

ST. JOHN'S ACADEMY
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STUDENT AND PARENT HANDBOOK
2022-2023



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ACKNOWLEDGEMENTS

St. John's Academy Shawnigan Lake (SJASL) would like to acknowledge the use of the B.C. Graduation Program Handbook of Procedures, IB Standards and Practices, as well MYP and DP guides during the creation of the handbook.

VISION STATEMENT

A caring community that is making the world a better place by providing life-changing experiences through innovative learning.

MISSION STATEMENT

St. John's Academy Shawnigan Lake offers an academically rigorous and transformational learning program for tomorrow's leaders in a caring and supportive environment. Our holistic programs develop a sense of adventure and an appreciation of nature and the Arts, enabling our students to make positive contributions to local and global communities through responsible and principled action.

CORE VALUES

At St. John's Academy Shawnigan Lake, our core values are:

- Caring
- Courage
- Integrity
- Resilience
- Respect

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MESSAGE FROM THE HEAD OF SCHOOL

St. John's Academy Shawnigan Lake (SJASL) is particularly special. On the surface, walking around our breath-taking property nestled between Old Mount Baldy and Shawnigan Lake inspires reflection and sparks curiosity. Bringing life to SJASL and making it particularly special though, is all about the people. Whether visiting for the first time or on a daily walk between buildings, smiles and generous greetings hint at the genuine caring and peacefulness that is life and learning at St. John's Academy at Shawnigan Lake.

Caring at SJASL is one of our core values. Caring underpins our relationships with ourselves, others, our learning, and the learning of others. We care about our environments and learning spaces, both natural and constructed. Our caring extends from our local to our global communities. We care to take action - to make the world a better, more peaceful place. We are learning to make the world a better, more peaceful place.

Our other core values, equally important to *caring* are *integrity*, *resilience*, *courage*, and *respect*. A learning experience at SJASL can be explored and understood through each of these values. We know how important *courage* and *resilience* are to learning. Learning, real learning, deep and deliberate learning that pushes us beyond our current reality is unsettling and challenging, it is difficult and demands *courage* and *resilience*. *Integrity* means acting honourably and being of good character, even when no one is watching or holding us accountable. We expect all community members to behave with the *integrity* in their learning and work. For students, academic *integrity* means making ethical choices and acting honestly. This is such an important value we have an Academic Honesty Policy students must learn and follow. Like *caring*, *respect* starts with self, extends to others, and includes our environments. *Caring* is about protecting and showing an interest in something. *Respect* is about how we demonstrate esteem, appreciation, and admiration. *Respect* is how we treat ourselves, each other, our spaces, and our learning. These values guide how we behave, we are committed to nurturing these values in SJASL students.

The purpose of this handbook is to inform students and parents about the policies, expectations, and rules for being successful at SJSL. It is important for students and parents to familiarize themselves with the contents of this handbook.

Go Sea Wolves!

Dr. John D'Arcy
Head of School



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

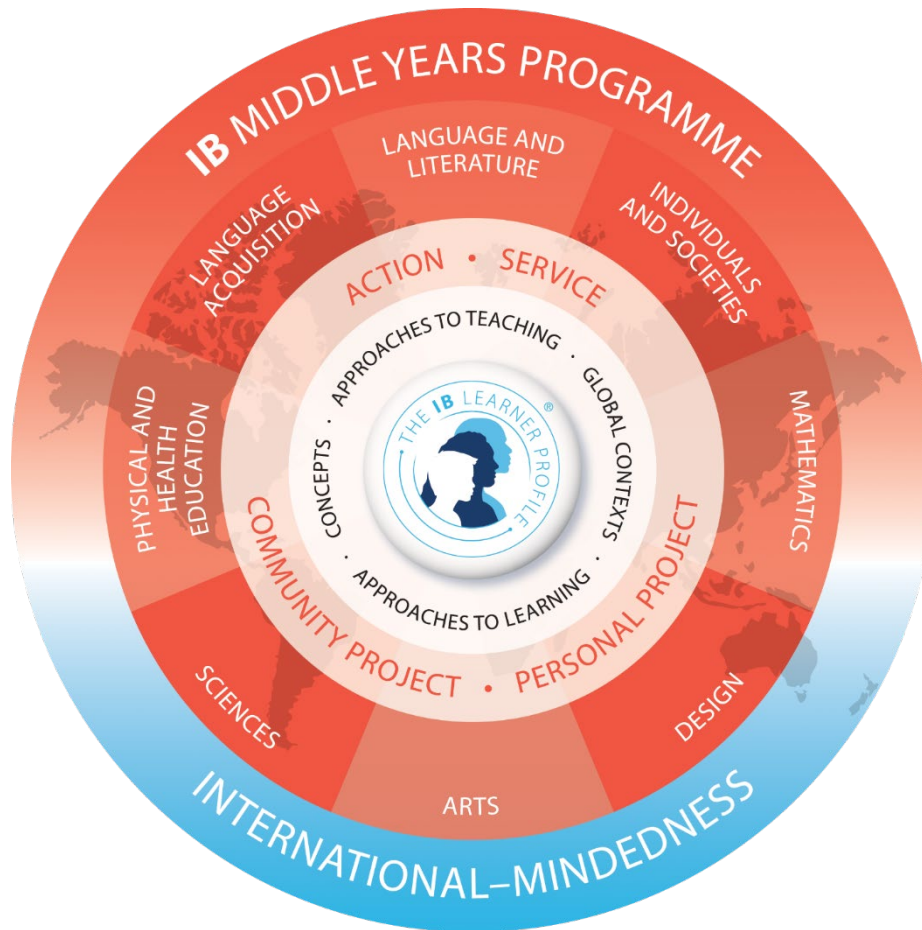
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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St. John's Academy Shawnigan Lake is authorized for the International Baccalaureate (IB) Middle Years Programme and is an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision.

For further information about the IB and its programmes, visit www.ibo.org

The IB mission statement informs our own mission and aspirations as a school and a learning community. This is the IB's Mission Statement,

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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CONDUCT

We expect students to demonstrate behaviour that reflects the school's vision and values and recognise that students learn by example.

Students should:

- show respect, understanding and sensitivity towards other cultures and the rights of others,
- grow in their capacity to exercise sound moral judgements and democratic values,
- learn and demonstrate self-discipline through mutual respect and concern for the local and global community,
- accept personal responsibility for their actions and account to their teachers and parents/guardians for their conduct,
- be diligent in pursuing their studies and attend school regularly and punctually,
- comply with the school guidelines and expectations.

To achieve this, St. John's Academy Shawnigan Lake:

- provides emotional care and learning support structure in which all students feel secure and are able to progress and be successful;
- makes clear our expectations and deals with breaches of school guidelines in a fair, consistent and timely manner.

These structures are designed to ensure that we have a safe environment in which all students can learn and succeed and in which they are rewarded for outstanding performance.

ADVISORY SYSTEM

Within each year group students are allocated into a homeroom class with an advisor. This advisor will remain with their students throughout the entire year and ideally even longer. The purpose for the advisory and homeroom system is to structure our academic day to emphasize relationships, ensure that all students feel a sense of belonging, and to take care of daily organizational activities. Our ultimate goal is to ensure that all students have a strong relationship with at least one adult in our community, and advisory and homeroom strives to provide this. The advisor is the key contact and advocate in terms of academic, social, emotional, and personal development for their advisees. Advisors play an integral role in helping each student develop goals and strategies for achieving those goals.

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MANAGEBAC: Academic Reporting and Communication

St. John's Academy Shawnigan Lake uses ManageBac as an online learning and reporting platform. Using ManageBac, students are able to submit work electronically, keep up-to-date with assignment deadlines, and track their progress. Staff are able to provide feedback, assess learning tasks, and report key aspects of their units and their students' achievement levels. Parents will also be encouraged to regularly log-on to ManageBac to monitor the progress of their child. Information sessions about how to use and access ManageBac will be provided to both students and parents at different times throughout the year.

LEARNING SUPPORT

At St. John's Academy Shawnigan Lake we provide students with the support they need in order to set and meet individual learning targets. Differentiation is an integral part of teaching and learning. This may involve utilising collaborative and cooperative learning, a variety of learning practices, creative approaches to teaching and learning, differing formats and modes of exploring and presenting knowledge and understanding being made available to the students. However, in those cases where students require instruction beyond regular teaching practices, learning support is provided. Following the school's Access and Inclusion Policy the student's learning needs are considered on an individual basis and, when necessary, Learning Support is provided and in some cases may come at an additional costs.

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CO-CURRICULAR CLUBS (CCCs)

Our Co-curricular Clubs are offered after school and during school hours (with the exception of some additional weekend offerings). Our CCC's are organized into three categories that are in-line with the IB Programme. They are Creativity, Activity and Service (CAS). Participation in CCC's is expected for all students in Grade 6 to 11. Each student is expected to select a minimum of 2 CCC. There may be exceptions due to outside school commitments that we will consider on an individual basis. These students are asked to speak to Mr. Visscher. Grade 10, 11, and 12 students will also be asked to take a student leadership role in leading clubs.

At St. John's Academy Shawnigan Lake, we are committed to offering CCC free of charge when they are offered at school by our staff. In the case of CCC activities offered off campus specific information will be sent home regarding date, time and fee details. Throughout the year, we will liaise with students and look to offer new clubs based on student feedback.

Why Offer Co-Curricular Clubs to students?

- Explore interests and maybe even find a passion for something.
- Join other students from your own grade, or even other grades, that otherwise would not connect with.
- Provide more opportunity to become a well-rounded individual.
- Learn a new skill and help to relieve academic stress.
- Support further academic pursuits in a comfortable setting and more time with the teacher

Learning outcomes for CCCs:

- Identify your own strengths and develop areas for personal growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CCC (CAS) experience.
- Show commitment to and perseverance in CCC (CAS) experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethics of choices and actions.

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STUDENT ACCEPTABLE TECHNOLOGY USE AGREEMENT

- I will not use my cellphone at all during the academic day and I understand that doing so may result in confiscation of device and/or further disciplinary action.
- I understand that accessing the internet is an earned privilege and not a right.
- I understand that the use of any device in class, is a privilege and permission to do so must be given by a teacher first.
- I understand that the use of any device while at school, is an earned privilege and not a right.
- I understand that I do not have the right to privacy while using any device at school.
- I understand that I cannot livestream, take pictures, or video record other students, teachers, other employees, or anyone else on school property without their consent.
- I am ultimately responsible for the safekeeping of my personal devices and assigned school's devices.
- I am responsible for replacement or repair of devices that I damage that belong to the school.
- I will not attempt to bypass or delete any monitoring software or privacy.
- I will hand over any device upon any request from a teacher or an adult in the school community.
- I will not use any device to intimidate or bully another person.
- I will use any device in a lawful manner during school.
- I will notify my teacher if myself or someone else is being bullied or harassed online.
- I will not download anything or install apps or games on any device while at school without first asking my teacher.
- I will not visit websites that contain primarily adult content or any type of pornographic or violent content.
- If I am contacted by a stranger that wants me to friend or follow them, or who makes me feel uncomfortable while using a device I will notify my teacher.
- I understand that this agreement also applies outside of the school.
- If I break any of the conditions noted above, I will accept the consequences of my teacher/school, which may include, but are not limited to, losing access to the school's internet connection, computers, or any other electronic devices. It may also include additional disciplinary action, including payment for damaged property.

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OVERVIEW OF ST. JOHN'S ACADEMY ACADEMIC PROGRAM

At St. John's Academy Shawnigan Lake we are 21st century ready.

At St. John's Academy Shawnigan Lake we do learning differently. We begin with an understanding that the 21st century will place, and already has placed, new demands on learners, teachers, and workers. The job place and job market of the 20th century will be drastically different than that of the 21st century, especially with the advent of artificial intelligence and the internet of things. With this as the starting point, we have incorporated the latest educational research into the creation of a 21st century ready educational community, where innovation and creativity are paramount. Following are a few key aspects of our program.

Emphasis on 21st century skills (Approaches to Learning and Core Competencies)

No longer should disposable knowledge be the emphasis of teaching and learning. Why have schools dedicated so much time to force students to memorize information for tests that is quickly forgotten after the exam? Why is the memorization of any peripheral subject material emphasis in so many classes? The answer to this is that this model was developed to prepare workers for routine manufacturing jobs over 100 years ago. If memorization is the key skill that we develop within students, will they fare well in competition with technology? Will the jobs of the future reward workers for memorizing small bits of abstract information? Likely not. The jobs of the future will require skills that cannot be easily replaced by technology, such as advanced communication skills, critical thinking, creative and innovative thinking, self-management (resiliency, organization, empathy) skills, information and media literacy, and collaboration and interpersonal skills. So although we at St. John's Academy deliver a rigorous academic program, emphasis will be placed on developing skills and competencies rather than simply having students memorize content for tests – we want them to be 21st century ready.

Interdisciplinary learning

As we aim to prepare students for jobs that may not yet exist and for lifestyles that will be drastically different, we recognize the need to collapse the silos of subjects. Students should recognize that the skills they are developing in one subject will benefit them in another. More importantly, the thinking and innovation required in the 21st century will require students to use information, knowledge, and skills from multiple subjects to tackle the issues, problems, and opportunities of the 21st century. Within the Middle School program at St. John's Academy Shawnigan Lake, students within every grade will undertake interdisciplinary tasks and draw upon knowledge and skills from various subjects as they complete various, authentic projects and learning tasks.

Inquiry-based teaching and learning

Curiosity is intricately linked to learning – the higher the natural curiosity of a student towards subject matter than higher the level of engagement and interest. In fact, some researchers even suggest that curiosity is a precursor to intelligence. Having a hungry mind and constantly seeking new information, knowledge, and skills will allow students to integrate well into a rapidly changing environment. Therefore, developing and fostering allowing student curiosity within the classroom is central to the St. John's Academy learning experience. Students will be encouraged to develop their own research questions, question the material they encounter, and connect their learning to other content that interests them and independently research topics of interest to share with their peers.

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Core Subjects

At St. John's Academy Shawnigan Lake we offer eight subjects that will, from time to time, converge on each other through interdisciplinary learning. These classes will include:

- Mathematics
- Science
- Design (Engineering and Technology)
- English Language and Literature
- French Language Acquisition or English Language Acquisition
- Arts (Performing and Visual)
- Physical and Health Education
- Individuals and Societies

Teaching in Context

Engagement increases when students understand why they are learning certain topics, skills or content. To that end, all teachers at St. John's Academy Shawnigan Lake aim to make their instruction relevant to students' lives and is taught within the context of the real world. Students will specifically focus on global and social issues and identity formation in the connection between life and the classroom. For instance, instead of merely studying William Shakespeare's *Romeo and Juliet* as a play stuck in the past, students will focus on the need to make good decisions in their relationships and understand how hatred destroys communities and has resulted in inhumane acts throughout history. Learning should be relevant and it should help students to navigate the complexity of modern life.

Service Learning

As a result of learning in context to real-world problems, students will be invited to take action at both the local and global levels. Simply having students learn about problems in the world is not enough to deal with 21st-century issues like poverty, growing inequality, environmental degradation, and others – we must act. Throughout their experience at St. John's Academy Shawnigan Lake, all students will undertake service activities that aim to better the world through direct action. These activities will be varied and many will be initiated by the students themselves as being a responsible and engaged global citizen requires initiation and action.

Assessment

As the teaching and learning model is different at St. John's Academy so is the assessment of the learning. Instead of reducing students' learning in each subject to a subjective percentage, students will receive feedback on their growth as a learner through criteria-based referencing. Percentages are less important than students' understanding at what level they are currently performing and developing strategies to improve – this is real, authentic learning. Moreover, students will undertake authentic assessments that have real-world applications in each of their subjects as teachers consider the importance of creating rather than merely testing. All parents will be invited to learn more information about how St. John's Academy Shawnigan Lake assesses students at the beginning of each academic year.

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Individual & Capstone Projects

As a capstone of the St. John's Academy Shawnigan Lake Middle School program, all Grade 10 students will undertake a substantial project of their own choosing. Students will be allowed to choose anything that interests them and then they will be guided towards developing that topic into a substantial project that will be undertaken over 7 months and showcased during parent-teacher conferences in April. This project will ultimately be connected to a career or research interest of the students' and will further allow students to develop project management skills and to showcase their own curiosity about a subject or issue of their choice.

Learning in and through nature

Research is quite clear on the health benefits of spending time outdoors for all humans, not just adolescents. Given the pristine environment in which St. John's Academy resides, a key component of life at St. John's Academy Shawnigan Lake will be developing important interpersonal and self-management skills and striking a balance between academic life and the fulfillment and happiness achieved through spending time outdoors in outdoor pursuits. Students will have regular opportunities to hike, kayak, sail, and golf in their spare time and they will also be taken outside of the classroom to explore subject content in their academic classes as well. For us at St. John's Academy, nature provides an ideal classroom where students will learn not just important academic lessons, but they will discover who they are.

SUBJECT OVERVIEWS

ENGLISH LANGUAGE AND LITERATURE

Aims

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Assessment Objectives & Skills

A) Analysing

In order to reach the aims of studying language and literature, students should be able to:

- analyse the content, context, language, structure, technique and style of text(s) and the relationships between texts
- analyse the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts

B) Organising

In order to reach the aims of studying language and literature, students should be able to:

- employ organizational structures that serve the context and intention
- organise opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention

C) Producing text

In order to reach the aims of studying language and literature, students should be able to:

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas

D) Using language

In order to reach the aims of studying language and literature, students should be able to:

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation
- spell (alphabetic languages), write (character languages) and pronounce with accuracy
- use appropriate non-verbal communication techniques

LANGUAGE ACQUISITION

English, French

Aims

The aims of the teaching and learning of MYP Language Acquisition are to:

- develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection and self expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest and enjoyment in language learning

Language Acquisition Curriculum

Teaching and learning in Language Acquisition is organised in six phases. The phases represent a developmental continuum of additional language learning. Students may commence their Language Acquisition course in any phase on the continuum and may exit from any phase on the continuum. It is important to note that the phases are not necessarily organised in age groups or MYP years, rather the experience and language level of the individual student.

Assessment Objectives & Skills

Language Acquisition objectives are organised in four communicative processes:

A) Comprehending spoken and visual text

As appropriate to the phase, the student is expected to be able to:

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and personal response with evidence and examples from the text

B) Comprehending written and visual text

As appropriate to the phase, the student is expected to be able to:

- read for specific purposes and respond to show understanding

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- interpret visual text that is presented with written text
- engage with the text by supporting opinion and personal response with evidence and examples from the text

C) Communicating in response to spoken, written and visual text

As appropriate to the phase, the student is expected to be able to:

- interact and communicate in various situations
- express thoughts, feelings, ideas, opinions and information in spoken and written form
- speak and write for specific purposes

D) Using language in spoken and written form

As appropriate to the phase, the student is expected to be able to:

- interact and communicate in various situations
- organize thoughts, feelings, ideas, opinions and information in spoken and written form
- develop accuracy when speaking and writing in the target language

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INDIVIDUALS AND SOCIETIES (ALSO KNOWN AS SOCIAL STUDIES)

Aims

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Assessment Objectives & Skills

A) Knowing and understanding

Students develop factual and conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:

- use terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples

B) Investigating

In order to reach the aims of individuals and societies, students should be able to:

- formulate a clear and focused research question and justify its relevance
- formulate and follow an action plan to investigate a research question
- use research methods to collect and record relevant information
- evaluate the process and results of the investigation

C) Communicating

In order to reach the aims of individuals and societies, students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- document sources of information using a recognized convention

D) Thinking critically

In order to reach the aims of individuals and societies, students should be able to:

- discuss concepts, issues, models, visual representation and theories
- synthesize information to make valid arguments
- analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations
- interpret different perspectives and their implications

SCIENCES

Biology, Chemistry and Physics

Aims

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

Assessment Objectives & Skills

The course objectives are closely aligned to the four sciences assessment criteria:

A) Knowing and understanding

In order to reach the aims of sciences, students should be able to:

- explain scientific knowledge
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- analyse and evaluate information to make scientifically supported judgments

B) Inquiring and designing

In order to reach the aims of sciences, students should be able to:

- explain a problem or question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- explain how to manipulate the variables, and explain how data will be collected
- design scientific investigations

C) Processing and evaluating

In order to reach the aims of sciences, students should be able to:

- present collected and transformed data
- interpret data and explain results using scientific reasoning
- evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- evaluate the validity of the method
- explain improvements or extensions to the method

D) Reflecting on the impacts of science

In order to reach the aims of sciences, students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
- apply communication modes effectively
- document the work of others and sources of information used

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MATHEMATICS

Extended Mathematics, Standard Mathematics

Aims

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Assessment Objectives & Skills

In MYP Mathematics, the four main objectives support the IB Learner Profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

A) Knowing and understanding

In order to reach the aims of mathematics, students should be able to:

- select appropriate mathematics when solving problems
- apply the selected mathematics successfully when solving problems
- solve problems correctly in both familiar and unfamiliar situations in a variety of contexts

B) Investigating patterns

In order to reach the aims of mathematics, students should be able to:

- select and apply mathematical problem-solving techniques to discover complex patterns
- describe patterns as general rules consistent with findings
- prove, or verify and justify, general rules

C) Communicating

In order to reach the aims of mathematics, students should be able to:

- use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- use appropriate forms of mathematical representation to present information
- move between different forms of mathematical representation
- communicate complete, coherent and concise mathematical lines of reasoning
- organize information using a logical structure

D) Applying mathematics in real-life contexts

In order to reach the aims of mathematics, students should be able to:

- identify relevant elements of authentic real-life situations
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution
- justify the degree of accuracy of a solution
- justify whether a solution makes sense in the context of the authentic real-life situation

ARTS

Visual Art & Drama

Aims

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Assessment Objectives & Skills

The course objectives are closely aligned to the four Arts assessment criteria:

A) Knowing and understanding

In order to reach the aims of arts, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B) Developing skills

In order to reach the aims of arts, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art

C) Thinking creatively

In order to reach the aims of arts, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviours
- demonstrate the exploration of ideas to shape artistic intention through to a point of realisation

D) Responding

In order to reach the aims of arts, students should be able to:

- construct meaning and transfer learning to new settings
- create an artistic response which intends to reflect or impact on the world around them
- critique the artwork of self and others

DESIGN

Digital Design & Computer Science

Aims

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Assessment Objectives & Skills

The course objectives are aligned to the four Design assessment criteria:

A) Inquiring and analysing

In order to reach the aims of design, students should be able to:

- explain and justify the need for a solution to a problem for a specified client/target audience
- identify and prioritise the primary and secondary research needed to develop a solution to the problem
- analyse a range of existing products that inspire a solution to the problem
- Develop a detailed design brief, which summarizes the analysis of relevant research

B) Developing ideas

In order to reach the aims of design, students should be able to:

- develop a design specification, which clearly states the success criteria for the design of a solution
- develop a range of feasible design ideas, which can be correctly interpreted by others
- present the final chosen design and justify its selection
- develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C) Creating the solution

In order to reach the aims of design, students should be able to:

- construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- demonstrate excellent technical skills when making the solution
- follow the plan to create the solution, which functions as intended
- fully justify changes made to the chosen design and plan when making the solution
- present the solution as a whole, either in electronic form, or through photographs of the solution from different angles, showing details

D) Evaluating

In order to reach the aims of design, students should be able to:

- design detailed and relevant testing methods, which generate data, to measure the success of the solution
- critically evaluate the success of the solution against the design specification
- explain how the solution could be improved
- explain the impact of the solution on the client/target audience

PHYSICAL AND HEALTH EDUCATION

Aims

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

Assessment Objectives & Skills

The course objectives are closely aligned to the four PHE assessment criteria:

A) Knowing and understanding

In order to reach the aims of physical and health education, students should be able to:

- explain physical health education factual, procedural and conceptual knowledge
- apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- apply physical and health terminology effectively to communicate understanding

B) Planning for performance

In order to reach the aims of physical and health education, students should be able to:

- design, explain and justify plans to improve physical performance and health
- analyse and evaluate the effectiveness of a plan based on the outcome

C) Applying and performing

In order to reach the aims of physical and health education, students should be able to:

- demonstrate and apply a range of skills and techniques effectively
- demonstrate and apply a range of strategies and movement concepts
- analyse and apply information to perform effectively

D) Reflecting and improving performance

In order to reach the aims of physical and health education, students should be able to:

- explain and demonstrate strategies that enhance interpersonal skills
- develop goals and apply strategies to enhance performance
- analyse and evaluate performance

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OVERVIEW OF MYP SUBJECT SKILLS AND CRITERION

Subject	Criterion A (max 8)	Criterion B (max 8)	Criterion C (max 8)	Criterion D (max 8)
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Personal Project	Investigating	Planning	Taking Action	Reflecting

GRADING IN THE MYP

At the end of a unit / assessment period, students will undertake a range of formative and summative assessment tasks over the course of a unit / assessment period. The award of a particular grade at the end of this time is a matter of professional judgement, and the teacher will take into account many factors, especially if a student's performance has been varied. Where a year group is taught a subject by different teachers, summative assessments and grades will be standardized. All the work of MYP students is internally assessed by teachers according to a criterion-based approach. To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. For more information, please refer to [this screencast](#) and [this short film](#).

The following table provides a sample of how to convert the criterion levels total into a grade based on a scale of 1–7. Let us assume that Joseph achieves the grades below in each Criterion of Mathematics subject.

CRITERIA	Joseph's Levels	Out of
Criterion A: Knowing and Understanding	6	Maximum 8
Criterion B: Investigating Patterns	6	Maximum 8
Criterion C: Communicating	4	Maximum 8
Criterion D: Applying Mathematics in real-life Contexts	5	Maximum 8
Criterion Total	21	Maximum 32

From the sample table above, Joseph's total from the criteria is **21** which lies in the Boundary **(19-23)**. Joseph's grade will therefore be a **5** (Good) in Mathematics. Each MYP Subject will use the table below for conversion of criteria grade totals.

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MYP GRADE DESCRIPTORS

Grade	Mark Bands	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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MYP TO BC MINISTRY GRADE CONVERSION

MYP to BC Grade Conversion Table			
IB Criteria Total	IB Final Grade	BC %	
32	7	100	A
31	7	99	A
30	7	98	A
29	7	97	A
28	7	96	A
27	6	93-95	A
26	6	91-92	A
25	6	89-90	A
24	6	87-88	A
23	5	86	A
22	5	84-85	B
21	5	82-83	B
20	5	80-81	B
19	5	78-79	B
18	4	75-77	B
17	4	73-74	B
16	4	71-72	C+
15	4	69-70	C+
14	3	67-68	C+
13	3	64-66	C
12	3	62-63	C
11	3	60-61	C
10	3	55-59	C-
9	2	53-54	C-
8	2	50-52	C-
7	2	48-49	I/F
6	2	45-47	I/F
5	1	40-44	I/F
4	1	35-39	I/F
3	1	26-34	I/F
2	1	18-25	I/F
1	1	9-17	I/F
0	1	0-8	I/F

DP to BC Grade Conversion Table		
IB Final Grade	BC %	BC Letter
7	96-100	A
6	90-95	A
5	86-89	A
5	80-85	B
4	73-79	B
4	70-72	C+
3	67-69	C+
3	60-66	C
2	50-59	C-
1	0-49	I/F

BC GRADUATION REQUIREMENTS

B.C. Certificate of Graduation (Dogwood Diploma)

The B.C. Certificate of Graduation, or Dogwood Diploma, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total.

Of these 80 credits:

52 credits are required from the following:

- Physical and Health Education 10 (4 credits).
- Science 10 (4 credits), and a Science 11 or 12 (4 credits).
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits).
- A Math 10 (4 credits), and a Math 11 or 12 course (4 credits).
- A Language Arts 10, 11, and a required 12 course (4 credits required at each grade, 12 credits total).
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total).
- Career-Life Education (4 credits), and Career-Life Connections (4 credits).

At least 28 credits must be elective course credits.

At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course.

In addition, students must also complete three Provincial Graduation Assessments in literacy and in numeracy.

PROCEDURES FOR EARNING CHALLENGE CREDIT

Based on recommendations from previous teachers, the assessment of the current teacher, and the expressed interest of the student, challenge credit may be provided to students.

The challenge process will assess students on the Big Ideas, Curricular Competencies, and content of courses. Examples of assessment strategies that may be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work. The challenge processes will be substantive, but not overly onerous.

Our schools will document the challenge assessment delivered to each student, including a pre-challenge equivalency review, and this documentation will be made available to Ministry auditors if requested.

Awarding credit through challenge will be based on the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and 50 percent. For reporting and transcript purposes, our school will assign a letter grade and percentage to all credits awarded through challenge processes.

EQUIVALENCY FOR MINISTRY-DEVELOPED LANGUAGE COURSES

International Education Jurisdiction If a student has completed education in an international education jurisdiction during the last year of elementary or at the junior secondary level, and the language of instruction is one in which B.C. has a Ministry-Developed or a Ministry-Approved language course developed using the languages template, the student can receive credits for an equivalent language course at the Grade 10, 11 or 12 level.

For example, a student completing Grade 7, 8 and 9 in Costa Rica with instruction in Spanish would receive credit for Spanish 10, 11 and 12. The school would report credit for course codes SP 10, SP 11 and SP 12 with an “E” in the “Course Type” field and submit a school percentage using the student’s language arts marks from Costa Rica.

When using the Equivalency Policy for students educated in Hong Kong, schools will need to determine whether the first language or language of instruction was Cantonese or Mandarin. If it was Cantonese, award the student credit for External Language Certificate (Cantonese) 10A, 11A and/or 12A (course code UXLC 10A/11A/12A). If the language of instruction was Mandarin, award the student credit for course code MAN 10, 11 and/or 12.

Students are entitled to receive equivalency for Grade 10, 11 and 12 level Ministry-Developed language courses and Ministry-Approved courses developed using the languages template according to the following guidelines:

B.C. Language Courses	International Educational Jurisdiction
Grade 10	One year of documented language arts education in the last year of elementary education
Grade 11	One year of documented language arts education at the junior secondary level
Grade 12	Two or more years of documented language arts education at the junior secondary level

PROCEDURES FOR EARNING DUAL CREDIT

Upon request and with recommendation of the subject teacher and the Director of Students, students may undertake dual credit courses through a participating university. If students successfully complete their dual credit courses, they will receive both high school and university credits. The costs of completing dual credit courses and application process will be the responsibility of the student that is participating.

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Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
Required: minimum 52 credits			
English Language Arts	Choose two 2-credit courses: <input type="checkbox"/> Composition 10 <input type="checkbox"/> Literary Studies 10	One 4-credit course: <input type="checkbox"/> Literary Studies 11	One 4-credit course: <input type="checkbox"/> English Studies 12
Mathematics	Choose one 4-credit course: <input type="checkbox"/> Foundations of Mathematics and Pre-calculus 10	Choose one 4-credit course: (Grade 11 or Grade 12) <input type="checkbox"/> Pre-calculus 11 <input type="checkbox"/> Pre-calculus 12 <input type="checkbox"/> Calculus 12	
Science	Required 4-credit course: <input type="checkbox"/> Science 10	Choose one 4-credit course: (Grade 11 or Grade 12) <input type="checkbox"/> Physics 11 <input type="checkbox"/> Physics 12 <input type="checkbox"/> Life Sciences 11 <input type="checkbox"/> Anatomy and Physiology 12 <input type="checkbox"/> Chemistry 11 <input type="checkbox"/> Chemistry 12	
Social Studies	Required 4-credit course: <input type="checkbox"/> Social Studies 10	Choose one 4-credit course: (Grade 11 or Grade 12) <input type="checkbox"/> Explorations in Social Studies 11 <input type="checkbox"/> Philosophy 12	

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Summary of Graduation Requirements: Dogwood Diploma			
	Grade 10	Grade 11	Grade 12
Arts Education/ ADST	Choose 4 credits at either Grade 10, Grade 11, or Grade 12 <input type="checkbox"/> Arts Education (Visual Art) <input type="checkbox"/> Tourism 12 <input type="checkbox"/> Marketing and Promotions 12		
Career Education	Required 8 credits in Career Education (Grade 10, Grade 11, or Grade 12) <input type="checkbox"/> Career-Life Education <input type="checkbox"/> Career-Life Connections (including 30 hours of work experience or career-life exploration)		
Physical and Health Education (PHE)	<input type="checkbox"/> Physical and Health Education 10	<input type="checkbox"/> Active Living 11 & 12	
Electives: minimum 28 credits			
Depending on the school's offerings and student's choice, the number of electives in each grade level will vary. The 28 elective credits in Grades 10-12 can come from the following options: <ul style="list-style-type: none"> Ministry-developed or Ministry-approved courses Board/Authority Authorized (BAA) courses External Credentials Post-Secondary ("dual") credit Independent Directed Studies (IDS) 			
Elective Courses	Grade 10: 2-5 electives 1. _____ — 2. _____ — 3. _____ — 4. _____ — 5. _____ —	Grade 11: 3-5 electives 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Grade 12: 6-8 electives* 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
Total: 80 credits required for graduation			
* at least 16 credits must be at the Grade 12 level, including a required Grade 12 Language Arts course.			
Graduation Program Assessments			
Required for Graduation	<input type="checkbox"/> Numeracy 10 <input type="checkbox"/> Literacy 10		<input type="checkbox"/> Literacy 12

Students must earn the minimum number of credits required to fulfill to graduate in B.C.

APPENDIX 1

STUDENT BULLYING PREVENTION AND HARASSMENT POLICY

OVERVIEW

St John's Preparatory Academy Shawnigan Lake (the School) cares about how a dynamic, diverse learning environment requires the respect of the rights and dignity of all students. Committed to providing an environment that promotes mutual respect and understanding, bullying and harassment in any form is not acceptable and will not be tolerated. The policy applies to the entire community while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

This policy includes the five elements of Harassment and Bullying Prevention Order. The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

Every reasonable effort will be made by the School to foster acceptable conduct and to support all staff and students to have a school free of bullying and harassment. When circumstances arise, the School will take preventative measures, corrective action or disciplinary measures, to ensure a bullying and harassment-free learning environment.

St John's Preparatory Academy believes that a safe and respectful environment is conducive to learning and supports an environment that is free from bullying and intimidation. To affirm, the School's commitment is to provide a place free of bullying and harassment, and to comply with the *Human Rights Code* as amended from time to time.

Statement of purpose

The purpose of this policy is to:

- Foster a place of respectful behaviour and promote awareness of human rights.
- Educate school employees as to all forms of bullying, harassment and discrimination
- Educate students as to all forms of personal bullying, harassment and disrespectful behaviour.
- Provide education, early identification and corrective discipline, where appropriate.
- Meet the School's ethical and legal obligations to establish, promote, and maintain a place free from bullying, harassment, discrimination and disrespectful behaviour.
- Provide procedures for investigating and resolving complaints of bullying and harassment, as well as remedying situations when instances of bullying, harassment and discrimination occur.
- Establish a monitoring and review process to determine the effectiveness of the policy and procedures.
- Ensuring we provide a safe, caring and orderly school environment.

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Building a School Community

The school will ensure the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

There are many strategies and activities that can be employed within a school to enable students to feel safe, accepted and respected. As a community that is committed to Positive Discipline, we do not tolerate bullying in or out of the classroom. Within the classroom, we work hard to plan engaging lessons in a safe environment where everybody feels safe to share their views and opinions in a respectful manner. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.

- Engage students in the decision-making process of policies and activities that build community
- Engage parents in the educational program and school life of their children
- Encourage parents to share their culture and expectations
- Promote open communication among administrators, teachers, staff, students, families and communities
- Be proactive in connecting with students that are experiencing academic or social issues
- Communicate expectations, values and norms that support positive health and academic behaviour in the school community
- Be visible within the school during class transitions, breaks, before/after school
- Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.

Consequences

There will be consequences for unacceptable behaviour, which will take account of the student's age, maturity and special needs (if any). Each case will be considered on a case-by-case basis. It should be noted that bullying could lead to expulsion from the school.

DEFINITIONS

Allegation – Allegation is an unproven assertion or statement based on a person's perception.

Bullying and harassment – Bullying and harassment includes any inappropriate conduct or comment by a person towards another student that the person knew or reasonably ought to have known would cause that individual to be humiliated or intimidated, targeted with the intention of causing harm whether real or perceived. It is often a behaviour that is repeated and creates a power imbalance.

Acceptable behaviour: As a caring community, we need to consider our own behaviour and the impact that this can have on others.

- Work co-operatively with others in order to achieve objectives
- Manage performance in an appropriate and fair manner
- Give and receive constructive feedback as part of normal day-to-day work. Such feedback should be evidence-based and delivered in an appropriate manner
- Consider other people's perspectives in order to help reach agreement
- Establish good working relationships.

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Unacceptable behaviour The following items are not acceptable behaviour for any members of our community: bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours. Please read below for specific examples.

Bullying and harassment is considered discriminatory under the BC Human Rights Code, if the conduct or comment was in respect of any of the following prohibited grounds:

- race
- conviction for an offence
- skin colour
- ancestry
- physical disability
- place of origin (birthplace)
- mental disability
- political beliefs
- gender
- religion
- age
- marital status
- sexual orientation
- family status

Other forms of mistreatment that has the purpose or effect of intimidating or isolating a student include:

- Verbal and non-verbal aggression or insults
- Calling someone derogatory names
- Harmful hazing or initiation practices
- Vandalizing personal belongings
- Spreading malicious rumours

Bullying intervention – This is a comprehensive and effective response to the bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the one who was bullying, and strategies for responding to those who were directly observing the bullying incident.

Bullying prevention - Prevention is a whole school endeavour while building school community and with creating an inclusive school environment. It includes a shared understanding of the cause of bullying and its effects on the lives of students and within the school community.

Complainant – Complainant is the student alleging that a bullying or harassment occurred. There can be more than one Complainant within a complaint.

Cyber bullying – When using information and communication technologies such as e-mail, cell phone and text messages, instant messaging, personal websites and online personal polling websites, cyber bullying is seen as deliberate, repeated and hostile behaviour by an individual or group that is intended to or perceived to harm others.

Discrimination – Discrimination includes unequal treatment based upon any of the prohibited grounds outlined in the previously noted legislation.

School authority – School authority includes the Head of School, their designate and the Board of Directors.

School employee – School employee includes management and staff employed by the School.

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Sexual harassment – This is any verbal, written or physical conduct, comment, gesture or contact of a sexual nature that may cause offence or humiliation.

Examples of sexual harassment include but are not limited to:

- Unwelcome remarks, questions, jokes, innuendo or taunting, about a person's body or gender, including gender-specific comments or sexual invitations.
- Verbal abuse and threats of a sexual nature.
- Leering, staring or making gender-specific gestures.
- Display of pornographic or other sexual materials in the form of degrading pictures, graffiti, cartoons or sayings.
- Unwanted physical contact such as touching, patting, pinching, hugging and kissing.
- Expressions of gender bias, which may include remarks that are discriminatory, degrading or derogatory and create or contribute to a poisoned school environment.
- Intimidation, threat or actual physical assault of a sexual nature.
- Sexual advances with actual or implied consequences.
- Sending suggestive letters, notes, or e-mails.

Note: While it may not be a harasser's intention for bullying or harassment to occur, the intent of a harasser may be an irrelevant factor in a consideration of whether harassment has or has not occurred.

Mediation – Mediation includes a voluntary process where parties in dispute consent to meet with a mediator to determine whether the dispute can be resolved in a mutually satisfactory manner. Mediation discussions between parties are treated as private and confidential to the full extent permitted by law; however, any agreed outcomes will be shared with the Human Resources department and the Head of School to oversee the file.

Respondent – Respondent is the person who is alleged to be responsible for the harassment or discrimination. There can be more than one Respondent within a complaint.

Volunteer – Volunteer means a person serving the School who is an employee and includes a person serving on any board or committee established by the School.

Workplace – Workplace includes, but is not limited to, school sites such as the locations and buildings, or sites, school related social functions, school functions away from the campus, school related conferences and training sessions, school related travel, telephone conversations, voice mail and electronic messaging.

Harassment under this policy does not include conduct that a reasonable person would find welcome or neutral. This Policy is not intended to curtail welcome, appropriate interactions.

ROLES, RIGHTS AND RESPONSIBILITIES

Management

The Head of School is responsible for the implementation and administration of this policy. The Head of School shall assess the complaint for appropriate action and exercise his/her discretion as to who in the school is advised of the complaint and its findings.

The Head of School shall:

- Investigate or appoint an investigator(s) as soon as possible.
- Consult with the investigator(s) to set a reasonable period for the completion of the investigation.
- Review the findings and recommendations.
- Determine the outcome and the appropriate action to be taken, which may include disciplinary action, suspension, expulsion, or mediation, dependent upon the results.
- Ensure the Complainant and Respondent are informed of the outcome, in writing, in a timely fashion and that appropriate remediation and such other proactive measures are undertaken for an environment that is free from bullying, harassment and discrimination.
- Maintain confidentiality.

Department Heads are obligated to:

- Ensure mechanisms are in place and supported within their department and/or area of responsibility to provide an environment free from bullying and harassment.
- Acknowledge all incidents of bullying and harassment in their area of responsibility that they become aware of, even if a formal complaint has not been filed or is not in written format.
- If a verbal or written complaint is filed, immediately acknowledge the complaint and advise the Human Resources (HR).
- Within ten (10) business days of receipt of an informal complaint, the Head of School and HR will attempt to resolve the complaint, unless the situation warrants immediate referral for formal investigation.
- Participate in all aspects of the complaint process including, but not limited to investigation proceedings.
- Maintain confidentiality and sign a Bullying and Harassment Confidentiality Agreement.

Complainants

Complainants have a right to:

- Make a complaint and receive a copy of the complaint.
- Be accompanied by an advocate during the complaint process.
- Be informed regarding the status and progress of the investigation.
- Be informed of the results of the investigation in writing including validation of any corrective action that has been taken or will be taken as a result of the investigation.
- Not be subject to retaliation for the reason of having made a complaint under this policy.
- Prepare a list of allegations if required.
- Withdraw a complaint at any time during the procedure; however, depending on the nature of the issue, the Human Resources department or the Head of School or the designate may determine that an investigation is required and the process will continue notwithstanding the withdrawal.

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It is the responsibility of the Complainant to:

- Maintain confidentiality during complaint process and in respect to the outcome.
- Sign a Bullying and Harassment Confidentiality Agreement.

Respondents

Respondents have a right to:

- Seek advice from Human Resources (staff), School counselor (students)
- Retain a record of what occurred.
- Be informed that a complaint has been filed.
- Information regarding the status and progress of the investigation.
- Have the allegations provided to the Investigator.
- Respond to the allegations.
- Upon request, be accompanied by a school or parent representative, where applicable, during the complaint process.
- Be informed of the results of the investigation in writing and validation of corrective action that has been taken or will be taken as a result of the investigation.

It is the responsibility of the Respondent to:

- Follow all procedures under this policy
- Cooperate with all those responsible for dealing with the investigation of the complaint.
- Maintain confidentiality and sign a Bullying and Harassment Confidentiality Agreement.

Witnesses

Witnesses have the right to:

- Not be subject to retaliation because they participated as a witness.

It is the responsibility of the Witness to:

- Meet with the investigator and to cooperate with all those responsible for the investigation of the complaint.
- Maintain confidentiality with respect to the investigation (subject to their right to consult a representative where applicable).
- Sign a Bullying and Harassment Confidentiality Agreement.

Investigators

The investigator shall:

- Ensure the Respondent is informed of the allegations.
- Ensure all parties involved have been informed of their rights and responsibilities.
- Interview the parties concerned and any witnesses.
- Collect all pertinent information.
- Recommend a mediation process where appropriate.
- Prepare a report.
- Ensure the investigation is completed in a timely fashion taking into account particular circumstances.
- Maintain confidentiality.

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REPORTING

At the end of each academic year, the Head of School will issue a report to the Board of Directors indicating if any complaints were filed under this procedure during the academic year. The report will record the number of complaints filed, and the number of complaints resolved during the academic year, but will not identify the complainants, or the details of the complaints, which will remain confidential.