Educational Program Policies

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Course Challenge and Equivalency Policy

Course Challenge Policy

To challenge a course is to prove a student has undocumented prior learning. Students are entitled to challenge courses in order to receive credit for Ministry Authorized or Board Authority Authorized Grade 10, 11 or 12 courses.

Prior to engaging in the challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency.

A student can challenge a course if he or she:

- Is enrolled with Flex Academy
- Has not already challenged the course and received a passing grade, or completed the course through previous enrolment, or been granted equivalency for the course.
- Can give compelling evidence that he or she will succeed in the challenge.

Challenge Process

The challenge process begins when it is determined that credit cannot be awarded through equivalency and a student has given compelling evidence that he or she will succeed in a challenge assessment.

To receive credit for a course a student must:

- Provide samples of prior learning to the course teacher assigned for the challenge
- Be willing to meet with the course teacher for assessment
- Obtain at least a C- (50% minimum) grade/score in the challenge course assessment. The course assessment is created by Flex Academy teachers and staff, and generally consists of a mid-term exam and final exam in core academic courses and oral exam meetings in some areas. In certain electives other criteria will be used to determine competency of the course curricular competencies at the discretion of the course teacher.

The Flex teacher will complete the Flex Course Challenge Template and submit both the template and any student samples to the student file in Encom.

Equivalency Policy

Courses taught outside the British Columbia school system that substantially match the curricular competencies of Ministry Authorized or Board Authority Authorized Grade 10, 11 or 12 courses are eligible for credit through equivalency. For example, a student who completes a course in Alberta may receive credit for a comparable course in British Columbia through equivalency.

Flex Academy will award credit through equivalency following the procedures:

For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:

- comparison of learning standards
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter
- comparison of assessment methods, instruments, and standards.

To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area.

In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course. This may include report cards, scope and sequence documents and course outlines where necessary.

For reporting and transcript purposes, Flex will assign a letter grade and percentage to all credits awarded through equivalency. If the student's documents show only a letter grade or level, Flex may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Flex may use "Transfer Standing" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

All documentation pertaining to equivalency credits will be reported and stored in the student file in Encom by the Innovations admin.

School Completion (Evergreen) Certificate Policy

In accordance with the Ministry of Education's School Completion Certificate Program, HCOS will grant a student with inclusive needs a School Completion (Evergreen) Certificate if the student:

- Has an IEP (Individual Education Plan) and:
  - is enrolled in an educational program that is not designed to meet the graduation requirements set out in Ministerial Order M302/04, the Graduation Program Order.
  - meets the learning outcomes described in the IEP, if that IEP contains all the learning outcomes of the student's educational program, or
  - has successfully completed their program, if the IEP does not contain all the learning outcomes of the student's educational program.
  - parents will be aware of, and have been consulted prior to, movement of a student to a School Completion Certificate.

Academic Integrity Policy

Rationale

At Flex Academy, we believe students are reflective and adaptable thinkers who act with honesty, integrity, and transparency, walking in the wholeness that comes from an authentic faith Our expectation is that students will submit work that genuinely demonstrates their learning.

Academic integrity is the quality of being honest, truthful and responsible in a school setting. It includes submitting work that reflects the original thoughts of the student along with the proper citing of sources when used to enhance a student's work.

Academic integrity includes, but is not limited to:

- Honest and ethical use and citation of all print, digital, and other resources
- Honest and ethical use of artificial intelligence (AI) and other technology
- Honest and ethical interaction and reception of support from teachers, guardians, EAs, tutors, or other students

As the internet and technology advance, we know that resources and tools are readily available to provide shortcuts on that journey. Our goal with this policy is to provide guardians and students guidelines for how teachers will address the use of these tools and ensure students are developing the skills necessary to succeed. It is our intention to walk together through a restorative process with students and guardians, ensuring that students are able to explain their choices and participate in determining the next steps.

Guiding Principles

These principles will be applied across all academic areas:

- By submitting an assignment, students are attesting that they have completed the assigned work in accordance with this academic integrity policy.
- Students may not submit work that anyone or anything else has created and call it their own without proper use of quotation marks and citations.
- All sources should be cited according to the instructions given in the course that the student is completing. For example, more complex citation requirements will be present in a Grad level course than a Grade 5 course.
- Teachers, guardians, EAs, and tutors may provide support for a student in various ways according to the student's needs, but the level of support provided should be indicated on the assignment itself so that the teacher can accurately assess the student's understanding and achievement.

Definitions

“plagiarism” - to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source Merriam-Webster Dictionary (2022)

“artificial intelligence” - computer systems that utilize techniques like machine learning, neural networks, and transformers to perform tasks such as problem-solving, decision-making, pattern recognition, and generate content such as language and images

Plagiarism

Credit, in the form of a citation, must be given for any content in an assignment that is not original. It is important for students to develop healthy habits of academic integrity when researching, creating, and sharing their work. As we study and learn in an increasingly digital world, it is important to give credit for both written and visual sources (e.g., images). See more on plagiarism here and please refer to this page for more information on citing digital images.

Artificial Intelligence

The introduction of large language models and generative artificial intelligence (AI), like ChatGPT, have created a unique opportunity and challenge for schools and students. As the technology grows, we anticipate increased and diverse uses of artificial intelligence to emerge. As a school with a mission to provide innovative educational opportunities, we want to ensure that students develop healthy habits around the use of AI, enhancing their critical thinking and research skills, not replacing them. To that end:

1. Teachers have the discretion to restrict the use of AI content generators for particular units, assignments, activities or for an entire course.
2. Students will be informed of the general policies toward AI content generators in the course or assignment they are completing.
3. In the event that a teacher requires or allows the use of AI content generators in a particular course, unit, assignment, or activity, the student must cite the content generator as a source and clearly indicate the extent to which AI was used. Students should be prepared to share the prompts and, if possible, a link to view the conversation that was used to generate the content.
4. Teachers may use AI detectors if they believe a student has submitted work that does not reflect their usual style, voice, or level of work.
5. Any use of AI content generators that is outside of the parameters allowed by the teacher or which does not properly cite its use will be considered a breach of academic integrity.

Academic Integrity Process

Where a teacher suspects that a student has submitted work that does not represent an accurate representation of the student’s usual level of understanding or output, they will:

1. Engage the student directly in conversation, with the intent to hear from the student how they created the submitted work, their sources, why citations are missing, etc.
2. Engage with the guardian(s) and student if they do not believe the student is being honest about the process.
3. Include school leadership if they believe there continues to be an issue.

Throughout the process, our priority is the growth and development of the student. Where there is evidence of plagiarism or inappropriate use of artificial intelligence, we want to understand and work with the student to arrive at a solution that supports their educational journey, while ensuring academic integrity remains at the forefront. After discussion with all parties, the following levels will be used to determine an appropriate response.

Plagiarism Level	**Description**	**Action**
Level 1	Most of the student's work is original but there may be phrases and/or a few lines that have not been cited correctly. This is considered unintentional plagiarism. The student may have copied someone else's work without understanding how to properly cite their sources or knowing they need to properly cite their sources.	Teachers will approach students and have conversations around citing sources and academic integrity.
Level 2	Significant portions of the assignment are not the student's own work. Someone else's ideas or content generated by AI have been used in multiple paragraphs without proper acknowledgement. This includes repeated paraphrasing of someone else's work.	Teachers will approach students and have conversations around citing sources and academic integrity. Discussions about how to proceed with the assignment will ensue. This may be the opportunity to redo in parts or in entirety, a new assignment, a penalty on the current assignment or a proctored solution with teacher supervision.
Level 3	This is the second time the student has plagiarized at Level 2.	Teachers will approach students and/or guardians to convey the concerns in behavior and have conversations around citing sources and academic integrity. Teachers will inform school leadership of a Level 3 infraction. Discussions about how to proceed with the assignment and future assignments will ensue. This may be the opportunity to redo in parts or a new assignment entirely, a penalty on the current assignment or a proctored solution with teacher supervision.

Level 4	The student refuses to comply with the corrective measures outlined by the teacher.	Repeated Level 3 infractions will result in the failure of the course. Re-enrollment options in future years or courses may be removed. This is determined at the discretion of leadership.

In all cases, teachers are required to document student behaviour so that other course teachers are aware of the discussions occurring. Teachers regularly communicate with one another and are knowledgeable about issues in other courses. Infractions to the Academic Integrity Policy are cumulative across all of a student’s courses.

Acceleration and Retention Policy

Flex Academy Acceleration and Retention Policy

Acceleration Policy

"Acceleration is the practice of placing students at a higher than normal level of instruction to meet their learning needs. It occurs when a teacher provides the student with an advanced curriculum, when a student skips a grade, or when a student takes a specific course at a higher level.

Students can be accelerated by grade, when they are advanced in all areas, or by subject. In the latter case, a student in Grade 6 may be doing math at an advanced level and language arts at his age level.
The BC Ministry of Education’s policy on Acceleration is that 'while many educators resist acceleration as a strategy, research overwhelmingly supports it. Acceleration has been shown to be positive for both achieving and underachieving gifted learners in the majority of documented cases." (Benbow & Stanley, 1983; Kulik & Kulik, 1992 qtd. in "Gifted Education".)

HCOS: Flex Academy supports acceleration as a strategy in the support of gifted students.

Research on Promotion vs. Retention

The B.C. Ministry of Education's March, 2009 document entitled "Reporting Student Progress: Policy and Practice" states:

"Research generally supports promotion with intervention over retention. The following is a synopsis of research on promotion and retention.

- The achievement and adjustment of students who are retained tends to be no better than those of comparable children who are promoted.
- Repeating a grade does not ensure that children will overcome the areas of deficiency.
- Students who repeat the same material without new instructional strategies tend not to attain the same levels of competence as students who are promoted.
- Retained students tend to have a more negative attitude toward school.
- Students who are retained often develop problems in the areas of personal adjustment and socialization.
- Students who have been retained are more likely to drop out of school.

- Where students have been retained and show significant increases in achievement, there have been marked changes in instructional strategies.
- Retention affects students socially, emotionally and educationally."

Additionally, students who are retained, but not designated or put on an Individual Education Plan (IEP), may not have the additional "grade 13" year to complete Grad (Grades 10-12) requirements. This additional year can enable struggling students to slow their course load and gain the additional support they need in what is presumably the most challenging part of their K-12 education.

Retention Policy

Flex prefers promotion with learning supports over retaining students. Learning supports should be managed in collaboration with the Class Teacher, Support Team and IE Manager.

Students cannot be retained without approval from the Head of Schools.

Exceptions

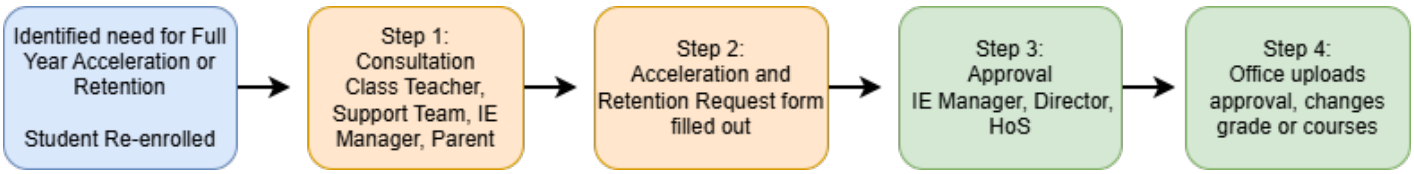
In recognition that December 31st is an arbitrary line that divides one grade from another and that philosophically, parents may wish their "young for their age" student to be held back or their "bright for their age" student to be accelerated, the following exceptions can be made to the above policy.

- If a student is born in November or December, they may be held back a year, at the parent's request, without going through the LS process, provided that request is made in their grade K/1 years.
- If a student is born in January or February, they may work ahead and be accelerated into grade 2 after their kindergarten year, provided their teacher and the IE Manager are in agreement.
- These accelerations and retentions still need to be noted by the office upon completion of the Acceleration or Retention Request form.

When re-enrolling, Encom allows parents to select the next higher grade for their child. Only Office Admin have permission to select an alternate grade when acceleration or retention has been approved. Parents should re-enroll the student in their next grade and the office will make the change upon Head of Schools approval.

Process of Approval for Acceleration or Retention

Full-Year Acceleration or Retention

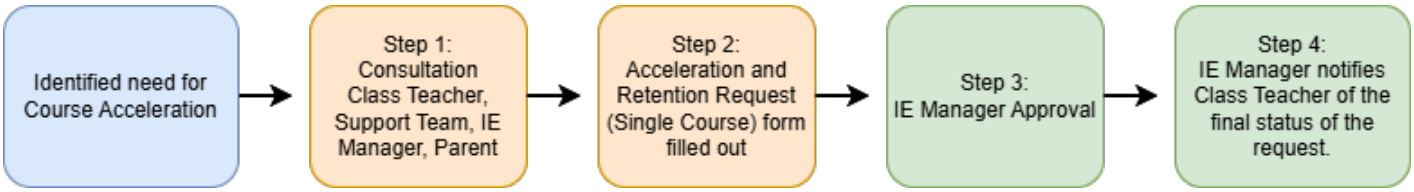


Teachers who identify students who would benefit from this strategy should:

Step 1: Consultation: teachers speak with the IE Manager and school leadership (Director or Assistant Director). Online assessments, discussion with parents, teachers, and leadership may be part of the process of deciding and using a full-year acceleration or retention strategy.

Step 2: Forms and Approvals: Acceleration and Retention form is filled out by the teacher. All final full-year acceleration decisions are made by the Director and Head of Schools and will be noted as a pinned log entry in the student's Communications & Notes in Encom.

Course Acceleration or Retention



Working Ahead: In grades K-9, students who are "working ahead" and are meeting grade level competencies at a quicker rate may be moved ahead as they finish their current course work, with approval from their teacher and input from IE and school leadership.

Skipping Grades K-9: Acceleration by "skipping" a course or two in a year must have the support of the current teacher, approval of the new course teacher (if different from the current teacher) and approval of the IE Manager. It is similar to a course challenge in Grad and should be based upon the student's demonstrated ability in that subject area. Online assessment may be required. The IE Manager should note approval in a pinned log entry in the student's Communications & Notes in their Encom profile.

Course Challenge: Grades 10 - 12: In Grad, courses may not be skipped, they must submit to a course challenge process.

Attendance & Academic Support Policy

Rationale

School attendance has a significant impact on academic achievement as well as community involvement and connection. There are different interventions for different types of absences.

Conduct

- Students and parents are responsible to ensure that attendance is maintained and to clarify if the absence is excused.
- If a student is absent, parents must call, text, or email the school by 8:30 am.
  - Text – (250) 258-2377
  - Phone – (250) 862-2377
  - Email – office@flex.academy
- If a student is absent, students/parents must inquire about missed work
- Students are expected to be on time and prepared for every class
- If a student is late, they must sign in at the office and get a late slip before going to their class

Excused Absences

- Student Illness
- Health Appointments
- Family Emergency
- Personal Safety Issues
- School trip/event (sports, etc.)
- Family Travel

Lates

- First block = 10 minutes or more is considered late
- Other blocks = 5 minutes or more is considered late

Students Going Off Site

- Students in grades K-7 on not permitted offsite unless a parent signs them out
- Students in grades 8-12 are allowed offsite during permitted times provided they have parent permission

- Students must sign out before they leave and sign in when they return
- If a student leaves to go offsite but does not sign out, the school cannot be responsible for the students whereabouts

Interventions for Lates

If a student is late three or more times in a set 5-day window of school, they will serve two days of lunchtime detention. Lates will be handled in the following manner and resets after two months:

- 1st offence – 2 detentions
- 2nd offence – 2 detentions & a warning parents to be contacted
- 3rd offence – 2 detentions & parents' meeting
- 4th offence – 2 detentions & possible suspension

Unexcused Absences (skipped class)

- Skipping classes to go get food/drink
- Missing classes due to getting to school late, leaving early, etc.
- Missing 20 minutes or more of a class period of the class without a valid reason

Students who are late by 20 minutes or more will be considered to be ‘skipping’ unless they have reasonable reason or have been excused by their parents.

Interventions for Unexcused Absences

- After skipping one class, the student will serve two lunchtime detentions, and parents will be contacted.
- If another class is skipped, the student will serve two lunchtime detentions and a parent meeting will be requested.
- Following a third offence, the student will serve a definite suspension
- Subsequent offences will be dealt with on a case-by-case basis

Academic Support Plan

It is expected that students are participating meaningfully in their learning and are keeping up in their courses. When students’ marks slip to failing marks or their pacing in classes lags, it is usually because of absences, inattentiveness, or failure to complete assignments. It is the school’s responsibility to do whatever possible to help students stay caught up in their schoolwork and engaged in their learning. As such, the school has several policies and structures that aim to keep students on track for their benefit.

Students not staying on pace in classes and/or with low marks can be placed on an Academic Support Plan.

First Tier Supports

- Loss of off-site privileges
- Requested on-site Flex Days
- Lunchtime Support Blocks

Second Tier Supports

- Temporary loss of participation in athletics, drama, extracurricular, etc.

Work Resubmission Policy

Flex Academy students can resubmit work. It is at the teacher’s professional discretion whether or not a student may resubmit an assignment or rewrite a test. Below are guidelines only for teachers to use.

1. Failure due to poor quality of work. Students will not be allowed to resubmit but have the ability to repeat the unit competency has been demonstrated.
2. Failure due to late submission. Students will not be permitted unless it causes the student to fail the unit.
3. Low to Medium level plagiarism offence. Students must resubmit an assignment using properly sourced documentation and referencing.
4. Failure to due health-related reasonings. Students will be allowed to resubmit an assignment. A medical note may be requested.

Each category is treated differently and at the discretion of the course teacher. To resubmit an assignment, the student must request written permission from their teacher via email. If the student is too young to use email, the parent should make the request on their student's behalf. Once granted, students are given only one opportunity to redo an assignment. The re-submission grade will be recorded in place of the original assignment mark.

Grade Promotion and Benchmarks Policy

This policy guides how Flex Academy addresses the Ministry of Education & Child Care curricular competency benchmarks for grades K-9 with regard to grade promotion and retention.

Grade Promotion/Retention

Promotion through the grades is determined through teacher summative and formative assessment together with the consultation of parents or guardians regarding the child's readiness. If retention is being considered, school leadership is included in the process. For more details, please view the Acceleration and Retention Policy.

Our Process

Teachers are responsible for tracking the curricular competencies that each student covers over the course of each school year. During the first and second reporting periods, the teacher monitors the progress toward completing the curricular competencies and will adjust the student's studies as needed to target completion of the competencies by year-end.

Scholarship and Bursary Policy

Purpose of Scholarship Program

Flex Academy has identified funds in the annual budget with the intent of providing financial awards for students graduating from grade 12 to assist with paying future tuition costs associated with pursuing post-secondary education or training. Post-Secondary training can be any program of study offered at a public or private college or university, or a vocational school and instruction may be provided in-person or online.

Awards given from such funds shall be referred to as “scholarships and bursaries.” Such awards provide life-long opportunities for students to steward their God-given talents and gifts to become an integral part of society and the workforce in their communities. The aim is to help equip students in their vocation so they can be on mission in all areas of their lives.

> Flex Scholarships and Bursaries will open for application the first week of February each year, and close the first week of May.

Types of Awards

Flex has designated monies each year to award to scholarships and bursaries. Each award will be a value of $1,000 unless otherwise stated. The different awards students are eligible to receive are described below. Please note that it's the committees discretion as to whether or not awards are given in each of the categories each year.

Scholastic Achievement Scholarship
This award is given to applicants who demonstrate outstanding academic achievement in their grade 12 year.
Criteria: Students will have completed a minimum of 5 core academic courses in their final year of high school and will have maintained a minimum grade average of 90%.

Flex Learner Award
The recipient of this award is a student who embodies the spirit and character of the Flex learner profile. Throughout their time with Flex they have demonstrated that they are a reflective and adaptable thinker who is inquisitive, discerning, and full of wonder at God's world, courageous and sustained by hope with a merciful, humble, and empathetic heart, and an advocate who is responsive to the needs of others, serving in order to have an impact on a world in need of redemption.
Criteria: Demonstration of elements of the Flex learner profile in a variety of ways. Student may also demonstrate financial need.

Pursuing a Trade
Training and working in a trade means you are part of an important workforce - trade workers keep the world around us operating smoothly and with their specialized training, they aren't afraid to tackle problems that many other people find daunting. This award is granted to a student who has plans to enter trades or technical training after graduation.
Criteria: Enrollment in a trade or technical program/school within the next calendar year, and good academic standing.

Lynza Henke Bursary $500
This bursary will be awarded to a grade 12 Flex student who demonstrates strong leadership, whether in school, the community or as a member of the Flex student council. The recipient will embody the qualities of servant leadership, a deep love for God and a commitment to making meaningful, positive change in the world.

Named Awards

If an employee of Flex or community member would like to sponsor a scholarship in the name of their business or other the following must occur:

- Contact the Chief Operating Officer to set up a transfer of funds to Flex
- Criteria must be developed for the award and publicly published
- Students will apply within the same time frames as the other Flex awards
- The Flex Scholarship committee will help in deciding the award recipient, in consultation with the naming party if they wish to be involved
- The same criteria for fulfillment and issuing of the award will apply

Notification of Award Recipients

Students will be informed of award recipients during June graduation ceremonies. At the ceremonies, students will be presented with a letter of congratulations and a certificate. Award recipients that do not attend graduation ceremonies will be notified by mail. Flex will mail the letter of congratulations and the certificate.

Disbursement Criteria

Award monies will be paid directly to the recipient once disbursement criteria has been met. Students must provide the following documentation to the Scholarship Committee Chairperson in order for funds to be paid

- Proof of tuition payment from the accepted Post-Secondary Institution
- Proof of graduation - completed transcript
- Students must be a Canadian resident

Funds must be dispersed within 12 months of graduation and award of the scholarship/bursary.

Once both documents have been provided, the Chairperson will communicate with the Chief Operating Officer or the finance department to coordinate payment of the award.

Record Keeping

The scholarship chairperson will be responsible for collecting student data (applications, reference forms, letters of acceptance, proof of graduation, etc) as it relates to the application and disbursement of Flex scholarships.

A Google folder will be provided to collect all documentation so all committee members can view applications and reference letters. This folder will also be used to track receipt of documentation, and student data for the purposes of communication, granting of awards, payment of awards and recording award recipients from year to year.

> Flex also has the privilege of distributing DAS' (District Authority Scholarships) awards allocated to the school by FISA. Please see here for more information.

Scholarship Committee

The Scholarship Committee will be composed of a minimum of 3 individuals from the Flex community, with the majority of members being involved in the Innovations program in some capacity. Committee members may include Flex employees, contractors and/or support personnel. Scholarship committee members will be appointed by the Head of Schools and Chief Operating Officer, based on nominations from the Director of Flex.

Role of a Scholarship Committee Member
Scholarship committee members will:

- Meet with other committee members at least once in January to confirm the number and type of scholarships to be awarded for that school year. The committee will appoint a chairperson to communicate with the Flex Director as outlined below.
- After the January meeting, the Chairperson will communicate with the Director of Flex regarding application forms, application deadlines, and scholarship award criteria
  - Ensure online application forms are functional and student applications are being forwarded to Chairperson for distribution to all committee members.
  - Flex Director will then communicate the opening of the form to eligible grade 12 students.
- Meet with other committee members after the closing of the application form to evaluate applications and determine award recipients.
  - Designate a committee member to communicate this information to the Flex Director before May 31st of each calendar year.

    - Students will be informed of award recipients at Flex graduation ceremonies. Certificates and letters will be distributed at those events.
- Designate a committee member to communicate names of award recipients to Data Manager for printing of certificates and award letters
    - Ensure certificates and letters are received by Flex Director prior to Graduation
    - If a student does not attend, the Flex Director will ensure the certificate and letter will be mailed directly to award recipients.
- Chairperson will track and collect confirmation of enrollment letters and tuition receipts. The Committee Chairperson will communicate with the HCOS Chief Operating Officer when award recipients have provided correct documentation so awards can be paid.

Conflict of Interest and Confidentiality

Members of the Scholarship Committees operate under the confidentiality expectations outlined in the KCCS confidentiality agreement signed by contractors and employees. In accordance with this agreement, Scholarship Committee members are required to declare any real or potential conflict of interests and to abide by the Conflict of Interest and Confidentiality policies. In the case of an immediate family member or close associate applying for a scholarship, the scholarship committee member will recuse themselves from having input and voting on the eligibility of that applicant and the decision to award a scholarship to that individual.

Flex Academy Family Attendance Accommodation Policy

At Flex Academy, we recognize that families may pursue unique opportunities through travel or other accommodations that impact regular school attendance. While we value flexibility, it is also our responsibility to ensure that students maintain consistent academic progress, contribute to our community, and uphold the standards of our school.

To remain in good standing with Flex Academy and to continue participation in extracurricular programs that require adjustments to attendance, families are expected to adhere to the following guidelines:

1. Communication & Scheduling

- Families must provide clear and timely communication with school staff regarding travel or accommodation needs.
- Schedules and all impacted dates must be submitted in advance of the absence and must be approved by the school prior to the family leaving the school/beginning extracurricular activities
- Families are expected to coordinate with teachers to understand assignments, assessments, and projects that will be missed and how these will be completed
- Students with IE designations will be reviewed carefully to ensure we are able to to ensure adequate supports prior to approval of attendance accommodations

2. Attendance Expectations

- Students are required to attend a minimum percentage of in-person school days each term to maintain connection with staff and peers.
- Planned absences will be reviewed individually to ensure they do not compromise the student’s academic progress or social engagement.

3. Academic Progress & Accountability

- Students must remain on track with their courses and demonstrate ongoing proficiency in their learning as assessed by teachers.
- Assignments and assessments are expected to be completed on time or be ready to be submitted upon arrival. Any extensions must be pre-approved by the teacher.
- Families must ensure that students have reliable access to the internet and technology during travel.

4. Engagement & Attitude at School

- When present, students are expected to maintain a positive and engaged attitude in class.
- Students should contribute to a welcoming, respectful, and supportive school environment.
- Social cohesion and peer connection are valued; students are encouraged to remain active participants in the community.

5. Extracurricular Participation

- Participation in extracurricular activities (e.g., sports, leadership, café program, clubs, performances) is a privilege that requires consistent academic standing, positive school engagement, and reliable attendance.
- Travel or accommodations that significantly interfere with these responsibilities may result in limited participation.

6. Responsibility

- Each request for travel or accommodation will be reviewed on a case-by-case basis in order to ensure there is an appropriate balance of time on campus and off.
- Families remain responsible for their child’s safety, supervision, and for ensuring all requirements for instructional outcomes are met during extended absences.

7. Review & Adjustment

- If concerns arise regarding communication, attendance, academic progress, student engagement, or social cohesion, Flex Academy staff will revisit the agreement with the family.
- Adjustments to schedules or supports may be put in place, and in some cases extracurricular participation or accommodations may be modified or paused in order to ensure student learning outcomes are being met.
- Agreements are subject to review each term to ensure ongoing suitability and student success.

Our goal is to partner with families in ways that balance flexibility with responsibility, ensuring that every student thrives academically, socially, and personally while maintaining the integrity of the Flex Academy community and educational programs.

Course Withdrawal Policy

At Flex Academy we strive to offer flexible course solutions for our students. We recognize that students and parents/families change their minds regarding courses after enrolling, even when a significant amount of the coursework has been completed.

Student Requested Withdrawal

Students can request to be withdrawn from a course by speaking with their teacher or school administration.

If students have completed more than 80 percent of the course as determined by the teacher, students will not be permitted to withdraw.

Students will be given the opportunity in those cases to either:

- Complete the remainder of the course, including any requested proctored or final exams, or
- Take a ‘zero’ for any remaining outstanding assignments or proctored exams, and a final grade will be submitted.

The BC Ministry of Education’s reporting order states:

W = (Withdrawal) According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

> Please note that if you withdraw from a course, you will be unable to retake the course until the following semester. You can check with your Grad Advisor on the exact timing.

Flex Academy Administration will grant permission in extenuating circumstances (i.e. extreme illness, sudden change in life situation, etc.) for a student to withdraw if they have completed more than 80%.

Teacher or Grad Advisor Requested Withdrawal

Teachers or Grad Advisors may request a withdrawal from a course when:

- Students communicate directly the request to be withdrawn.
- Students have been enrolled in the course for a year or more, and no plan to complete is in sight. Communication must be sent to the student as well.
- Students are not responding to communication about coursework for more than 8 weeks, and an IGR has been sent.

Please note, that the withdrawal policy (not being able to start a course again until the following semester) applies in these situations as well. As such, if a student reaches out afterwards and wishes to complete the remainder of the course, administration will reach out to the teacher to confirm re-opening the student’s course.

Student Discipline Policy

This page provides a standard course of action for students who struggle to meet the expectations outlined in the Code of Conduct.

Definitions

“**behavioural incident”** refers to any incident involving a student whose actions do not align with our Code of Conduct or established classroom or event expectations.

“Flex Community” or **“the Community”** refers to staff, teachers, contractors, students, and parents enrolled at or working for Flex.

Our Process to Resolve Behavioural Incidents

At Flex Academy, we will strive to see students involved in behavioural incidents re-integrated into the Community and to restore relationships that were impacted. Flex staff and leadership will follow the process below to resolve such incidents.

Level	Description	Consequence
1	Infrequent occurrences	Staff or teachers will speak with the student and attempt to find a restorative solution for those involved.
2	Recurring events	Students will be removed from the group to speak with a Flex school leader. The guardians of any student directly involved will be notified.
3	Ongoing behaviour or disregard for correction	A Flex school leader will meet with all parties involved to create an action plan to re-integrate the student causing the incident.
4	Violent or potentially dangerous behaviour	The student will immediately be removed from the event and not allowed to participate in any future events until reconciliation and evidence of change are presented. A school leader will assess the occurrence and act accordingly.

> While our goal is to restore relationships and the integrity of all involved, Flex Academy reserves the right to permanently expel any student who represents a potential threat to the safety of Flex Community members.

Procedural Fairness

Flex Academy will apply the following principles of procedural fairness to ensure any actions related to student discipline are communicated clearly to all parties involved and that every opportunity is given to the student to account for their actions.

1. Students will be treated with respect and dignity and know what is expected of them.
2. In accordance with school policy, a student who is accused of breaching a rule will be notified of that of which they are accused, with the essential facts of what they are alleged to have done. In more serious cases, notification will also be given to a student's parents.
3. An accused student will be given an opportunity to tell their side of the story. Where the stakes are minor, this can be satisfied by a Director or teacher asking the student to explain their actions. More serious matters require more formal investigation and documentation.
4. The student or parent may appeal the decision to the Director of Flex Academy. Further appeals may be made to the Head of Schools and finally the Board of Directors of the School Authority.
5. There will be an assurance of no retribution for pursuing an appeal or review

Inclusive Education - Programs, Admission & Delivery Policies

Flex Response to Intervention (RTI) Model

Flex Academy uses a Response to Intervention (RTI) framework, utilizing formative assessment to regularly collect data to make instructional decisions in a multi-tier model. While valuing prevention and early intervention, teachers use ongoing assessment to inform teaching practice and allocate instructional resources to provide appropriate, evidence-based interventions.

Central elements of all RTI models include early screening of all students to identify those at risk for academic difficulties, implementing research-based interventions matched to student needs and increasing the intensity of intervention when needed.

RTI also involves continuous monitoring and recording of student progress during interventions to guide decisions for both the student (e.g. further assessment, individualized planning) and the teacher (e.g. using small group or one- to-one learning contexts, topics for professional development).

Although RTI originates from inclusive education, it is intended for use with all students in general education. For further details, consider Tiered Approaches to the Education of Students with Learning Disabilities.

Tier 1: Universal Programming

> Tier 1 may include admin and Inclusive Education staff monitoring those students who are minimally meeting expectations but whose needs are being managed by teachers with minimal Inclusive Education Manager involvement.
>
> Depending on the teacher's training and experience, they may ask the IE Manager for suggestions. If the teacher asks and there seems to be reason for concern, then the student will be considered to be on IE Monitoring status as a LS or Universal + Student

Tier 2: Targeted Interventions

> Tier 2 students comprise approximately 5-15 percent of the student population. They are typically in one of two categories.
>
> #### LS & U+ Student

LS and U+ students are struggling to minimally meet or are not meeting expectations. They have been referred to the Inclusive Education Team and their teachers are receiving regular consultations through the School Administration & Inclusive Education Manager on how to help these students and families.

These are non-designated students who have adaptations in place in the Educational Supports module. For students requiring significant support, an Individual Education Plan (IEP) may be considered along with diagnostic assessment; these students are expected to have regular or adapted courses.

If needed, students may receive a small subsidy for therapy or investigative assessment (e.g. Speech and Language Pathologist (SLP) assessment for speech impediment, psycho-educational testing for programming direction, etc.).

High Incidence Students

High Incidence students have been designated according to Ministry of Education guidelines, whether K: Mild Intellectual Disabilities, P: Gifted, Q: Learning Disabilities, or R: Students Requiring Behaviour Support or Students with Mental Illness. While these designations do not receive additional funding support from the Ministry, these students may need significant support.

These students' programs are overseen by the Inclusive Education Manager in order to receive graduated support. The IE Manager ensures an IEP is in place; students may also receive funded supports based upon their individual needs.

Tier 3: Low Incidence Inclusive Education (IE) Students

Inclusive Education (IE) students with an A-H (funded) category designation are placed on the IE Manager's caseload and receive a substantial needs-based student budget to meet their proposed IEP goals.

Programs, Admissions, and Delivery

Learning Support (LS) and Universal + Services

Our school administration and Inclusive Education team work to equip teachers to serve the needs of their Tier 1 and Tier 2 students.

Internal Admission

To provide equitable access to all students, teachers should confirm student learning needs with the IE Manager and School Administration if they have concerns. From there, teachers might be directed to fill out the Student Support Referral Form (SSRF). Upon receiving that form from the teacher, the IE Team will decide whether to request further screening (numeracy and literacy achievement and cognitive skills, social-emotional functioning, behavior, etc.),

parent forms, medical documentation, etc. to triage supports for the student.

Program and Delivery

Flex provides students with teacher-directed personalized programs comprised of a combination of in-house resources and community-based professional support. Teachers who have a U+ or LS student on their caseload are encouraged to consult with the Inclusive Education Manager. Consultations offer practical support for individualized LS/IE related strategies, adaptations, modifications, resources, screening and/or programming assessments, appointments/therapies, and IEP creation.

Designated Inclusive Education Support

Teachers work with Tier 3 students assigned to their classes, directing programs to meet the educational needs of students in collaboration with the student's IEP team, which includes administration, the IE Manager, IE Coordinator, parents/guardians, education assistants, learning coaches, and community-based professionals.

External Admission

1. Flex Academy conducts two program intakes annually: September and January
2. To indicate interest, the parent fills out the Flex Academy application at the Flex Academy website.
3. The Director of Flex Academy arranges a tour and interview for prospective students.
4. If there is potential for a good fit, the IE Manager calls the parent to discuss IE program requirements, IE funded categories, and documentation necessary for Flex to apply for supplemental funding for a category designation.
5. If the parent, Director and IE Manager agree that Flex is a good fit for the family, then the IE student is conditionally accepted.
6. After the IE Office has received all supporting documentation from the parent and the IE administration is able to approve an IE category designation, then the student is accepted into Flex.

Program and Delivery

The IEP is key to understanding the personalized programming and delivery of support services to each IE designated student. Generally, the class teacher(s) directs the learning program, engages in ongoing communication with the parent, develops the IEP supports and with the IE Manager assesses IEP goals and gather/observes samples and progress, engages in weekly communication with education assistants (EAs). The IE Manager ensures there is at least one progress report per year from Service Provider(s) if the student is receiving external supports. External supports are tailored directly to the IEP goals, which are discussed with external service providers before services begin with a Flex student. Reporting ensures that services remain aligned with student needs, supporting greater success in their overall educational experience.

External Credits Policy

This policy describes how students earn credit towards graduation through external credentials approved by the Ministry.

External Credits refer to Ministry-approved documented prior learning. An official list of External Credits approved by the Ministry is provided to schools on an annual basis in which some external credentials are classified as required courses and others as elective courses.

> External credits cannot be granted for courses required for graduation, except for Grade 12 credits, as outlined below.

Grade 12-level external credentials count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

There is no limit to the number of credits a student may earn by using the external credentials. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent.

In order to receive external credits the following procedure must be followed:

1. The student must take responsibility to communicate the proof of credential and appropriate documentation (certificate etc) to their Academic Advisor for the course they wish to receive external credit for.
2. If the certificate requires verification, the Academic Advisor will contact the external organization for that verification.
3. All courses will be assigned a mark of TS (Transfer Standing) if a letter grade or percentage is not determined based on the documentation.

Although external credentials may contribute towards graduation requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. Students are responsible for verifying admissions requirements for the post-secondary institutions they plan to attend.

Students may have earned an approved external credential prior to entering Grade 10. If so, they are awarded credit if they present their credentials any time after they enter Grade 10.

For more information about students earning credits through Challenge, Equivalency and External Credentials, please refer to the information on the Ministry of Education website

International Student Policy

Flex Academy is a Christian school, and all curriculum includes a biblical worldview. This means that parents and students must embrace the values and lifestyle of a Christian approach to life as they will be in an environment that practices a Christian way of life. Students should also be comfortable in a completely English environment for their education. This means they need a fairly advanced level of English training before applying to Flex Academy. Students who successfully complete a Grade 12 level Christian Studies course will receive the Flex Academy Graduation Certificate.

Admissions

All international students must complete the admissions process in order for Flex Academy to administer a Letter of Acceptance. The admissions process includes:

- A completed application form
- A one-time, non-refundable **Application Fee** of $500.00
- A copy of their passport
- A current picture
- A transcript for the last two years of education
- A pastor’s reference (if they are a Christian and attend church)
- A student letter stating why they want to attend Flex Academy
- A Zoom interview

Invoice and Letter of Acceptance

Once this paperwork has been submitted and the student is approved, an invoice will be submitted to the family. When this invoice has been paid, a Letter of Acceptance will be issued by courier.

Homestay

Students will be placed in Christian homes where families have been thoroughly screened and gone through a home interview. The family placement should meet the student's request (to the best of our ability). All families will have completed a Criminal Record Check and submitted to Flex Academy. For Homestay Guidelines, we refer to the BC K-12 International Student Homestay Guidelines provided by the Ministry of Education 2018, taking into consideration that there will be no situation that will be allowed to elevate to the degree where the student would feel that they are in need to contact the BC Children’s Helpline for any reason. All concerns will be dealt with immediately.

Custodianship

Students who attend Flex Academy and are under the age of majority will be assigned a custodian during their stay.The International Student Program Coordinator is the custodian for all the

International students unless other arrangements have been made. The custodian will undertake responsibility for the students during their stay as agreed upon with their parents. All custodianship paperwork must be authorized by a Notary Public both here in Kelowna and in the country of residence.

Visas

All Visas are the responsibility of the student. If an extension is needed, Flex Academy will go through a similar admission process in order to issue the student a letter of acceptance. The International Student Program Coordinator can assist in this process.

English Language Learner

It is best, but not mandatory, that any English Language Learner (whose native language is not English) have a Level 4 English equivalency to enter high school. This is based on online English testing. Once the student has entered Canada and is attending Flex Academy, they may be required to continue with online English training. This may or may not be teacher-assisted.

Tutoring

All tutoring is at the student's cost and is in addition to their full-time program.

Agents

Flex Academy is willing to work with agents. The amount of commission payable by Flex Academy to the agent with respect to each registered student shall be at a prescribed percentage of the tuition registered and fully received. The amount of commission payable by Flex Academy to the Agent for a re-registered student for a consecutive year shall be 0% of the tuition registered and fully received. A commission is earned by the agent only when Flex Academy receives the full tuition. Please refer to the Agent Agreement.

Financial

Please see our website and contact our International Coordinator for more information on finances and/or refund policies.

Health Care

All International students must have medical insurance while attending Flex Academy. They may choose either BC Medical or Guard. Me Insurance for International Students.

School Representative

Flex Academy shall designate an **International Student Program Coordinator** to act on its behalf to assist international students.

Discipline

All international students must adhere to Flex Academy’s policies. Failure to do so may result in disciplinary action.

Education Resource Policy

Rationale

Outline the procedures that determine how learning resources are chosen and how Flex Academy will address concerns or challenges.

Definition of Learning Resources

Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula.

This policy is specific to learning resources which form the core program collection of resources.

Learning resources used in the classroom will be evaluated and approved by Flex Academy with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and/or religious values.

Learning Resources Approval Process

Flex Academy will encourage teachers to utilize education media that have been evaluated before being used with students. The evaluation process involves a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used. The recommended scope of professional learning resources for review includes Primary (Grades K-3), Intermediate (Grades 4-6), Middle (Grades 7-9) and Secondary (Grades 10-12).

The evaluation criteria used in determining appropriate learning resources for the school will include, but are not limited to:

- Supporting the learning standards and outcomes of the curriculum
- Assisting students in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by copyright and privacy legislation
- Suitability based on the pedagogical, social, philosophical, cultural and/or religious values of Flex Academy.

Resource evaluation will be based on one or more of the following inclusion criteria:

- age
- multiculturalism and diversity

- accessibility
- beliefs and values
- cultural attributes
- socio-economic factors
- humour
- ethical and legal considerations
- language
- course content, skills, and competencies and respect for individual differences
- violence
- social responsibility
- democratic principles
- service learning
- pedagogical perspectives

Authority Approval

The Head of Schools and appropriate Divisional Director will approve resources used by Flex Academy, which become recommended resources for five years unless they are withdrawn. The authority may continue to use the learning resources after five years if the authority grants an extension of an additional five-year period. If a resource is potentially controversial, it will be brought forward for approval by the Board of Directors.

Withdrawal of a Recommended Learning Resource

Learning Resources will maintain a recommended status for five years, after which continued status will be subject to, but not limited to, criteria such as curriculum relevance, currency, and availability.

The recommendation of withdrawal will be made by a committee of at least two representatives of Flex Academy, one being a practicing teacher with at least three years of experience, preferably in the grade level and subject area for which the resources are used. The recommended scope of professional learning resources review will be Primary (Grades K-3), Intermediate (Grades 4-6), Middle (Grades 7-9) and Secondary (Grades 10-12).

A learning resources withdrawal will be confirmed by a motion passed by the Flex Academy Board of Directors.

Challenge to the Use of Authority-Recommended Learning Resources

Challenges to the use of authority-recommended learning resources must be made in writing to the Flex Academy Director, identifying the learning resource and stating why the resource(s) may not be suitable. Challenges will only be accepted from individuals in the school community whose children are directly engaged with the learning resource(s), educators who use the resource(s) or Ministry of Education staff.

Within 14 days of written receipt of a learning resource challenge, the Flex Academy Director will convene a committee meeting consisting of the Director, the Head of Schools, and a minimum of two representatives of Flex Academy, one of whom must be a practicing teacher. The practicing teacher must have at least three years of experience in the grade level(s) and subject area(s) for which the resource is used.

Based on the committee’s recommendation, the authority may dismiss the challenge, raise awareness of the implications of using the resource with the teaching staff, communicate with the publisher and/or withdraw the recommended resource from further use in the school.

The individual issuing the challenge will be notified of the committee’s decision in writing within 14 days after the committee's decision.

Sources of Learning Resources

Flex Academy may use the services of the Focused Education Resources (formerly ERAC) to assist them in choosing or approving learning resources.

Approved by the HCOS Board of Directors, April, 2017.

Choosing Resources Within the Learning Commons

The role of the Learning Commons is to provide digital and non-digital resources from multiple perspectives to address the competencies and content laid out in the BC Ed Plan by the Ministry of Education. In choosing resources, consideration is given to equip our students to become compassionate, collaborative, creative, and inquisitive while understanding personal and social responsibilities. Purchased resources include a wide variety of worldviews. With due diligence, Learning Commons staff review all resources that reflect content covering the BCEdplan and Christian education.

Learning Commons resources are reviewed and purchased by the curriculum team. The curriculum team consists of a teacher librarian and curriculum consultant. Subject specialists are contacted as needed. Input is sought from our curriculum writers as well.

Complaint Process

Concerns regarding Learning Commons resources are forwarded to the Chair of the Learning Commons Committee who will respond to each inquiry. Should there be further action needed, Schedule E will be followed.

> For more information please see the Conflict Resolution and Appeal Policy.

Independent Directed Studies Policy

Overview

Under Flex Academy teacher supervision, students can earn additional Independent Directed Study (IDS) credits by pursuing curriculum in more detail of a course they're enrolled in or by focusing on the learning outcomes of a course that they're not taking.

To participate in this method of learning, students must demonstrate the ability to work independently. Along with their teacher, they should also develop an Independent Directed Study plan that includes:

- A process for ongoing facilitation and assessment
- Criteria for determining successful completion
- A credit value (one, two, three or four credits) for the proposed IDS

Students do not need to complete the approved classroom course curriculum before they pursue an Independent Directed Study in that course. However, an IDS must be based on the curricular competencies of a Ministry-Developed or Board/Authority Authorized Grade 10-12 courses.

Details

This policy enables students to initiate their own area of learning and to receive credit towards graduation. The policy also allows schools to recognize learning in a Ministry-developed or Board Authorized course that a student may not have completed. This policy is not a student entitlement but an enabling policy intended to encourage schools to allow students to pursue further studies of interest.

IDS credits may be awarded by boards to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10-12 Ministry developed courses or Board Authorized courses. A student may study one or more curricular competencies in depth, or study more broadly a wide variety of learning outcomes from a single course.

IDS credits may only be used to satisfy elective requirements.

The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the minimum of 16 grade 12 credits required for graduation.

Procedure

1. The student and teacher create a course plan that includes curricular competencies and an overview.
2. The teacher will make a copy and complete the **Independent Directed Studies** form. The teacher is responsible for ensuring that all requirements are met.
3. The teacher will share the form with the Director of Flex Academy ("the Director") for approval and course creation (share via Google Docs)
4. The Director will approve, reject, or ask for revisions of the IDS form.
    - If approved:
        - The Director will sign the IDS form and return it to the teacher.
        - As directed by the Director, the office or Assistant Director will create the IDS course and inform the teacher once it is ready.
    - If rejected:
        - The teacher will be notified of the rejection with an explanation of why approval was not granted.
        - The teacher can choose to modify the course and then resubmit the form.
    - If asked to revise:
        - Leadership will explain the areas that need revision.
        - The Teacher will revise the IDS form and resubmit for consideration.

Electronic Supervision and Online Session Recording Policy

For the protection of Flex Academy, our staff, our teachers, our parents and our students, we have the following safeguards in place:

- Leadership may at any time request to see any and all email correspondence teacher to teacher, teacher to parent, and teacher to student that is sent through the Flex Academy email server.
- Leadership may also access teacher to student, as well as student to student electronic communication through Brightspace.
- Students participating in online forums: All forums are teacher mediated. Text is archived and leadership may request transcripts of previous chats.

We do not have access to personal email. Electronic communication that occurs outside of HCOS servers is not accessible to us and we are unable to monitor those communications.

Online Session Recording

Flex Academy considers the privacy and protection of student information of utmost importance. We also hold the value of community and the relationship between students and teachers to be paramount. In a hybrid learning environment, this is achieved partially through the use of technology including, but not limited to, video conferencing platforms such as Zoom.

Teachers may occasionally record lessons in order to support student learning (eg for later viewing and review). In order to protect student information, teachers will:

1. Ensure all parents are aware of the possibility of a recording and acknowledge and complete the Online Recording Consent form and ensure no student whose parents have not consented is included in a recording.
2. Will upload the video to one of two approved sources:
    1. **Vimeo** - ensuring all videos are set to Private and have a password
    2. **Google Drive** - ensuring the link is only shared with individual email addresses
3. Will ensure the link for the video is not made available publicly or provided to anyone not enrolled in the class or persons who have signed the Kelowna Christian Center Society confidentiality clause.
4. Work with families to find alternatives for students whose parents do not want their image or name in a recording.