenge Committee will report their deliberations to the Head of School and make determination about the continued suitability of the resource.
- Based on the Committee's recommendation, the Head of School may dismiss the challenge, raise the awareness of the implications of using the resource(s) with the teaching staff and/or withdraw the resource(s) from further use in the school.
- The individual issuing the challenge will be notified of the Committee's decision in writing within 7 days of the decision.
- The complainant may appeal the decision of the Challenge Committee to the School Authority. For the appeal to be considered, it must be filed within 7 days of the individual receiving the notification. The appeal process is outlined in Appeals Policy 402.



SECTION	General School Administration
POLICY NAME	School Fees Refund Policy
POLICY NUMBER	412
RELATED POLICIES	407 International Student Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

Chaoyin International School is an independent elementary school specializing in offering a British Columbia to local and international students from kindergarten to grade 7. By applying to study at Chaoyin International School, the student begins the process of registering at the school to complete his/her school education. By accepting the student, the school begins the process of completing a commitment to assist the student in completing elementary school (kindergarten to grade 7). A policy must be in place to ensure that the student and the school are both financially protected if either party is not able to complete its commitment. This School Fees Refund Policy is designed to protect the student and the school.

This policy will be made available to families before any fees are paid and will be published online or otherwise made available on request.

POLICY:

A student is considered to have entered into a contract with the school when the student's application for admission has been accepted by the school and the school writes a formal Letter of Acceptance. To be considered for a refund, a student must submit a written notice of withdrawal signed by the student and the student's parent/guardian. School fee refunds will be issued the parents or guardians, as appropriate.

Students who have been issued an official letter of acceptance by Canadian Immigration (Official Letter of Acceptance, Temporary Resident Visa Letter, or Re-entry Letter) that is given on the understanding that the students is attending CIS, are not eligible for a 100% tuition refund even if the original school acceptance letter is returned to the school.

Application/Registration Fees and the other optional Applicable Fees are not refundable.

Tuition Fee refunds will be based on the flowing procedures.

1. First year of operation:

If the school fails to obtain or maintain Group 4 Classification from the Ministry of Education, the school will reimburse 100% paid tuition if the student has not yet begun classes for the term. If the student has attended classes and the school is/was not certified by the Ministry of Education as a Group 4 school, the student shall also be reimbursed 100% of his/her tuition as the school would not be able to issue credits for studies completed.

The Ministry of Education expects new schools with Interim Certification to have access - without recourse to the irrevocable Bond/Letter of Credit - to enough cash on hand to provide full fee refunds in the event that the school fails to open, fails to receive certification after the initial external evaluation inspection, or otherwise closes during its first year of operation.

2. First and Subsequent years of operation:

- a. If a student is denied a Study Permit authorization from Citizenship and Immigration Canada, the school will refund the student 100% tuition refund if the following three criteria have been met:
 - i. The student applied for a Study Permit authorization from Citizenship and Immigration Canada within 30 days of receiving the official letter of acceptance from the school,
 - ii. Official documentation of the visa refusal is provided to the school,
 - iii. Students request the refund within one year of the date of the school's official letter of acceptance
- b. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw 30 days prior to the first day of classes in a given school year, the school will retain 30% of the tuition fee paid and refund the balance for the 1st term and 100% for the 2nd term and 3rd term.
- c. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw under 30 days before the first day of classes, the school will retain 50% of the 1st term fees and will refund the balance of the 1st term and 100% of the 2nd term and 3rd term fees paid.
- d. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw after school has started, within the first 30 days of the term, the school will retain 70% of the 1st term fees and will refund the balance and 100% of the 2nd term and 3rd term fees.
- e. If a student gives notice in writing by registered mail or in person to the school of his/her intention to withdraw after the first 30 days of the term, the school will retain 100% of the 1st term fees and will refund 50% of the 2nd term and 3rd term fees.
- f. If a student is dismissed at any time during the term, the school will retain 100% of that term's fees and 50% of the 2nd term and 3rd term fees.

RESPONSIBILITIES:

1. The student and his/her family are responsible for applying for a Study Permit within 30 days of receiving the acceptance letter from the school.
2. The student and his/her family are responsible for applying for a refund within one year of the date of the school's official letter of acceptance.
3. The school is the first point of contact for refunds. All refunds are the responsibility of the school Authority in accordance with this policy.
4. The school will maintain sufficient funds on hand to make refunds available to students upon unexpected closure of the school.

5. The Independent Schools Act does not provide the Inspector of Independent Schools or the Ministry of Education with a role in routine refunds.
6. In the case where the school closes and refunds are not provided by the school, the student and his/her family may apply to the Ministry of Education for a prorated refund under the provisions of the Independent School Regulation and the Bonding Act. These refund amounts will be paid from the school's Bond that is posted with the Ministry of Education for this purpose.
7. Ministry of Education administration of a Group 4 independent school bond for the purpose of providing partial refunds can be a lengthy process, taking up to 40 months, and parents should not rely on partial refunds derived from this bond for any payment required before this time. (e.g., Parents should not rely on the partial refund coming from the bond to pay fees at another school).



SECTION	General School Administration
POLICY NAME	Student Records Policy
POLICY NUMBER	414
RELATED POLICIES	Student Record Forms 414B
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

RATIONALE:

The official document of a student's K-12 education is contained in his/her student record. The student record is the property of the Ministry of Education and Chaoyin International School is entrusted to keep it accurate and to store it in a safe and secure environment.

Section 9(2) of the Independent Schools Regulation obliges independent school authorities to, subject to the requirements of the Student Records Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

POLICY:

Chaoyin International School is committed to ensuring that student records are handled in accordance with all legal requirements, including the Independent Schools Regulation (amended September 30, 2016), Student Record Order (2007), Student Records: Requirements and Best Practice Guidelines for Independent Schools (2012) and the Personal Information and Protection of Privacy Act (2003).

PROCEDURES:

1. Operational Statements:

Chaoyin International School will:

- 1.1 Ensure that the Head of School is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- 1.2 Ensure that the student records are updated annually at the end of the school year, before entering a new school year,
- 1.3 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- 1.4 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.

- 1.5 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- 1.6 Secure Student Records and Student Files with access within Chaoyin International School restricted to those individuals who, by the nature of their work, are required to have access to the information.
- 1.7 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the Head of School or designate.
- 1.8 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- 1.9 Inform parents that concerns, complaints and questions about personal information handling policies and practices of Chaoyin International School may be directed to the school's Privacy Officer by calling the school office.

2. Definitions and Student Record Components

2.1 Elements of the Student Record:

- 2.1.1 The Permanent Student Record (PSR), as defined in the Students Records Order.
 - Form 1704, (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - Student Progress Reports for the two most recent years or an official transcript of grades;
- 2.1.2 All documents listed as inclusions on Form 1704 (see 2.2 below);
- 2.1.3 Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
- 2.1.4 A copy of the student's current Student Learning Plan, if any; and
- 2.1.5 A copy of the student's current Individual Education Plan (IEP), if any.

2.2 Permanent Student Record (Form 1704) Inclusions: The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

- 2.2.1 Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
- 2.2.2 Court orders as indicated by the legal alert checkbox;
- 2.2.3 Other legal documents, e.g. name change or immigration document;
- 2.2.4 Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- 2.2.5 Current IEP and/or Case Management Plan (CMP) where applicable; and
- 2.2.6 Notification of a student being home schooled.

The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

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

- Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on Form 1704, then they may be included in the Student File (see section 2.3.8 below).

2.3 Student File: Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

- 2.3.1 Student eligibility information (required):
 - Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
 - Official name(s) of parent(s) or guardian(s) with home and work contact information; and
 - Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
- 2.3.2 Care Card number;
- 2.3.3 Emergency contact numbers;
- 2.3.4 Doctor's name and contact information;
- 2.3.5 Previous Student Progress Reports (other than the two most recent years required in the PSR);
- 2.3.6 Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- 2.3.7 Reports of important meetings/discussions relating to the student; and
- 2.3.8 Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

2.4 Sensitive Student Information: This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

- 2.4.1 Psychiatric reports;
- 2.4.2 Family assessments;
- 2.4.3 Referrals to or reports from school-arranged counselling services; or
- 2.4.4 Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

3. Procedures:

3.1 The Head of School or designate will be responsible for:

- 3.1.1 Updating the Form 1704 as information changes and the student progresses through the system;
- 3.1.2 Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (<https://>) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and

- 3.1.3 Ensuring that Chaoyin International School takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

3.2 Student Record and Student File Retention:

3.2.1 Student Records – Active Students

- Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
- The school protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
- The Head of School or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. Required inclusions must be listed on the PSR – see section 2.2 above.

3.2.2 Student Records – Inactive Students

- Unless another school requests a Student Record (see section 6 below), the school archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school.
- The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the Head of School or designate.
- The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

3.2.3 Student Files – Active Students

- Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
- The school protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
- The Head of School or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.

3.2.4 Student Files – Inactive Students

- The school archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.

- The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.
- The Head of School or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3.3 Currency of Student Records

Student eligibility information (see Appendix I) will be updated during student registration each year.

As stated above, the Head of School or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.4 Security of Student Information Off Campus: The Head of School is responsible for ensuring that personal information taken off campus is safely stored, and that personal information is protected.

3.5 Handling of Sensitive Student Information

3.6 Access to Sensitive Student Information is restricted to the Head of School or a person or persons authorized by the Head of School to access such information defined in section 2.4 of this policy.

3.7 The Head of School or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

3.8 Sensitive Student Information will only be disclosed or transferred in accordance with the law.

3.9 The Head of School is responsible for ensuring that school-initiated reports under section 14 of the Child, Family and Community Service Act are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the Head of School or designate can access them.

4 Use of Student Personal Information:

Chaoyin International School may use an individual student's personal information for the following purposes, if the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

- 4.1 To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school.
- 4.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.

- 4.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

5 Access to and Disclosure of Student Records:

- 5.1 A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:

- 5.1.1 Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the Head of School or designate to interpret the records; and
- 5.1.2 Receive a copy of any student record upon request. Chaoyin International School reserves the right to recover the direct cost of copying records.

An entitled person may access and verify personal information in the Student Record and Student File pertaining to the student with appropriate notice to the school administration. Access will be provided during school hours.

- 5.2 Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
- 5.3 When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school reserves the right to assess a reasonable fee for transcript requests.
- 5.4 In the case of a request for personal student information from separated or divorced parents, the school will be guided by the legal custody agreement, a copy of which should be provided to the Head of School. In cases where the Head of School is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

6 Transfer of Student Records:

- 6.1 On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. Chaoyin International School will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
- 6.2 If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).
- 6.3 Requests for a student's record from a public school require that the public-school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.
- 6.4 The school will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

- 6.5 The school will not transfer a record of a Section 14 Child, Family and Community Service Act report of alleged sexual or physical abuse made to a child protection social worker.
- 6.6 A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school reserves the right to assess a fee for this service.
- 6.7 A Student Record will be reviewed when a student transfers. The Head of School will ensure that the documents listed as inclusions are still required inclusions (e.g., not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

7 Quick Checklist:

	Permanent student record – PSR (transferable)	Additional school file items (nontransferable)
Required Elements	<ol style="list-style-type: none"> 1. 1704 with list of inclusions (if any) 2. Student progress reports (most recent 2 years or transcript) 3. Copies of inclusions (if any) <ol style="list-style-type: none"> A. health services information in reference to the 'medical alert' checkbox B. court orders in reference to the 'legal alert' checkbox C. Support services information (psychometric assessments, etc.) D. LEP or CMP E. Notification of student being homeschooled 	<ol style="list-style-type: none"> 1. Legal name (copy of birth certificate) 2. Official names of parents or guardians and contact information 3. Parental/Guardian Legal residency in bc
Optional elements	<ol style="list-style-type: none"> F. Standardized tests G. Records of information relevant to student's educational program H. Award information <p>Note. These items, once included as part of the permanent student record, DO become transferable.</p>	<ol style="list-style-type: none"> 4. Care card number 5. Other health or medical concerns that may affect the student in less serious ways 6. Emergency contact information 7. Family physician's name and contact information 8. Other progress reports 9. Serious discipline reports 10. Important meeting reports 11. Sensitive information



SECTION	General School Administration
POLICY NAME	Student Safety Policy
POLICY NUMBER	415
RELATED POLICIES	403 Bullying Prevention and Harassment Policy, 405 Student Conduct/Standards/Discipline Policy, 416 Student Supervision Policy, 417 Field Trip Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

The Chaoyin International School Student Safety policy is to create a safe and inclusive learning environment and develop prevention and intervention strategies for addressing concerning behaviors including threats or risks of violence

Policy:

Chaoyin International School will develop a safe and caring school community and environment by ensuring that the school has appropriate prevention and intervention strategies in place to protect students from physical and emotional harm.

Implementation:

The establishment and maintenance of a safe learning environment for all students is a high priority for Chaoyin International School. The school will work toward provide a learning environment where students can learn without fear of unsafe conditions, violence, harassment or bullying.

Chaoyin International School will ensure that particular attention is paid to:

- Meeting requirements of Ministry of Education and other regulatory safety agencies,
- Working in partnership with parents and guardians for the safety of their students,
- Offering safety education to students and staff as applicable to particular subjects and curricular, co-curricular and extra-curricular activities,
- Reviewing and upholding school codes of conduct,
- Developing and maintaining safe emotional conditions for students,
- Observing and promoting safe interactions between and with students,
- Promoting respectful interactions, attitudes, and behaviors,
- Developing and maintaining safe physical conditions on the school property,

- Observing and upholding safe practices, particularly in those areas of instruction and student activities that may present special hazards.



SECTION	General School Administration
POLICY NAME	Student Safety Policy
POLICY NUMBER	414
RELATED POLICIES	405 Student Conduct/Standards/Discipline Policy, 415 Student Supervision Policy, 416 Field Trip Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School parents and guardians place their trust in the school for the safety of the children during school hours and on school related field trips. By law, the school is responsible for the safety of children while in its care (in loco parentis).

Policy:

Chaoyin International School is responsible for providing a learning environment in which students feel safe and are cared for. It shall provide supervision to its students before and after school and recess and lunch breaks. The school will also provide appropriate supervision to students attending school sanctioned activities on site or offsite.

Implementation:

The principal shall ensure that the school's Supervision Policy (Policy 415) is followed. This includes designing a supervision schedule that includes a staff member on supervision duty before and after school, and also during recess and lunch break. This schedule shall be posted in the staff room and included in the school policy manual.

If school-sanctioned activities take place off school grounds, the principal will ensure that the school's Field Trip Policy (Policy 416) is followed. Appropriate supervision, including the student teacher ratio, will be determined by the type of activity, age of students, mode of transportation and the duration of activity. Parents who drive students to offsite activities shall be required to provide a driver profile and evidence of appropriate ICBC vehicle insurance.

In the case of an emergency, the school will follow the policy and procedures outlined in Emergency Policies, Policy 406.

Chaoyin International School will ensure that particular attention is paid to:

- Meeting requirements of regulatory safety agencies

- Working in partnership with parents and guardians as it pertains to the safety of students
- Offering safety education to students and staff as pertinent to particular subjects and activities
- Reviewing and upholding school codes of conduct
- Developing and maintaining safe emotional conditions for students
- Observing and promoting safe interactions between and with students
- Promoting respectful interactions, attitudes, and behaviors
- Developing and maintaining safe physical conditions on the school property
- Observing and upholding safe practices, particularly in those areas of instruction and student activities that may present special hazards.



SECTION	General School Administration
POLICY NAME	Student Supervision (at school and on field trips) Policy
POLICY NUMBER	415
RELATED POLICIES	414 Student Safety Policy, 416 Field Trip Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

At Chaoyin International School appropriate supervision is essential to maintain a safe environment for the students under our care. Provisions of adequate supervision is the single most important factor in developing a risk management plan for our school. Some educational activities undertaken by our school may have inherent risks, but effective supervision is the key to reducing risks to acceptable levels.

Policy:

All Chaoyin International School staff (teaching and non-teaching) will have a general supervision responsibility during school time and at any school function, whether on formal duty or not, and students are required to comply with this authority. School rules apply at all school functions even when they occur off school grounds or outside of the regular school day. Students will be reminded that they will be held responsible to the school from the time they leave home before school until the time they arrive home after school.

Implementation:

Morning Supervision

Supervision by two teaching staff begins at 8:30am. Upon arrival, students are to proceed to supervised area of the school which is the upstairs portion of the school until school begins. Parents are not to send their child(ren) to school before 8:30am unless they intend to stay with the child(ren) until a supervisor arrives.

During School Supervision

Each Chaoyin International School student will be under the care of no less than one adult staff member at any point during the school day. (In the event where a student and a staff member need to be alone, all reasonable efforts will be made to allow for the opportunity for visual contact to be made by a third person outside of the room). Supervision by two teaching staff happens in all areas accessible to students in the building during the lunch break.

After School Supervision

Routine Level 1 field trips (day trips) require a minimum of 2 adults with a class size group or 1 adult with a small group. Some sites require a smaller ratio for the group to gain entry. Site requirements should be investigated before the field trip departure date. As the level of risk to participants' increases, so will the ratio decrease.



SECTION	General School Administration
POLICY NAME	Field Trip Policy
POLICY NUMBER	416
RELATED POLICIES	414 Student Safety Policy
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

In order to give Chaoyin International School students a wide and rich education, it is beneficial to take them out of the school setting for an extended period so as to allow them to come into contact with different environments and to encounter new experiences. Field trips may take place for curricular, well-being, sporting or other extra-curricular reasons. By their nature, field trips involve a variety of risks and, therefore, require careful and stringent organization for which staff must adequately prepare students and materials. Field trip planning needs to balance the possible benefits of a field trip with an assessment of risks and plan accordingly. Teachers must always be aware of the legal and moral responsibilities involved before agreeing to organize, lead or accompany any trip. The Principal must approve any field trip in advance.

Policy:

Chaoyin International School recognizes the benefits of student field trips when such optional trips supplement educational programs for students.

Effective learning experiences often result from first hand observation of, or participation in, events or activities that occur out in the community away from the school. Chaoyin International School believes it is of paramount importance that field trips are selected, planned, organized, and conducted in the context of:

- Clear benefit to students
- Safety and security of all participants
- Risk assessment and management of off-site activities
- Protection of students, staff, volunteers, and the school community.

Implementation:

There are four categories of field trip:

- 1) Lesson Trip, or within the allocated classroom time of the teacher.

- 2) Day Trip during school hours.
- 3) Day Trip leaving and/or returning outside of school hours.
- 4) Overnight Stay.

The principal must ensure that all school field trips are appropriately planned, authorized, organized, and supervised.

All field trip documents related to the approval, planning, communication, and written informed consent include:

- Detailed written description of the field trip
- Written informed consent signed by parent/guardian
- Student roster with home, emergency, and legal alert contact information
- Transportation information, including evacuation procedures from the transportation company used.
- Detailed and full accounting of costs, expenditures, etc.

One-Day Field Trips

The principal is responsible for ensuring that the approval documents for a one-day field trip are completed prior to approving one-day field trips.

Multiple-Day and/or Out-of-Province Field Trips

The principal is responsible for ensuring the field trip proposal documents are prepared for all multiple-day field trips and the proposal is evaluated, recommended, and submitted to the Chaoyin International School Board of Directors for preliminary review and approval, prior to proceeding with planning, travel and scheduling arrangements, or initiating fund-raising.

The principal is responsible for the final approval of a field trip. Final authorization for the field trip is obtained with the principal's signature on the completed field trip approval documents confirming all requirements of the field trip policy have been met. Additionally, for all out-of-country trips, the principal will sign the permission for trip departure within fourteen (14) days of departure, after consideration of government-issued travel advisories for the destination.

General Guidelines for Organizing Field Trips

Planning

The following guidelines should be observed when planning field trips:

- The safety, security, supervision, and well-being of students must be the prime consideration when planning a trip
- The Principal must ensure that suitably qualified staff and approved volunteers are selected for supervisory responsibilities

- Arrangements must be made for students not participating in the trip and for the instruction of classes normally taught by teachers who will accompany students on the trip
- The teacher and school office must have a student roster list including home and emergency contact information for all participants
- At least one supervising adult will have a cellular phone or another radio communication device available for emergency use
- The teacher must carry or have access to a first aid kit during the field trip
- A copy of each student's medical form must be available to staff on multiple-day field trips in case of medical emergencies
- A copy of any legal alerts pertaining to students participating on the trip.
- Mandatory group medical/travel/cancellation insurance coverage must be in place for all out-of-province field trips
- Field trip itinerary must not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory. In the event that a significant security, safety or health issue arises before or during a trip, the trip will be effectively cancelled and participants will return home unless the Principal determines otherwise
- The school is not responsible for any losses which may arise from cancellation or alteration of a supplementary or optional field trip itinerary
- Fund-raising activities for a supplementary or optional field trip must be approved by the principal
- The cost of teacher(s)-on-call shall be included in the cost of a supplementary or optional field trip
- Related expenses of the supervisor(s) may be included in the total cost of a supplementary or optional field trip
- Revenues and expenditures for the field trip are to be accounted for in a budget statement.

Informed Consent

The written informed consent of parents/guardians is required for participation of students in all field trips. A full description of the field trip must be provided to parents/guardians in writing and must address:

- How the field trip supplements the educational program
- Notice that the field trip is optional, and that arrangements will be made for students who are not participating
- Notification of student/parent Pre-Trip meeting. A Pre-Trip meeting is required for all Multiple-Day and/or Out-of-Province field trips
- Description of supervisors: teachers, school staff, and other adult volunteers, along with contact information
- Transportation and accommodation arrangements

- Itinerary consisting of date(s), departure and return times and schedule of planned activities
- Description of planned activities and levels of direct and indirect supervision
- Description of inherent risks and potential consequences
- Assessment of student skills and abilities as pertaining to the field trip activity (if applicable)
- Behavioral expectations of students plus rules and regulations
- Emergency Planning/Cancellation of Trip information, including cancellation provisions, collection/disclosure of student medical and personal information, first-aid arrangements, and the Emergency Communication and Return Plan
- Description of budget consisting of revenue (cost to student) and expenditures (cost of trip) (optional trips only)
- Parent/guardian responsibility to arrange student accident or liability insurance
- Parent/guardian responsibility to determine whether the student may participate in the field trip
- Student Awareness of Risk and Responsibility Form completed by student (if applicable).

A written informed consent form for the field trip must be obtained with a parent/guardian signature.

A written informed consent form must state that the parent/guardian has been alerted to the increased risk and consequences of injury inherent in the activity and accepts responsibility for the consequences of that risk should they freely choose to have the student participate.

A Pre-Trip parent/student scheduled information meeting is mandatory for all high-risk day activities, multiple day, and/or out-of-province field trips. The principal must be present at the meeting to discuss expected behavior.

Prior to embarking on a field trip of any kind, students and parents will be reminded of the school's code of conduct and behaviour and safety expectations specific for the field trip, for example, staying together, reporting on time, meeting locations, etc.

A Student Awareness of Risk and Responsibility Form must be signed by the student indicating that the student freely chooses to participate and acknowledges being alerted to the expectations, risks, safety precautions, and responsibilities associated with the proposed field trip. The student agrees to act in a safe and responsible manner according to the school's Code of Conduct.

The principal may design a permission form to obtain written informed consent of the parent/guardian for the season or school term for repetitive or scheduled activities such as interscholastic games, walking field trips, or activities associated with a specific course.

In exceptional circumstances, the principal may accept informed parental/guardian consent given orally for participation in a field trip involving low-risk activities.

Supervision

Conscientious supervision of students is mandatory during all field trips.

Volunteer supervisors must be screened by the principal or designate for suitability, be advised of the expectations of their role and be competent to deal with emergencies that might arise.

Parent/guardian participation in field trips to augment supervision is generally encouraged and in some cases necessary. Circumstances determined by the principal may warrant increased levels of supervision according to the age, maturity, knowledge and skill of the students, and the nature and inherent risk of the field trip. The suggested adult to student supervision ratio should range from 1:10 to 1:15. This ratio is a general guideline and may vary, at the discretion of the principal, depending on circumstances.

1. **Day Trip** (activity has minimal inherent risk, e.g., walking in neighbourhood, guided tours, museum, art gallery, public performance) -- one (1) teacher supervisor per class and one (1) approved supervisor.
2. **Day Trip** (activity has an increased level of inherent risk, e.g., skiing, kayaking, swimming, canoeing, and wilderness experiences) -- one (1) teacher supervisor and one (1) other employee of the school and one (1) approved supervisor.
3. **Overnight Indoor** (activity has a higher level of inherent risk due to extended absence from school and home, e.g., wilderness camping) -- one (1) teacher supervisor and one (1) other approved supervisor.
4. **Out-of-Province, Out-of-Country** (activity perceived as having a higher level of inherent risk due to increased travel complexity and distance, e.g., cultural exchanges) -- one (1) teacher supervisor and one (1) other employee of the school.

All overnight excursions must have at least one (1) teacher and two (2) adult supervisors.

All overnight co-educational excursions require the supervision of both male and female adult supervisors.

Specialized instructional competence is mandatory for supervision of higher risk activities and may be established by virtue of certification from a governing body (e.g., Red Cross, Canadian Canoeing Association). In areas where certificates are not issued, competency may be recognized by the leader's peers by virtue of experience and demonstrated expertise in the activity.

The principal must be satisfied that the teacher(s) and other supervisors will provide adequate supervision and follow recognized safety procedures for the planned activities to mitigate

potential risks and address the safety of students and supervisors. Either the principal, or a designated administrator will be accessible to and/or available at the school, if necessary, to attend to emergencies that arise during field trips.

Transportation

All field trip transportation is subject to the regulation and law of the relevant municipal, provincial, federal or international jurisdiction.



SECTION	General School Administration
POLICY NAME	Teacher and Principal Evaluation Policy
POLICY NUMBER	501
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2021

Rationale:

Chaoyin International School believes that students are best served when a high quality of classroom instruction and teacher/principal performance is provided and maintained. Chaoyin International School recognizes the value to the students, parents, and the individual educator, of an on-going process of regular evaluation of performance. The primary purpose shall be to promote professional excellence and facilitate growth on the achievement of our school and provincial goals and objectives.

Policy:

Chaoyin International School will implement a system of regular evaluation to ensure that:

1. high quality instruction takes place;
2. a process for commendation and improvement of teacher and principal performance is followed;
3. and information is collected to facilitate decision-making on rehiring, retention, promotion, remediation, or dismissal.

Implementation:

Chaoyin International School will use two methods for teacher/principal evaluation: a performance appraisal and/or an annual professional growth plan.

1. Performance Appraisals for Teachers

- 1.1 Performance Appraisals must be completed in any school year for any teacher;
- 1.2 on a temporary contract which is, or is likely to be, of six months or longer duration;
- 1.3 in his/her first year in the school;
- 1.4 who requests a performance appraisal;
- 1.5 for whom the Principal, Minister or the BC College of Teachers requests a performance appraisal.
- 1.6 Every performance appraisal must include two evaluative statements. The first will assess the learning situation as excellent, satisfactory or less than satisfactory, while the second will assess the overall performance of the teacher as either excellent, satisfactory or less than satisfactory.
- 1.7 Reports written on teachers pursuant to the provisions of the School Act or the School Act Regulations shall be made available to the Head of School

2. Performance Appraisals for the Principal

- 2.1 The Performance Appraisals will be completed in the first year of the principal's contract by the Chaoyin International School Education Consultant;
- 2.2 Every performance appraisal must include two evaluative statements. The first will assess the school learning situation as either excellent, satisfactory or less than satisfactory, while the second will assess the overall performance of the principal as either excellent, satisfactory or less than satisfactory.
- 2.3 Reports written on the Principal pursuant to the provisions of the School Act or the School Act Regulations shall be made available to the Board of Directors of Chaoyin International School.

3. Evaluation of Teachers: Criteria and Guidelines:

The criteria under the eight major headings are suggested guidelines. Appraisals are not expected to report on every item.

1. Classroom Management and Teacher-Pupil Relationships

- a. Develops positive rapport with students.
- b. Relates sensitively to students.
- c. Helps students assume responsibility for own actions, to practice self-discipline, and to develop a positive self-concept.
- d. Promotes positive relationships among students.
- e. Demonstrates effective use of humor.
- f. Shows consistency, respect and fairness in dealing with students.
- g. Anticipates problems, takes preventive measures, and demonstrates good judgment.
- h. Establishes consistent routines and clear expectations for student conduct appropriate to the activity.
- i. Maintains order with a relaxed, positive atmosphere in the classroom.
- j. Encourages a high level of industry from students.
- k. Encourages all students to achieve to their best potential.

2. Knowledge of Subject Matter and of Child Development

- a. Demonstrates a depth of knowledge in the subject matter being taught and/or the role being performed.
- b. Consistently provides accurate and thought-provoking information in an articulate manner.
- c. Utilizes knowledge of current educational research and practice in the subject area taught and in child development.
- d. Where appropriate, encourages increased pupil learning through integration of curriculum concepts.

3. Preparation and Planning

- a. Follows the Ministry prescribed curriculum and performs the tasks for the role being performed.
- b. Has developed and follows short/long-term plans to cover concepts, processes and subject matter to provide a variety of experiences and learning styles.
- c. Utilizes appropriate material and personnel resources.
- d. Identifies individual differences and addresses both individual and group needs by choosing instructional strategies and materials appropriate to students' abilities.
- e. Identifies daily learning objectives.
- f. Creates a physical setting that contributes to learning.
- g. Provides plans and clear directions for teachers on call.
- h. Applies safety regulations in all student activities and demonstrates sound judgment.

4. Instructional Skills

- a. Maintains interest of students with suitable motivational techniques.
- b. Uses various stimuli, media, illustrations, and activities to encourage student participation to facilitate learning.
- c. Uses relevant classroom displays including students' work as a motivator.
- d. Presents information clearly and convincingly.
- e. Asks questions which challenge all students and stimulate problem solving.
- f. Directs appropriate questions to all students and effectively monitors individual understanding.
- g. Provides guided practice, while allowing for feedback and making corrections.
- h. Creates assignments which utilize, reinforce, or expand upon the information in lessons.
- i. Elicits and maintains student products and behaviors which show understanding of information, creativity and appropriate levels of intellectual activity.
- j. Maximizes students' "academic learning time" and provides suitable closure to lessons.
- k. Facilitates student independence by encouraging them to question and clarify and to think both independently and cooperatively.

5. Student Achievement and Management of Records

- a. Establishes specific procedures for assessing student performance and communicates these procedures clearly to the students.
- b. Interprets the results of student assessment and identifies the reasons for not achieving the performance objectives.
- c. Utilizes the results of student performance assessments to provide feedback to plan for future instruction.
- d. Student achievement indicates that students are performing at levels commensurate with their effort and measured abilities.
- e. Maintains appropriate, accurate records of students' achievements, attendance and other required data.
- f. Uses the district's prescribed grading practices and communicates those measures of achievement clearly to students and parents.
- g. Completes all necessary administrative reports accurately and punctually.

6. Human Relations and Personal Traits

- a. Demonstrates an ability to achieve honest, open and constructive relationships with students, parents, teachers and administrators.
- b. Shows tolerance, tact and thoughtfulness toward students, parents, teachers and administrators and respects the dignity of others.
- c. Shares responsibilities, such as supervision outside of the classroom, during the school day.
- d. Shares professional expertise and works cooperatively with colleagues.
- e. Works to achieve district and school goals and follows school procedures.

- f. Is consistently punctual in attendance and completion of assigned tasks.

7. Professional Growth

- a. Pursues clearly identified goals for professional growth.
- b. Strives to be knowledgeable about applicable school, district and provincial school regulations and policies.
- c. Accepts and responds positively to supervision and constructive criticism.

8. Other School Activities

- a. Provides effective supervision of school activities, when required.

Performance Appraisal for Principal/Vice Principal

When a principal/vice-principal is evaluated using the performance appraisal, a summative statement of performance shall be provided. In all other years, each principal/vice-principal shall participate in a formative evaluation.

Section 1:

Principal and Vice-Principal Performance Appraisal Process (Summative Evaluation) A performance appraisal shall provide a summative evaluation of a principal's/vice principal's performance relative to the designated role. The written evaluation shall include information on:

- 1.1 Assignment - describing the principal's/vice-principal's assigned role and work setting
- 1.2 Information Collection - describing the process used to compile information for the appraisal. As performance criteria includes the principal's/vice-principal's working relationship with the parent advisory council, staff and students, these groups shall be consulted during this process. There shall also be a review of other relevant data sources including financial records, organizational structures, school records, resource allocations and school plans.
- 1.3 Major Administrative Performance Criteria derived from the BCPVPA (B.C. Principals' and Vice-Principals' Association) Leadership Standards, include the following Domains:
 - 1.3.1 Moral Stewardship
 - 1.3.2 Instructional Leadership
 - 1.3.3 Relational Leadership
 - 1.3.4 Organizational Leadership
 - 1.4 Commendations – specifying areas of strength;
 - 1.5 Recommendations - specifying areas for growth and timelines for

- completion;
- 1.6 Summary Comments - including clear statements about the principal/vice-principal's strengths and recommendations for improvement;
- 1.7 Directives – items which must be addressed;
- 1.8 Evaluative Statement - the evaluative statement on all performance appraisals will read as follows:

Stages in the Administrator Performance Appraisal Process

The appraisal procedure should, as far as is practicable, involve the following stages.

STAGE 1 - Informing the Principal/Vice-Principal

Principals/vice-principals who will be involved in a performance appraisal shall be informed (early in the school year) as to when the appraisal will take place.

STAGE 2 - Pre-Appraisal Conference

A pre-appraisal meeting will be held with the principal/vice-principal before the evaluation process commences. During this meeting, the criteria for evaluation shall be reviewed. Decisions related to the information collection process should be discussed and clarified. Provisional timelines for information collection and appraisal completion should be determined at this time.

STAGE 3 - Information Collection and Analysis

Information related to the appraisal shall be gathered and analyzed. The methods used to collect information may include observations, surveys, interviews, examination of documents, review of school data, and discussions with the principal/vice-principal. Information used in the final appraisal shall be verifiable. Note: • Prior to beginning the evaluative process, all forms for information collection shall be reviewed by the evaluator and the principal/vice-principal. • Parents and staff have the option of completing a survey. • All completed surveys must be signed in order to be considered. • Confidentiality will be maintained for those completing such surveys except where a principal/vice-principal, in consultation with the director, chooses to address a statement or conclusion made by an evaluator.

STAGE 4 - Information and Data Review Meeting

Following collection of the information and data, a meeting shall be held between the principal/vice-principal and the evaluator. An opportunity shall be given for a joint review of the information prior to its inclusion in the appraisal. During this meeting, all of the information shall be reviewed and discussed, with the aim of ensuring that the information is accurate, and to identify commendations, recommendations and directives, if necessary.

STAGE 5 - Draft Appraisal

The draft copy of the written performance appraisal shall be prepared by the evaluator and presented to, and discussed with the principal/vice-principal. The principal/vice principal shall then have an opportunity to bring additional relevant information to the evaluation process and to provide an explanation of information/opinion.

STAGE 6 - Written Appraisal

The written performance appraisal must be prepared and presented to the principal/vice principal for signature. Should the principal/vice-principal disagree with any part of the final report, he/she may request to have a letter of explanation attached to the final file copy.

STAGE 7 – Appeal of Report

In addition to attaching a letter of explanation to the final report, a principal/vice principal may appeal the content of the report. Appeals shall be heard by: vice-principals - principal; principals - the Education Consultant for Chaoyin International School. The decision of the Education Consultant shall be final.

Section 2: Growth Plan Process (Formative Evaluation)

2.1 For a principal/vice-principal on a yearly formative growth plan, the supervisor and principal/vice-principal will jointly review progress in the following 4 Domains, derived from the BCPVPA (B.C. Principals' and Vice-Principals' Association) Leadership Standards:

- 2.1.1 Moral Stewardship
- 2.1.2 Instructional Leadership
- 2.1.3 Relational Leadership
- 2.1.4 Organizational Leadership

2.2 The supervisor and principal/vice-principal will jointly:

- identify the information to be collected and the method for gathering the information. Information may include observations, surveys, interviews, examination of documents, review of school data and discussions with the principal/vice-principal;
- develop appropriate action plans to address areas for growth.

2.3 The supervisor will provide the principal/vice-principal with a yearly summary of progress related to the growth plan. This summary should include commendations and recommendations.

2.4 The supervisor will provide coaching or professional development support upon request.
School

2.5 Should the principal/vice-principal disagree with any part of the final copy, he/she may request to have a letter of explanation attached to the final file copy. In the event of a

disagreement, the matter shall be referred to the Chaoyin International School Education Consultant, for a decision which shall be final.



SECTION	General School Administration
POLICY NAME	Testing Drinking water for Lead Policy
POLICY NUMBER	601
RELATED POLICIES	
DATE CREATED	January 10, 2021
DATE REVISED	
DATE IMPLEMENTED	September 1, 2020

RATIONALE:

Ministry of Education requires that local school authorities test its drinking water to ensure that the lead level content and quality complies with the water management best practices and the Drinking Water Protection Act. The testing usually includes a test of the municipal water entering the school property and the water exiting the school faucets and drinking fountains.

POLICY:

in conjunction with the City of Richmond (Richmond Health Services, 8100 Granville Ave, Richmond, BC Tel: 604-233-3147), Chaoyin International School will test its potable drinking water every 3 years using an accredited testing firm to ensure that the drinking water is safe and free of lead and other contaminants.

PROCEDURES:

Chaoyin International School will contract a reputable testing firm to conduct the drinking water tests at the faucet level. It will follow the specific instructions on how to collect the samples using the required bottles for water sample collection. The samples will be dispatched to the testing laboratory immediately upon collection.

Upon receiving the results, the school will report directly to the Ministry of Education at the following link: <https://forms.gov.bc.ca/education-training/indy-web-form/>

If the sample results reveal lead levels exceeding a concentration of 0.010 mg/L, the school will:

- immediately inform the Office of the Inspector of Independent Schools and the Independent Schools Branch of the issue
- work collaboratively with the local health authority to communicate the results of the tests to parents, students and staff by describing the following:
 - rationale for testing lead in drinking water
 - partnership with a local health authority to work towards a solution
 - the results of the sampling
 - description of the mitigation strategies implemented are being considered

- providing contact information of the local health authority for parents of students to request further information

If the sample results reveal lead levels exceeding the above concentration, in consultation with the local health authority, the school will undertake mitigation strategies which may include:

- flushing regimes
- deactivation of water sources and supplemental signage
- installation of filtration systems
- plumbing upgrades
- and other steps that result in reducing the exposure to lead to acceptable levels.

While mitigation strategies are being implemented, the school will provide clean potable drinking water to the staff and students in the form of bottled water.

January 14, 2021

From:

George Yang

BMO, Richmond Main Office
6088, No. 3 Rd
Richmond BC V6Y2B3

To:

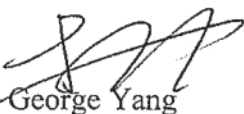
Terry Stewart
Independent Schools and International Education Branch
Ministry of Education BC

Re: BMO standby Letter of Credit^{s.21}

Dear Terry:

Per the request of 0532 Education Ltd, I hereby confirm that the standby letter of credit of^{s.21} in favor of Minister of Finance is still effective and in good standing. Should you have question regarding this standby letter of credit, please feel free to contact me.

Thanks



George Yang
Relationship Manager
Tel. No.: 604-665-7580
Fax: 604-665-7589



Bank of Montreal

250 Yonge St., 11th Floor
Toronto, ON M5B 2L7
Tel: 416 598-6112
Fax: 416 598-6076
SWIFT: BOFMCAT2

**Irrevocable
Standby Letter of Credit
No. s.21**

Amendment no. 1
Dated April 28, 2020

Beneficiary:
MINISTER OF FINANCE
C/O INDEPENDENT AND INTERNATIONAL
MINISTRY OF EDUCATION, 5TH FL, 620
SUPERIOR ST., VICTORIA, BC V8V 1V2
Canada

Applicant:
0532 EDUCATION LTD.
s.22

We amend our Standby Letter of Credit subject to the following terms and conditions. This amendment forms an integral part of the original instrument. All other terms and conditions remain unchanged.

Amended Terms:

The Beneficiary has been amended to: MINISTER OF FINANCE, C/O INDEPENDENT AND INTERNATIONAL, MINISTRY OF EDUCATION, 5TH FL, 620, SUPERIOR ST., VICTORIA, BC V8V 1V2 Canada

End of Amended terms

BENEFICIARY:
MINISTER OF FINANCE
C/O INDEPENDENT AND INTERNATIONAL EDUCATION BRANCH
MINISTRY OF EDUCATION
5TH FLOOR, 620 SUPERIOR ST.,
VICTORIA, BC, V8V 1V2

CONSENT FORM - FOR BENEFICIARY'S USE ONLY

Our Reference No:s.21

Amendment number 1, dated April 28, 2020

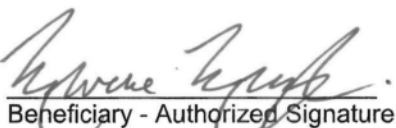
Beneficiary: MINISTER OF FINANCE

Applicant: 0532 EDUCATION LTD.

Please sign and email a copy of this advice to BMOGTO.SBLCGTEENewApplications@bmo.com indicating one of the following:

- ☒ (X) We agree to the foregoing amendment in its entirety.
☐ () We do not agree to the foregoing amendment in its entirety.

MINISTER OF FINANCE


Beneficiary - Authorized Signature

July 9, 2020
Date

Marvyn Mathew
Printed Name & Title

280-361-5514
Telephone No.

Executive Director
Independent Schools + International Education Board

Address

Unless otherwise instructed herein, all correspondence and enquiries regarding this transaction should be directed to our Customer Service Centre at the above address, telephone: 416-598-6112. Please indicate our reference number in all your correspondence or telephone enquiries.

Your consent to this amendment is required. Please immediately forward such written consent to Bank of Montreal, 250 Yonge St., 11th Floor, Toronto, ON M5B 2L7 quoting our reference number.

Regards,


Authorized Signature(s)

VIVEK VISWANATHAN



Ministry of
Education

Ministry of Education
Independent Schools and International Education

Certificate of Group Classification

is issued to

0532 Education Ltd.

for

Chaoyin International School

Interim Group 4 (Kindergarten - Grade 7)
issued under the authority of the *Independent School Act*

Valid to June 30, 2022

Certificate Number: 4196967

Effective Date: March 8, 2021

Inspector of Independent Schools



CHAOYIN INTERNATIONAL SCHOOL

SCHOOL BUSINESS PLAN

JANUARY 2021

International Education in British Columbia (B.C.) supports diversity and inclusion and enables the development of intercultural competencies for B.C. students, teachers and communities. The expansion of international education helps to create new relationships between British Columbia and other regions and cultures around the world. It is also an important economic driver as the third largest export sector for the province¹

BC Ministry of Education Website, March 26, 2018

"With such a high volume of trade cooperation between BC and China, we need young talented people with language skills to back up these efforts...I am hoping more students will engage in Chinese language learning."

- Liu Fei, Consul General of the People's Republic of China in Vancouver

"Bilingual education has been proven as a secret weapon in supercharging children's learning and even changing the structure of the human brain. Some of the benefits that a dual language curriculum can provide a child include increased cognitive development, better academic achievement, improved memory, increased career and economic opportunities, cross cultural appreciation, increased adaptability, and improvements in the executive function of the brain."

- Dr. Simon Ligham, Head of School, British Nord-Anglo International School

"One language sets you in a corridor for life. Two languages open every door along the way."

- Frank Smith, Author of "To Think: In Language, Education and Learning."

¹ Roslyn Kunin & Associates Inc (2017) An Assessment of the Economic Impact of International Education in British Columbia in 2010 and 2015, BC Council For International Education, Vancouver.

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1. About the School:

Chaoyin International School (CIS), owned and operated by the 0532 Education Ltd. will be a British Columbia school, certified by the Ministry of Education of the Province of British Columbia to operate classes from Kindergarten to Grade 7. Students will complete the primary and intermediate programs of the BC Curriculum. The school has the capacity and set up for a Kindergarten-12 school. Because of this, there is ample room for at least two classes per grade from K-7.

The concept of the school was conceived by its owners in 2014 and has become a reality through the purchase of the school site, construction of a new school building that will house 250 elementary school students. The construction is well under way, scheduled for completion in May 2021 to coincide with the planned opening of the school in September 2021.

1. Owner information:

- i. Mr. Yishuai (Billy) Zhang
#402-6611 Pearson Way, Richmond, BC, V7C 0C3
Email: billy_zhang0532@hotmail.com
- ii. Mr. Qin Zhang
s.22

2. School demographic information:

- iii. Physical Location: 10111 Bird Road Richmond, BC V6X 1N4
- iv. Legal Description:
- v. SEC 26 BLK5N RG6W PL LMP12276 Parcel 1, SUBURBAN BLOCK B, REF LMP12276. 4,075.7 m² (43,838.18 ft²)
Zoning: ASSEMBLY (ASY)

3. Incorporation details:

- vi. Name of Business: 0532 Education Ltd.
- vii. Date of Incorporation: October 4, 2017
- viii. Incorporation #: BC 1136475

2. Description of the school:

- Mission Statement:

OUR MISSION is to provide a safe, inspirational learning environment to enable students to become lifelong active learners and well-rounded citizens who will contribute positively to their community and become healthy productive members of our global society.

- Vision Statement:

OUR VISION is to be a progressive leader in education, setting high standards for educational excellence while striving to ensure that each student has opportunities to succeed.

- Philosophy of the school:

Chaoyin International School believes the following cultural values underpin the philosophy of the school:

- *Honesty* is the building block for relationships and the basis for trust. It is the absence of falsehood and the action of full disclosure. It is the ultimate test of moral strength. When honesty is present, integrity will also be apparent.
- *Responsibility* is being accountable for our actions and their consequences. When we demonstrate responsibility, we are doing our best to meet the expectations of ourselves and others.
- *Respect* is "to consider worthy of high regard". Being respectful is an attitude of honouring people and caring about their rights.
- *Empathy* is a feeling of concern, compassion and understanding of another's situation or feelings while recognizing individual situations and differences,
- *Fairness* is ensuring impartiality where everyone plays by the same rules.
- *Cultural and Indigenous Recognition* is to honour the homelands that we share to help guide and foster our perspectives.

- Programs offered:

Chaoyin International School will offer courses in the primary and intermediate programs (K-7). The program offered will be the BC modernized curriculum as described by the Ministry of Education with the addition of Mandarin language. Students graduating from grade 7 will be able to seamlessly transfer to a public or independent secondary school to complete their studies to obtain the BC Dogwood Diploma if they have fulfilled all the requirements of the Graduation program. The educational goals of CIS are to equip its graduates with the knowledge and skills (competencies) to be able to be successful in high school. In order to graduate from grade 7, students must successfully complete the curricular objectives of the BC intermediate program which includes an emphasis on Big Ideas, Core Competencies, Curricular Competencies and Learning Targets. The school will offer all the required courses, as well as Mandarin language, to enable the students to meet these requirements. In addition to the academic program, the school

will offer a variety of extra- and co-curricular programs to enculturate the international students to a Canadian education.

The school will start with a minimum of 10 students and will grow each subsequent year to its planned capacity of approximately 220 students (2 classes of Kindergarten and one class at each grade level).

One key aspect of the school curriculum will be the inclusion of two Mandarin Bilingual Programs: An Early Mandarin Bilingual Program and a Late Mandarin Bilingual Program.

Early Mandarin Bilingual Program (K-7)

This is an instruction program offered to students in kindergarten to grade 7. Students learn the Mandarin language and study in the Mandarin language for part of the day. The day would be structured to allow 50% for Mandarin program and 50% for English instruction.

Students would have the opportunity to develop the basic skills of listening, speaking, reading, writing, and communicating in both Mandarin and English. As well, students would develop an understanding and appreciation of the Chinese culture and traditions of an increasing Mandarin-speaking world. This would allow them to apply their Mandarin language skills in real life situations and environments. Students would be accepted into the program in either kindergarten or grade 1.

Subjects taught in Mandarin:

Mandarin Language Arts (4-7 Simplified Mandarin)
Arts Education
Physical & Health Education
Applied Design, Skills, and Technologies

Subjects taught in English:

English Language Arts
Math
Science
Social Studies
Career Education

Late Mandarin Immersion Bilingual Program (Gr. 4-7)

This program is offered to students from Grade 4 to Grade 7. The core curriculum for this program would be taught in English. Mandarin is taught through Mandarin Language Arts. This program would develop Mandarin oral communication skills along with reading and writing skills using Chinese characters.

Most students in this program would start in Grade 4. Students entering Grades 5 and 6 with some Chinese literacy skills could also be considered pending a school assessment of their Mandarin skills.

Subjects taught in Mandarin:

Daily Mandarin Language Arts (4-7 Simplified Mandarin)

Subjects taught in English:

English Language Arts

Math

Science

Social Studies

Physical and Health Education

Arts Education

Applied Design, Skills, and Technologies

Career Education

Teachers in both programs would be BC certified and fluent in the Chinese language (speaking, listening, reading, and writing) simplified Mandarin form.

Summary

Currently, there are Mandarin Bilingual programs offered in the independent or public schools in Richmond. The creation of this type of school program could be a positive marketing strategy for starting a new elementary school.

The marketing promotion of this program to parents would include the following statements:

Benefits of Learning Mandarin:

- Expands the intellect through learning both English and Mandarin
- Develops enhanced feelings of self-esteem due to pride in having acquired a tangible skill
- Supports students to be part of our global community and prepares them to be part of the new global community
- Inspires interest in and respect for people of other cultures and traditions
- Provides students with more choices for advanced education and career options
- Broadens students' cultural life through access to literature, art, music, and theatre in another language

How is English impacted?

- Increases cognitive abilities, critical thinking, and creative thinking
- Develops an understanding of how languages work which leads to improve English literacy

- Enhances communication skills in students first language
- Improves overall student performance
- Makes learning additional languages easier

Other Unique Programs Offered

The following programs could be added to complement the school:

- Before and After School Program**
Many families today rely on morning and after school coverage to accommodate their work schedules. If space is available, a before and after school program would attract families that otherwise would not be able to attend our school.
- Lunch Program**
A lunch and snack program has become a common trend in many elementary schools. This type of program provides good quality food to each student while monitoring foods that may come into the school that could cause medical concerns for some children. The lunch program would be outsourced to a food company in Richmond.
- Pre-School Program (Ages 3-5)**
Pre-School programs are a natural way to “grow your own” while providing a service for families that may already have students in the school. There is currently one classroom that is set-up for a Pre-School program with appropriate washrooms. Another option could be outsourcing this program to an independent pre-school company.

2. School & Business Operations:

- School Leadership**
The school will be led by three leadership groups:
 - Board of Directors:**
The Board of Directors will consist of the owners and two or more appointed directors. This body will oversee the general operations of the school through the employed school leadership team, viz. Head of School and Vice Principal. The Board’s specific role will be Governance, including Financing.
 - Education Consultant:**
The educational consultant is an integral member of the leadership team. With his extensive 45+ years of experience with independent schools in BC, including the opening of eight new independent schools, three in the last two years, he will provide consultation to the Board of Directors and school leadership to ensure that Chaoyin International School meets all required provincial legislation.

iii. School Leadership Team (Head of School and Senior Administration):

These employees will operate the school on a day-to-day basis on behalf of the Board of Directors. Each member of this team will be appropriately qualified by law and best practice. For example, the Head of School and Vice Principal will be qualified teachers certified by the Teacher Certification Branch (TCB) of the Ministry of Education. The support staff, such as the school secretary and bookkeeper will have appropriate experience and job credentials as dictated in their written job descriptions. All employees will be under the supervision of the Head of School and in addition, the accountant will also report directly to the Treasurer of the Board.

b. Budget

The Budget for the first year of operation is provided in Appendix B. This budget uses projection figures that are deemed feasible at the time of preparation. As each year progresses, the budget will be redrawn based on enrolments and staffing requirements.

c. 5-year Strategic Plan:

The 5-year strategic plan includes growing the enrolment of the school each year by adding more students to existing grades and/or successive grades. For example, in the first year, the school will start with a targeted base of kindergarten to grade 7. The school has plans to use blended grades (K/1) if needed. This stepped approach has a number of advantages including:

- Allowing the development and adjustment of the student body
- Consolidating the school procedures and operations
- Staggering the hiring of new teachers
- Maintaining the school identity and Mission/Vision

The pro-forma budget projection for the 5th year is in Appendix C

d. Strategic plans for:

ix. Marketing

The ownership originally had planned to open a group 4 high school (grades 8-12). After achieving our interim certificate in April, 2020, plans were underway for a successful opening in September, 2020. However, due to the COVID-19 pandemic which caused Canadian Immigration offices being closed preventing international students from obtaining their study permit visa in time for the school opening and school construction delays, the ownership made a request to the Ministry of Education for an extension to the interim certificate allowing them to open the school in

September, 2021. Unfortunately, this request was denied and the interim certificate expired.

With the outlook of the COVID-19 pandemic affecting all aspects for the school recruitment internationally for 2021 and beyond, the ownership felt that a new direction was required immediately. In December, 2020, a feasibility plan was developed to assess the viability of changing the current high school plan to an elementary school structure from kindergarten to grade 7.

x. Feasibility Plan

s.21

xi. Increase enrolment:

The projected enrolment for the first year is 70 local students and 10 international students.

e. Future changes and additions:

As Chaoyin International School grows and becomes more successful, new teachers will be added to accommodate the growing student population. Additional teachers may be hired who can cover one or more of the following areas: Learning Commons, Learning Assistance, Physical Education, and Fine Arts.

f. Future new campus or other school facilities:

Although not included in the 5-year plan, there is a possibility that the school may expand to a second campus that will cater to a separate Middle or Secondary school.

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4. Human Resources:

- a. Recruiting and Hiring practices/strategies:

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- b. Teaching and support staff:

The school is committed to hiring only BC-certified teachers, some fluent in English and Mandarin, and who are in possession of a valid and current Teachers Certification Branch Certificate of Qualification (COQ). Para-educators will be appropriately qualified for their assigned individual duties. Support staff will include a school secretary, accountant, marketing, admissions, and technology personal, who have the required credentials and job experience.

- c. Staff retention plan/practices:

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- d. Contingency plan to cover unexpected illness or termination of staff:

The school will maintain a Teachers-On-Call (TOC) list of substitute teachers who may be called upon to replace a teacher who is away from school for medical or other reasons.

- e. Succession planning for administration:

The school Head of School and Vice-Principal will work as a team in leading the education program of the school. The school's independent education consultant works with the owners, Board of Directors and school leadership team to ensure that the educational programs offered at the school meet the requirements of the Ministry of Education. In the event of one of the school team leaders leaving the school, the succession plan will be initiated to seek an appropriately qualified replacement to ensure the continued smooth day-to-day operation.

5. Enrolment Projections in Richmond

Richmond is one of the largest cities in British Columbia. One important thing to note about the city's population is that 60% of the overall population is made up of immigrants. This is the highest percentage in the entire country. About half of the residents are Chinese, making it the North American city with the largest proportion of Asian residents. Other residents are of Asian descent, coming from places including China, Taiwan, and Hong Kong. An influx of these immigrants arrived in the city during the 1980s. According to recorded data, 22.9% of the population, or over 45,000 residents, are European Canadian.

Richmond's current population in 2020 is 1,104,800. In 10 years (2030) the population is expected to reach 1,217,882 increasing by 1.2% each year. Richmond School District projects K-12 enrolment will grow between 2018 and 2030 by approximately 2,787 based on demographic trends and projected new residential development in the City of Richmond.

International Education Enrolment Projection

Richmond School District International enrolment has increased from zero students in 1998 to 1016 students in 2019, with 178 in Kindergarten to Grade 7 and 832 in Grades 8 to 12. Projected enrolment to 2033 is expected to rise. However, given the COVID-19 pandemic which saw a significant decrease in enrolment in 2019-2020, it is difficult to predict if these figures will rise significantly in the near future.

6. Alignment to Public School System:

a. Relationship to the Ministry of Education

i. Independent Schools Branch:

The school will be in regular contact with the Independent Schools Branch of the Ministry of Education to ensure that the requirements for opening a new independent school have been and continue to be met. The Independent Schools Branch has already been informed of the school's intention to open in September 2021 through the submission of the Expression of Interest. It is currently going through the process of approval with the Independent Schools Branch of the Ministry of Education.

j. Inspector of Independent Schools:

Similarly, the Inspector of Independent Schools has been notified of the intention to open CIS in September 2021. Two months after opening (October/November), the school will be required to undergo a certification school evaluation by the Inspector or his delegate inspector. The school has already initiated the steps required to successfully complete the inspection process. Many of the policies required by the Ministry of Education have already been developed in preparation for the opening of the school and the evaluation process. These policies deal with student safety, emergency procedures and building compliance.

b. Independent Schools Act, Regulations and Orders:

All independent schools in the Province of British Columbia are required to abide by the Independent Schools Act, its Regulations and Orders (See Appendix F). Furthermore, Ministerial and Inspectors Orders also provide regulatory oversight to the school's operation. The school is committed, under its certification by the Ministry of Education, to ensure that all legalities are met. To ensure this, the independent educational consultant guides the work of the Board and the school administration.

c. Relationship to School District 38 (Richmond):

Chaoyin International School will enrol international students from the People's Republic of China and other countries as well as local BC-resident students. The focus of the school is to provide these students with a BC education that meets the provincial curriculum, but also provides students with an opportunity for a Mandarin Bilingual Education supporting Chinese culture and traditions in the community of Richmond. To this end, the school will teach the Mandarin language as part of its regular curriculum and will provide cultural opportunities for local and international students to exchange ideas and learn about each other's cultures. The concept of Mandarin instruction is to provide a skills-based BC education

to students entering the school system and Chinese international students to transform their learning to English instruction as they progress through the grades, concluding with fully bilingual students as they progress towards the end of grade 7 and eventually grade 12.

The philosophy, Mission and Vision statements of Chaoyin International School are unique to its enrolled student body, and therefore should not conflict with the goals of the public schools of the Richmond School District. CIS plans to work with the Richmond SD to offer a collaborative learning environment to students of both schools.

7. Quality Control:

a. Independent School Certification process:

On October 29, 2019, Chaoyin International School began the process of independent school certification with the Ministry of Education of British Columbia by submitting the required documentation, including the Certificate of Incorporation. This application was four months in advance of the Ministry's deadline of February 1, 2020. In order to begin the application process, CIS was required to meet the eligibility requirements that include procuring the future site of the school. The Ministry of Education certification process is listed in Appendix D.

Once the Ministry processes the new application which will be submitted January 15, 2021, the next step in the process is an interview with the Inspector of Independent Schools, anticipated to be early February 2021. This interview will be between the Ministry officials and the owner and Head of School. The school is confident that it has met and will continue to meet all the requirements of the Ministry of Education as its educational consultant has many years of experience in opening new independent schools in the province.

It is anticipated that the school will receive its interim certificate by mid-February 2021, enabling it to recruit students and hire staff for the 2021-22 school year.

b. Independent Schools Inspection process:

The Ministry of Education will conduct an external evaluation of the educational program and facility in the fall of 2021. Upon successful completion of the inspection, the school will be granted a permanent independent school certificate.

Appendix E outlines the inspection processes of the Ministry of Education.

c. Building and Safety Compliances

The certification and inspection processes require that the school meet all municipal requirements and have no outstanding compliance issues with the municipality in which the school is located. The Ministry of Education requires a compliance letter from the City of Richmond in order to grant an independent school certificate. This compliance letter should be a matter of routine because the owners are building a new school building which will be required to pass inspections through its various construction phases. The Occupancy Permit will only be issued after construction completion and all inspections have been conducted and passed, therefore there will be no compliance issues on file.

The compliance issues covered will include building code, fire and safety code, including an inspection by the municipal Fire Department. Chaoyin International School does not plan to have a cafeteria on site, therefore there will be no requirement from the Ministry of Health regarding Food safe certification, etc.

The project manager, architect, many engineering firms, interior design and landscape firms work as a single team to ensure that this project completes on time and under budget. The owners are confident that the construction plans have been well developed by experts in their respective fields and that completion timelines will be met.

8. Preparations for COVID-19

In September 2020 all schools in British Columbia reopened in Stage 2 with the goal of maximizing in-class instruction for all students within the revised public health guidelines to reduce the risk of COVID-19 transmission. Having students in the classroom helps to minimize learning gaps and provide the academic, social, and emotional supports essential for learning. Schools and school districts will also have the necessary plans in place to be able to shift quickly between stages if and when required.

The Ministry of Education Five Stage Framework for K-12 includes comprehensive COVID-19 health and safety measures and aligns with B.C.'s Restart Plan. Based on new public health guidance for K-12 schools from the Provincial Health Officer, the Five Stages have been updated to outline expectations for B.C. elementary, middle and secondary schools for the 2020/21 school year. This includes organizing students into cohorts (Learning Groups) to help limit contact and potential exposure.

The Ministry of Education, Worksafe BC, and the Provincial Health Officer have deemed it safe to resume full time in-class learning for all Kindergarten to Gr. 7 students in British Columbia schools beginning Sept. 10, 2020. Chaoyin International School will work with public health agencies for case finding, contact tracing and outbreak management. The detailed plan can be found in Appendix G of this document.

APPENDIX A

Incorporation Certificate



Number: BC1136475

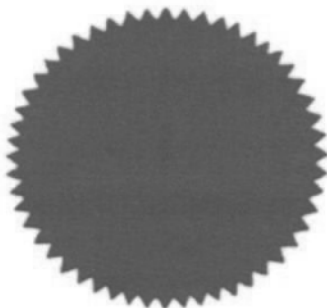
CERTIFICATE OF INCORPORATION

BUSINESS CORPORATIONS ACT

I Hereby Certify that 0532 EDUCATION LTD. was incorporated under the Business Corporations Act on October 4, 2017 at 02:17 PM Pacific Time.

*Issued under my hand at Victoria, British Columbia
On October 4, 2017*

CAROL PREST
Registrar of Companies
Province of British Columbia
Canada



ELECTRONIC CERTIFICATE

APPENDIX B

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APPENDIX D

INDEPENDENT SCHOOL CERTIFICATION PROCESS

(Revised by Ministry of Education, March 2, 2018)

Independent schools in B.C. provide an alternative to public school education – offering flexible options for Kindergarten to Grade 12 programs. Parents and students usually choose these schools for their specific philosophical, religious or educational approach.

B.C. is a world leader in the regulation and monitoring of independent (private) schools through a dedicated legislative framework under the Independent School Act. Independent school inspections are conducted in regular cycles, and review facilities (meeting safety standards and municipal/regional codes and by-laws), educational programs (meeting curriculum requirements), and school administrative compliance.

BC Ministry of Education

The process of opening a new independent school in the Province of British Columbia occurs in 6 steps:

Step 1 – Expression of Interest

Action

Submit an Expression of Interest (EOI) form to the Ministry of Education at educ.independentschoolsoffice@gov.bc.ca

Deadline

February 1, 2021 – earlier submission is welcome.

Additional Information

Key requirements of the EOI:

Establish an independent school authority.

Locate a suitable potential school facility.

Begin working with the local government (municipality, regional district, or First Nations government) to ensure compliance with local requirements

Group 4 applicants only – additional requirements:

Begin working with financial institution or surety bond provider to determine eligibility for obtaining an adequate bond.

Develop a fee and tuition refund policy for review by the Ministry during Step 2 and, if it meets the Ministry's satisfaction, to be posted once the Interim Certificate has been granted (Step 4).

Step 2 – Interview

Action

Prospective applicants who have satisfactorily completed the EOI (Step 1) will be invited to meet for an interview.

In preparation for the interview, prospective applicants are required to prepare a fully completed draft version of the Application for Interim Certification to discuss during the interview.

Deadline

The Final Formal Interim Certification Application form and related documents must be submitted, and interview completed no later than April 15, 2021.

Additional Information:

The Independent Schools Branch will conduct an in-depth interview to assess motivation, preparation, capacity, school goals and ability to start an independent school that will successfully meet Ministry requirements.

During the interview essential certification requirements and inspection processes will be discussed in detail.

Applicants are required to submit a package of required materials to the Ministry no later than February 1, 2021.

The Interview Checklist provides a list of required materials.

Prospective applicants will be told the result of the Interview within two weeks.

Step 3 – Application for Interim Certification

Action

Prospective applicants who have satisfactorily completed the interview will be invited to submit a formal Application for Interim Certification.

Deadline

Applications must be received no later than May 1, 2021 – earlier submission is welcome

Additional Information for ALL Applicants

Required final supporting documents include:

Proof of facility inspection and written confirmation of suitability of facility by the local building, fire and health authorities or those approved by Aboriginal and Northern Development Canada (AANDC).

Confirmation of water testing consistent with the policy "Testing Lead Content in Drinking Water of Independent School Facilities".

Additional Information for Group 4 Applicants

The Application for Interim Certification will not be reviewed until the applicant provides an irrevocable letter of credit or surety bond (with the Minister of Finance as beneficiary) in the amount at least \$100,000 issued by a bank or surety company in B.C.

Depending on a successful review of the Application for Interim Certification submission, the Ministry may grant applicants permission to start marketing the prospective school's intended opening in September 2021 with specific claims stating that:

- The B.C. Ministry of Education recognizes the new school's application to offer an educational program beginning in September.
- The school will be fully inspected in October, and expects, upon successful completion of the inspection, to be issued B.C. Ministry of Education receive full certification shortly thereafter.
- If the school fails to achieve or maintain B.C. Ministry of Education Group 4 certification during the first year of operation, collected fees and tuition will be reimbursed by the School Authority according to its posted refund policy.
- Operation as a B.C. certified school prior to September 1, 2021 is prohibited.
- International students may not be enrolled until after the school has been issued Interim Certification

Step 4 – Interim Certification

Upon satisfactory completion of Steps 1 through 3, the Ministry of Education will issue an Interim Group 3 Certificate no later than June 30, 2021 permitting the school to begin operation in September 2021.

Operation as a B.C. certified school prior to September 1, 2021 and prior to having received Interim certification is prohibited.

Upon issuance of Interim Certification, the Ministry of Education will schedule a full inspection (external evaluation – see Step 6) to take place in October 2021.

Step 5 – School Opening

Action

All policies relating to school operation (not already finalized) are required to be finalized before the beginning of school

Deadline

The first week of classes usually begins in early September

Additional Information

Any other final preparations should be made to open the school and welcome students.

Refer to list of Independent School policies.

Step 6 – External Evaluation

Action

The Authority must complete an External Evaluation Report form.

Deadline

The External Evaluation Report form must be completed and submitted to the Ministry before the second Friday in September 2021.

Additional Information

The External Evaluation Report Form is revised each Spring.

Upon completion of a successful school external evaluation, the Interim Group 3 classification will be adjusted to Group 4 certification and the school will be eligible to offer courses for graduation credit.

Certified independent schools in B.C. are regularly inspected by the Ministry of Education to ensure the program continues to meet the requirements of the B.C. Ministry of Education and the Independent School Act.

APPENDIX E

INDEPENDENT SCHOOL INSPECTION PROCESS

(Ministry of Education, March 28, 2018)

Each year the Ministry of Education conducts over 200 independent school inspections. Working with the Inspector of Independent Schools, inspection team members are qualified and experienced B.C. educators (active and recently retired administrators and school Head of Schools).

Maintaining Certification: Evaluation and Inspection

Rigorous evaluation and inspection processes ensure that all independent schools meet and maintain the legislated standards and requirements for their classification.

There are two types of inspections: External Evaluation and Monitoring Inspection.

Inspection Schedules:

Group 4 schools

External evaluation at least once every two years.

Monitoring inspection in the years between.

Non-Compliance

If an evaluation or inspection reveals that a school is non-compliant in a specific area: **Step 1:**

The Independent Schools Branch notifies the school authority so that they can make the necessary changes by a specified deadline.

Step 2: The school follows up with a letter to the Ministry of Education indicating that the issue has been resolved.

Step 3: If the issues reported were significant, the Independent Schools Branch will follow up with a compliance verification inspection.

Step 4: If a school remains non-compliant, all government funding may be withheld, the school may be reclassified, or the school's classification may be suspended or cancelled.

External Evaluations

During an external evaluation, the school's program, facilities, curriculum, operations and teacher certification are inspected to ensure that the school meets all basic statutory requirements.

An External Evaluation Committee is appointed under the *Independent School Act* to conduct the inspection. Committee chairs are experienced acting or retired school administrators.

Before the evaluation

Schools are asked to provide an inspection form to the committee, with an up-to-date summary of the school's philosophy, administration, educational program, facilities and resources. The committee verifies this information during their visit.

To prepare for an external evaluation schools should:

Refer to Inspection Documents for Independent Schools.

Check the Ministry of Education's E-Board weekly—Head of Schools and school authorities can login to access important updates and other communication that may affect the school.

Contact the Independent Schools Branch to ask questions or get information.

During the evaluation

External evaluations may be scheduled at any time; however, the main evaluation period is October to December.

Independent school authorities need to assist the External Evaluation Committee by:

- Making the Head of School available to the committee during the entire visit
- Making relevant information available (e.g. curricular compliance documentation, teacher planning, student assessment, summary of school staff, school financial audit and budget, school floor plan, school timetable, parent/student/teacher handbooks, and school policy documents)
- Providing access to all areas of the school, including classrooms during instruction
- Access to student record files, including IEPs for special education students
- Designating a small room with computer connectivity where the evaluation team can meet and work
- Providing time for the evaluation team to meet with staff at the start and end of the inspection

After the evaluation

Once the evaluation is complete, the committee reports its findings, including:

- Information about whether the school meets the requirements for a specific group classification
- Follow-up concerns that the school authority is asked to rectify and provide a written response
- A recommendation regarding the granting or renewal of certification

Upon receipt of the external evaluation report, an independent school authority may request a change in writing if it believes the report contains factual errors.

APPENDIX F

INDEPENDENT SCHOOLS ACT

INDEPENDENT SCHOOL ACT [RSBC 1996] CHAPTER 216

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Section

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- 1.1 Classification of Students
- 2 Staff and duties
- 3 External evaluation committees
- 4 Classification of independent schools
- 5 Independent school teaching certificate standards committee
- 6 Reports, statements, records
- 6.1 Sharing of student records
- 7 Report of dismissal, suspension and discipline regarding authorized persons
- 7.2 Report of dismissal, suspension and discipline regarding principals
- 7.3 Commissioner may investigate
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- 9 Educational resource materials
- 10 Registration of home schooled children
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- 11 Entitlement of independent schools
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- 12 Grant
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- 18 Power to make regulations
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Schedule

APPENDIX G

COVID-19 Safety Plan

In order to make sure that students at Chaoyin International School are safe, the Provincial Health Office, WorkSafeBC BC, and the BC Ministry of Education have brought forth measures that schools must follow in order to keep students and staff safe under Stage 2 of the School Restart Plan. Below will be how Chaoyin International School will be implementing these measures and that all staff and students must adhere by in order to be safe. These measures include orders from the Provincial Health Office.

- I.Groups: Chaoyin International School will not allow for gatherings of 50 or more people to occur. Schools are allowed to have more than 50 persons within a building, but must make sure they are not in the same area. We will not be hosting a mass events where students are all massed in a single room or even outside in a confined space.
- II.Case Finding, Contract Tracing and Outbreak Management: CIS staff must complete the screening guide provided by the ministry. CIS Staff who are told to stay home must communicate with the school that they cannot come in due to symptoms and they must seek advice from a healthcare professional. They will only be allowed to return to work if they have documentation that they are free of COVID-19 from a health professional.
- III.Student Arrivals: Students when entering the school will be asked by a CIS staff member if they are feeling well. If they are, they will be permitted to use hand sanitizer. If they say they are unwell, they will be escorted to the principal's office and health officials will be notified in terms of next steps and procedures.
- IV.Quarantine: Any student or CIS staff member who has left the country must isolate for 14 days. Chaoyin International School will assist students and staff if they need assistance procuring items or need aid during the 14-day quarantine period.
- V.Environmental Measures: Environmental Measures include aspects that include ways to alter the environment to make sure that COVID-19 has difficulty spreading. Details on how Chaoyin International School will alter the school environment to encourage safety can be found below:
 - A. Cleaning: Chaoyin International School will clean every hard surface at least once at the end of the day to maintain cleaning standards. Frequently used surfaces such as the front door handle and the water coolers will be wiped every 2 hours. Garbage will be emptied daily and staff will use gloves in order to clean up any bodily fluids. Chaoyin International School will have hand sanitizer available in all the classrooms as well as at the front desk area for students and staff to use frequently.

B. Use of Outside Space: Outdoor space is encouraged under the Provincial Health Office. Students will be encouraged to maintain social distancing.

C. Signage: There will be multiple signs posted around Chaoyin International School that will remind students about social distancing and proper hand washing techniques. The entirety of this safety document will be placed on the front window of the school as well as on the notice boards in the school. The BC Centre for Disease Control has created various posters concerning Covid-19, available in multiple languages.

D. Lunch Area: The lunch area will be cleaned after lunch as well as at the end of the day. Chairs will be removed to encourage social distancing. Staff are encouraged to eat at their desk at this time and that students and staff respect the distancing markers next to the microwaves. Students can eat in empty classrooms that are indicated for the day with a sign that says "FREE" in the window if there is no space in the lunch area.

E. Administrative Measures: Administrative measures include implementing changes to how the school day is set up and run in order to lower the risk of infection for students and staff. Below is what Chaoyin International School will alter in order to keep our student body safe:

F. Alteration of Schedule: Under Stage 2 guidelines, Students should be in school two days a week. To do this, school will operate with the teachers coming in on Tuesday and Thursday. This way, we will have more rooms available for our students to make sure the school is less crowded and that there are spare rooms available if needed.

G. Classroom Organization: Classroom with tables will only allow one student per table. Classrooms with individual desks will have every other seat empty. Empty desks will be marked with a single piece of blank paper taped to the top of the desk.

H. Reduction of Group Work: In class activities will not include group work or collaboration time where students would need to be in close contact with each other. Any group work must be easily done through a digital platform.

I. Entering the School: Students and staff must wait outside at the marked spots before a staff member lets them into the school. It is here where each staff member and student will be screened to determine if they are having symptoms of COVID-19. Students and staff who are not showing symptoms will be invited to use hand sanitizer and proceed to their first class of the day making sure to walk carefully to make sure that they do not bump into anyone.

J. Students Leaving the Classroom: Students will not be allowed to leave the classroom unless escorted by a staff member so that Chaoyin International School can control how many

people are in the hallways at a given time. Students who need to use the washroom or need to talk to another staff member will make their request to their teacher. The teacher will then message staff through Microsoft Teams that they request an escort. One of the staff members will then escort the student to their destination. If the destination is the washroom, the staff member will open the front door to the school for the student to allow the student to head to the washroom and mitigate the contact with the door handle.

K. Dismissal of Students from Class: Teachers will not be allowed to dismiss their class until they get the go ahead from the principal. This way we can control the flow of students. Staff and students are reminded to be patient. There are not that many students in the school so this procedure will not take long.

L. Hallway Traffic and Flow: Hallways will have arrows and lanes marked with tape to show traffic flow. Please be mindful of the traffic flow as some hallways are only one direction.

M. School Visitors: There will always be someone present in the front office to make sure that there are no other adults entering the building without first ascertaining what their business is. Appointments with parents or other agencies must be conducted after school dismissal.

N. Student and Staff Personal Items: Students and staff may bring a bag with them to school. They must make sure their bag is with them at all times. In the classroom the bags must be placed under their desk or beneath their chair. Students and staff will be limited to a single bag. If students must bring more items to school for a particular reason, please notify the principal immediately

O. Sharing Items: The sharing of items such as pens, paper, etc. is strongly discouraged. Please make sure to bring your own materials with you.

P. Personal Measures: These are measures that each individual can implement to help the spread of infection. Signage around the school as well as staff will be encouraging the following personal measures for everyone in the Chaoyin International School community to follow:

Q. Staying Home When Sick: As mentioned previously, students and staff must assess themselves for symptoms daily. Students will be asked a question as to how they are feeling before entering school and staff must fill out the screening tool every day.

R. When Sick or Showing COVID-19 Symptoms: Contact the school as well as your healthcare provider. You will be unable to return to school unless you are deemed clear by a medical professional. If this were to happen at school, the student or staff will be escorted to

the principal's office where parents. and custodians can be contacted. If it is a staff member, they will be escorted to the principal's office and the school will work with the staff person to make arrangements so that they can return home safely.

S. Hand Washing: As mentioned previously, hand sanitizer will be made available throughout the school. Signs will remind about proper hand washing technique and other hygiene tips. Staff will encourage students to use the hand sanitizer in their classrooms.

T. Respiratory Etiquette: Students and staff must cover up if they are coughing or sneezing. This means coughing or sneezing into your elbow versus sneezing or coughing into your hands. Also, to wash hands immediately after coughing or sneezing. Also, to make sure that you refrain from touching your eyes or mouth.

U. Personal Protective Equipment (PPE): PPE is equipment you can wear that can help protect you from the spread of infection. According to the Provincial Health Office, PPE is the LEAST protective measure to stop the spread of COVID-19. Students and staff are free to wear PPE if they personally wish to do so though it is not required. For students and staff who want to wear PPE, the school has a small supply that it can make available for students and staff should they require it. Supplies are limited so there is no guarantee there will be PPE available.

Parents, students and staff are reminded that there are many resources they can use in order to get more informed about COVID-19 or if they have any specific questions. For non-medical information, please call 1-888-COVID19. Information is available in multiple languages and open from 7:30 AM to 8:00 PM 7 days a week. If you are showing symptoms please call 8-1-1 for assistance.

APPENDIX H

BUSINESS REFERENCES:

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