

ACTON ACADEMY VICTORIA

Policy Manual

October 18th, 2025



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ACTON ACADEMY VICTORIA ADMISSIONS POLICY

Purpose

The admissions process at Acton Academy Victoria is designed to ensure alignment between families and our learner-driven philosophy. At Acton Academy Victoria, we use a relational **audition process** that allows families to experience Acton's unique culture and discern whether it is the right fit for their child's Hero's Journey.

Non-Discrimination Statement

Acton Academy Victoria admits learners of any race, color, nationality, or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to learners at the school. We do not discriminate on the basis of race, color, nationality, or ethnic origin in administration of educational policies, admissions policies, or school-administered programs.

Admissions Process

Step 1: Schedule a Studio Visit

Families schedule a studio visit through our online system. Before the visit, they are encouraged to explore introductory resources, such as *Courage to Grow* by Laura Sandefer and Jeff Sandefer's TEDx talk, to better understand the vision and "why" of Acton.

Step 2: Family Studio Meeting

Families meet in the studio with the Head of School or Guides. These meetings are highly conversational and Socratic in nature, focusing on:

- Past learning experiences and challenges.
- Hopes for the child's character and growth by age 18.
- What the family is seeking in Acton Academy.

The primary purpose of this meeting is for families to continue their research, not make a final decision.

Step 3: Next Steps & Research

Following the meeting, families receive a curated list of resources to deepen their understanding of Acton's learner-driven model. They are invited to:

- Read *Courage to Grow* by Laura Sandefer.
- Watch an interview with Laura Sandefer.
- Watch Jeff Sandefer's TEDx talk on rethinking education.
- Submit a **Formal Entry Application** if they wish to move forward.

Step 4: Collaborative Interview & Trial Day

Once a Formal Entry is submitted, families are invited to a collaborative interview, which includes a **trial day in the studio**.

- Learners bring meaningful work or projects to engage in during the visit.
- Parents may observe the beginning and end of the day.
- Current learners play an active role in welcoming visitors and discerning whether the applicant is ready to keep the studio promises of respect, responsibility, and contribution.

Step 5: Invitation to Enroll

If the family and learner demonstrate alignment with Acton's values and culture, they receive a **formal invitation to enroll**. This invitation outlines the next administrative steps, including tuition, agreements, and required forms.

Step 6: Confirmation & Onboarding

Once the enrollment agreement and tuition deposit are received, the learner's spot is confirmed. Parents receive onboarding information and next steps to prepare for the start of the year.

Admissions Criteria

Acton Academy Victoria does not admit learners based primarily on academic ability. Instead, admission is guided by:

- **Learner Readiness:** Demonstrated curiosity, responsibility, and respect for others.
 - **Family Alignment:** Commitment to learner-driven education, including self-paced academics, Socratic discussions, and the Hero's Journey framework.
 - **Community Fit:** Willingness to contribute positively to the studio culture and uphold community covenants.
-

Enrollment

- Enrollment is confirmed only once the signed agreement and tuition deposit are received.
- Acton Academy Victoria reserves the right to withdraw admission if families fail to complete the required steps or if a learner or family demonstrates persistent inability to uphold studio covenants. Enrollment at Acton Academy Victoria is granted for one academic year only. Admission does not automatically carry over to subsequent years. Families are required to renew enrollment annually through the re-enrollment process to secure a place for the following school year.

Reference(s):	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA ANAPHYLAXIS POLICY

Rationale

Acton Academy Victoria recognizes its duty of care to learners at risk of anaphylaxis while under our supervision. This responsibility is shared among the learner, their parents or guardians, Guides, and relevant health care providers.

The purpose of this policy is to minimize the risk to learners with severe allergies to potentially life-threatening allergens while preserving normal peer interaction and maintaining an inclusive, learner-driven environment. This policy ensures that at-risk learners are identified, strategies are in place to prevent accidental exposure, and that Guides and key volunteers are trained to respond appropriately in an emergency.

Policy

All learners, including those at risk of life-threatening allergic reactions, have the right to a safe, healthy learning environment. Acton Academy Victoria cannot guarantee an "allergy-free" setting. Instead, we work toward an "allergy-aware" environment through realistic and practical steps that involve learners, parents, Guides, and the broader community.

The Board of Advisors will support the Head of School in developing a customized **Anaphylaxis Action Plan** for any learner with an anaphylactic allergy. This plan will reflect awareness, prevention, and avoidance strategies, always considering the learner's age and capacity to assume personal responsibility for allergen avoidance.

Definitions

Anaphylaxis is a sudden and severe allergic reaction that can be life-threatening. It requires immediate emergency treatment with an

epinephrine auto-injector. Common triggers include certain foods, additives, medications, insect stings, and latex. Symptoms can affect the skin, respiratory and gastrointestinal systems, cardiovascular system, or present as generalized anxiety or distress.

Procedures

The **Head of School** is responsible for ensuring a safe environment for learners with anaphylactic allergies. Responsibilities include policy compliance and communication among learners, parents, Guides, and school staff. In accordance with the BC Anaphylaxis Protection Order, the school will follow all guidelines set forth in the BC Anaphylactic and Child Safety Framework.

Key Procedure Areas

A. Identifying Learners with Anaphylaxis

Upon registration, parents must declare any medical conditions, including anaphylaxis. The Head of School may consult the public health nurse and will provide parents with the required Student Emergency Procedure Plan and Medication Administration forms to be completed prior to the school year.

B. Record Keeping

A current copy of each learner's Student Emergency Procedure Plan will be stored in their Permanent Student Record, with updates reviewed annually. Emergency allergy information is also stored in the school's Medical Alert list.

C. Emergency Procedure Plans

Each learner's plan must include:

- Diagnosis and treatment regimen
- Names of informed parties (e.g., Guides, volunteers)
- Current parent/guardian contact details

- A signed emergency response form by parents, the learner (if age-appropriate), and physician
- Clear roles for both the family and school in updating and managing the plan

The school's emergency protocol includes:

- Administering the EpiPen
- Calling 911 (request Advanced Life Support Ambulance)
- Contacting parents
- Administering a second EpiPen within 10 minutes if needed
- Ensuring transport to a hospital

D. Medical Identification

Learners are encouraged to wear MedicAlert bracelets or necklaces. Families and staff will be informed of this practice.

E. Provision and Storage of Auto-Injectors

Parents are required to provide two current EpiPens: one for the school office, the other kept with the learner or in a Guide's backpack. Staff will be trained and permitted to administer an EpiPen in emergencies. Schools will maintain an additional emergency-use EpiPen.

EpiPens will not be administered to undiagnosed cases; 911 will be contacted instead.

F. Field Trips

Learners must carry their EpiPens on all outings. Guides will carry contact information and the Anaphylaxis Policy in their Field Trip Folder.

Additionally, Guides will follow all procedures outlined in the Field Trip policy.

G. Monitoring and Reporting

The Head of School will track and report incidents and learner cases (in aggregate) to the Board of Advisors as directed.

H. Awareness and Training

The school will train all staff and, where appropriate, classmates. Training will include:

- Symptoms and signs of anaphylaxis
- Common allergens and avoidance
- Emergency procedures and EpiPen use
- Awareness of at-risk learners and confidentiality protocols

I. Communication

Acton Academy Victoria will actively educate and raise awareness among families, learners, Guides, and volunteers.

Reference(s): <i>Anaphylaxis Protection Order</i> <i>British Columbia Anaphylactic and Child Safety Framework</i>	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

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APPENDIX: Parent Checklist

- Schedule a meeting with the Head of School
- Notify staff of allergens and severity
- Provide updated learner photo (if needed)
- Complete Emergency Procedure and Medication forms
- Submit required number of non-expired EpiPens
- Consider a MedicAlert bracelet
- Educate yourself and your learner on triggers
- Remind learners and Guides that only food from home is permitted
- Keep school updated on any allergy incidents outside of school
- Research allergens at field trip locations and inform the school

ACTON ACADEMY VICTORIA ANTI-SMOKING AND VAPOUR FREE POLICY

School Compliance Information

ACTON ACADEMY IS A TOBACCO AND VAPOUR PRODUCTS FREE ENVIRONMENT. All public and private kindergarten to Grade 12 schools in B.C. are tobacco and vape-free under the Tobacco and Vapour Products Control Act and Regulation. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether school is in session.

Background The School concurs with evidence that smoking, and vaping is a severe threat to the current and future health of all individuals. The School is committed to promoting the continued health and well-being of all its students and staff members. The School, being an elementary school does not anticipate smoking and vaping concerning enrolled elementary grade students but having a tobacco and vapour free environment for the entire school community is of utmost importance and this rule will be enforced with the utmost rigour.

The school continues to value positive role-modelling by teachers, staff and parents, and the School requires cooperation in the implementation of this administrative policy.

Acton Academy also recognizes that the Tobacco and Vapour Products Control Act 2016 prohibits smoking, using tobacco, or holding lighted tobacco, in or on school property except for the purposes outlined in section 2.2(3) of the *Tobacco and Vapour Products Control Act 2016*. The Act also prohibits the use of an e-cigarette or holding an activated e-cigarette on school property.

The Board of Advisors has a policy in place that communicates their position on smoking and vaping on school property. This policy is communicated all staff members at the School at the start of each school year.

1. **Students and Parents:** The code of conduct for students and teachers includes a statement prohibiting smoking and vaping on school property. Written letters and/or newsletters sent home (emailed) to parents with clear consistent messaging. Intervention and education programs shall incorporate many avenues of information regarding

smoking cessation including, but not limited to, the Simon Fraser Health Unit, the B.C. Lung Association, the Canadian Cancer Society, etc.

2. **User groups:** Lease or user agreements with community groups or sporting groups will reference the Tobacco and Vapour Products Control Act.
3. **Visitors:** Visitors to the school will see signs at each entrance to school property including entrances to playing fields and parking lots. Signage will be posted at all entrances to buildings on school property. (see signage below)

Signage

Signs will be posted around the school property.

- This is a smoke and vapour free property
- Thank you for not smoking or vaping
- We will include the following: Include *Tobacco and Vapour Products Control Act and Regulation* British Columbia (in small print at sign bottom)

School Property

The whole property is smoke and vapour free and we ask people to smoke or vape off property. We do not have any existing butt receptacles at the school

Smoking and Vaping in Vehicles

It is a violation of the Motor Vehicle Act to smoke or vape in any vehicle when a child under the age of 16 is present.

Enforcement Process

Enforcement of this administrative procedure with students shall attempt to be educational. Enforcement may involve the services of the regional health authority. Staff who violate this administrative procedure may face disciplinary action. Visitors who violate this administrative procedure will be told to refrain from the conduct or leave the premises.

Resources

Tobacco and Vapour Products Control Act: pertaining to School Property (Section 2.2):

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96451_01#section 2.2

ACTON ACADEMY VICTORIA MAJOR COMPLAINTS AND APPEALS POLICY

Rationale:

To ensure all concerns are addressed respectfully and fairly, a clear, transparent process is required for learners, parents, and Guides. This policy is designed to reflect both procedural fairness and the values and philosophy of Acton Academy, including the belief in personal responsibility, growth through challenge, and the Hero's Journey.

Policy Statement:

Concerns raised by individuals and/or groups will be addressed in a spirit that honours the principles of Acton Academy. All parties are expected to seek resolution through respectful dialogue, personal responsibility, and mutual understanding. If resolution is not reached at one level, the structured appeals process outlined herein will be followed.

Definitions:

- **Days** – Refers to school days when Acton Academy Victoria is in session.
- **Witness** – An individual with first-hand knowledge of the event in question.
- **Appealable Decision (regarding learners)** – A decision significantly impacting the education, health, or safety of a learner, including:
 - Suspension longer than five (5) consecutive days
 - Suspension for health-related reasons
 - Grade progression
 - Any other decision significantly affecting a learner's educational path

- **Guide** – Term used instead of "teacher" or "staff" to reflect the Acton model.
 - **Head of School** – Term used instead of "Principal."
 - **Parent** – Includes parent and/or legal guardian.
-

A. Complaints and Appeals from Learners and Parents

Note: In alignment with this policy, Board members will not engage in direct discussion about complaints that may advance to the appeals process.

1. Initial Resolution

A parent or learner with a concern should first seek resolution directly with the individual (usually a Guide) involved. The Acton Board expects that families and Guides attempt to resolve conflicts constructively before proceeding to a formal appeal.

2. Escalation to Head of School

If the issue is unresolved, the concern may be submitted in writing to the Head of School along with relevant documents. The Head of School will:

- Arrange a meeting as soon as practical
- Review available information and relevant school policies
- Document all proceedings
- Seek an agreeable solution or gather further information if needed

A written decision will be provided, including notification of the right to appeal to the Board of Advisors within seven (7) school days.

Note: If the original complaint concerns a decision made by the Head of School or involves an indefinite suspension or expulsion, skip directly to Step 3.

3. Appeal to the Board of Advisors

If unsatisfied with the Head of School's decision, the complainant may

submit a formal written appeal to the Board of Advisors using the appropriate Appeal Form within seven (7) days.

The Board will:

- Review relevant information
- Meet with involved parties
- Refer to relevant school policies
- Document proceedings
- Seek a mutually agreeable resolution or make a final decision

The Board will issue a written decision within seven (7) days of the hearing, including information about the right to appeal to the AMS Ombudsperson (if applicable).

4. Ombudsperson Appeal

Appeals may be made to the AMS Ombudsperson only in cases where the process:

- Was procedurally unfair or biased
- Was arbitrary, oppressive, or based on irrelevant grounds
- Involved undue delay

The Ombudsman can provide relevant advice but is not in a position to offer a decision.

B. Complaints and Appeals from Guides (Employees)

Board members will not engage in discussions about Guide complaints that may proceed to formal appeal.

1. Initial Resolution

A Guide with a concern should first address the issue directly with the involved party. Every effort should be made to resolve disputes constructively and respectfully.

2. Escalation to Head of School

If unresolved, the Guide may submit a written complaint to the Head of School within seven (7) days. The Head of School will:

- Meet with both parties
- Review relevant information and policies
- Document proceedings
- Attempt to mediate a resolution or gather more information

A written decision will be issued with notice of the right to appeal to the Board of Advisors.

Note: If the concern is about the Head of School, the Guide may proceed directly to Step 3.

3. Appeal to the Board of Advisors

If unsatisfied with the Head of School's decision, the Guide may submit a written appeal to the Board of Advisors within seven (7) days using the appropriate form.

The Board will:

- Review documentation
- Meet with both parties
- Document all proceedings
- Consult relevant policies
- Seek a resolution or issue a final decision

The Board's final decision will be communicated orally and in writing.

Appendix A: Appeal Form (for Learners/Parents)

[Fields for contact info, decision, rationale, relevant policies, and proposed resolution]

Appendix B: Appeal Form (for Guides)

[Fields for contact info, Head of School involved, decision, rationale, relevant policies, and proposed resolution]

Reference(s):	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA CASH PAYMENT POLICY

Purpose of this Policy

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

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

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

Scope of this Policy

This Policy applies to all employees of Acton Academy Victoria.

Acton Academy Victoria will ensure that adequate cash handling and record-keeping practices are followed. Where risk factors are identified, Acton Academy Victoria will ensure that the identities of parents, guardians, or other persons making any substantial cash payment to the school are satisfactorily verified.

Procedures

Acton Academy Victoria will accept the following payment types for tuition payments, deposits, and fees:

- Cheque
- Pre-authorized debit
- Credit card

- Wire transfer
- Money order or bank draft
- Online banking payment
- Cash (up to a maximum amount of \$3,000.00)

Acton Academy Victoria will accept payment from the following financial institutions:

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

Receiving Cash Payments

Acton Academy Victoria will not accept cash payments in excess of \$3,000.00 in a single transaction for any purpose. Additionally, any cash payment in excess of \$3,000.00 will require the school to verify the identity of the individual making the payment and the source of the payment.

All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees through an alternative payment method such as online banking.

If any employee is offered funds that they know or suspect are criminal property or may represent terrorist finance, or if they receive any unusual request to receive or transfer money, it must be reported immediately—per the Reporting section of this Policy—to the Head of School (the “Reporting Officer”), who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada (FINTRAC), police, or other relevant agency.

Verification Steps

Before entering into any transaction with a person involving the payment of cash in excess of \$3,000.00, Acton Academy Victoria will take reasonable steps to ascertain and verify the identity of that person and the source of the cash.

In the case of individuals, the following information will be collected:

- Full legal name
- Residential address
- Date of birth
- Nature of principal business or occupation
- Contact information
- Relationship to the student
- Amount and currency of funds received

The school will also seek independent verification of identity, for example by requiring original official documents. Suitable documents include:

- Passport
- Driver's license
- Birth certificate
- Health insurance card
- Other similar government-issued ID

An employee of the school must verify the individual's identity in person while reviewing the original ID, ensuring it is current.

Reference(s):	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA CHILD ABUSE PREVENTION POLICY

Rationale

The purpose of this policy is to provide specific guidance to the team members of Acton Academy Victoria in fulfilling our commitment to the protection and safety of every learner. All Guides, staff, and volunteers are legally and morally responsible for providing a safe environment for children, and for reporting any suspicion or disclosure of abuse or neglect to the appropriate authorities.

In alignment with the **Child, Family and Community Service Act**, if any member of our school community believes a child is being abused or is at risk of harm, they are required to report it immediately to a child welfare worker and to the police if the child is in immediate danger.

Policy

The safety and well-being of every learner is our highest priority. All children are entitled to protection from all forms of abuse, neglect, harm, or threat of harm.

We affirm the family's primary role in caring for and raising children, while recognizing that responsibility for protecting learners is shared by parents, Guides, staff, volunteers, and the broader school community.

In the case of concern about a staff member, volunteer, or contractor, the report should be made to the **Head of School(our Appointed School Official, or ASO)**, unless the allegation involves the Head of School—in which case the report should be made to the **Alternate Appointed School Official (AASO)**. These officials are responsible for coordinating any follow-up in consultation with the Board of Advisors.

Definitions and Procedures

Definitions, procedures, and reporting protocols follow the standards outlined in:

- *The BC Handbook for Action on Child Abuse and Neglect*
- *Supporting Our Students: A Guide for Independent School Personnel*

These definitions include:

- **Neglect** – Failure to meet a child's basic physical or psychological needs
- **Emotional Abuse** – Chronic verbal assaults, rejection, or threats
- **Physical Abuse** – Deliberate non-accidental harm
- **Sexual Abuse** – Any sexual activity involving a child and an adult or older youth
- **Sexual Exploitation** – Involvement of a child in prostitution or pornography
- **Reason to Believe** – The threshold for mandatory reporting: suspicion based on observation or disclosure

Reporting Protocols

Guides, staff, and volunteers must report to:

1. **Police** — If there is immediate danger or a criminal offense
2. **Ministry of Children and Family Development** — 1-800-663-9122 (24-hour line)
3. **ASO or AASO** — To ensure internal support and coordination
4. **Chair of the Board of Advisors** — In cases involving school personnel

Staff **must not** notify parents if they are the subject of concern; this is the role of MCFD.

Internal Reports Involving School Personnel

- The ASO or AASO must investigate any concerns involving Guides, staff, volunteers, or contractors.

- If allegations involve the Head of School, the AASO takes full responsibility.
- Where appropriate, the school may issue a **No Trespass Order** under the **Trespass Act**.
- Allegations may be reported to the **Teacher Regulation Branch** as required.

Staff Training and Review

- Annual training is mandatory for all Guides, staff, and volunteers.
- Topics include types of abuse, prevention, signs of abuse or neglect, and legal duties.
- Training references *The BC Handbook for Action on Child Abuse and Neglect*.
- The school will ensure appropriate personnel are appointed and trained as ASO and AASO.

Designated Contacts

- **Appointed School Official (ASO):** Head of School (Shannon Haws, email: info@actonacademyvictoria.ca)
- **Alternate Appointed School Official (AASO):** (Name and email to be inserted)

Additional Resources

- **Helpline for Children:** 310-1234 (no area code needed)
 - **MCFD (24hr):** 1-800-663-9122
 - **Local Delegated Aboriginal and Family Services Agency:** Call above number to be connected
-

Reference(s): <u><i>B.C. Handbook for Action on Child Abuse and Neglect</i></u> <u><i>Responding to Child Welfare Concerns: Your Role in Knowing When and What to Report</i></u> <u><i>Child, Family and Community Service Act</i></u>	Approved by: Board of Directors Date Approved:
Cross-reference(s):	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA DISCIPLINE POLICY AND PROCEDURES

Rationale

At **Acton Academy Victoria**, we believe that every young person is a hero on a journey with a unique gift to bring to the world. As a learner-driven community, we recognize that genuine character development and personal responsibility are cultivated through experience, reflection, and accountability.

Our learning environment is intentionally designed to foster freedom with responsibility. We aim to create a culture where learners own their choices, understand natural consequences, and are guided through restorative practices when conflicts arise. Rather than relying on traditional models of discipline, we emphasize growth, maturity, and meaningful self-governance.

Guides and learners work together to uphold studio contracts—peer-created agreements that outline the norms and values necessary to maintain a safe, respectful, and purposeful learning community.

Policy Statement

Acton Academy Victoria is committed to providing a safe, inclusive, and empowering environment for all learners. As such, our policies align with the **BC Human Rights Code** and the **Independent School Act**, ensuring that every learner, regardless of background or identity, has the right to feel welcome and valued.

Behavioral expectations are grounded in mutual respect, personal growth, and the values embedded in our Hero's Journey. Learners are expected to take ownership of their actions, show kindness and integrity, and contribute positively to the life of the studio and broader community.

Standards of Behavior

Learners at Acton Academy Victoria are encouraged to embody the following community values:

- **Respect** — for self, others, and the learning environment
- **Responsibility** — for one's actions, learning, and contributions
- **Honesty** — in words, actions, and relationships
- **Kindness** — through empathy, encouragement, and inclusivity
- **Courage** — to speak the truth, own mistakes, and stand for justice
- **Grit** — in facing challenges and learning from failure

Code of Conduct Review and Communication

Studio contracts and behavioral expectations are reviewed and refined annually with learner participation. These expectations are clearly communicated to all families and serve as the foundation for learner accountability throughout the year.

Responding to Missteps

When learners fall short of studio expectations, the following reflective and restorative process may occur:

1. **Discussion** — A Socratic conversation between the learner and Guide, or among peers.
2. **Reflection** — Private journaling or designated time to consider the impact of actions.
3. **Resolution** — Restorative steps such as apologies, restitution, or re-engagement with the studio contract.
4. **Follow-Up** — A check-in with a Guide or peer to reinforce growth and rebuild trust.

These steps are designed to preserve dignity, promote insight, and equip learners to re-enter the community with a fresh start.

Serious Infractions

Some behaviors—such as physical aggression, theft, or deliberate disrespect—may require more immediate intervention by the Head of School and Guides. In such cases, the response will be:

- Age-appropriate and respectful
- Communicated to parents/guardians
- Focused on restoring community and ensuring safety

Gross Misconduct and Expulsion

In rare and extreme circumstances (e.g., use of a dangerous weapon, premeditated violence, or repeated violations that threaten community safety), expulsion may be considered. Such decisions are made by the Head of School in consultation with the Board of Advisors, with timely communication to families.

Documentation and Incident Tracking

Guides will document significant behavioral events in a secure incident log, noting context, actions taken, and follow-up. These records are used solely to ensure learner well-being, inform parent communication, and support consistent restorative practices.

Vandalism or Destruction of Property

Learners found responsible for damage to school property (intentional or negligent) will be held accountable through restorative and/or financial means, in coordination with parents or guardians. This may include:

- Apology and restitution
- Temporary removal from the studio
- Parent meeting to establish a plan of accountability

Appeals

If a family wishes to appeal a disciplinary decision, they may do so through the formal **Appeals Process Policy**, which ensures all voices are heard and due process is respected.

Reference(s):	Approved by: Board of Directors Date Approved:
Cross-reference(s):	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA EDUCATIONAL RESOURCE POLICY

Rationale:

As of July 1, 2016, independent school authorities in British Columbia are responsible for establishing policies and procedures regarding the selection of learning resources. Since the Ministry of Education and Child Care no longer evaluates or recommends learning resources, this responsibility now rests with individual school authorities.

This policy outlines how Acton Academy Victoria selects learning resources that align with our learner-driven, inquiry-based model, and details the process for addressing concerns or challenges related to these resources.

Policy:

Legal responsibility for the selection and approval of learning resources rests with the **Board of Advisors** of Acton Academy Victoria. The Board delegates the responsibility for the selection and approval of learning resources to the **Head of School**. Resources must align with both the goals of the BC curriculum and Acton Academy's mission to develop independent thinkers and learners on a Hero's Journey.

All resources must be reviewed through the lens of our learner-driven pedagogy, developmental appropriateness, and our school's philosophical, cultural, and spiritual values.

Definitions:

- **Learning Resources** – Includes books, digital content, videos, software, and other instructional materials used by **Guides** to

support **learners** in meeting both Ministry standards and Acton learning goals.

Procedures:

Selection & Approval Process

The **Head of School** will encourage **Guides** to utilize educational media that has undergone formal evaluation. This process must involve at least two school representatives, one of whom must be a practicing **Guide** with a minimum of three years' experience, ideally in the grade level and subject area the resource will serve.

Acton Academy Victoria may also consult third-party educational resource consortiums (e.g., Focused Educational Resources) to assist in evaluation.

Criteria for Selection

Resources selected for learner use should:

- Exhibit high quality in factual content, presentation, organization, and technical design.
- Align with BC curriculum learning standards **and** Acton's studio-based, inquiry-led model.
- Be age-appropriate and developmentally relevant.
- Reflect and reinforce the philosophical, social, cultural, and spiritual values of Acton Academy Victoria.
- Support learner autonomy and real-world problem solving.
- Highlight Canada's cultural diversity and contributions from various communities.
- Encourage civic responsibility, reflection, and the pursuit of personal purpose.
- Comply with copyright and privacy (PIPA) laws.

- Prioritize Canadian-created resources when applicable.

Evaluation should also:

- Promote respect for diversity and individuality.
- Allow learners to see themselves and their stories reflected within a free, pluralistic society.
- Identify potentially sensitive or controversial content, and evaluate its educational merit.

Evaluation may consider:

- Age level
 - Multiculturalism & diversity
 - Accessibility
 - Cultural context
 - Humour, language, or tone
 - Socioeconomic representation
 - Values, ethics, and legal considerations
 - Course content, skills, and competencies
 - Respect for individual differences
 - Social responsibility & nonviolence
 - Pedagogical fit and learner engagement
-

Withdrawal of a Recommended Resource

Learning resources shall remain approved for **five years**, after which re-evaluation may occur based on:

- Ongoing curriculum relevance
- Accuracy and currency
- Availability

Withdrawal decisions will be made by a minimum two-person committee, including one experienced **Guide** in the relevant content area.

Challenging a Learning Resource

Challenges must be submitted **in writing** to the **Head of School**, including the resource title and specific concerns. Only individuals in the school community whose children directly engage with the resource, Guides who use it, or Ministry of Education and Child Care staff may issue a challenge.

Upon receipt, the Head of School will convene a **three-person committee** within 14 days. This group must include:

- One school administrator
- One experienced Guide (if possible minimum 3 years, relevant subject/grade)
- One additional school representative

The committee may recommend:

- Dismissal of the challenge
- Raising staff awareness around sensitive use
- Contacting the publisher
- Withdrawal of the resource

A written response will be provided to the challenger within **14 days** of the committee's decision. The **Board of Advisors** will be notified of the challenge and its outcome.

This policy ensures Acton Academy Victoria continues to use learning resources that support our learners' growth, curiosity, and excellence while aligning with the standards and values we uphold as a learning community.

Reference(s): Focused Education Resources	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA EMERGENCY DRILLS POLICY AND PROCEDURES AND EMERGENCY RESPONSE PLAN

(Revised for Acton language & Saanich context – May 2025)



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Policy Name: Emergency Drills Policy and Emergency Response Plan

At Acton Academy Victoria, we recognize that preparation and practice are essential to fostering a safe and responsive learning environment. This Emergency Drills Policy and Emergency Response Plan reflects our learner-driven approach and commitment to a culture of responsibility, courage, and readiness.

Purpose

The purpose of this policy is to ensure that all learners, Guides, and visiting parents are familiar with emergency procedures and can respond effectively to protect themselves and others during emergencies.

Alignment with Acton Philosophy

- Learners are empowered through clear communication and responsibility roles during drills.
- Guides model calm leadership and thoughtful decision-making.
- Drills are treated as opportunities to reinforce ownership, team collaboration, and practical life skills.

Required Emergency Drills

Acton Academy Victoria will conduct the following emergency preparedness drills each academic year:

Type of Drill	Minimum Frequency
Fire Evacuation	6 times per year
Earthquake "Drop, Cover, and Hold On"	3 times per year (including participation in the Great British Columbia ShakeOut)
Lockdown / Intruder	2 times per year
Shelter-in-Place (for environmental hazard scenarios)	1 time per year

All drills are:

- Logged in an Emergency Drill Log.
- Debriefed during team huddles or closing circles to reinforce learning.
- Tailored to the developmental levels and emotional needs of our learners.

These drills prepare the community for real emergencies, help learners develop confidence in responding to unexpected situations, and ensure our team is equipped to coordinate calmly and efficiently under pressure.

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

Reference(s): Emergency Management Planning Guide for Schools, District and Authorities WorkSafeBC - https://www.worksafebc.com/en	Approved by: Board of Advisors Date Approved: [Insert date]
Cross-reference(s): School policies: • Anaphylaxis • Child Abuse Prevention • Harassment and Bullying Prevention • School Closure	Date(s) revised:

Summary of Important Information in the Guide

This section provides an at-a-glance overview of the key safety responsibilities and emergency expectations for the Acton Academy Victoria community.

The emergency plan ensures adequate:

- Emergency drills and responses
- Learner safety
- Guide supervision

Duty of Care: In Loco Parentis

The legal concept of “in loco parentis” stipulates that Guides are expected to exercise the same standard of care toward learners—both within the studio and on Acton-sponsored outings—as a prudent or careful parent would in the same circumstances.

In addition, Guides are expected to apply their unique skills, abilities, or training during learning experiences (e.g., nature explorations, science experiments, off-campus adventures), even where a typical parent might not be positioned to do so. In emergencies, Guides must ensure that learners are cared for until they are safely reunited with a parent or transferred to appropriate medical or protective care.

Safety Trumps Privacy

Due to their unique responsibility, BC’s privacy laws allow Guides to disclose protected information if it affects the health or safety of a learner or group of learners. Disclosure may be made to next of kin, health care providers, and relevant authorities. Guides and administrators are also permitted the flexibility to address discipline issues or take actions (e.g., searches, seizures of prohibited items) if necessary to protect the community. Legal counsel may be sought where appropriate.

Roles and Responsibilities

Head of School is responsible to:

- Develop and implement emergency preparedness policies
- Develop a Violent Threat Risk Assessment (VTRA) protocol and team
- Maintain order in emergencies and coordinate with community agencies
- Ensure that learners are safely returned to guardians as soon as possible
- Conduct regular drills: 6 fire, 3 earthquake, 2 lockdown per year
- Promptly report critical incidents to the Ministry

Guides, staff, and learners are responsible to:

- Know and understand the emergency management plan
- Be familiar with their roles and expectations
- Learners must follow their Guides' directions during emergencies

All team members must prioritize their own safety first. Do not engage in situations that pose danger to yourself or others. Review and follow all personal safety protocols outlined in this document.

This summary supports Acton's commitment to intentional design—cultivating responsibility, self-leadership, and community resilience.

6. Incident Command System (ICS)

The ICS is a unified approach used by Acton Academy Victoria in the event of a serious incident that requires coordination between multiple community agencies. The Head of School, in collaboration with local authorities, will implement the ICS model to ensure a clear chain of command, effective communication, and efficient resource allocation.

7. Violence Threat Risk Assessment (VTRA)

Acton Academy Victoria is committed to proactive collaboration with community partners to address and mitigate threats of violence. The Head of School will work with law enforcement and support agencies to develop and maintain a Community Threat Assessment Protocol to be followed in

any circumstance involving potential or active violence directed toward learners or staff.

8. Developing a School Emergency Management Plan (SEMP)

Acton Academy Victoria's SEMP was developed using a ten-step planning process recommended by the BC Ministry of Education. This document includes implementation guidance for each step, ensuring a comprehensive and learner-centered approach to emergency management.

9. Acknowledgements

- BC MoE. *Emergency Management Planning Guide for Schools, Districts, and Authorities* (2015)
- Axis Insurance Managers Inc. *Risk Management Materials for FISA BC (Associate Member Group)*
- British Columbia Public School Employers' Association (BCPSEA)
- BC Principals and Vice Principals Association (BCPVPA)
- British Columbia School Safety Association, Vancouver School Board, Burnaby Board of Education, Langley School District
- *OH&S Principles for Principals* – Flip Productions Ltd., Nanaimo & Infoflip Medien GmbH, Germany
- Mennonite Educational Institute – *Critical Incident Quick Reference*

Emergency Quick-Reference Numbers

(Post this page beside every land-line phone and place a laminated copy in each Grab-and-Go backpack.)

Service	Who to Call	Number
Life-Threatening Emergency	Ambulance / Fire / Police	911
Fire Department (non-emergency)	Saanich Fire Department – General Enquiries	250-475-5500
Police (non-emergency)	Saanich Police Department	250-475-4321
Hospitals	Royal Jubilee Hospital	250-370-8000
	Victoria General Hospital	250-727-4212
Natural Gas (leaks, odour)	Fortis BC 24-hr Emergency	1-800-663-9911
Electricity / Power Outage	BC Hydro 24-hr	1-800-224-9376
Public Works After-Hours (water, sewer, roads)	District of Saanich Parks & Public Works	250-475-5599
Environmental Emergencies	Emergency Management BC	1-800-663-3456
Poison Control	Drug Poison Information Centre	1-800-567-8911
Animal Control (domestic)	CRD Animal Control	250-478-0624
Wildlife Concerns	Conservation Officer (RAPP)	1-877-952-7277
Victim Support (24/7)	VictimLink BC	1-800-563-0808
Marine / Air Search & Rescue	Joint Rescue Coordination Centre	1-800-567-5111

Child Protection	Ministry of Children & Family Development	1-800-663-9122
Helpline for Children (24/7)	Anonymous child line	310-1234
Saanich Emergency Program	Preparedness Info & Training	250-475-7140

Local Broadcast Media for real-time instructions:

The Q 100.3 FM • CFAX 1070 AM • CBC Radio One 90.5 FM • 91.3 The Zone FM • CHEK TV

IN SCHOOL RESOURCE NUMBERS

Title	Name	School Ext	Cell	Home	Email
Head of School	Shannon Haws		403-305-9999		info@actonacademyvictoria.ca
HOS Designate					

911 CALL SCRIPT

WHEN – Is the incident in progress?

WHERE – Acton Academy Victoria, **[insert street address]**, Saanich BC.

Give studio/room or nearest entrance.

WHAT – Describe the emergency (fire, medical, intruder, etc.); any injuries; present hazards.

WEAPONS – Type and quantity if known.

WHO – Names or descriptions of persons involved.

*(Speak slowly. Do **not** hang up until dispatcher says to.)*

SCHOOL PLANNING COMMITTEE

This committee includes representatives from all areas of school life and from the community. While all the members of the committee add value to the planning process, the responsibility for the safety of learners and Guides lies with the Head of School, with ultimate accountability belonging to the Acton Academy Victoria Board of Advisors.

Title	Name	School Ext	Cell	Home	Email
Head of School	Shannon H		403-305-99		
Support staff representative					
Guide staff representa					
Parent representative					
Authority or Board member					
If possible – a first responder (fire, police, ambulance)					

Student Medical List including mobility challenged students: (Listed on high medical alert list in sick room/office) – **update annually at the beginning of each year**

1. Name – grade – health concern (i.e. John Doe- gr 2 – asthma – puffer in school bag)
- 2.

Hours of Operation (to be finalized prior to school opening)

The school is in operation from 8:30 am until 3:00 pm with students.

The office opens at 8:00 am and closes at 4:00 pm with the exception of special events, sporting events and rentals.

There is a custodian on site from 4:00 pm - 12:00 am. (M- F)

School Map (insert school/property map here once finalized)

INCIDENT COMMAND STRUCTURE (ICS) AND SCHOOL-BASED VTRA TEAM



The VTRA Team and Roles

The Violence Threat Risk Assessment (VTRA) team at Acton Academy Victoria works in conjunction with local partners such as Saanich Police

and MCFD. The team's role is to assess and mitigate risk when there is a perceived or real threat of violence against a learner or staff member.

Site Incident Commander – Head of School (or designate)

[Shannon Haws]

This individual oversees all school responses during an emergency, working collaboratively with the school team and first responders to keep learners, Guides, and visitors safe.

Event Incident Commander – Saanich Fire Department/Saanich Police

The Event Incident Commander is the lead first responder in events such as a fire, earthquake, or active threat. They assess and respond to the situation and advise the Site Incident Commander on key decisions regarding safety.

Operations – [Insert name once confirmed]

This role supports real-time emergency response and oversees on-site safety, building operations, first aid setup, and staffing of key areas.

- **Gatekeepers** – [Insert Name]
- **Damage Assessment** – [Insert Name]
- **First Aid** – [Insert Name]
- **Search and Rescue** – [Insert Name]
- **Evacuation / Shelter & Care** – [Insert Name]
- **Crisis Intervention** – [Insert Name]
- **Student Release** – [Insert Name]
- **Communications** – [Insert Name]

Planning – [Insert Name]

Responsible for ongoing monitoring, evaluation, and documentation of emergency conditions, as well as future planning.

- Situational assessment
- Ongoing and future planning

Logistics – [Insert Name]

Coordinates logistics and resource deployment to support safety and care.

- Food/supplies
- Transportation
- Facilities
- Communication/IT support

Finance – [Insert Name]

Tracks incident-related finances including:

- Time
- Procurement
- Cost
- Compensation and claims

Function of the Emergency Response Team

The four primary commanders—Head of School, Fire, Police, and Ambulance/Paramedic—work together under their respective legal and functional responsibilities to coordinate, plan, and act effectively during emergencies, with the goal of saving lives and minimizing damage.

- Decisions are made consultatively, ensuring each action is based on the best available information at the time.
- Each commander retains final authority over their area of responsibility, respecting each domain's expertise.
- In cases where first responders cannot reach the school (e.g., infrastructure disruption), the Head of School will act as the sole on-site commander and draw support from internal teams or nearby community partners.

Note: The Acton Academy Victoria Board of Advisors will serve as the overarching authority supporting the Head of School and emergency response planning across all school facilities and groups on its properties. This team meets at least annually to:

- Review emergency procedures

- Conduct table-top exercises
- Update supplies and check equipment
- Debrief past drills or incidents

Yearly Update of the Emergency Response Team

Each September, the Head of School reviews and updates the emergency response assignments under the categories of Operations, Logistics, and Planning. Staff members are selected based on their suitability and availability for these roles.

- At the beginning of the year, all staff are surveyed to identify any special skills or certifications that may be helpful in an emergency.
- Some team members may carry multiple responsibilities depending on capacity and familiarity.
- Cross-training is conducted to ensure multiple people understand key roles—this allows for role coverage in case of absences.
- Staff are encouraged to prepare alternate arrangements for their own families in the event that they may not be able to return home immediately during an emergency.
- All staff should know the location of the Emergency Management Plan and understand their role within it.

Supplies Required for Emergency Response

Supplies required when setting up an Incident Command Center (ICS)

- Table, chairs, pencils
- Keys
- Walkie Talkies
- Megaphone
- Battery operated or wind-up AM/RM radio
- Student Emergency Lanyards (to be distributed by the Communications team)
- First Aid Kit/supplies
- Grab and Go Bag (with student attendance forms, master list of students and authorized parent/guardian for pick up, keys, first aid supplies)
- Runners (non-classroom teachers/EAs)
- Binder that contains: faculty listing, student roster, students with mobility issues, master list of students and authorized parent/guardian for pick up, parent phone numbers, copies of each team's duties, school information maps (fire extinguishers, exits), school emergency procedures information and emergency response team log
- Water and food
- Flashlight and batteries
- Candles and matches/lighter
- Whistle

- Search and rescue backpacks
- Blankets
- Stretcher
- Specialized items for students with medical and/or special needs.
- Basic tools
- Other items deemed necessary (as above list is not meant to be exhaustive).

The figure below has been adapted from Developing and Maintaining Emergency Operations Plans, CPG 101, FEMA, 2010. It illustrates how planning for emergency response is cyclical and evolving over time and in response to new information. The importance of each aspect of the cycle cannot be overstated.



DEVELOP RESPONSE PROTOCOLS

The Emergency Management Team will ensure that response protocols are developed for the variety of emergency situations the school may face. The most common are fire, earthquake, and lockdown. Specific training and response procedures are outlined in Section 9 and should be updated as necessary based on insights from drills and emergency training.

Each plan should prioritize the best interests of learners and Guides in the circumstance and account for the unique hazards associated with the school's setting, which may require specific responses.

DEVELOPING A LEARNER RELEASE PLAN

There may be times that require learners to be released from school during or after an emergency. Acton Academy Victoria will request updated Learner Release Forms from families at the start of each academic year. Annually, the school will:

- Identify designated release sites near campus
 - Establish clear and secure release procedures
 - Create a double-gated system to ensure safe learner release
 - Review and update the communication strategy that accompanies a required release
-

COMMUNICATION PLAN

Effective communication is essential to any emergency response and must be well coordinated.

Internal communication includes interactions within the campus—among learners, Guides, and administrative staff.

External communication involves all groups outside the school, including the Board of Advisors, parents, first responders, media, and relevant provincial agencies.

Communication methods may include:

- Phone calls
- PA announcements
- Memos/emails
- Face-to-face updates
- Emergency notification platforms (e.g., Bright Arrow)
- Social media (e.g., Facebook, Twitter)

Outside of school hours, the following tools may be used:

- Emergency alert systems (e.g., Bright Arrow)

- Mass email updates
- Updates posted to the school website
- Radio or television announcements
- Social media channels

The Head of School (or a designated representative) is responsible for all media communications. Guides, learners, and parents are not authorized to speak to the media on behalf of Acton Academy Victoria.

CONTINUITY OF OPERATIONS / LEARNING IN CASE OF SCHOOL CLOSURE

Situations may arise that create an unforeseen school closure (i.e.; snow days, facility issue, provincial requirements, etc.).

A. Closures (e.g., Inclement Weather)

- Closure announcements will be posted on the school website by 6:30 am.
- Alerts will be issued via direct emails to families.
- The Head of School or designate will send notifications through the emergency alert platform.
- For extended closures, daily updates will follow the same procedure.

B. Unanticipated Closures (e.g., Water Issues, Power Outages, Sudden Weather Events)

1. In the event of an unanticipated closure during school hours, the following will apply:
 - Learners may be kept for one hour before dismissal if conditions remain unresolved.
 - The Head of School will determine appropriate timing for early dismissal.
 - Learners will only be released to authorized individuals.
 - Closure announcements will be issued via emergency messaging, and the school website.

2. In the event of such an early dismissal as noted in #B-1. the Head of School and/or staff on site shall ensure that all children are picked up by people authorized to do so.
3. Decisions and announcement regarding the continued closure of the school will be made by 6:30 am each morning following the same procedures noted in #A.

C. Short-Term Closures (weeks, months)

1. In the event of an unanticipated closure where students may be off for one or more weeks, the following will apply:
 - Guides will shift to remote learning, using Google Classroom or an equivalent platform.
 - Events and calendars will be adjusted as needed.

D. Long-Term Closures (half-full year)

1. In the event of an unanticipated closure where students may be off for a half or full year, due to issues with facility (i.e. fire and repairs), the following will apply:
 - School holidays or breaks may be rescheduled where possible.
 - Alternate classroom space will be identified for partial or full-day use.
 - Learners will be relocated to alternate location for full or part days

E. Permanent Closure

1. In the event of a permanent shutdown, Acton Academy Victoria will follow its established **School Closure Policy**.

NECESSARY EQUIPMENT AND SUPPLIES

As part of Acton Academy Victoria's emergency planning, the school will identify and maintain documentation, equipment, and resources needed to

provide first aid, shelter, comfort, basic rescue, and care for learners and Guides for durations ranging from a few hours to several days.

The school will ensure that:

- All necessary emergency equipment and supplies are up to date and safely stored (e.g., in earthquake bins or emergency lockers)
- Supplies include food, water, first aid kits, learner emergency cards, grab-and-go bags, blankets, radios, and other critical items
- A comprehensive checklist of required items is maintained and reviewed regularly

Emergency and first aid supplies stored on campus will be routinely inspected to ensure everything is in working condition and fully stocked.

Emergency contact information for all learners and staff will be reviewed and updated at least annually, with updates requested from families at the beginning of each school year.

TRAINING AND DRILLS

The school is required to have an adequate number of team members trained in First Aid and CPR. At least three trained Guides or staff members should always be onsite. This number should be revisited as enrollment increases.

There are five basic all-hazard approaches that may be adapted as an appropriate response to most emergencies, disasters, or critical incidents. These are:

Drop/Cover/Hold On (earthquake) – This is the recommended immediate response for earthquakes. Drop-Cover-Hold On may be followed by a second response such as evacuation or shelter-in-place. Earthquakes or explosions may cause structures to become unstable, and materials can fall, explode, or disintegrate.

Evacuate – When a building or area becomes unsafe, evacuation may be called for. The most common event requiring evacuation is fire, but other circumstances may also require evacuation (e.g., fire, bomb threat, chemical accident, post-earthquake, tsunami).

Lockdown – Lockdown is used to prevent intruders from entering occupied areas or to isolate learners and Guides from danger inside or outside the building. Situations include dangerous intruders or active threats. Movement is restricted, doors are locked, and windows are covered (e.g., dangerous intruder, active shooter).

Hold and Secure (Lockout) – Used when there is an emergency occurring outside the school. Exterior doors are locked and monitored. Learners and Guides may enter, but once inside, no one exits until the situation is cleared. (e.g., nearby police incident – confirm with law enforcement when safe to lift).

Shelter in Place – Used when personal safety would be compromised by leaving the school. Often related to environmental hazards (e.g., chemical spill, gas leak, or wild animal nearby).

Drills for each type of emergency preparedness are to take place annually so that learners and Guides are familiar with procedures. These include:

Mandatory	Not Mandatory
♦ Fire (6 annually mandated) ♦ Earthquake (3 annually mandated) ♦ lock down (2 annually mandated)	♦ Hold and Secure ♦ Shelter in Place ♦ Evacuation (overlaps with earthquake) ♦ Controlled dismissal

Off-Site Activities

Learners and Guides may not always be on school property when an emergency occurs. There may be times when school is in session, but

learners and staff are off-site—such as during recess, lunch breaks, physical education classes, field experiences, or other events. The Lead Guide accompanying learners off-site is expected to respond to emergencies with the same level of care and procedure as if on campus. The Lead Guide, or a designated Supervisor, must inform the Head of School and administrative staff at the school as soon as possible about the emergency and the type of support required.

See appendices for drills and emergency responses for various situations.

DEBRIEF AND REVISE

To complete the emergency planning cycle, debriefing is an essential step that helps the Emergency Response Team improve future mitigation, preparedness, and response efforts. Debriefing should become a regular part of emergency drills and is also a critical component of recovery after an actual emergency.

Key elements include:

- **Timely Debriefing** – Conduct debriefs as soon as possible after a drill or emergency, while the experience is still fresh.
- **Inclusive Participation** – Involve all relevant parties (Guides, learners, support staff, and administration) to gain diverse perspectives.
- **Expert Consultation** – When appropriate, consult with first responders or local authorities to incorporate best practices and expert guidance.
- **Ongoing Revisions** – Update the Emergency Response Plan and make adjustments to protocols or equipment based on debrief findings.

Depending on the nature of the emergency, learners, Guides, and/or parents may experience lingering effects of trauma. The Acton Academy Victoria Board of Advisors and staff should be prepared to offer or seek

out additional support resources when necessary. Caring for all affected individuals is a shared responsibility that must be addressed with compassion and attentiveness.

Appendices

Appendix 1: FIRE

- **Head of School** or designate to activate the site fire alarm (if a drill).
If a real fire, the person spotting the fire is to activate the fire alarm.
- When the fire alarm is activated, all instruction and activity shall cease.

Front office or Head of School:

- Confirm the location of the fire.
- Call 911 for the Fire Department, providing details of the incident (e.g., location, nature).

Guides:

- Instruct learners to stand and remain **silent**.
- Take the survival backpack (which includes a class list and school keys) and keep possession of it until the end of the drill or emergency.
- Line learners up at the door.
- Determine if it is safe to exit via the primary route; if not, choose an alternate route.
- Lead learners to the closest exit.
- Reassess safety at the exit door before leaving the building.
- Hold the door open and count learners as they leave.
- Proceed to the pre-determined safe assembly area.
- Take attendance again and assign one learner to run the class evacuation report to the incident command center.

Learners outside the studio and still in the building:

- Go to the nearest corridor and join any class or, if close to an exit, leave the building and report to their own group once outside.

Learners already outside (e.g., during recess/lunch):

- Report to their class's designated safe assembly area.

Staff not on duty should:

- Check learner bathrooms on the way out.
- Report to the incident command center to offer assistance.

Head of School and office assistant:

- Confirm that all staff and learners have evacuated the building safely.

Designated staff member:

- Check access routes, gates, and fire lanes for obstructions.

If necessary:

- Inform the Fire Department of learners/staff waiting in secure areas who require evacuation assistance.
- Provide names, ages, and likely locations of unaccounted-for individuals.
- Notify the Authority of the fire.
- Be available to assist emergency services as needed.
- Ensure that all staff and learners remain in designated areas until the Fire Department (or Head of School, if a drill) gives the **“all clear.”**
- Activate the Emergency Response Team as needed.
- **Debrief.**

Appendix 2: DROP, COVER AND HOLD

(Earthquake, Explosion, or Any Event That Shakes the School)

- **Head of School** or designate will indicate an earthquake if it is a drill. In the case of a real earthquake, the shaking will be felt.

If indoors:

- Everyone is to **STOP** what they are doing immediately, move away from visible hazards, and find an appropriate place to **DROP, COVER, and HOLD ON**.
 - Stay under desks, in doorways, away from windows, or against interior walls.
 - Hold onto the object you are under to remain protected. If you cannot get under something sturdy, flatten yourself against an interior wall.
 - If you are in a wheelchair, lock the wheels and protect the back of your head and neck.
- Once the shaking stops:
 - Count to **60** aloud.
 - Listen for instructions from your **Guide**.

Guides:

- Remain alert to aftershocks.
- When it is safe, instruct learners to line up quietly at the appropriate door.
- Determine the safest available exit route.
- Lead learners through the exit and proceed to the designated safe assembly area.
- Once there, have learners form a single file line and take attendance.
- Assign one learner to run the class evacuation report to the central location (incident command center).

Learners outside the studio but still inside the building:

- Drop, cover, and hold on.
- When the shaking stops, join the nearest class or exit the building and report to their Guide outside.

Learners already outside (e.g., during recess):

- Move to an open area, away from buildings, power lines, and trees.
- Report to their designated safe assembly area and reconnect with their Guide.

Staff not on duty:

- Report to the incident command center to provide assistance.

Head of School and office assistant:

- Confirm whether all learners and staff have safely evacuated the building.

Designated staff member:

- Check access routes, gates, and fire lanes for obstructions, if safe to do so.

If necessary:

- Inform the Incident Command Center of any learners or staff waiting in secure areas who need assistance evacuating.
- Provide names, ages, and possible locations of unaccounted-for learners/staff.
- Be prepared that emergency services may not be immediately available following an earthquake.
- Stand by to assist emergency services as needed.

Activate the Emergency Response Team as necessary.

Additional Instructions:

- The decision to evacuate all or part of the school should not be automatic; assess for hazards outside first.
- **Do not use the fire alarm and do not use elevators.**
- If safe, shut off power, fuel, and water mains.
- Check for fires, utility leaks, or hazardous material spills and call for help if needed.
- Implement appropriate procedures for communication, search and rescue, first aid, shelter, supervision, learner/staff release, extended stay, etc.
- Ensure all staff and learners remain away from buildings, overhead lines, trees, or any falling hazards.
- The school will remain open until every learner has been released to a parent/guardian.

Debrief.

Appendix 3: LOCKDOWN

When a lockdown is required (e.g., dangerous intruder, active threat), the responsibilities of the **Head of School** or designate are to:

- Initiate the school lockdown procedure with a clear and precise announcement:
“This is a lockdown. This is a lockdown. This is a lockdown.”
- Call 911 and inform authorities of the incident **only when it is safe to do so.**
- If safe, **lock the front doors.**
- **If this is a drill**, when given the all-clear signal, announce:
“Thank you for your support during the lockdown. Please continue with your regular activities. This is an all clear.”

In a real emergency, police or authorities will have a key and will determine when it is safe to exit.

For learners and staff inside the building:

- Proceed immediately to the nearest studio or secure space and **lock the door**.
 - Bring any nearby learners into the secured space if possible.
 - Move away from doors and windows.
 - Turn off lights. Close blinds and curtains.
 - Stay away from glass. Hide behind heavy furniture or remain out of sight.
 - **Remain completely silent.**
 - Do not answer the door—even for police. Authorities will have keys.
 - **Guides** are to instruct learners to **turn off their cell phones** and stay silent and out of sight.
 - Phones must be silenced. Staff should not use them unless instructed.
 - If a learner or staff member is in a washroom, they should **stand or sit on the toilet with feet off the floor** to remain unseen.
 - Ignore any bells or signals until the all-clear is issued.
 - In drills, stay secured until the “**All Clear**” is announced.
 - In real incidents, police will determine when it is safe to exit.
-

For learners and staff outside the building:

- **Guide or supervisor** is to take any learners **immediately to the closest safe area** away from the threat.
-

After the situation:

- Activate the **Emergency Response Team** once the threat is over.
- Implement communication, supervision, and learner/staff release procedures as needed.
- The school will remain open **until every learner has been safely released to a parent or guardian**.
- **Debrief** all involved, including any required trauma response or mental health follow-up.

Appendix 4: HOLD AND SECURE (LOCKOUT)

A **Hold and Secure** is initiated when there is a potential threat **outside** the school building (e.g., police activity in the neighborhood), and learners and staff are to remain inside with the outer doors secured.

To initiate the Hold and Secure, the **Head of School** or designate will make the following announcement:

“This is a Hold and Secure. This is a Hold and Secure. This is a Hold and Secure.”

Actions to be taken:

- Lock all **outside doors** and **exterior windows**.
 - Close blinds and minimize activity in hallways.
 - Place a visible sign on the front door stating that the school is in a **Hold and Secure**.
 - **Normal operations may continue** inside the studios.
-

The Hold and Secure will be lifted once the **Head of School**, under the direction of police or relevant authorities, determines it is safe.

At the end of a drill or emergency, the Head of School or designate will announce:

“Thank you for your support during the Hold and Secure. It is now over. Learners and Guides may return to regular activities.”

If the situation was a real emergency:

- The **Head of School** should send a follow-up communication to parents/guardians informing them briefly of the incident and confirming the safety of all learners and staff.

- **Debrief.**

Appendix 5: SHELTER IN PLACE

A **Shelter in Place** is used when there is a potential environmental or wildlife threat **near the school** (e.g., chemical spill, gas leak, or wild animal nearby) and it is safest for all learners and staff to remain indoors.

To initiate the Shelter in Place, the **Head of School** or designate will make the following announcement:

“This is a Shelter in Place. This is a Shelter in Place. This is a Shelter in Place.”

Actions to be taken:

- All individuals **outside** the building are to come indoors **immediately**.
 - Lock all **outside doors** and close all **exterior windows**.
 - Shut off the building’s ventilation system if deemed necessary.
 - A designated staff member is to monitor access at the **main entrance**.
-

At the conclusion of the drill or emergency, the **Head of School** or designate will announce:

“Thank you for your support during the Shelter in Place. It is now over.”

If the event was a real emergency:

- The **Head of School** may choose to send a follow-up communication to parents/guardians informing them of the nature of the incident and that all learners and staff are safe.

Debrief

Appendix 6: INTRUDERS

When an unknown intruder is noticed in the building or on school grounds, the staff member should:

- Determine the **location**, **description**, and any other information about the intruder.
 - Initiate **Intruder Alert Procedures** (see below) if there is any potential risk to learners or staff.
 - Notify the **main office** and indicate your location.
 - **Do not approach the intruder alone.**
 - If you do engage, do so in a **non-confrontational** manner and assess the situation.
 - Maintain a **safe distance**.
 - Identify yourself and ask the intruder why they are present.
 - Do not block the intruder's exit—**know your own exit path**.
 - Ask the intruder to leave the premises or accompany you to the front office, citing safety concerns.
 - If the intruder refuses to leave, instruct a staff member to **call 911**.
 - Avoid escalating the situation; observe the intruder from a safe distance.
 - Initiate **Lockdown procedures** if the situation escalates and becomes a threat to learners or staff.
-

If the intruder is aggressive:

Responding to a hostile individual requires calm and clarity. Hostile people are often unpredictable. The following are best-practice safety principles:

- **Model control**—do not demand it.
 - A calm, professional demeanor may prevent escalation.
- **Assess as you approach.**
- **Approach overtly.** Disperse any crowd.

- Assign others tasks: e.g., “Go to the office and ask another Guide to come here.”
 - **Watch the periphery**—weapons may be passed to others nearby.
 - **Work in pairs:**
 - Person 1 makes contact and speaks.
 - Person 2 stands 3 meters back and monitors.
 - **Ensure your own exit** before entering the situation.
 - Never block the intruder’s exit or stand with your back to a door.
 - **Allow the intruder a clear exit** and let them leave if they choose.
 - **Keep hands free**—avoid carrying items.
 - **Identify yourself by name and/or role.**
 - **Listen actively**—allow the individual to speak and vent if needed.
 - **Maintain casual eye contact.**
 - **Keep a barrier** (desk, table, etc.) between yourself and the individual if possible.
 - **Initiate Lockdown** if the situation escalates into an immediate threat.
-

Approaching a vehicle outside:

If you must approach a suspicious vehicle:

- Record the **license plate number** and a **description** of the vehicle.
- **Do NOT:**
 - Stand in front of or behind the vehicle.
 - Stand beside doors.
 - Lean into the vehicle.

Appendix 7: BOMB THREAT

CAUTION: Do **NOT** use radios, cellular phones, or pagers, as they may trigger an electronic detonator. Do **NOT** touch any suspicious device or assume that there is only one device.

Procedure for Assessing the Threat

- Note the **exact time** of the call.
 - Ask the caller the following questions:
 - What time is the bomb set to explode?
 - Where is the bomb located?
 - Is it in the open or disguised?
 - What kind of bomb is it?
 - What does it look like?
 - Why was it placed in the school?
 - How did it get into the building?
 - Listen carefully and assess the caller's voice:
 - Male or female?
 - Calm or frightened?
 - Young, middle-aged, or older?
 - Are there background noises (music, machinery, people, etc.)?
-

After the Call:

- Call **911** immediately.
 - Attempt to trace the call if applicable:
 - Use *57 to trace* or *69 to retrieve caller ID*, if available.
 - Assess the threat (nature, timing, location, identity of suspect).
 - Perform a **quick and cautious check** of the reported location, if safe.
 - **Immediately notify the Head of School.**
-

Evacuation Procedures

If the bomb is in a known location:

- Evacuate **learners and staff** from the area nearest the threat.
- Evacuate **surrounding areas** in stages.
- Do **not** inform learners that a bomb threat has been made.
- **Do NOT activate the fire alarm.**

If the bomb location is unknown:

- **Use the fire alarm** to initiate a full-school evacuation.
 - Follow standard evacuation procedures.
 - Await the arrival of **police**, who will lead or direct a full search of the school.
 - Do **not** re-enter the building until an “**All Clear**” is issued by police or the Head of School.
-

After the Incident:

- In the case of a real emergency, the **Head of School** should send appropriate communication to all parents/guardians.
- Conduct a **debrief**, including **trauma support** and follow-up as needed.

Appendix 8: HARASSMENT AND BULLYING

All staff are expected to follow the school's **Harassment and Bullying Prevention Policy**. Please refer to the full policy document for complete details on reporting procedures, intervention steps, and restorative practices.

Acton Academy Victoria is committed to fostering a learning environment in which **all learners** feel safe, supported, and respected.

The **ERASE Bullying** online forum and reporting tool is available to all learners in British Columbia at:

<http://www.erasebullying.ca>

Appendix 9: CHILD ABUSE

All staff are expected to follow Acton Academy Victoria's **Child Abuse Prevention Policy**. Please refer to the full policy document for detailed guidance and legal responsibilities.

In Brief: Reporting Suspected Child Abuse or Neglect

If any **staff member** has reason to believe that a **learner** is in need of protection, they are **legally obligated** to report the concern **immediately by phone** to the local child protection office.

(Refer to the Emergency Numbers section of this document or the policy manual for contact information.)

Important:

- The responsibility to **assess or investigate** belongs to the child protection authorities—not to the staff member.
 - **Do not contact** the alleged abuser.
-

Reporting Steps:

1. Make the report to child protection services **by phone**.
 2. **Inform the Head of School** that you have filed a report (confidentially).
 3. **Document** the report appropriately and maintain confidentiality.
 4. Do **not** confront or discuss the matter with the person alleged to be involved.
-

Key Considerations:

- You do **not** need certainty to report—**reasonable belief** based on what you've witnessed or been told is sufficient.

- A learner is considered in need of protection if they have been, or are likely to be:
 - Physically harmed
 - Sexually abused
 - Neglected
 - Exploited
 - Emotionally or psychologically harmed
- Reporting is also required if a parent/guardian is **unwilling or unable to protect** the child from another person causing harm.

Before making a report, gather relevant information:

- The learner's name, age, and family details (if known)
- A clear description of your observations or concerns
- Your reasons for believing the learner may be at risk

Appendix 10: MEDICAL EMERGENCIES, COMMUNICABLE DISEASES, AND MENTAL HEALTH

Medical Emergencies

Guidelines for any staff member assisting a learner or adult who is ill or injured:

- Do **not** move the individual unless there is immediate danger. Do not leave them unattended.
- Evaluate first aid needs and **call for a staff member trained in first aid**.
- **Call 911** if needed.
- Follow standard first aid procedures. Check the individual's health record for any pre-existing medical conditions or allergies.
- Identify any witnesses.
- If safe to do so, escort the individual to the office—but only if they are able to walk on their own.
- If minor, encourage self-care (e.g., cleaning a scrape) to avoid staff exposure to bodily fluids.
- Wear **latex gloves** if direct contact with blood, vomit, stool, or urine is anticipated.
- If accidental contact occurs, thoroughly wash exposed skin.
- Follow procedures for cleaning bodily fluids (see below).
- **Notify the Head of School** in the case of serious injury.
- If a **learner** is injured, assign a staff member to contact the parent or guardian.
- Submit an injury report to the Head of School. For staff injuries, follow **WorkSafeBC** requirements.

Concussions

A concussion is a brain injury resulting from a blow or jolt to the head, face, or neck. Loss of consciousness is **not** required. If the injured person shows any of the following signs, **call 911 immediately**:

- Repeated vomiting
 - Unequal pupils
 - Confusion or agitation
 - Weakness on one side of the body
 - Loss of consciousness
 - Inability to wake up
 - Neck pain after a fall
 - Slurred speech
 - Seizure
-

Cleaning Up Body Fluid Spills – Standard Precautions

- Clean up **immediately**.
 - Wear **disposable gloves**.
 - Avoid contact with eyes, nose, mouth, or open sores.
 - Disinfect surfaces using a 10% bleach solution or standard disinfectant.
 - Dispose of contaminated materials and gloves in a **sealed plastic bag**.
 - Wash mop heads and clothing at **60°C or higher**.
-

Safe Disposal of Sharps

- **Learners must never pick up needles.**
- If a staff member finds a used needle:
 - Use gloves to pick it up carefully.
 - Place it in a **sharps disposal container**—never in trash, recycling, or toilets.
 - Follow safe disposal guidelines for containers.
 - If pricked:
 - Wash with soap and warm water
 - Apply antiseptic and a clean bandage
 - Visit an emergency department or primary care provider (within 24 hrs preferred)
 - Call **8-1-1** for guidance, 24/7

Communicable Diseases

- Report all suspected communicable diseases (e.g., measles, whooping cough) to the **Victoria Health Unit**.
 - If 10% or more of the school population is affected (e.g., flu outbreak), report it.
 - The Health Unit will support or direct the **Head of School** in communication with families and staff.
 - Refer to the **Quick Guide to Common Childhood Diseases** (available on the Victoria Health Unit website).
-

Mental Health

If a **learner or individual** is in mental health crisis:

- If there's an **immediate physical threat**, call **911**.
 - Do **not** argue.
 - Reduce external stimuli if possible.
 - Consider moving the person to a quiet, safe room with supervision.
 - Learners aged 12–18 may be referred to the **Adolescent Crisis Response Program**.
 - Others should be referred to appropriate **Mental Health services**.
 - Review health card for known conditions or medications.
 - Ask if they have a current therapist and attempt to contact them.
 - **Notify the Head of School**.
 - Designate a staff member to notify the parent/guardian if appropriate.
-

Removal of a Learner from School for Health Reasons

If the **Head of School** suspects a learner has a physical, mental, or emotional condition—or a communicable disease—that poses a risk to others:

- The learner may be temporarily excluded from school until cleared by a **medical professional**.
- During this time, an educational program will be made available for the learner.

Appendix 11: DEATH AND SERIOUS ILLNESS/INJURY ON SCHOOL PROPERTY

In the event of a **serious injury or death** of an individual on school property, the following actions should be taken:

1. **Administer First Aid** immediately.
 2. **Confirm details** of the incident.
 3. **Call 911.**
 4. **Notify the Head of School.**
-

If the individual is not an employee but is connected to a school activity:

- Contact the **Head of School** immediately.
 - Activate the **Emergency Response Team.**
 - The Head of School or designate should appoint an **insurance investigator.**
 - Develop a **communication plan** for Guides, learners, parents/guardians, and media.
 - All media communication should be coordinated by the Head of School.
 - Meet with Guides to inform them of the incident and next steps.
 - Prepare a written statement for Guides to read to learners *(Do not use the PA system).*
 - Prepare a letter to be sent home to parents/guardians.
 - Contact parents/guardians if learners are to be picked up early.
 - Ensure **learners are supervised** until their dismissal.
 - Be present among learners and Guides during transitions (lunch, class changes, etc.).
 - Designate support rooms and assign staff to provide care for those affected.
 - Engage appropriate **community agencies** for additional support.
 - Re-establish school routine **as soon as reasonably possible.**
 - If the incident occurred during school hours or in transit, complete an **accident report.**
-

If the death or serious illness/injury occurs off campus (e.g., outside school hours or off-site):

- **Confirm the facts** of the situation.
- Activate the **Emergency Response Team**.
- **Check with the family** to ask permission to share the news with the school community.
 - If permitted, prepare a communication plan for staff, learners, and parents.
- Meet with staff to prepare a unified response.
- Prepare a written statement to be read by Guides to their learners (*Do not use the PA system*).
- Prepare a communication letter to send home to parents/guardians.
- Maintain visibility and offer support throughout the day.
- Provide designated support spaces and caring staff.
- Involve community agencies if necessary.
- Restore daily rhythm and learning as soon as is reasonably possible.

Appendix 12: EMERGENCY SCHOOL CLOSURE

In the event of an emergency requiring school closure (e.g., severe weather, power outage, infrastructure failure, or other safety concerns), follow the procedures outlined in **Section 7: School Closures** of this policy manual.

All decisions regarding closure will be made by the **Head of School**, in consultation with appropriate authorities as needed.

Appendix 13: HAZARDOUS MATERIAL SPILL / EXPLOSION

Potential risk areas include custodial storage rooms, science labs, and art studios—any space where hazardous materials may be stored or used. These substances may have **specific handling and disposal protocols**.

The **Head of School** is responsible for ensuring that any personnel handling hazardous materials are familiar with safety protocols and WHMIS regulations. Information about hazardous materials (purpose, location, and safe handling procedures) must be accessible in the school office.

Regulatory Compliance

Acton Academy Victoria complies with **WHMIS (Workplace Hazardous Materials Information System)**.

Material Safety Data Sheets (MSDS) must be readily available to any team member who may come into contact with hazardous products.

Response Procedures

(If the spill is large or the substance poses a health risk to learners or staff)

1. **Notify the front office immediately.**
2. **Seal off the affected area** by closing doors and windows.
3. **Use the PA system** to notify Guides and learners:
 - Announce the chemical spill and provide clear instructions on whether to evacuate or remain in place.
4. **Call 911** and inform dispatch this is a **HAZMAT incident**.
5. **Inform the Head of School**, who will contact the **Facilities Manager**.
6. If necessary, **evacuate the school** using the fire alarm.
 - Ensure no one assembles **downwind** from fumes.

7. If evacuation occurs:
 - Do **not** allow re-entry until the substance is identified and the site is cleared.
8. **Determine:**
 - Nature and type of material
 - Exact location and scope of the spill or explosion
9. **Check for medical symptoms** among learners or staff:
 - Difficulty breathing, dizziness, fainting, etc.
 - Request medical aid as needed.
10. **Mark the affected area** on a site map for emergency responders.
11. Provide responders with:
 - Name and location of the **First Aid Attendant**
 - Location of the **medical room** and supplies
 - Names of staff with first-hand knowledge of the materials
12. **Do NOT attempt clean-up** unless properly trained and familiar with associated health risks and disposal procedures.
13. **Do not release staff or learners** or permit re-entry until the **Fire Department issues an “All Clear.”**

WHMIS Symbols



Appendix 14: MISSING STUDENT

If a Guide or staff member realizes that a learner is missing, they must immediately notify the Head of School.

The Head of School will:

1. Check the sign-out book to determine if the learner has been signed out by a parent or guardian.
2. Review school records to verify legal custody status for the learner.
3. Contact the parent/guardian to confirm the learner's whereabouts.
4. Organize a thorough search of the school premises.
5. Gather the following information (if possible):
 - Time and location the learner was last seen
 - Description of what the learner was wearing
 - Names of the learner's siblings and close friends
 - Names of any witnesses (especially if abduction is suspected)
 - Usual route and mode of transportation to/from school
6. Call 911 and request police assistance.
7. Activate the Emergency Response Team, if necessary.
8. If the learner is located or returns, promptly notify all previously informed parties.

Appendix 15: SOCIAL MEDIA

Given that Acton Academy Victoria maintains a social media presence, it is essential that this presence is managed with intentionality and care.

The Head of School or designate will:

- Determine and approve all official school social media accounts (e.g., Facebook, Instagram, X/Twitter, etc.).
- Ensure that account access and passwords are securely established and maintained.
- Monitor the school's online presence and reputation.
- Review and approve posts made on behalf of the school.
- Set up **Google Alerts** (www.google.com/alerts) to stay informed about online mentions of the school.
- Reach out directly to individuals who raise concerns or complaints online, in a respectful effort to address their concerns.

If someone complains publicly:

- Respond publicly with an apology, if appropriate.
 - Offer a concise explanation or clarification if needed.
 - **Avoid back-and-forth arguments**—your response should demonstrate credibility and care.
-

Guides will endeavor to educate **learners** on the safe, respectful, and age-appropriate use of social media platforms. Learners should be encouraged to model digital citizenship in a way that reflects the values of their Hero's Journey.

Appendix 16: VIOLENT INCIDENTS / WEAPONS

Prevention of Violent Incidents

All **staff members** are responsible for reporting threats, concerning behaviors, or indicators of violence to the **Head of School** immediately. The Head of School will initiate **Violent Threat Risk Assessment (VTRA)** procedures when appropriate.

If a Violent Incident Occurs On or Near School Property

- **Call 911** and request police assistance.
- Send for additional staff support.
- **Notify the Head of School.**
- **Assess your own safety** before approaching. Do not intervene if doing so puts you at risk.
- Always approach with another staff member—**never intervene alone.**
- Do **not** approach anyone visibly armed with a firearm.
- **Disperse any crowd** on approach.
- Give clear, loud, simple commands (e.g., “STOP!”).
- If known, use individuals' names to de-escalate.
- Be alert for weapons.
- Provide or seek **medical assistance** as needed.
- Assign staff to remain with any injured individuals and follow medical emergency protocols.
- If a crime has occurred, **secure the area** to protect evidence.
- Assign staff to collect **witness names**—keep witnesses separated, especially if police are involved.
- Contact the Head of School even if the aggressor is **off-campus.**
- **Activate the Emergency Response Team**, if necessary.
- Notify **parents/guardians** as required.
- Complete all **required documentation** (e.g., WorkSafeBC form if staff are involved).

If Weapons Are Involved

- Maintain a safe **minimum distance of 7 metres**.
- Do **not** attempt to disarm the individual.
- Calmly ask the individual to place the weapon on the ground and step away from it.
- Avoid confronting the individual in front of others.
- If the situation de-escalates, escort the individual to the office with another staff member.
- **Secure any weapons** with minimal handling, and inform authorities immediately.

Appendix 17: WORKSAFE ACCIDENTS

All **serious work-related incidents**, including those requiring medical attention or considered close calls, must be **investigated immediately**. Refer to [WorkSafeBC's guidance on Joint Health and Safety Committees \(JHSC\)](#) for detailed expectations.

Investigation Oversight

The **Head of School** or their designate will lead the investigation. Others who may be involved include:

- A team member familiar with the activity being performed at the time of the incident.
- A representative from the **Joint Health and Safety Committee (JHSC)**.

The goal of the investigation is to **identify root causes**, not to assign blame.

Workplace Accident Investigation Procedure

1. Immediate Actions:

- Identify and involve the most suitable team member to assist.
- Inspect the accident scene, documenting equipment, materials, weather conditions, and environmental factors.
- Interview eyewitnesses.
- If the incident is serious, obtain **written statements** from all relevant parties.
- Take photos if appropriate.
- Complete **Form 52E40: Employer Incident Investigation Report**.
- Submit the report to WorkSafeBC if requested.

2. Implement Remedial Actions:

- The Head of School must take all necessary actions to **prevent recurrence**.

3. Share Findings:

- The Head of School will deliver a report to the **JHSC**, outlining key findings and recommendations.
-

WorkSafeBC Reporting Requirements

Under the Workers Compensation Act, specific timelines must be met for reporting incidents:

Serious Incidents or Fatalities:

- Must be reported **immediately** by phone to WorkSafeBC at **1.888.621.7233**.
- Include incidents involving severe injuries, sudden health emergencies (e.g., heart attacks, strokes), or structural collapse.

Accidents Requiring Medical Attention:

- Employers must submit **Form 7** (Employer's Report of Injury or Occupational Disease) to WorkSafeBC **within 3 days**.
 - Affected employees must submit **Form 6a** (Worker's Report) to the school.
 - Employees receiving medical attention outside the school must notify the Head of School.
 - The **First Aid Attendant** must report all cases to the Head of School and assist in completing Form 7.
 - The Head of School will complete **Form 52E40** if required by WorkSafeBC.
 - All incidents must be reported to the **JHSC within 24 hours**.
-

Additional Reporting Scenarios

- **Pressure Vessel Incidents:** Report **immediately** to the **Boilers and Pressure Vessels Branch**.
- **Chemical Spills or Discharges:** Report **immediately** to the **Fire Department or 911**.

Appendix 18: CRISIS PREVENTION – TEN TIPS

These strategies are designed to equip Guides and staff with proactive tools to de-escalate situations and support individuals in crisis, while maintaining a safe and respectful learning environment.

1. Be empathic.
Listen without judgment. Avoid minimizing or dismissing the feelings of a person in crisis.
2. Clarify messages.
Ask thoughtful questions to promote understanding. Use pauses, restatements, and active listening to create a calm and respectful atmosphere.
3. Respect personal space.
Maintain a respectful physical distance (approximately 1.5–3 feet). Invading personal space can increase anxiety and agitation.
4. Be aware of body position.
Avoid confrontational postures. Standing directly face-to-face can be interpreted as a challenge. Stand at an angle and one leg-length away when possible.
5. Ignore challenging questions.
If someone challenges your authority, redirect their focus to the current issue. Don't engage in power struggles.
6. Permit verbal venting when safe.
Allow a distressed person to express themselves verbally. During calm moments, restate expectations or boundaries using a calm, steady voice.

7. Set and enforce reasonable limits.
Clearly and respectfully state what is acceptable and what the consequences will be. Offer choices when possible.
8. Keep nonverbal cues calm.
In crisis, individuals respond more to tone and body language than words. Maintain a relaxed posture, gentle gestures, and a calm expression.
9. Avoid overreacting.
Stay composed, thoughtful, and professional. Your calm demeanor can help de-escalate others.
10. Use physical intervention only as a last resort.
If someone poses immediate danger to themselves or others, use the least restrictive intervention possible. Physical techniques must only be used by trained staff and only when absolutely necessary.

ADDITIONAL TEMPLATES

Templates supporting various components of the **Emergency Preparedness Process** are available in the resource:

[**Emergency Management Planning Guide for Schools, Districts, and Authorities**](#) (BC Ministry of Education)

These templates include tools for planning, documentation, response coordination, and post-incident review.

Guides and staff are encouraged to reference this resource when preparing site-specific emergency plans or updating existing protocols.

ACTON ACADEMY VICTORIA FIELD TRIP POLICY

Purpose of this Policy

Acton Academy Victoria believes that field trips can significantly complement a learner's educational experience. While field trips have positive educational value, care must be taken to ensure that trips are organized in a manner that maximizes educational benefit and ensures protection and safety of learners.

Regulatory Procedures

Criteria for Approval

Field trips meeting the following criteria are permitted and encouraged:

- Have educational goals established for the trip which are compatible with the objectives of the course of study and program.
 - Have sufficient educational value to outweigh the loss of instructional time in the regular studio setting.
 - Be appropriate for the age group involved in the activity.
 - Be reasonable in terms of time, distance, and cost.
 - Be adequately supervised to ensure acceptable levels of learner behavior and safety.
 - Be organized in a manner that conforms to Acton Academy Victoria's policy on learner transportation and use of private vehicles.
-

Authority to Approve

- The approval process must be completed prior to engaging learners in fundraising activities or other preparations for the trip.
- All Acton-sponsored field trips must receive the prior approval of the **Head of School**.
- The **Head of School** reserves the right to cancel trips up to departure and to recall trips in progress, if they believe there is potential danger to learners or for any other reason deemed appropriate.

Approval Documentation

Approval for all trips must be received prior to making any financial contractual arrangements. The initial documentation to request a field trip must include:

1. The purpose of the trip
2. Proposed dates
3. Proposed itinerary
4. Cost per learner
5. Mode of transportation and schedule
6. Ratio of Guides/chaperones to learners
7. Description of arrangements for meals and lodging (if applicable)
8. Description of security features for transportation and accommodation
9. A draft copy of the letter to be sent to parents/guardians explaining the specifics of the trip, including all of the above and any rules specific to the trip that are in addition to the learner conduct policies or Parent Handbook regulations
10. A description of the educational alternative for learners not attending the trip
11. All volunteers must have a Criminal Record Check on file with Acton Academy Victoria

Discipline of Learners

The school's policies on learner behavior found in the Parent Handbook will apply to all field trips. The **Head of School** or designate shall be responsible for communicating messaging via the appropriate channels.

If a learner violates any conduct policies or misbehaves while on a field trip, the learner will be immediately suspended from the trip and sent back to the studio or home, as appropriate, at the parent's expense.

Chaperones shall agree to implement and enforce learner conduct policies.

Administration of Medication on Field Trips

The administration of medications while on a field trip is discouraged if medically feasible.

Supervising Guides will be aware of learner(s) at risk and will ensure all reasonable measures are taken to minimize accidental exposure to allergens. These measures will include evaluating the risk associated with the food to be provided at mealtimes and any additional food carried by other learners involved in the activity.

An Emergency Procedures folder and emergency treatment kit will accompany each off-campus activity. This kit will contain:

- Relevant contact information for all learners and parents
 - An Epi-Pen (for learners at risk of anaphylaxis)
 - Individual Anaphylaxis Emergency Action Plans
 - Medication
 - Gloves and First Aid supplies
-

In the event of an emergency on a field trip, communication will proceed as follows:

1. Call 911
 2. Alert the **Head of School**
 3. Head of School will contact the learner's parents/guardians
 4. Inform the Ministry, if required
-

Transportation and Scheduling

- Acton Academy Victoria may rent a bus as needed for field trips.
 - A minimum of one supervisor per school bus must be provided when learners are being transported to and from the field trip destination.
-

Consent and Release Form

Any learner participating in an Acton-sponsored field trip must submit a properly completed and signed **Field Trip Consent and Release Form** prior to preparing for the trip. This form must be signed by the learner's parent or legal guardian.

The consent form will include an acknowledgment that the parent/legal guardian:

- Understands and agrees to the trip details
 - Acknowledges that the **Head of School** reserves the right to cancel or recall the trip at any time for safety or other reasons
 - Authorizes school personnel to obtain emergency medical care for the learner if necessary
 - Is aware the school has reviewed the *Safe and Caring School Communities – Section 3: Student Safety Communication Protocol*
-

Transportation Protocols – Student Bus Usage

Bus usage is infrequent, but the school makes its best effort to contract the same bus company for all school trips. Proper learner behavior on a school bus is essential to ensure safety and respect for the driver and other passengers.

Bus Rules:

- Take your seat quickly and remain seated for the entire trip
 - Keep the aisle clear
 - Do not throw anything in or out of the bus
 - Do not lean, wave, or yell out the windows
 - Speak quietly and do not distract the driver
 - Be cautious when exiting the bus
 - Learners will be familiarized with and practice bus emergency evacuation drills
 - Volunteers will be oriented on emergency procedures before participating in a field trip
-

Bus Practice Evacuation Drills

- The school will conduct bus evacuation drills twice per year and at the beginning of any new trip.
- Rental buses must display clearly posted evacuation routes, which will be reviewed by staff before departure.
- The school will regularly review this Field Trip Policy and its response protocols based on feedback from staff, parents, and learners.

Reference(s):	Approved by: Board of Advisors Date Approved:
Cross-reference(s): <u>Safe and Caring School Communities</u>	Date(s) revised:

ACTON ACADEMY VICTORIA HARASSMENT AND BULLYING PREVENTION ORDER

Rationale:

Acton Academy Victoria requires members of the school community to treat each other with respect and courtesy and to conduct themselves in a manner that promotes a safe, caring, orderly and positive school climate free from bullying, harassment, intolerance, and violence.

Furthermore, the school has adopted a clear mandate that will authentically address proper respect and conduct at all times during the school day in classrooms and on the playground.

Policy:

The school will establish procedures that specifically address harassment and bullying in terms of definition; and include the roles, responsibilities and procedures for staff and students in dealing with real or perceived incidents of bullying and/ or harassment between learners (students).

Every effort will be made for the protection of students' physical safety, social connectedness, inclusiveness and protection from harassment and all forms of bullying.

The Policy includes statements about what is:

- **Acceptable behaviours** – Any behaviours not listed below that do not cause physical, emotional, social or academic harm to another would be considered acceptable behaviours
- **Unacceptable behaviours**, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours 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
- **One or more statements about the consequences of unacceptable behaviour**, which must take account of the student's age, maturity and special needs, if any.

Definitions:

Bullying – is a pattern of unwelcome or aggressive behavior, often with the goal of making others uncomfortable, scared or hurt. It is almost always used as a way of having control or power over their target, and it is often based on another person's appearance, gender, culture, race, religion, ethnicity, sexual orientation or gender identity.

Types of Bullying:

- *Physical* – includes hitting, kicking, tripping, pinching and pushing, or damaging property.
- *Verbal* – includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- *Social and Emotional* – includes behavioural actions designed to harm a child's reputation or cause humiliation, like lying and spreading rumours, negative facial gestures, playing mean jokes to embarrass or humiliate a child, mimicking the child in a mean way, encouraging social exclusion of a child etc.
- *Cyber* – includes taunting or humiliation through social media sites (Facebook, Twitter, etc.) of the Internet, cruel websites targeting specific youth, humiliating others while playing online games, verbal or emotional bullying through chat rooms, instant message or texting, posting photos of other youth on rating websites etc.

Procedures:

Acton Academy Victoria will:

- Develop procedures to address harassment/ bully prevention in verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time.
- Have consultation with key stakeholders in the school community, which must include the following:
 - Involve staff and students in a harassment/bully prevention strategy
 - Development and communication of the Learner Code of Conduct to staff, learners and parents.
 - Encourage parent involvement through education on bullying in areas such as: newsletters, assemblies, guest speakers, handbooks, and on the school website.
- Develop response protocols to address and correct behavior as follows:
 - Develop a system to track harassment/ bullying incidents at school,

The school will:

- Deal directly and promptly with harassment/ bullying behavior.
- Support learners who seek help.
- Determine consequences by considering the following: age and maturity of individuals involved, the degree of harm done, incidences of past or continuing pattern(s) of (mis)behavior, relationship between parties involved and context in which incident(s) occurred.
- Inform and obtain parental collaboration and support in responding to the harassment / bullying behavior.
- Teach age-appropriate social skills to develop healthy interpersonal relationships.
- Educate learners on their responsibility to report and take an active stand against harassment / bullying acts.
- Ensure that a follow-up occurs and assess whether the response to the harassment / bullying incident has led to the desired outcome.
- Increase supervision in identified high-risk areas in the school building.
- Foster positive classroom environments and positive guide / student relationships.
- Set clear expectations of behavior and personal responsibility.
- Design specific classroom lessons devoted to teaching acceptance and tolerance.
- Have positive guide role models who display consistently appropriate behaviours and attitudes favouring a culture of respect.

The school will regularly review the Harassment and Bully Prevention Policy, and response protocols of the school based on staff, parent and learner input.

Reference(s):	Approved by: Board of Directors Date Approved:
Cross-reference(s):	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA INCLUSIVE EDUCATION POLICY

Purpose:

At Acton Academy Victoria, we believe that every learner is on a Hero's Journey and is uniquely gifted. We are committed to providing a learning environment where each learner is respected, valued, and supported. We also recognize that our learner-driven studios are not designed to meet the needs of every child, especially those requiring intensive academic, social, or behavioral support beyond what our Guides and studio model can provide.

1. Philosophical Commitment

We affirm the dignity and worth of every individual. Within our capacity, we strive to:

- Foster belonging, contribution, and growth for all learners
- Collaborate with families in developing support plans aligned with learner goals
- Promote independence, self-advocacy, and accountability in learning

We also acknowledge that:

- Our learner-driven, non-traditional structure may not suit all educational needs.
 - Acton Academy Victoria does not offer specialized education assistants or full-time support personnel at this time.
 - Admission decisions consider whether a learner can thrive with the supports currently available in our studios.
-

2. Admissions & Program Planning

The **Head of School** and team will:

- Review any documented learning needs during the admissions process
- Collaborate with families to assess whether the studio environment is appropriate
- Invite input from the learner's previous educators (with parental consent)
- Consider whether available accommodations and Guide support are sufficient for learner success and safety

If the learner is admitted:

- A Learning Support Plan (LSP) may be developed collaboratively with the family should the need arise.
- Accommodations may be implemented into studio processes, aligned with Acton rhythms

3. Learning Support Services (LSS)

Guides will:

- Offer support through Socratic dialogue, personalized goal-setting, and narrative feedback
- Encourage peer accountability and collaboration
- Observe and document relevant challenges and growth areas
- Partner with parents and external professionals where appropriate

Individualized Learning Plans

Learners with diagnosed disabilities/diverse abilities may receive:

- A strength-based Learning Support Plan (LSP)
- Modifications to learning tools, schedule, or expectations when necessary

These plans will:

- Be co-created by the family and the **Head of School**

- Prioritize learner agency and ownership
- Be reviewed periodically in studio meetings or family check-ins

Note: We do not provide traditional in-class support, pull-out instruction, or designated resource rooms. Support must be embedded within the learner-led studio experience.

4. Assessment & Reporting

Assessment at Acton includes:

- Studio observations
- Learner-led exhibitions
- Acton Launchpad check-ins and personal goal tracking
- Collaborative reflection and narrative feedback from Guides

When formal learning modifications are in place, written progress updates will be provided in place of traditional report cards.

5. Field Trip & Studio Activity Participation

We strive to include all learners in community experiences. Where participation requires additional planning or support:

- Families may be asked to assist in preparation or attend
- Decisions will prioritize safety, dignity, and meaningful engagement

Guides will work with families to assess:

- The nature of the event
 - Learner needs and available supports
 - Potential risks and learner independence
-

6. Conflict Resolution & Review

If concerns arise:

- Families may bring them to the **Head of School**
- A review meeting may be called with the learner's Guides and parent(s)
- Adjustments to LSPs or learning supports may be made collaboratively

7. Privacy & Confidentiality

All personal information and documentation related to learning support is managed in accordance with our **Personal Information Privacy Policy** and BC's *Personal Information Protection Act (PIPA)*.

8. Policy Governance

This policy will be reviewed annually by the **Head of School** and input solicited from Guides and families as needed. All final updates must be approved by the **Board of Advisors**.

Reference(s): <u>Special Education Services: A Manual of Policies, Procedures and Guidelines- BC Ministry of Education, April 2016</u>	Approved by: Board of Directors Date Approved:
Cross-reference(s):	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA PERSONAL INFORMATION AND PRIVACY POLICY PART 1: FOR GUIDES, TEAM MEMBERS AND VOLUNTEERS

(Based on FISA template)



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PERSONAL INFORMATION PRIVACY POLICY (PIPA POLICY) FOR EMPLOYEES AND VOLUNTEERS

Rationale:

Safeguarding personal information of parents and students is a fundamental concern of Acton Academy. Not only is it necessary; it is mandated by law.

The purpose of this Policy is to describe the procedures and practices of Acton Academy regarding the collection, use and disclosure of personal information about students and parents, including the steps the school will take to ensure personal and financial information is handled appropriately and securely.

Policy:

Acton Academy is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation. All staff of the school are expected to protect the personal information of others by following the procedures outlined in this document.

Definitions:

Personal information – means any information about an identifiable individual, as further defined under British Columbia's *Personal Information Protection Act* or other applicable laws. Personal information *excludes* the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

Procedures:

Acton Academy may add, modify, or remove portions of this PIPA Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. Volunteers and employees may ask for the most recent update of this Personal Information Privacy Policy at the school office and/or it may be available online on the school's website. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between Acton Academy and an individual from time to time.

Ten Privacy Principles

As part of the School's commitment, *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This policy describes the *Ten Privacy Principles* and provides further details regarding Acton Academy's compliance with the principles.

Principle 1 – Accountability

The School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school has designated an individual who is accountable for the school's compliance with the *Ten Privacy Principles*. The Principal is the *Privacy Officer* of the school.

You may contact the Privacy Officer as follows:

Acton Academy	
Attention:	Privacy Officer (Principal)
Phone:	Add school phone number once finalized
Email:	(adjust if need be once finalized)

Principle 2 – Identifying Purposes

What Information is Collected, Used and Disclosed?

Employees

The School collects, uses, and discloses personal information about employees in order to establish, manage and terminate the employment relationship and for other purposes identified when the information is collected.

Set out below are some examples of where personal information about employees is collected, used, and disclosed by Acton Academy:

personal information collected, used, and disclosed in the hiring process, including information on resumes and application forms (contact information, personal and professional history, qualifications, information collected from references, etc.), emergency contact information, results of criminal records checks.

- payroll and related information including, social insurance number, rate of pay, hours of work, deductions, bank account information, any court orders.
- benefit information including social insurance number, premiums or contributions, coverage information, date of birth, marital status, dependent information, medical information.
- performance information, including work history, performance reviews, discipline and related notes and memorandums, documentation related to job qualifications (professional or technical qualifications), internal competition information; and,
- other personal information as required or permitted by law.

Volunteers

Acton Academy collects, uses, and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Set out below are some examples of personal information about volunteers collected, used, and disclosed by Acton Academy:

- information collected, used, and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references.
- information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer

- qualifications (professional or technical qualifications);
- information required for field trips (examples: driver information, medical information).

Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used, and disclosed in the course of the school's activities including in publications such as yearbooks and newsletters, and websites.

Computer use and e-mail may be monitored in accordance with the school technology requirements and/or procedures and personal information is collected in the operation and maintenance of these systems.

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

Principle 3 – Consent

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used, or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Acton Academy will take into account both the sensitivity of the personal information and the purposes for which Acton Academy will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate) or deemed.

Most personal information is collected, used, and disclosed for the purposes of establishing, managing and terminating the employment or volunteer relationship. In most cases, consent is not required. In other cases, consent will be sought or implied where it is reasonable to do so.

From time-to-time Acton Academy may advise employees and volunteers of other purposes for which it will collect, use, or disclose personal information, in which case the school will, if appropriate, obtain consent for collection, use or disclosure of that personal information.

Principle 4 - Limiting Collection

Acton Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 - Use, Disclosure and Retention

Acton Academy will only use, disclose, and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

How is Information Used?

Personal information about employees and volunteers is used for the purposes identified under Principle 2.

If for any reason personal information is required to fulfill another purpose, the school will notify the employee or volunteer of that purpose.

Acton Academy may use anonymous information, such as information collected through surveys or statistical information about employees and volunteers to improve the school's operations.

When May Information be Disclosed?

Acton Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law.

Personal information about **employees** is disclosed to third parties for purposes related to the employment relationship, including to:

- government departments, bodies, and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education and Child Care;
- payroll outsourcers;
- financial institutions for payroll related purposes;
- insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;
- teacher certification information as required by the Ministry of Education and Childcare;
- advisors Acton Academy including accountants, lawyers, and consultants;
- board of Acton Academy as reasonably required by the operations of Acton Academy and the board
- when required or permitted by law.

Personal information about **volunteers** may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected. Information may also be disclosed when required or permitted by law.

The school does not sell, lease, or trade information about **employees and volunteers** to other parties.

Outside Service Suppliers

The school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market research, or data processing. For example, the school may give a yearbook publisher the information required to produce the annual school yearbook. Suppliers of specialized services are given only the information necessary to perform those services, and the school takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Acton Academy will take appropriate steps to ensure that personal information collected by the

school is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used, or disclosed. Employees and volunteers are responsible for providing up-to-date personal information to the school.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Acton Academy, request that the school correct an error or omission in any personal information that is under the school's control and Acton Academy will, as appropriate, amend the information as requested and where necessary send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 - Safeguarding Personal Information

Acton Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

Employees and volunteers will be appropriately educated about the importance of privacy, and they are required to follow the school's policies and procedures regarding handling of personal information.

An employee's failure to abide by school policies may result in discipline, up to and including termination of employment. A volunteer's failure to do so may result in termination of the volunteer relationship.

Employee Files

Employee files are stored in secured filing cabinets. Access to personal information is restricted to authorized employees who have a legitimate reason for accessing it.

Electronic Security

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

Principle 8 - Openness

Acton Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of the school.

Principle 9 - Individual Access

Acton Academy will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

An employee or volunteer may access and verify any personal information with appropriate notice so that the office is able to supply the information required.

Principle 10 - Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Office.

APPENDICES

The following language or similar language may be used for various documents used by Acton Academy for Employees and Volunteers as they pertain to the PIPA legislation:

1. Employee and Volunteer Forms

The information collected on this form is collected, used, and disclosed by Acton Academy in accordance with the Personal Information Privacy Policy For Employees and Volunteers of the school, a copy of which is available from the school's Privacy Officer.

Sample Language for Use on Other Forms?

The sample language above is instructive for creating the school's language for consent. The language should contain consent to collection of the information and state how the information will be used. School community events is an example of school-related activities for which the school may need specific personal information.

Reference(s): <i>British Columbia's Personal Information Protection Act</i>	Approved by: Board of Directors Date Approved:
Cross-reference(s):	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA PERSONAL INFORMATION AND PRIVACY POLICY PART 2: FOR LEARNERS AND FAMILIES



(Based on FISA template)

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PERSONAL INFORMATION PRIVACY POLICY (PIPA POLICY) FOR PARENTS AND STUDENTS

Rationale:

Safeguarding personal information of parents and learners is a fundamental concern of Acton Academy. Not only is it necessary; it is mandated by law.

The purpose of this Policy is to describe the procedures and practices of Acton Academy regarding the collection, use and disclosure of personal information about learners and parents, including the steps the school will take to ensure personal and financial information is handled appropriately and securely.

Policy:

Acton Academy is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

All staff of the school are expected to protect the personal information of learners and parents by following the procedures outlined in this document.

Definitions:

Personal information – means any information about an identifiable individual, as further defined under British Columbia's *Personal Information Protection Act* or other applicable laws. Personal information *excludes* the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

Parent - means the parent, guardian, or other legal representative of a student.

Learner (Student) - means a prospective, current, or past student of Acton Academy Victoria.

Agent - means a person or company who has the authority to act for another (example: Ministry of Education).

Contractor/service provider – means a person or business who agrees to do a work/service for the school (example: school photographer, occupational therapist, physiotherapist).

Procedures:

Acton Academy may add, modify, or remove portions of this PIPA Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. Parents/guardians may ask for the most recent update of this Personal Information Privacy Policy at the school office and/or it may be available online on the school's website. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between Acton Academy and an individual from time to time.

Ten Privacy Principles

As part of Acton Academy's commitment, *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This policy describes the *Ten Privacy Principles* and provides further details regarding Acton Academy's compliance with the principles.

Principle 1 – Accountability

Acton Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school has designated an individual who is accountable for the school's compliance with the *Ten Privacy Principles*. The Principal is the *Privacy Officer* of the school. You may contact the Privacy Officer as follows:

Acton Academy	
Attention:	Privacy Officer (Principal)
Phone:	Add school phone number once finalized
Email:	(adjust if need be once finalized)

Principle 2 – Identifying Purposes

Acton Academy will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Acton Academy collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects come to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when parents apply to register their child in the school, the school will ask parents to provide the information that enables the school to complete the registration process. This includes such information as academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs. Acton Academy also collects information in connection with the use of its computer systems. **Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.**

Principle 3 – Consent

Acton Academy will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Acton Academy will consider both the sensitivity of the personal information and the purposes for which Acton Academy will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate) or deemed. For example, if an individual provides his/her mailing

address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Acton Academy, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Acton Academy will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Acton Academy will stop collecting, using or disclosing the personal information as requested.

If a person provides Acton Academy or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable the School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Acton Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Acton Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

How is Information Used?

Acton Academy uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs parents expect.
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

If for any reason personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Acton Academy may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve the school.

When May Information be Disclosed?

Acton Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how the school may disclose personal information.

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student

records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered, and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student. NOTE: Some information must be disclosed to another school; such as a student transfers to another school. The Ministry of Education and Child Care (MECC) require that the student's be transferred as MECC regulations.

- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.
- Other professionals for the sole purpose of supporting the student (i.e. speech and language pathologist, occupational therapist, doctor, psychologist, community counsellor) NOTE: parents will be asked to sign a release form.

In some cases, when communication is over the telephone, parental consent to the use and/or disclosure of information will be obtained verbally. In other cases, such as when parents communicate through e-mail, consent may be obtained electronically.

When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders, government tax reporting requirements, and student records required to be transferred to the next school that a child enrolls. Student information as per Form 1701 is annually filed with the Ministry of Education and Child Care.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

When Permitted by Law

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities, etc. Only pertinent information is disclosed.

The school does not sell, lease or trade information about you to other parties.

Outside Service Suppliers

At Acton Academy, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research, or data processing. For example, the school may give the: the newspaper pictures of school events, the photography company the names of students, the health unit necessary information to ensure safe health practices for students with medical issues. Suppliers of specialized services are given only the information necessary to perform those services, and Acton Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom

you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Acton Academy will take appropriate steps to ensure that personal information collected by Acton Academy is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Acton Academy request that the school correct an error or omission in any personal information that is under the school's control and the school will, as appropriate, amend the information as requested and where necessary send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

Acton Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School's Employees

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not to parent's financial information with the school.

Employees are appropriately educated about the importance of privacy, and they are required to follow the school's policies and procedures regarding the handling of personal information.

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, educational assistants, counselors, office staff, etc.) who, by nature of their work, are required to see them.

Electronic Security

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

Principle 8 – Openness

Acton Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of the school.

Principle 9 – Individual Access

Acton Academy will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that parents filled out.

Parent Access to Student Personal Information

A parent may access and verify school records of their child, with appropriate notice during normal school hours. In situations of a family breakdown, the school will grant access to records of students in accordance with the law.

Student Access to Student Personal Information

A student wishing access to their own personal information should discuss the request with their parents and the school will only provide access through the parent.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer by calling the school. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

APPENDICES

The following language or similar language may be used for various documents used by Acton Academy for Parents and Students as they pertain to the PIPA legislation:

1. Student Registration Forms:

I consent to having Acton Academy collect personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents' work numbers and email addresses, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, health insurance number (optional) and any similar information needed for registration.

I further consent to the use and disclosure of information contained in this form and otherwise collected by or on behalf of Acton Academy:

- a) for the purpose of establishing, maintaining, and terminating the student's or parent's relationship with the school.
- b) for additional purposes identified when or before personal information is collected, and
- c) as otherwise provided in the school's Personal Information Privacy Policy, a copy of which is available on request.

I also consent to the collection, use and disclosure of such personal information by and to agents, contractors and service providers of Acton Academy.

This information is required in order to register your child at this school, and it assists the school in making an informed decision as to your child's suitability and appropriate placement in the school. It will also allow the school to respond immediately to an emergency. For more information, contact the school's office and ask to speak to the school's privacy officer.

Signature: _____ Date: _____

2. Consent to the Use of Student Work and Pictures

I consent to having photographs and work samples of my child(ren) used by Acton Academy in the yearbook (if the school publishes one), newsletters, and other promotional material (not including website promotions).

Signature: _____ Date: _____

3. Consent for Picture and/or Name on the school's Website

I consent to having:

- my child's name only yes ____ no ____
- my child's picture only yes ____ no ____
- my child's name and picture together yes ____ no ____

on the school website for promotional reasons.

Signature: _____ Date: _____

4. Consent for Family Information in School Directory

The school may prepare a family phone list (car pool list, class list, etc.) for a family contact directory. I consent to having the following information placed in the family directory:

- Parent and student names yes _____ no _____
- Contact Information yes _____ no _____
(contact information includes: parent phone, home address, parent email address)

Signature: _____ Date: _____

5. Disclosure of Parent Information in Event of an Accident

I acknowledge that my vehicle insurance information and driving record are required by the school to protect against third party liability claims in case of an accident, should I use my vehicle to drive for the school. I understand that this information will only be released in the event of an accident.

Signature: _____ Date: _____

6. Release and Storage of Parent Personal Information

Acton Academy Acknowledgement for the Release and Storage of Parent Personal Information The schools acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision and instruction of your child(ren) at this school, unless written authorization from a parent or legal guardian is provided to the school. The school will securely store all digital and hard copy parent and student personal information.

Privacy Officer, Principal

Sample Language for Use on Other Forms?

The sample language above is instructive for creating the school's language for consent. The language should contain consent to collection of the information and state how the information will be used. Student field trip permission, fundraising from parents and the wider community, alumni contact, and activities are examples of school-related activities for which the school will need specific personal information.

Reference(s): British Columbia's Personal Information Protection Act	Approved by: Board of Directors
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	Date Approved:
Cross-reference(s): School policies: • Student Records	Date(s) revised:

Approved by: Board of Advisors

Date Approved: [Insert date]

Contact: info@actonacademyvictoria.ca

Website: www.actonacademyvictoria.ca

ACTON ACADEMY VICTORIA REFUND POLICY

Rationale

Many families and Guides make financial sacrifices to participate in the Acton Academy journey. As a small, for-profit, learner-driven micro-school, Acton Academy Victoria operates solely on tuition revenue. No government funding is provided for capital expenses, and operating funds are carefully allocated based on annual enrollment. As such, it is important to provide a transparent and fair refund policy so families understand when refunds are granted and how refund amounts are determined.

Policy

This Tuition Refund Policy will be shared with all families before any fees are paid and will also be published in the Parent Handbook.

All refund requests must be submitted in writing to the school administration. The terms of this policy are binding and transparent.

Procedures

To ensure the policy is clearly understood and consistently applied, it includes:

- Clear conditions under which refunds **will** or **will not** be granted (including in cases of school closure).
- A list of all **non-refundable fees** (e.g., registration).
- A **timeline** for requesting refunds.

No portion of tuition or fees paid (or owing) will be refunded in the event of a learner's absence due to vacation, illness, pandemic, or mandatory quarantine. All unpaid balances remain due in full, and no part of tuition or fees already paid will be refunded.

This policy outlines the tuition refund practices at Acton Academy Victoria, a learner-driven micro-school committed to personalized education, family partnership, and financial transparency. Due to the unique and limited-enrollment nature of our program, tuition is critical to delivering the full Acton learning experience.

1. Prolonged Closure

In the event of a prolonged school closure (e.g., due to natural disaster, health order, or emergency), Acton Academy Victoria will transition to distance-based learning. Learners will continue their journey through a combination of remote Socratic discussions, independent challenges, badge work, and project-based learning. As the Acton model allows for flexibility and remote engagement, no tuition refunds will be issued for prolonged school closures.

2. Permanent Closure

If Acton Academy Victoria permanently closes before the end of the academic year, families will receive a prorated refund of tuition based on the number of weeks remaining. In the case of closure prior to the start of the school year, full refunds of tuition and registration fees will be issued. This refund will be processed within 45 days of the closure announcement.

3. Yearly Tuition Payment Plan Withdrawals

Enrollment at Acton Academy Victoria reflects a mutual long-term commitment to a full-year learner journey. Because each learner space is reserved and our program is highly personalized, tuition commitments are only partially refundable after July 1st for those selecting the Yearly Payment Plan.

- Withdrawals before July 1st: A full tuition refund (excluding the non-refundable registration fee and deposit) will be provided.

- Withdrawals **on or after the start of the school year**: Families remain responsible for the full year's tuition. However, if a family chooses to withdraw, they may do so with 30 days' written notice. A prorated refund will be issued for any remaining tuition beyond the 30-day notice period. If a learner is asked to leave the program due to a contract violation, a prorated refund will also be issued based on the official exit date. Any discount applied for selecting the Yearly Tuition Payment Plan instead of the Monthly Plan will be deducted from the refunded amount.
-

4. Monthly Tuition Payment Plan Withdrawals

Families on a Monthly Payment Plan may withdraw with 30 days' written notice. Tuition already paid will not be refunded. The family is responsible for payment of the next monthly installment during the notice period.

5. Payment Plan Changes

All changes between payment plans must be approved by the school administration and submitted before August 1st. After this date, plan changes may not be possible due to budgeting and staffing commitments.

6. Registration Fees

The registration fee is non-refundable and secures your learner's place in the studio for the upcoming year. This fee helps cover administrative onboarding and resource preparation.

7. Force Majeure

In situations beyond the school's control (e.g., war, natural disaster, public health order), Acton Academy Victoria will make every effort to continue educational services. Refunds will not be issued for interruptions under these conditions.

Note: All refund timelines and percentages are reviewed annually and are subject to change with advance notice.

As per Ministry of Education and Child Care expectations, Acton Academy confirms that it has enough cash on hand to provide fee refunds in the event that the school fails to open or fails to receive certification after an initial external evaluation inspection or otherwise closes during its first year of operation.

Reference(s):	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA SCHOOL

CLOSURE POLICY

Rationale:

As an aspect of emergency preparedness, independent schools in BC within the first five years of certification are required to develop and maintain school closure plans that specify how responsibilities will be fulfilled in the event of either a planned or unplanned school closure.

If declining enrolment, financial position, or other unforeseen circumstances undermine the viability of the school's operations, Acton Academy has a School Closure Plan that lays out how responsibilities will be fulfilled. This policy outlines the considerations and requirements for the school's closure to minimize the impact of such a closure on learners, families, and staff, to facilitate an orderly school closure and to ensure compliance with legislative requirements.

Policy:

If declining enrolment, financial position, or other unforeseen circumstances undermine the viability of a school's operations, Acton Academy will be solely responsible for making pragmatic, considered, and timely decisions regarding the future operation of the school.

Only when exceptional circumstances present themselves to make the continued operation of the school impossible, the school would consider closing while instruction is underway, or just about to begin. Ideally a formal closure would occur at the end of a school year, after all courses are complete and learners marks finalized, recorded, communicated to learners and submitted to the Ministry.

In the event of a school closure, even in exceptional circumstances where the school is closed with little warning, the School understands that it has multiple responsibilities to families, staff, creditors and to the Ministry of Education.

If for whatever reason Acton Academy makes a decision to close, the Board of Advisors and the Head of School will follow the procedures in this policy.

Procedures:

In the case of a school closure, Acton Academy will undertake the following procedures:

A. School Closure Plan

The Authority should submit a school closure plan to the Independent Schools Office at the Ministry of Education and Child Care. Plans will be sent to: EDUC.independentSchoolsOffice@gov.bc.ca .

B. Health and Safety

The School is responsible for learners health and safety while learners are in the school's care. In the event of a school closure, the school will contact the parents of the learners to notify them of the School's closure and the details of the closing.

C. Communications

If the School determines that it must close, it will provide an initial notice to the Inspector of Independent Schools and the local school district(s), as well as the Federation of Independent School Association (FISA). Learners, families, and guides, will be informed in a timely fashion, enabling sufficient time for those groups to react to the school's pending closure. After initial notification, the Inspector will be provided with formal written notice of closure from the authority that includes the following information:

- Acton Academy will provide the name of the authority representative that will oversee the school's closure, including the person's email, phone and cell phone detail.
- The timing of the School's closure.
- Confirmation that the learners, families, and guides have been informed of the closure.
- Confirmation that the local school district(s) has been advised of the school's closure and the expected number of learners who may be enrolling with the district.

- Confirmation that learners' course work and progress assessments have been completed, communicated, and submitted to the Ministry.
- Confirmation that transcripts have been sent to the receiving schools.
- Confirmation that refunds have been provided in accordance with the school's fee refund policy to families for educational programs not completed or begun.
- Steps taken to assist learners to find placement in other educational programs and to assist staff to find other employment; and
- Confirmation that the school's website, social media accounts, and other publications have been updated to reflect the school's impending closure (The School will also update and revise all online publications to reflect the school's closure after the last day of classes).

D. Educational Continuity and learners Records

Acton Academy will take all reasonable steps to ensure that the impact on learners and families is minimized by:

- timing closure for the end of the school year, term, or semester, if possible.
- ensuring that all learner's records have been maintained and are up to date as required.
- assisting learners to transition to new schools.
- transferring Permanent learners Records to new schools or the Ministry of Education as outlined in the *Students [Records Order](#)*.

If the school closes after the completion of classes, it will still commit to send the Permanent learners Records to the Ministry as required in the learners Records Order and the school will provide reasonable assistance for learners transitioning to other schools.

Acton Academy uses MyEdBC and therefore will contact the [MyEdBC Independent School Group](#) for information on the proper disposition of learners records in the case of a school's closure.

Records (electronic and physical records) not in MyEdBC will be sent securely to the Ministry. The School will notify Ministry staff of the need for

transfer information and staff will assist the School in making arrangements for the secure transfer of electronic and physical records to the Ministry.

In accordance with the Personal Information Protection Act, the School will make plans for the final disposition of any records containing personal information that are not required under the learners Records Order to be transferred to other schools or the Ministry.

E. Employment Matters

The Authority commits to being aware of and ensuring compliance with all applicable provincial or federal employment legislation and requirements including severance and wages.

The school will make teaching staff aware of the [Make-a-Future](#) website which lists teaching positions in B.C. schools.

F. School Fee Refunds

Acton Academy has maintained a fund for the prorated refund of fees in the event of a school closure and we provide refunds directly.

If the school's closure results in an interruption in the educational program, such as classes not being completed, it will consider full or partial refunds in alignment with the school's refund policy.

G. Grants

The Authority will complete a [ES Audit Form](#) for the school that was operated for the school year in which the funding was issued. Depending on the timing of the closure and information provided on the ES Audit, the Authority may need to repay a portion of the grant funding.

H. Outstanding Debts

Acton Academy is solely responsible for any outstanding debts or other financial encumbrances it has upon closure.

I. Dissolution of the Authority

The Authority accepts responsibility for any processes relating to the dissolution of the company and will seek its own legal advice regarding dissolution.

Reference(s): learners Records Order	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA STUDENT RECORDS POLICY

Rationale:

A student records policy benefits **learners**, parents, office staff, administrators and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as well as societal concerns regarding school record keeping and storage.

Acton Academy is committed to ensuring that **learner** records are handled in accordance with all legal requirements. Furthermore, **learner** records are stored in a manner that ensures preservation in cases of fire, theft, or disaster.

The purpose of this document is to define policy and to determine procedures for the collection of **learner** information and its storage, use, disclosure, transfer, and protection.

Policy:

All Acton Academy employees are expected to follow the school's procedures regarding the collection, storage, protection, retention, access, disclosure, and transfer of **learner** records.

Definitions:

- **Eligible student (Learner)** - means a student
 - who is of school age, and
 - whose parent or guardian

- is, or was at the time of that parent's, or guardian's death, a citizen of Canada, or a permanent resident, as defined in the Immigration and Refugee Protection Act (Canada), who is, or was at the time of the parent's, or guardian's death, ordinarily resident in British Columbia, or
- is lawfully admitted to Canada and is ordinarily resident in British Columbia.

Student record – refers to a record of information in written or electronic form in respect of a student, but it does not include a record prepared by a person if that person is the only person with access to that record

Permanent Student Record (PSR) - is a specific subset of student records.

Inclusions – are documents (or copies of documents) used to plan or support a student's educational program. Not all students will have inclusions as part of their Permanent Student Record.

Procedures: The following procedures are provided to inform all parties who collect, store, use, disclose, transfer and protect learner information.

The **Head of School** will be responsible for:

- The establishment, security, and maintenance of the Student Record and Student File (as defined in this policy) for each learner registered in the school according to the procedures defined in this policy.
- 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, Guides, and counselors) who, by the nature of their work, are required to have access.
- Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The

electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

- Ensuring the security of learner information off-campus. Personal information taken off-campus is to be safely stored and protected.

Acton Academy will:

- Only collect, use or disclose personal information with the consent of the individual learner or legal guardian, unless otherwise authorized under PIPA or required by law.
- 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 or required by law.
- Secure Student Records and Student Files with access restricted to those individuals who, by the nature of their work, are required to have access to the information.
- Provide access to personal information about an individual learner to the individual learner (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual learner during school hours and under the supervision of the **Head of School** or designate.
- Subject to legal requirements, ensure that personal information will be retained only for the period required to fulfill the purpose for which it was collected.
- Inform parents that concerns, complaints, and questions about personal information handling policies and practices of the school authority may be directed to the school's Privacy Officer by calling the school office.

Part 1: Transferable Permanent Student Record

Elements of the Student Record

A. Required Items

- The Permanent Student Record (PSR), as defined in the Students Records Order
- Form (1704) is completed according to the current Permanent Student Record Instructions requirements; and
- Copies of a minimum of the two most recent years of Student Progress Reports or an official transcript of grades.
- All documents listed as inclusions on Form 1704
- Form A, verifying the information about the learner's parent or guardian in respect of learners eligible for funding. All learner records must contain a parent/guardian declaration of being lawfully admitted to Canada and normally residing in BC.
- A copy of the learner's current Student Support Plan, if any.
- A copy of the learner's current Individual Education Plan (IEP), if any.

B. Permanent Student Record Inclusions

Required Inclusions

- The school is to ensure that the Medical/Legal Alert indicators have been flagged on either 1704 physical cards or on MyEd or the school's Student Information System.
- In addition, for any learner to whom these may apply, 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:
 - Health Services information as indicated by the medical alert checkbox on Form 1704, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care; situations/conditions which may interfere with learner performance, health, or behavior (hearing aids, prescribed medication, cerebral palsy, cystic fibrosis, etc.) - (red dot on file for medical information)
 - Court orders as indicated by the legal alert checkbox on Form 1704; or their rescinding date if applicable (green dot on file for legal information.)

- Other legal documents, (e.g. name change or immigration documents);
- Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- Current IEP and/or Case Management Plan (CMP) where applicable; and
- Notification of a learner being homeschooled.

C. Form 1704 Currency and Format

- Learner eligibility information will be updated during learner registration each year.
- 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.
- Information is to be updated as it changes and as the learner progresses through the grades. The **Head of School** or designate is responsible for updating Permanent Student Record Form 1704 with its inclusions. A completed, current Form 1704 must be in every learner's Permanent Student Record, or the school must be able to produce it electronically or in print from its student data management system. The school records are to be updated at least annually.
- Data for Form 1704 may be stored in electronic and/or paper format. If Form 1704 data are stored in electronic format:
 - The school must be capable of recreating the data in case of a system failure;
 - Printouts must represent the same fields as on Form 1704.

D. PSR Retention

Student Records – Active Learners

- Original Student Records are to be locked in fireproof cabinets. All learner records are to be scanned and digitized with backups stored off-site. Access is restricted to those employees (such as designated records clerks, administrators, Guides, and counselors) who, by the nature of their work, are required to have access.

- If a learner withdraws from the school and enrolls in another K-12 educational institution, the school must, upon request from the enrolling K-12 educational institution, transfer the PSR (see Part 4 below). Optional learner record items are not part of the transferable Permanent Student Record and may be returned to learners, disposed of, or retained according to school policy.

Student Records – Inactive Learners

- Unless another school requests a learner's Student Record, the school will archive Student Records for 55 years after a learner has withdrawn and not enrolled in another K-12 school or graduated from the school.
- The archived Student Records are stored digitally and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the **Head of School** or designate. Furthermore, the school is required to protect personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.
- The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

Part 2: Additional Learner Record Items (not part of the Transferable Student Record)

Aside from the Permanent Student Record, there are additional items that must (see below) or may be included in the school's learner records as part of the Learner File. These items include:

A. Additional Items

Learner eligibility information (required):

- The legal name of the learner – verify the original and file a photocopy or scanned copy of a birth certificate or similar legitimate identification document.

- Official name(s) of parent(s) or guardian(s) with home and work contact information; and:
- Documentation verifying that parent/guardian is legally admitted to Canada and a resident of BC.

Information that is beneficial to collect (optional):

- Learner's Care Card number
- Emergency contact numbers
- Doctor's name and contact information
- Allergies, medication and/or other health concerns (other than those required to be listed under the medical alerts rubric as tabulated in Part 1)
- Previous Learner Progress Reports (other than the two most recent years required in the PSR)
- Serious discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken)
- Reports of important meetings/discussions relating to the learner
- Standardized test scores, records of information that a **Guide** deems relevant and important to the educational program of the learner, and award information.

B. Sensitive Learner Information

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

- Psychiatric reports;
- Family assessments;
- Referrals to or reports from school-arranged counseling services; or

- 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. Such reports are strictly confidential and should be stored where only the **Head of School** or persons authorized by the Head of School can access them. Retention of such reports is important for the school to provide confirmation that the report has been made and for evidence purposes if school staff members are subsequently called as witnesses in the child protection proceedings.

If sensitive information is placed in a learner's or school record, the school is to consider the following handling procedures:

- Obtain parental consent for collection, use, and disclosure of psychiatric reports and family assessments (written, dated, and signed consent is best);
- Store where only the **Head of School** or persons authorized by the Head of School can access such information;
- Disclose or transfer only according to law;
- Handle records of reports under section 14 of the Child, Family and Community Service Act, according to instructions in the previous section under "sensitive information".

Part 3: Access To and Disclosure of Learner Records

While disclosures may be made to parents/guardians regarding their children in accordance with PIPA, disclosures should not be made that would reveal private information about other learners or individuals.

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

- Examine all learner records kept by the school pertaining to that learner, while accompanied by the **Head of School** or a person designated by the Head of School to interpret the records;

- Receive a copy of the learner's record. Under PIPA, learners, parents or guardians have a right to view and receive copies of learner records which include current and past report cards.

The school will not withhold report cards from learners and parents as leverage to collect tuition arrears or for other purposes.

In addition to parents/guardians and learners, access to learner records will only be granted, upon assurance of confidentiality, to:

- **Professionals who are planning for, or delivering education, health, social or other support services to that learner (prior consent is not required for record access.)**
- **School authority's insurer to defend any claim/potential claim (consent for record access required).**

This request must be made in writing with respect to disclosure of learner record information in the circumstances articulated above and they must:

- Maintain privacy of the learner and the learner's family with respect to matters disclosed in the record.
- Not use or disclose the information in the learner record except for the specific purposes for which the information is provided. If there is a legal situation between entitlements of the non-custodial parent or if there is serious conflict between the parents with respect to learner record requests, then the school officials are to obtain legal advice from the school's legal counsel.

Part 4: Transfer of Learner Records

1. On receipt of a request for learner records from a school, a Board of Education, or an independent school authority from within British Columbia where the learner is (or will be) enrolled, the school will transfer that learner's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school will retain:
 - a. A written record of all learner record transfers, including the learner's name, date of birth, name and address of receiving school and date of record transfer;

- b. A copy of the PSR;
 - c. A copy of any needed information for the Eligible Student (ES) Audit (i.e. the parent's/guardian's residency information, the learner's attendance record), if the learner left the school mid-year.
- 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).
- 3. Requests for a learner'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 is generally retained by the public school.
- 4. The school will only transfer sensitive, confidential information (e.g., psychiatric assessments) after dated and signed parent/guardian consent has been obtained.
- 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. A summary of a former learner's school progress may be provided to prospective employers or others, only upon written request of the former learner (or if underage their parent/guardian). The school reserves the right to assess a fee for this service.
- 7. A Learner Record will be reviewed when a learner transfers. The **Head of School** or designate 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 learner. Expired, rescinded, or irrelevant inclusions will be removed from the Learner Record and the documents themselves will be shredded.
- 8. If the school closes, the school authority is to take responsibility and provide for arrangements to ensure that PSRs are transferred to the receiving schools in which learners will be enrolled to continue their education. If a learner is going to be homeschooled, the PSR is to be transferred to the school registering the child as homeschooler. Finally, only those PSRs which cannot be transferred by the school

must be sent, within 60 days of the closure of the school, to the Ministry of Education.

Reference(s): Student Records Order	Approved by: Board of Advisors Date Approved:
Cross-reference(s): Privacy Policy – PIPA – Parents and Learners School Closure Policy	Date(s) revised:

ACTON ACADEMY VICTORIA STUDENT SUPERVISION POLICY

Purpose

To ensure the safety, wellbeing, and accountability of learners at Acton Academy Victoria during both on-campus and offsite activities, while maintaining the learner-driven culture and the responsibility entrusted to Guides and families.

1. Supervision Philosophy

At Acton Academy Victoria, we believe that creating a safe and respectful environment involves both clear boundaries and trust in learner autonomy. Supervision is structured to empower learners with responsibility while ensuring their safety, especially during transitions, offsite activities, and high-risk contexts.

Guides model and reinforce studio agreements and expectations, helping learners understand the consequences of their choices. Supervision levels will be developmentally appropriate and responsive to the nature of each activity.

2. On-Campus Supervision

- Learners are supervised by Guides or staff during school hours and while participating in any school-sponsored activity.
- Studios are structured to promote learner independence, with Guides present to monitor health, safety, and relational dynamics.
- Supervision is always active, not passive, with Guides circulating and engaged.

- Learners are expected to notify a Guide before leaving a designated area
 - Learners will be supervised by Guides or staff during after school care
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3. Offsite Activities & Field Experiences

Offsite learning experiences are encouraged as an extension of Acton's commitment to real-world learning. These may include park days, field studies, service projects, and badge-related explorations.

Role of Supervisors

Supervisors (Guides or authorized volunteers) play a critical role in learner safety and learning support during offsite activities. Their responsibilities include:

- Taking and maintaining accurate attendance before departure, at each major transition, and upon return.
- Monitoring assigned learners and maintaining vigilance throughout the activity.
- Managing small groups of learners and remaining physically present and engaged.
- Enforcing boundaries and safety expectations shared in the pre-trip briefing.
- Communicating clearly with the Lead Guide, especially in cases of illness, injury, or misbehavior.
- Supporting transitions (e.g., boarding transportation, washroom breaks, meal times) and providing guidance to maintain learner cohesion and safety.
- Being familiar with the emergency response plan and reporting any incidents immediately.

Supervisors are expected to model calm, attentive leadership and work collaboratively to support both safety and the integrity of the learning experience.

Offsite learning experiences are encouraged as an extension of Acton's commitment to real-world learning. These may include park days, field studies, service projects, and badge-related explorations.

Supervision during offsite activities must ensure:

- A Guide or authorized volunteer knows where Acton learners are at all times.
- A headcount is taken before departure, during transitions, and before return.
- A designated Lead Guide is identified and responsible for ensuring all supervision protocols are followed.
- Clear roles are assigned to all adults, including who monitors each group of learners.
- Emergency contact and medical forms are carried by supervising adults.
- Learners are briefed on expectations, safety protocols, boundaries, and meeting points before departure.
- A buddy system is used where appropriate, particularly with younger learners.

When visiting venues that are open to the public, additional precautions must be taken to ensure learners remain in designated areas and are not exposed to unnecessary risk. Guides are expected to distribute supervision duties so that all activity areas are covered at all times.

If a learner is missing at any point, the Lead Guide will initiate search procedures and notify the Head of School and emergency services if the learner is not located quickly. Offsite learning experiences are encouraged as an extension of Acton's commitment to real-world learning. These may include park days, field studies, service projects, and badge-related explorations.

Guides must ensure learners are adequately supervised throughout the duration of the outing, including during transportation, transitions, and unstructured times (e.g., lunch breaks). A headcount and attendance list must be maintained throughout the activity. When appropriate, a buddy system should be established to support accountability among learners. Supervisors must ensure that learners remain in designated areas and that learners know who to go to for help at any given time. Offsite learning experiences are encouraged as an extension of Acton's commitment to real-world learning. These may include park days, field studies, service projects, and badge-related explorations.

Approval

- All field experiences must be approved by the **Head of School**.
- Out-of-town trips must include a clear itinerary, safety plan, and emergency contact protocol.

Consent & Medical

- Parent/guardian permission is required for all offsite activities.
- Medical and emergency contact information for all learners must accompany the supervising Guide(s).

Ratios

- A general supervision ratio of 1 Guide/volunteer to every 10 learners is followed.
- Final ratios are determined by the Head of School based on the age of learners, size of group, type of activity, and associated risks.

Transportation

- Transportation plans (e.g., walking, biking, public transit, private vehicle, or school-arranged transportation) must be reviewed and approved by the Head of School.
- All transportation arrangements must consider the safety, supervision, and accessibility needs of the learners.
- Volunteer drivers must:
 - Submit a current driver's license

- Provide proof of valid insurance (minimum \$ 3,000,000 liability)
- Complete a Volunteer Driver Form
- Ensure seatbelts are available for every passenger
- When private vehicles are used, learners should be grouped in advance, and Guides must keep a record of which learners are in each vehicle.
- A Guide or authorized supervisor must be present in each vehicle when feasible, or follow closely behind in a lead or trailing vehicle.
- For public transportation, learners must be briefed in advance on safety expectations and staying together as a group. A clear meeting point must be designated in case of accidental separation.
- In all cases, the Lead Guide is responsible for ensuring that learners are accounted for before and after transit.

Emergency Protocols

- A designated Lead Guide will be assigned for every offsite experience and will be responsible for managing emergency response.
- In case of emergency, the Lead Guide will contact emergency services first, then inform the Head of School as soon as safely possible.
- A first aid kit and emergency contact binder must accompany all offsite groups.
- The Lead Guide is responsible for ensuring all learners are accounted for during and after the incident.
- If a learner becomes separated from the group, Guides must initiate search procedures immediately and inform emergency services and the Head of School if the learner cannot be located within a reasonable time frame.
- In case of emergency, the Lead Guide will contact emergency services first, then inform the Head of School as soon as safely possible.
- A first aid kit and emergency contact binder must accompany all offsite groups.

4. *Volunteer Participation*

- Volunteers must complete a Criminal Record Check if working directly with learners.
 - All volunteers must be oriented to the activity plan, school expectations, and safety responsibilities before the outing.
 - Volunteers will assist in learner supervision, facilitate transitions, monitor assigned groups, and report any safety concerns to the Lead Guide immediately.
 - Volunteers must complete a Criminal Record Check if working directly with learners.
 - All volunteers must be oriented to the activity plan and school expectations beforehand.
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5. *Equity & Inclusion*

- No learner will be excluded from participating in a studio-wide or required field experience due to financial hardship.
 - Financial assistance may be provided or fundraising facilitated where possible.
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6. *Accountability*

Guides are responsible for upholding this policy and reporting any safety or supervision concerns to the Head of School immediately. A culture of shared responsibility—among learners, Guides, and parents—ensures that every child is cared for, challenged, and protected on their educational journey.

Reference(s):	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA TEACHER AND PRINCIPAL EVALUATION POLICY

(Guide and Head of School Growth & Reflection Framework)

Rationale

The Board of Advisors at Acton Academy Victoria is committed to cultivating a culture of continuous growth and self-reflection for all Guides and the Head of School. Our goal is not to enforce hierarchical evaluation, but to support alignment with our learner-driven philosophy and encourage each adult in our community to grow in effectiveness, character, and leadership.

Regular reflection and coaching conversations help ensure that the mission of the school is being lived out, and that every Guide and leader is aligned with Acton's values, while also feeling personally supported in their Hero's Journey as an adult learner.

Professional growth is essential for both the Head of School and Guides. The goals of professional growth are:

- To develop and sustain learning environments that reflect Acton Academy's learner-driven philosophy
- To encourage intentional reflection on one's role in the life of the studio and school
- To foster a spirit of inquiry, experimentation, and shared leadership
- To promote and facilitate ongoing peer-based and learner-informed development

Policy

The Board of Advisors will participate in regular review conversations with the Head of School to support strategic alignment, health of the community, and leadership growth.

The Head of School will ensure that each Guide is supported in setting and pursuing a personal and professional growth plan that aligns with the Acton vision and reflects ongoing development in key areas such as Socratic guiding, project facilitation, and studio culture.

In addition, Acton Academy Victoria makes use of Acton's global network resources for Guide development, including **Journey Tracker**, a platform for tracking Guide milestones, skill-based badges, and professional progress.

Procedures

Reflection and Growth Conversations

- During the first two years at Acton Academy Victoria, the Head of School and each Guide will engage in at least one structured reflection and alignment conversation per year, with informal coaching occurring more frequently.
- After year two, at least one formal growth conversation will take place every two to three years, though Guides and the Head of School are encouraged to invite additional peer or learner feedback at any time.
- The Head of School's growth conversations will be led by a designated representative from the Board of Advisors.
- Feedback may include:
 - Personal reflection by the adult
 - Learner feedback (where age-appropriate)
 - Peer observations or collaborative studio discussions
 - Parent input (especially in studios where parent interaction is frequent)
- A short written summary of the conversation may be recorded and added to the personnel file, and a copy will be shared with the Guide or Head of School by the end of May in the given year.

Framework Transparency

The process and expectations for each growth conversation or reflection cycle will be clearly communicated in advance. The purpose is to foster trust, collaboration, and alignment—not to control or penalize.

Professional Growth Planning

- The Head of School will complete an Annual Professional Learning Plan that is shared with the Board of Advisors.
- Each Guide will complete a Professional Learning Plan that is shared with the Head of School.
- Plans may include growth goals around:
 - Socratic facilitation
 - Studio systems or learner motivation
 - Project design or execution
 - Parent communication
 - Time management or personal development

These plans will be revisited throughout the year and used to help guide support conversations and adjustments.

In addition, **each Guide will be expected to work toward completion of the Acton Guide Badge System** through the Journey Tracker platform. This self-paced, milestone-based program includes reflection prompts, skill demonstration checkpoints, and peer/leader reviews across areas such as:

- Studio Launch
- Socratic Questioning
- Conflict Resolution
- Parent Communication
- Learner Motivation
- Project Management

Completion of badges will be incorporated into each Guide's growth review process and may be used to inform professional goal setting and studio role assignments.

Family Feedback and Continuous Improvement

As part of our commitment to transparent accountability and service excellence, **Acton Academy Victoria administers quarterly family satisfaction surveys**. These anonymous surveys provide valuable insight from the parent/guardian community regarding:

- Clarity of communication
- Perceived learner progress and engagement
- Studio environment and culture
- Satisfaction with Guide support
- Alignment with school mission

Survey results are reviewed by the Head of School and shared in summary form with Guides and the Board of Advisors. Where applicable, they are used to inform ongoing training, improvements to studio systems, and professional growth planning.

This system of stakeholder feedback serves as a critical input in evaluating educational effectiveness, relational trust, and mission fidelity.

Review & Adaptation

The process of reflection and growth is considered dynamic and evolving. From time to time, Acton Academy Victoria may review this framework based on feedback from Guides, the Head of School, learners, and parents to ensure that it continues to serve our mission and community well.

Reference(s): <u>Standards for Educators</u>	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised:

ACTON ACADEMY VICTORIA WATER TESTING (LEAD CONTENT) POLICY

Rationale:

The health and safety of learners and staff is a shared priority within the K–12 education system. Independent school authorities are expected to test drinking water for lead to ensure compliance with provincial standards such as the **Guidelines for Canadian Drinking Water Quality**. This policy outlines Acton Academy Victoria's approach to testing, reporting, and mitigating lead content in school drinking water.

Policy:

Acton Academy Victoria will ensure that all school facilities are tested for lead in drinking water at least **once every three years** to comply with Ministry of Health guidelines and requirements. If lead levels exceed acceptable limits, the school will take prompt and reasonable steps to reduce exposure and ensure the safety of learners and staff.

Procedures:

Testing Protocol

- Acton Academy will contract a certified professional company to perform drinking water lead testing.
- Test results will be compared against the **maximum allowable concentration of 0.005 mg/L (5 µg/L)** as per Health Canada's Guidelines.

Mitigation Strategies (if lead exceeds safe limits)

In consultation with the appropriate Health Authority, Acton Academy Victoria may implement mitigation strategies such as:

- Flushing protocols
- Deactivation of affected water sources and use of supplemental signage
- Installation of water filtration systems
- Plumbing replacement or upgrades
- Other appropriate measures to reduce lead exposure

Communication & Reporting

If lead concentrations exceed the allowable limit:

- The **Independent Schools Branch** of the Ministry of Education and Child Care will be notified immediately.
- The school will collaborate with Island Health to communicate the following to parents, learners, and Guides:
 - Rationale for testing
 - Confirmation of partnership with Island Health
 - Summary of test results
 - Description of mitigation strategies being implemented
 - Contact information for the school and regional health authority for additional inquiries

Ongoing compliance with this policy will be verified through Ministry monitoring visits and external evaluations.

Additional Considerations:

While this policy addresses lead in drinking water, Acton Academy Victoria will also work with Island Health to address **any other water quality concerns** as required under applicable provincial and federal legislation.

This policy reflects our commitment to providing a healthy and safe environment for all learners and staff at Acton Academy Victoria.

Reference(s): <i>BC Drinking Water Protection Act</i> <i>Drinking Water Protection Regulation</i> <i>Guidelines for Canadian Drinking Water Quality</i>	Approved by: Board of Advisors Date Approved:
Cross-reference(s):	Date(s) revised: