



**St. Mary's
Elementary
School**

Parent Handbook

Updated: 2022

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CONTACT INFORMATION

St. Mary's Elementary School
8909 Mary Street,
Chilliwack, BC
V2P 4J4

Phone: 604-792-7715

Website: <http://www.saintmarysschool.ca>

PERSONNEL

STAFF

The school's staff for the year is as follows:

PASTOR: Father Wilfred Gomes

ASSISTANT PASTOR: Father Giovanni Schiesari

ACTING PRINCIPAL: Mrs. Jeanine Sallos

OFFICE MANAGER: Mrs. Chrystal Netzlaw

BOOKKEEPER: Mrs. Lori Donegan

KINDERGARTEN/GRADE !: Ms. Val Foster

GRADE 1: Ms. Marlene Kessler

GRADE 2: Mrs. Angela Prost

GRADE 3/4: Mrs. Delaine Weberg

GRADE 4/5: Mr. Mark Seiler

GRADE 5/ 6: Mrs. Robin Olivares

GRADE 7: Mrs. Kristina Choboter

PE: Miss Sarah Gillespie

LIBRARIAN Mrs. Alison ten Bohmer

BEFORE SCHOOL CARE: Mrs. Johanna Chiappetta

AFTER SCHOOL CARE Ms. Nicole Sansalone, Mrs. Johanna Chiappetta

LEARNING RESOURCE TEACHER: . Ms. Jollette Moeliker

EDUCATIONAL ASSISTANT: Mrs. Debbi Tyzio

EDUCATIONAL ASSISTANT: Miss Anna King

EDUCATIONAL ASSISTANT: Mrs. Jaime King

EDUCATIONAL ASSISTANT: Mrs. Johanna Chiappetta

EDUCATIONAL ASSISTANT: Mrs. Barb Delviken

EDUCATIONAL ASSISTANT: Mr. Landon Turenne

EDUCATIONAL ASSISTANT: Mrs. Krissy Buckle

EDUCATIONAL ASSISTANT: Mrs. Johanna Chiappetta

EDUCATIONAL ASSISTANT: Ms. Katie McConnell

EDUCATIONAL ASSISTANT: Ms. Janine Menard

EDUCATIONAL ASSISTANT: Mrs. Paula-Eunice Poama

CUSTODIAN: Mr. Tony Oostendarp

MAINTENANCE: Mr. Dennis Bissegger

BUS DRIVER: Mr. Ron Kuester

BUS DRIVER: Mrs. Elaine Short

PARISH EDUCATION COMMITTEE

The Parish Education Committee is as follows:

PASTOR: Father Wilfred Gomes

CHAIRPERSON: Mr. Dale Wagner

VICE CHAIR: Mrs. Jennifer Roberts

TREASURER: Ms. Giorgia Quadrelli

SECRETARY/: Mrs. Kathryn Fehr

PARENT PARTICIPATION

MAINTENANCE COORDINATOR:...Mr. Dave Homme

FUNDRAISING COORDINATOR:.....Mrs. Melissa Godbout

DELEGATE TO CISVA BOARDMs. Carrie McKeon

The role of the Parish Education Committee is to cooperate with and to assist the pastor in the operation of the school. The committee sees that Archdiocesan policies are implemented, and they set policy for the local school. You are welcome to bring concerns or questions to the PEC. Written requests/proposals for presentation to PEC should be submitted to the PEC Chairperson at least a week in advance of the next PEC meeting.

The Committee manages the finances of the school and the hiring of staff in consultation with the principal and they assist the pastor and principal in the general overview of school programs.

St. Mary's School

Parent Handbook

Welcome to St. Mary's School community. We hope the following information will help you become aware of our policies and procedures so that we can all work well together.

A. ST. MARY'S SCHOOL: A COMMUNITY OF FAITH

1. SCHOOL PHILOSOPHY

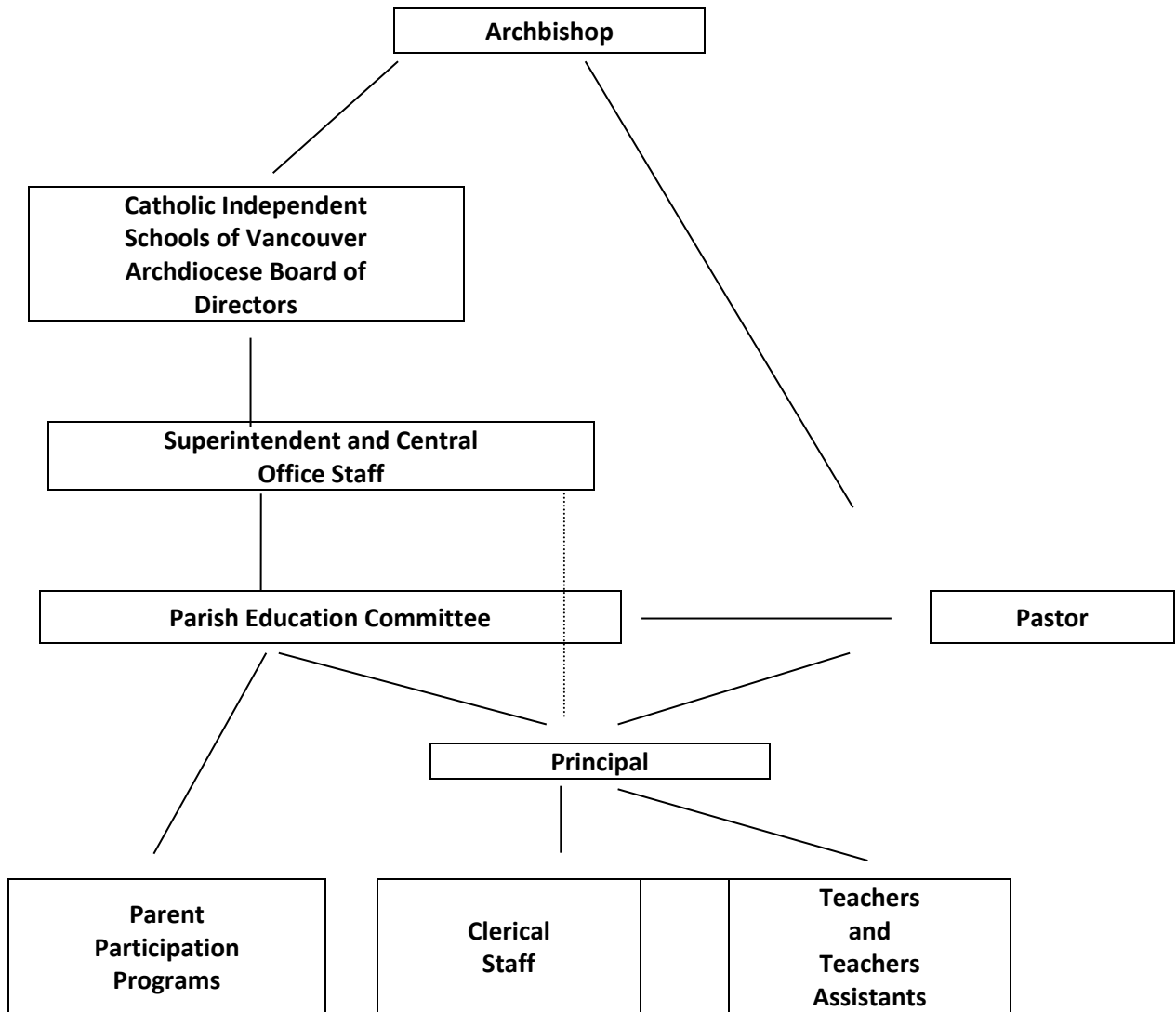
St. Mary's is a community of faith which seeks to provide a quality Catholic Education for each child, and foster a school environment that is safe, respectful, and an accepting place for all students. We celebrate and are challenged by God's presence, by the story of the Christian community, and by the vision of the Gospel. The purpose of the school is the purpose of the church. This purpose is to communicate, in theory and practice, the teachings of our faith and the love of God. This is a high purpose demanding commitment and sacrifice. St. Mary's School has done well in making that purpose a reality in our community. Our school continues to provide, for any who enter its doors, the means and possibility of growing in the way of Christ.

2. ST. MARY'S SCHOOL AND CISVA MISSION STATEMENT

St. Mary's School shares in the mission of the Church to proclaim and build the Kingdom of God. St. Mary's, as a faith community, is committed to excellence in Catholicity and in all areas that promote the development of the whole child to his or her full potential. The Catholic School strives to develop Christian leaders, responsible citizens and life-long learners.

3. THE STRUCTURE OF THE CATHOLIC INDEPENDENT SCHOOLS OF VANCOUVER ARCHDIOCESE (C.I.S.V.A.)

The following diagram is included to assist in understanding the complex structure and the interactive roles involving parish organization and the integration necessary to ensure the success of our parish school and Catholic community.



"Motivated by a Christ centred vision of humanity and human history, our school promotes the formation of the whole person. Such formation embraces not only intellectual, but also physical, emotional, moral and spiritual dimensions of human growth. Intellect, emotions, creative ability and cultural heritage have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves but find their deepest meaning in God's plan for creation." From PHILOSOPHY OF EDUCATION FOR CATHOLIC SCHOOLS IN THE PROVINCE OF B.C. by Catholic Bishops of B.C.

B. SCHOOL PROGRAMS

1A. SCHOOL CURRICULUM

St. Mary's School follows the prescribed curriculum as set out by the B.C. Ministry of Education. French is included for all students. Detailed information is available at the Ministry of Education website:

www.bced.gov.bc.ca

Learning assistance is provided for those students who are experiencing difficulty in achieving the learning outcomes of the regular school programs.

1B. REPORTING

Reporting is an ongoing process that involves assessment (the systematic process of gathering authentic data and evidence of student abilities and achievement) and evaluation (the ongoing communication with student, parent and other professionals about student growth, development and achievement) with two formal written reports to parents in January and June, a written interim report in the spring and 2 informal reports, in the form of a parent-teacher and a student-led conference.

Included in this process are:

- Informal sharing of student work samples
- Informal reports such as notes, phone calls, interim reports, and meetings with parents
- Asking parents to sign student work to say they have seen it
- Regular use of student Planners as a communication tool
- Parent/teacher conferences on an as needed appointment basis

2. SCHOOL LITURGIES & ASSEMBLIES

The importance of the Mass is recognized as a way of increasing the faith of the children and helping in the building of a Christian community. Masses are regularly offered for the whole school. Students are given an opportunity to share in the preparation of the Masses and families are invited to attend. In addition, we try to have at least one monthly assembly/prayer service related to the Liturgical calendar (i.e., an assembly for Advent; praying the Stations of the Cross in Lent). It is school policy that children are expected to participate in all aspects of school religion and sacramental programs. Updated information is available on the school monthly calendar.

3. SACRAMENTAL PROGRAMS

Each year the Grade Two students prepare for the Sacraments of Reconciliation and Eucharist. It is parish policy that the parents of students in this program attend all meetings and preparation Masses throughout the months preceding the reception of the Sacrament.

Students in Grade Seven prepare for the Sacrament of Confirmation. Parents of all children being confirmed are required to attend all meetings relevant to their child's preparation for the sacrament.

The children wear gowns, provided by the parish, for both the sacraments of Eucharist and Confirmation.

4. EXTRA-CURRICULAR ACTIVITIES

St. Mary's School offers many opportunities for team sports, fine arts activities, and personal development. However, only students in good standing, in both academics and behavior, will be permitted to participate. This is at the discretion of the teacher and/or principal. These activities may include, but are not limited to: cross-country, basketball, soccer, volleyball, track and field, choir, school musical, and various clubs.

5. SPECIAL EDUCATION

St. Mary's School prides itself in being an inclusive community, welcoming children of all walks of life. Christ teaches us that all human persons have value, and that we are all children of God. St. Mary's School is committed to educating the whole child, spiritually, emotionally, physically, and academically, and is committed to the inclusion and integration of students with special needs.

St. Mary's School adheres to CISVA Special Needs Policy 421.
Please refer to Appendix H for the CISVA Special Education Policy.

6. LIBRARY

The library is staffed by a librarian and/or parent volunteer and is open during school hours every day. All classes are scheduled for weekly library visits.

7. FIELD TRIPS

Field trips and in-school presentations play a supporting role in the presentation of curriculum. As such, only students in good standing, in both academics and behaviour, will be permitted to participate. This is at the discretion of the teacher and/or principal. We sometimes rely upon the generosity of parent drivers for some of our field trips when use of our buses is not appropriate. **Drivers will be required to provide a copy of their driver's licence and a driver's abstract to the office. Volunteers will also be required to fill out a form, listing the children that will be travelling in their vehicle.** Most field trips will require help from parents as supervisors.

Please be sure to return *signed* field trip consent forms or your child will not be able to participate in a fieldtrip. **Last minute phone calls made by the secretary or students will no longer be permitted.**

The Society of the Catholic Independent Schools has provided an Excess Third Party Liability policy to cover privately owned vehicles. This policy with I.C.B.C. gives protection to each teacher, parent, or other volunteer (or their spouse) while driving their own vehicle in the course of a school activity and with the authority or approval of the school board. Coverage of \$10,000,000.00 is in excess of the limit specified on the Owner's Certificate of Insurance.

8. BOOSTER SEAT LEGISLATION

As of July 1st, 2008, booster seats are mandatory for all children weighing at least 40 lbs, until they are 4'9" tall or nine years of age. (B.C. Ministry of Children and Family Development- 15/05/07).

As such, it is school policy that all parents driving students on school field trips must ensure that an approved booster seat is provided for and used by each child being driven, who meets the above criteria. For more information about the origins of this new legislation, or details regarding proper installation of car seats, please visit the B.C. Injury Research and Prevention Unit at: <http://www.injuryresearch.bc.ca/>. **Children in grades K-3 will be required to use a government approved booster seat.**

9. OUTDOOR EDUCATION

Outdoor Education is a part of our educational program—it is a 3-day off site experience for the Grade Seven class. The cost of this trip is covered by the students' families. Fundraising for this trip is permitted and may be organized and carried out by parents the year prior to the scheduled trip (i.e. when the students are in Grade Six).

C. MEDICAL AND SAFETY PROCEDURES

1. MEDICAL PROCEDURES

Each September, parents are required to fill out an emergency form to include specific medical information. Student medications are to be kept in the nurse's room with an accompanying doctor certified procedure for the student dosage. Students will receive medication in the presence of a staff member. Students who require an epi-pen are responsible for always carrying it with them, once they have reached the age of reason (to be determined on an individual basis). It is imperative that parents inform the school office of any changes to medical information.

If your child has allergies (food, medicine etc.) this information needs to be noted on the back of the emergency form. Please include specific directions to staff if there are any. This information will be used only if the child has an emergency situation.

2. SAFETY PROCEDURES

a) Daily Presence at School

All students are expected to remain at school for the entire school day. If for any reason a child has to leave the school property during the day, the parent needs to notify the school and sign the child out at the office.

b) Visitor Sign In/Out

Visitors, including parents, coming into the school building must report to the office. If staying for an extended period, they must sign in/out in the log book provided and wear a visitor's pass during their time in the school. Visitors or parents will not be permitted to visit classroom(s) unless arrangements have been made with the teacher beforehand.

c) Temporary Change in Caregiver

If your child will be staying somewhere other than the family home, or if you are away and another family member is taking care of your children for any length of time, please provide us with the appropriate information (an alternate phone number, address, the name of the caregiver and any change in pick-up) for that period.

d) Fire Drill

To give the children safety routines for school, regular fire drills are held during the school year. The fire department conducts regular inspections of our school building and safety equipment.

e) Earthquake Drill

The children are familiar with and practice specific routines for earthquake emergency.

Because our school is located in an earthquake prone area, we want to remind you that, in the event of an earthquake, the following procedures will be followed:

- No student will be dismissed from the school unless a parent (or guardian designated by the parents) comes for him/her.
- No child will be allowed to leave with another person, even a relative or babysitter, unless we have written permission to that effect or that particular person is listed on the student's emergency form. With this in mind, if your child's form is not up to date, please request a new form from our office.
- All parents, or designated guardians, who come for students, must have them signed out at the office or

at the alternative Student Release Station at the entrance to the schoolyard.

- We are prepared to care for children in the event of a critical situation if parents are not able to reach the school. We have a number of people with first aid certificates, and we will be in communication with local emergency services.
- We do ask for your help in the following areas:
 - Please do not call the school; we must have the lines open for emergency calls.
 - Following an earthquake or other emergency, do not immediately drive to the school; streets and access to our school may be cluttered with debris; the school access route and street entrance areas must remain clear for emergency vehicles.
 - Do turn your radio to **STAR 98.3 on the FM dial**; information and directions will be given over the radio.

f) Lockdown and Building Evacuation Procedures

The CISVA and The Ministry of Education now require schools to organize specific safety procedures in the event that there is a crisis. These measures are designed to keep our children safe and calm. The safety of our students, faculty and staff is our utmost priority. While we always hope that these incidents never occur, we still must be prepared.

Several times during the year we will practice the lockdown drill at St. Mary's School. Prior to this drill, teachers will discuss this procedure with their students in an appropriate manner that informs the children but does not alarm them. In the event of an emergency incident during the school day, St. Mary's School has specific plans in place to keep students, teachers, other school personnel and visitors safe. If an incident occurs, school officials will be in constant communication with emergency personnel. From that point, officials determine if we might be in a line of danger and then a lockdown order will be issued.

Although you may feel compelled to pick up your children from school at that time, we want to assure you that your children will be cared for during the lockdown. Allowing anyone to enter or exit the building during this time could expose the children and everyone else inside to a potentially dangerous situation.

In the event of a lock down, once school officials receive word from emergency personnel that the danger has passed, the lock down would be lifted and if past the end of the school day, the process of student release will begin.

Suggestions for parents during a time of a crisis:

1. To ensure safety for all concerned, please do not come to the school site with the intent of picking up your child, or enter the property during the lockdown.
2. Keep informed by listening to **STAR 98.3 FM** radio station or consult the website <http://www.saintmarysschool.ca>
3. Please do not call the school as staff will need to communicate with emergency personnel.
4. As appropriate, you will be called as soon as possible and there will be a designated place for parents to pick-up students.

g) School Closure

From time to time, the school will unexpectedly be closed (usually due to poor weather/driving conditions—snow, ice, etc.). In the event of an unexpected school closure, the school will provide information in the following manner:

1. A decision will be made as early as possible, typically before 7:00 AM.
2. Radio announcement: STAR – 98.3 FM will be informed, and they typically make an announcement on the air; they also post school closures on their website.
3. Notice of closure will also be published on our school website <http://www.saintmarysschool.ca>, in an email, and on St. Mary’s private parent Facebook page.

Please do not call the Parish for School information.

In the event the school needs to close during the school day you will be notified by email, the school website and by telephone. The school will remain open until all the children have been dismissed.

4. SCHOOL REGULATIONS AND EXPECTATIONS

1. EXPECTATIONS FOR STUDENTS

- ❖ To arrive punctually, attend regularly, and behave appropriately.
- ❖ To come prepared for all school requirements.
- ❖ To be considerate of the rights of others: peers, staff, neighbours
- ❖ To make a sincere, concentrated effort to do “YOUR PERSONAL BEST EFFORT”
- ❖ To respect and to comply with school regulations.
- ❖ To participate attentively and reverently in all religious observances.

2. DISCIPLINE

Each teacher develops a system for monitoring homework and student behaviour following the St. Mary’s School Discipline Policy (Appendix B). Teachers will explain their classroom procedures for discipline at our annual “Meet the Teacher Night.” Although the expectations for students are consistent throughout the school, consequences may vary dependent upon the child’s age, the offence and the circumstances of the offence. Depending on the seriousness of an incident, the parents may be phoned immediately.

3. ANTI-BULLYING POLICY

Rationale

The foundation of Catholic teaching about life and relationships is respect for the human person. “The quality of men rests essentially on their dignity as persons and the rights that flow from it.”¹ For this reason all persons must be protected from all forms of abuse, neglect, bullying, harm or threat of harm. CISVA is committed to providing and promoting a learning environment that enables every student to feel safe, accepted and respected.

CISVA works continuously to develop strategies that make students feel valued, respected and connected within their school community, while remaining consistent with the teaching of the Catholic Church. This includes the protection of a student’s physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression.

Definition

Bullying is a pattern of repeated actions targeted at a person in a deliberate manner, intended to reduce the perceived power that person has over the situation or to harm that person. All acts of bullying have the

characteristics of being dehumanizing, intimidating, humiliating, threatening, and evoke fear of physical harm or emotional distress in the person being targeted.

Bullying encompasses a wide range of behaviours in a relationship between a dominant and a less dominant person or group where:

- an imbalance of the perceived power is manifest through aggressive actions
- physical or psychological (verbal and social) abuse occurs
- negative interactions occur directly (face-to-face) or indirectly (gossip, exclusion)
- negative actions occur with intent to harm, which can include some, or all of the following:
 - a) physical actions such as punching, kicking, biting and initiating unwanted sexual touching, can hurt the person's body, damage belongings or make the person feel badly about himself or herself;
 - b) verbal actions such as threats, name calling, insults, racial and cultural slurs or inappropriate jokes and/or comments; this includes sexual harassment; that is, when a person or group hurts another person by taunting or discussing sensitive sexual issues, creating sexual rumours or messages, and making derogatory comments on a person's perceived sexual identity;
 - c) social exclusion such as spreading rumours, ignoring, gossiping, excluding.
- negative actions are repeated and/or the intensity or the duration of the actions establishes the bully's dominance over the person. The person thus becomes a victim of injustice.
- information and communication technologies are used physically to threaten, verbally harass or socially exclude an individual or group.

Education, Awareness and Prevention of Bullying at St. Mary's School:

Strategies to prevent bullying will only be effective when placed within the context of our Catholic culture where respect for all others, made in God's image, is consistently taught and demonstrated in every aspect of school life. Students are instructed in bullying understanding and awareness throughout our Christian Education classes, and through the morals and values professed at St. Mary's School and our Catholic Faith. The value of the individual person will be affirmed and the qualities of compassion, kindness, reconciliation, tolerance, respect and justice are upheld and encouraged through religious education, liturgies and assemblies. This teaching of values will extend across the curriculum to include teaching specifically related to bullying in appropriate curriculum topics.

The students need to hear from adults very clear statements about the unacceptability of bullying behaviours, and of positive ways of resolving conflict. St. Mary's School will continue to provide support for teachers and parents through information seminars and workshops.

Reporting:

Students are strongly encouraged to stand up to bullying behaviours they witness, and to report bullying incidents to a staff member. Students also have the school's 'Weekly Check-in', a confidential written form filled in once per week and submitted to the teacher, in which they can report incidents of bullying. Incidents of bullying will be recorded by the principal, so as to have an ongoing record of bullying occurrences at school.

Responding to Bullying:

The school will keep adequate records of all bullying incidents.

The school will work with the parents of the victim to assist their child to avoid being bullied in the future.

The school will initially assist the bully to change his/her behaviour.

In deciding a course of action the school will weigh the consequences by age and maturity of the individuals involved, the degree of harm done, incidences of past or continuing pattern(s) of behaviour, the relationship between the parties involved and the context in which the incident(s) occurred.

Resistance to behaviour change and repeated offending will lead to consequences ranging from, but not limited to, detention, missing out on special events or fieldtrips, in school suspension, out of school suspension, and expulsion.

The school will access community resources designed to assist families and schools as needed.
The school will work with the parents of the bully to establish joint strategies for behaviour modification.

St. Mary's School adheres to CISVA Policies 407 and 408 regarding Student Code of Conduct and Anti-Bullying.

St. Mary's School remains committed to taking all reasonable steps to prevent retaliation by a person(s) against a student who has made a complaint of a breach in policy.

4. ST. MARY'S SCHOOL DISCRIMINATION PROTECTION POLICY

Independent schools represent a wide range of philosophical, pedagogical, and faith-based perspectives. Schools are generally independently operated by an authority (in our case, the Catholic Independent Schools of the Vancouver Archdiocese, or CISVA), registered as a Society, with the BC Registrar of Companies, and have a governance board consisting of individuals elected or appointed by the authority.

St. Mary's is required to abide by Schedule 1 of the *Independent School Act*. It states that there are basic requirements for independent schools requesting certification as Group 1, 2, 3 or 4 classifications. Article 1 states that:

Before issuing or renewing a certificate of group 1, group 2, group 3 or group 4 classification, the inspector must be satisfied that, at St. Mary's,

- a) no program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of
 - i) racial or ethnic superiority or persecution
 - ii) religious intolerance or persecution
 - iii) social change through violent action, or
 - iv) sedition,
- b) St. Mary's facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and
- c) CISVA complies with this *Act* and regulations.

In addition to abiding by Schedule 1 of the *Independent School Act*, it is important that St. Mary's School ensures that students feel connected through the relationships that are created between students, staff, and parents that are part of the school community.

Students who feel respected, accepted and connected tend to be physically and mentally healthier, and perform better academically. They tend to have fewer incidents of violent or "acting out" behaviour, be less sexually active, have a lower rate of "experimentation", with or "use" of, drugs and alcohol (*Preventing Bullying and Ensuring Safe and Caring School Communities – Level 1; Province of British Columbia, 2013, p 13*).

Discrimination Protection Policy

The safety and well-being of children at St. Mary's is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, St. Mary's School will ensure that children attending our school will experience a learning environment that enables every child to feel safe, accepted and respected.

St. Mary's School will continuously develop strategies to help students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race,

culture, religion, sexual orientation or gender identity and expression, while remaining consistent with the independent school's faith-values, cultural perspectives and philosophical values.

There are many strategies and activities that can be employed within a school to enable students to feel safe, accepted and respected. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.

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

5. SCHOOL BUS DISCIPLINE

St. Mary's School bus drivers are responsible for maintaining order on the bus at all times. Bus drivers have a duty to warn students if their behaviour is distracting/unsafe and may lead to a suspension of riding privileges.

Procedure

1. If the student's behaviour does not improve after a verbal warning, the driver may issue a written warning. A written warning will be copied to the principal and may result in the student being assigned to a specific seat for a period of time as determined by the driver or principal.
2. If the student's behaviour continues to be inappropriate, the driver may recommend suspension of the student's riding privileges to the principal. Upon further examination of the incident with the PEC, the principal may issue the student a written suspension for parent's signature. Loss of riding privileges are both to and from school (extracurricular trips are not included).
3. **School Bus suspensions**
 - **First** suspension: 2 days of no bus service
 - **Second** suspension: 5 days/1 week of no bus service
 - **Third** suspension: remainder of the school term (term, for this purpose, shall mean the period of time from September – December, January – March, or April – June).
Serious cases may result in a discontinuation of bus services for whatever time is deemed necessary by the Principal and PEC.

RESPONSIBILITIES

1. Driver

- Ensure the bus is in safe operating condition

- Drive safely; obey traffic laws and regulations
- Maintain order on the bus (teach students expected behaviour)
- Protect students from harm (teach students crossing the road safely, evacuation drills, and provide a harassment-free ride)
- Follow the regular time schedule as conditions permit

2. Parent

- Teach children about safety while waiting for or approaching the bus
- Remind children of behaviour expectations
- Teach children to embark and disembark safely at the scheduled stops
- Safety of students getting to, waiting at, or returning home from a bus stop

3. Student

- Listen to the bus driver
- Obey all safety and behaviour rules (no electronics, no food or drink, no standing while the bus is moving, etc.)
- Be on time for the bus
- Be mindful of younger/smaller children
- Know that riding the bus is a privilege

4. Teacher

- Teaching staff or designated supervisor is required to maintain discipline while on field trips or sports trips and have available up-to-date passenger list which also includes all adults

5. Principal

- Discipline that may lead to suspension of bus riding privileges (see "Procedure")
- In serious incidents, the principal will advise the parent and/or PEC

6. STUDENT SUSPENSION/EXPULSION POLICY

Students can be required to be absent from school when a gross misconduct has taken place or when several major misconducts have occurred. This absence is termed a suspension and may occur for the following offences:

- 1) Habitual behaviour which makes it difficult for fellow students to learn.
- 2) Flagrant disrespect for teachers or students.
- 3) Personal habits regarding the abuse of substances such as alcohol, nicotine and other drugs which set an example which is foreign to our expectations and
- 4) Disregard for standards regarding dress, attendance and punctuality.

St. Mary's School adheres to the CISVA Suspension and Expulsion Policy 426.
Please refer to Appendix C for the CISVA Suspension and Expulsion Policy

E. SCHOOL SCHEDULE AND GENERAL INFORMATION

1. WEEKLY SCHEDULE

Grades K to 7 Bell times are:

- 8:45 Morning classes begin
- 10:30-10:45 Recess/snack break
- 12:20 Lunch
- 1:05 Afternoon classes begin
- 2:50 Dismissal

Children should not be dropped off at the school before 8:30 a.m. Supervision begins at 8:30 am. Children who arrive before this time are to attend the Before School Care program and will be billed accordingly (BSC subject to availability). Please ensure your child is picked up as soon as possible after the daily dismissal time. If for some unexpected reason you are delayed, please call the school to let us know.

2. ABSENTEEISM

If your child will be absent, **please email or call the school at 604-792-7715 between 7:00 and 9:00 am. Absences may also be reported through the School App and School Website.** If your child is unable to fully participate in all school activities, he/she should remain at home.

If your child is reported absent and we have not received notification from you, we will call or email your home and/or place of work to verify your knowledge of the absence

In addition to the phone call, **WHENEVER A CHILD IS ABSENT, FROM ANY PART OF THE SCHOOL DAY, A NOTE FROM THE PARENT IS REQUIRED TO EXPLAIN THE ABSENCE.**

To qualify for government funding, students must be in attendance for 600 hours, (excluding illness), during the school year from opening day in September to May 15.

An extended absence for illness should be explained by a physician's letter with a note.

A student, who, because of vacation or reasons other than illness, is in attendance for less than 600 hours, will qualify for only partial funding. Parents will be invoiced at the end of the year to make up any loss in funding for such students.

Absences for reasons other than illness must be kept to a minimum. Frequent tardiness and/or absences will be brought to the attention of the principal and the parents/guardians will be called in for a meeting to discuss possible solutions to the problem.

3. CARE OF BOOKS AND PROPERTY

Proper care of all books, whether the property of the school or of the pupil, is an important part of every child's training. We ask for your co-operation in seeing that all books are treated with respect while in the possession of your child. All textbooks should be returned to school each day. Library books must be returned on the date due. Please see that your child has a book bag to bring books to and from school. It will be the responsibility of the parent/guardian to replace all lost or damaged books. All of the main textbooks have been numbered and your child will receive the number assigned to him/her. Books must be returned at the end of the year or paid for.

4. SCHOOL UNIFORM

The personal appearance of a student reflects an image of our school to the community. It also has an impact on the student's attitude and behaviour, and thus the learning process. The uniform policy is predetermined

and established to engender an attitude of respect for oneself and the school. Consistent appearance establishes standards of modesty, neatness, good taste and cleanliness.

St. Mary's Girls' Uniform	St. Mary's Boys' Uniform
Polo Shirt (white, crested, short sleeve)	Polo Shirt (white, crested, short sleeve)
Navy Jumper (girls, grades K-3,)	Boys dress pants (navy blue)
Navy Skort , Navy Pleated Pants Navy Pleated Shorts (summer only)	Dress shorts (navy blue, summer only)
Navy, Blue, White Socks or tights	Navy, Blue, White Socks
Gym Change (Mandatory for Gr. 4-7) * T-shirt (blue St. Mary's Knights) *Shorts (navy blue, black) * Runners, non-marking soles	Gym Change (Mandatory for Gr. 4-7) * T-shirt (blue St. Mary's Knights) *Shorts (navy blue, black) * Runners, non-marking soles
Sweater (navy blue, crested) style optional: *Buttoning Cardigan *V-neck *vest	Sweater (navy blue, crested) style optional: *V-neck *vest
Shoes: Navy or Black Shoes, Navy or Black Laces. No Sandals, no heels, no flip flops.	

Accessories: Please keep accessories simple and discreet. No jewellery except small studs for pierced ears. Hair accessories should match the uniform. No make-up or nail polish.

Skirt lengths must be modest (no more than 2 inches above the knee). Shirts are to be tucked in.

Our uniform supplier is open all year around to service the needs of our families.

Hallmark Promotions

#6 - 8465 Harvard Pl

Chilliwack, BC

V2P 7Z5

Tel: 604-792-5311

Web: <http://www.hallmarkpromo.com>

You may shop for all uniform items (with the exception of anything with "St. Mary's School" name on it—shirts, sweaters/vests, and gym shirts), at any store you choose.

5. LOST AND FOUND ARTICLES

Please ensure that all of your child's books and clothing (boots, raincoats, gym shorts, etc.) are clearly labelled with his or her name. Lost or misplaced articles may be claimed in our 'Lost and Found' located outside the library, by the main entrance.

Please do not allow your child to bring valuable personal items (Electronics, Toys, etc.) to school.

6. COMMUNICATION FROM SCHOOL

A calendar listing school events will be sent home each month. The calendar will also be posted on the school website and school Facebook page. In addition, special notices may be sent home with the oldest child in the family. Families may also receive emails regarding upcoming events.

Communication from individual teachers may be by notice sent home with your child, or a note in a child's planner. Teachers may also choose to communicate with parents via email.

7. HOMEWORK POLICY

Homework may be assigned in order to practice skills learned during the day, teach study skills, develop independence and complete work not finished in school.

Parents/Guardians and teachers have a shared responsibility regarding their child's work. Please check daily with your child to see if he/she is following class homework procedures and **verify** completion of all homework. Please do not just sign the planner without checking to see that the work is actually done in an acceptable manner.

The amount of homework and time needed to complete homework will differ with students. If your child regularly has unfinished class work to take home, consult with the classroom teacher to determine the problem. Instilling in your child a routine after school in which some kind of school work is an expectation will make it easier for them to keep up that pattern as they get older.

Children who do not complete homework may be asked to complete it at recess or lunch, or before or after school.

The sequential time allotment (average time per evening) is:

Grade One: 15 minutes

Grade Two: 15 – 30 minutes

Grade Three: 30 – 45 minutes

Grade Four: 30 – 45 minutes

Grade Five: 45 – 60 minutes

Grade Six: 60 – 90 minutes

Grade Seven: 60 -120 minutes

The above times may vary due to a number of factors.

8. LINES OF COMMUNICATIONS AND COMPLAINT PROCEDURE

Our goal as a staff is to be as helpful and supportive to parents as possible. If your child is experiencing difficulties related to school, please let us know as soon as possible.

Normal channels of communication are:

- Speak to the child's teacher first. This is best done in person and not in an email. It is the classroom teacher who spends the most time with your child and will be most familiar with the situation.

- Speak to the principal if the problem involves the school at large or if you do not feel satisfied that your concern has been acted upon or understood by the classroom teacher.
- If you are still dissatisfied with how your concern has been handled, you may make a formal appeal in writing to the Education Committee.

St. Mary's School adheres to the CISVA Major Complaints Policy 302.
Please refer to Appendix D for the full CISVA Major Complaints Policy.

9. ADMISSIONS

There is an admission committee consisting of the pastor, principal and a P.E.C. member. Families are accepted in the following order of priority as outlined in CISVA Policy.

- Children presently enrolled in the school if they and their families meet the expectations of the school.
- Siblings of children already in the school, whose families are practising Catholics active in the parish.
- Children whose families are practising Catholics active the parish.
- Siblings of children already in the school, whose families are practising Catholics active in other parishes.
- Children whose families are practising Catholics coming into the parish, who have been attending Catholic school elsewhere.
- Children whose families are practising Catholics active in other parishes.
- Children whose families are either not practising Catholics or not active in their parishes.
- Once accepted into the school, non-Catholics need to meet only the criteria expected of the other students to be readmitted in subsequent years. Siblings of non-Catholics cannot be given priority over Catholics.

St. Mary's School adheres to the CISVA Admissions Policy 401.

10. FEES

A. Tuition, Bus, and Yearly Fees

Category 1 Independent Schools in British Columbia receive 50% funding for operating costs of educating students and receive no funding for capital improvements and projects. The remaining funding for our schools comes from tuition, fundraising, and donations.

Tuition rates are set every year by February 1. St. Mary's School and the CISVA endeavour to keep tuition costs as low as possible in order to make Catholic Education affordable, while maintaining a high standard of education.

Bus rates are also determined by February 1. In addition, St. Mary's School charges yearly fees for art supplies and student supplies.

For a full schedule of fees, please see our Admission Application.

B. Participation Program and Fee

Parents are expected to be actively involved in the various activities of the school, including fundraising. The parent participation program not only serves to strengthen the school community, it also provides support to a wide range of school initiatives that help to offset the cost of tuition. The school relies on the valuable contribution of each family.

St. Mary's School requires each family to complete 30 hours of participation during the course of the school year. These hours may be completed by any adult member of the family. All adults working directly with children MUST have completed a criminal record check (CRC) with the local RCMP office. Forms are available at the school office and the CRC is free of charge.

Each family must submit 3 post-dated cheques for \$125 each. At the end of each term, if the commitment is not met, a cheque will be cashed. Parent participation opportunities will be made known via the school newsletter, Facebook page and via the school's website page: www.saintmarysschool.ca.

11. BEFORE AND AFTER SCHOOL CARE

St. Mary's School offers Before and After School Care on site. This service begins at 7:00 a.m. in the morning and concludes at 5:45 p.m. in the afternoon. For further information regarding fees and details, please contact the school office.

12. DROP OFF AND PICK UP PROCEDURES

- The south parking lot is available for parking or pick up and drop off. Please enter and exit the lot at a slow and safe speed. If you must wait, please park in the stalls along the hedges.
- The north parking lot is mainly for church and staff parking and parents are encouraged to park in the south side lot.

13. LUNCHES AND CLASSROOM DELIVERIES

If on the rare occasion that you **MUST** bring lunch or some other item, please bring it to the office. We will see that it is delivered.

14. NO SMOKING POLICY

New Legislation was introduced on March 6, 2007 (Bill 10, the *Tobacco Sales Amendment Act, 2007*) – Banning Tobacco and Smoking in Public Places and Schools). As of September 2, 2007, the Tobacco Control Act requires that all school in B.C. are smoke-free environments for students, staff, and visitors. This includes the use of e-cigarettes and any other similar item used for vaping. Therefore, smoking of any kind (including vaping) is banned on St. Mary's School and Parish property.

APPENDIX "A"

FAMILY STATEMENT OF COMMITMENT **CISVA POLICY 411**

Rationale

"Motivated by a Christ-centered vision of humanity and human history, our school promotes the formation of the whole person. Such formation embraces not only intellectual, but also physical, emotional, moral and spiritual dimensions of human growth. Intellect, emotions, creative ability and cultural heritage have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves, but find their deepest meaning in God's plan for creation." From PHILOSOPHY OF EDUCATION FOR CATHOLIC SCHOOLS IN THE PROVINCE OF B.C. by Catholic Bishops of B.C.

Policy

All families will be required to complete a Family Statement of Commitment. Partners (home, school, parish) in Catholic Education must work together to provide an environment where faith and learning go hand in hand leading the young people to be the best they can be.

Procedure

The philosophy of our Catholic school expresses the teaching and practice of the Roman Catholic Church and must be supported by all members of the community. Please read the following statements carefully. They ask you to make a commitment to the values and ideals of our school community. If you have any questions or concerns regarding this commitment form, please bring them to the Principal, Pastor or the Chairperson of the Education Committee who will gladly discuss them with you. By returning the signed statement with your completed application, you accept the responsibility of this commitment.

FAMILY STATEMENT OF COMMITMENT

1. Parents and guardians agree that they and their families will exhibit conduct consistent with Catholic denominational standards. The determination of whether any conduct contravenes these standards is the right of the Board of directors of the Catholic Independent Schools of Vancouver Archdiocese.
2. All students are required to participate in our religious education curricular and co-curricular programs including liturgical celebrations, retreats, prayer, etc.
3. Parents/Guardians are expected to support the teachings on faith and morals in the Religious Education Program and participate in the program as required by the school.
4. Regular school attendance and full participation in all aspects of the academic program of the school are required of every student. Each student is expected to strive toward the development of his/her full academic potential.
5. Each family is expected to support and participate in the fund-raising activities of the parish/school. This means each family shares in the responsibility of educating our Catholic children.
6. Each student is expected to know and follow school policies on behavior.
7. Parents/Guardians are expected to know and support school policy and procedures.

8. Parents/Guardians are expected to attend at least one orientation session which will focus on the philosophy and goals of our school.

9. Parents/Guardians agree to accept the responsibility for the cost of tuition, supplies and other school activities.

10. If any of these conditions are not met the school reserves the right to: refuse admission, or remove the student from the school.

Please sign both copies. Keep one and return the other with your application.

I have read and understand the above expectations and commitments and I hereby accept them as stated.

Parent/Guardian Signature: _____

Student Signature: _____
(Secondary School)

Date: _____

April, 2010

APPENDIX "B"

STUDENT DISCIPLINE POLICY

Discipline at St. Mary's is meant to develop courtesy and respect for the student themselves, their teachers, other adults and their fellow students. The following Discipline Plan highlights behaviours that are not acceptable at St. Mary's. The classroom teacher or supervisor will usually handle level 1 behaviours. Level 2 and 3 behaviours are of a more serious nature and may involve the teacher and Principal. A parent will be notified by phone or letter when it is deemed appropriate by either the teacher or the Administration. Consequences for behaviour will be determined by the staff and administration. CISVA Policy 426, Suspensions and Expulsions, may also be referenced and applied.

St. Mary's School Discipline Plan

Level 1 Behaviours

• <i>Lying</i>	• <i>Teasing</i>
• <i>Swearing</i>	• <i>Talking loudly in class/out of turn</i>
• <i>Unsafe conduct (minor)</i>	• <i>Lateness (after recess and lunch)</i>
• <i>Lack of respect for supervisors, peer helpers, others, environment, property</i>	• <i>Inappropriate physical contact, touching</i>
• <i>Personal equipment (leave skateboards, roller blades, walkmans, electronic games, and other toys or personal items, at home)</i>	• <i>Physical aggression (pushing, shoving, aggressive contact)</i>
• <i>Washroom during class time (misuse)</i>	• <i>Inappropriate use of uniform</i>
• <i>Assembly/audience behaviour</i>	• <i>Homework (incomplete/not done)</i>
• <i>Cheating</i>	• <i>Food and drink at inappropriate times</i>

Level 2 Behaviours

• <i>Repetitive Level 1 Behaviours</i>	• <i>Bullying</i>
• <i>Inappropriate representation of school (field trips/athletics)</i>	• <i>Disrespecting teachers' personal space and belongings</i>
• <i>Disrespecting other students (chronic)</i>	• <i>Inappropriate internet sites</i>
• <i>Non-compliance with teacher requests (chronic)</i>	• <i>Dangerous objects</i>
• <i>Destruction of property</i>	• <i>Cheating (chronic)</i>

Level 3 Behaviours

• <i>Chronic Behaviours</i>	• <i>Unexcused absence(s)</i>
• <i>Vandalism</i>	• <i>Swearing at teacher(s)</i>
• <i>Drugs, alcohol, cigarettes</i>	• <i>Inappropriate sexual behaviour (major)</i>
• <i>Serious theft</i>	• <i>Blatant defiance</i>
• <i>Violence, fighting, threats</i>	• <i>Fire alarm (pulled when not an emergency)</i>
• <i>Leave grounds without permission</i>	• <i>Matches/Fires</i>
• <i>Serious harassment</i>	• <i>Pornographic or racist materials</i>
• <i>Weapons</i>	

APPENDIX “C”

SUSPENSIONS AND EXPULSIONS

CISVA POLICY 426

Rationale

Students can negatively affect the school’s learning environment and therefore the ability of all classmates to receive the education to which they are entitled. Both the quality of instruction and the learning process are dually maintained by making it clear to disruptors, through the use of suspensions, that unruly behaviour will not be tolerated.

Policy

Suspension shall be recognized as an effective tool to encourage and enforce self-discipline and appropriate behaviour.

Expulsion shall be used when the continued presence of the student at the school is either a threat to the staff and students or an impediment to either the quality of instruction or the learning process.

Procedure

- 1.2 In the normal operation of a school, instances may arise in which a student commits a serious infraction of school or CISVA policy. This serious infraction may lead to the student’s being suspended or expelled from the school. When dealing with such matters, schools are required to act for the protection of all members of the school community.
- 1.2.6 An expulsion is usually preceded by a suspension, during which the student is denied the privilege of attending school and all school-related activities. Suspension from school is considered to be a serious penalty for behaviour which, if continued, would ultimately result in an expulsion.
- 1.1.2 The Principal is required to investigate fully every serious infraction to the best of his/her ability and is required to maintain documentation that accurately records the incident and the investigation. This documentation would be used to support the school’s decision to suspend and/or expel.
- 1.1.3 A suspension is decided upon by the Principal or Vice-Principal only after thorough investigation. The length of the suspension must fit the severity of the infraction. No student shall be suspended for a period exceeding one school day without prior consultation between the Principal or Vice-Principal and the Pastor/Archbishop’s Representative and/or the Chairperson of the Education Committee. A written notification of suspension must be given to the parents or guardians. The letter must contain the school’s expectations of the student if readmission to the school is granted.

- 1.1.4 If the Principal has determined that the incident is serious enough to warrant expulsion, the Principal must immediately consult the Pastor/Archbishop's Representative and the Education Committee Chairperson. During this consultation period, the student will be suspended. After the consultation, the Principal will make his/her decision about the expulsion and inform the student's parents or guardians, either in person or by telephone.
- 1.1.5 Appropriate arrangements must be made for the student to leave the school. A written notification must be given to the parents or guardians within twenty-four hours of the expulsion.
- 1.1.6 Parents may appeal a suspension or expulsion decision. (See Policy302 – Complaint Policy)

1.2 THE APPEAL OF AN EXPULSION

When an appeal of an expulsion is brought to an education committee, an appeal sub-committee will be appointed to hear the case. The decision to overturn the expulsion must be based on one or more of the following points:

- 1.2.1 Did the student commit the infraction he/she is accused of?
- 1.2.2 Is the infraction covered by policy and does the policy require or allow expulsion?
- 1.2.3 Is the policy being applied properly? (The wording in some policies is intentionally broad, e.g. gross misconduct. Was this infraction intended to be considered gross misconduct?)
- 1.2.4 Has the school followed its own and Archdiocesan policy regarding the handling of the expulsion? (proper notification in writing, time lines, etc.)
- 1.2.5 At the appeal the principal and the appellant will present their case addressing 1.2.1, 1.2.2, 1.2.3 and 1.2.4 in writing with any necessary documentation.
- 1.2.6 The parents or guardians may choose, but are not required, to ask a lawyer to assist them in their appeal process. The cost of such legal assistance will be the sole responsibility of the parents or guardians. If parents or guardians decide to have legal representation, they must communicate this to the Principal or his/her representative 7 days in advance of the filing an appeal. This notification will provide the school with the opportunity to seek its own legal representation during the process

November, 2012

MAJOR COMPLAINTS

CISVA POLICY 302

Rationale

The CISVA Board recognizes that in a Catholic school parents, students, teachers and support staff form an integral part of the Christian school community. From time to time, issues may arise where members of the community may differ in their perspectives.

Policy

Within the CISVA all complaints must be dealt with in a timely manner. Each member of the community is expected to follow the appropriate complaint procedure as described below. All parties involved must maintain confidentiality with respect to all aspects of this procedure.

Procedure

1. The issue must be dealt with first by the persons directly involved.
2. If the issue cannot be resolved the matter must be brought to the attention of the Principal of the school.
3. The Principal will clarify the issue of disagreement and document all matters pertaining to the issue and its resolution.
4. Determine what policy/policies of the school or CISVA can be applied to resolve the issue. If necessary, advisers might include the Pastor, Chairperson and a representative from the Superintendent's Office etc., to help provide a resolution to the issue.
5. The Principal having made a judgment to resolve the issue, shall promptly notify both parties of the resolution in writing. In this written notification, the parties must be informed of the available appeal procedures.
6. If the Principal's resolution is not accepted, the matter may be appealed to the Education Committee. The appeal must be submitted in writing no more than seven days after the Principal's decision has been received.
7. Upon receiving the complaint, the Education Committee will form a subcommittee with authority to make a decision regarding the appeal. This committee must always include the school's Pastor/Archbishop Representative. The subcommittee will study the documentation and then call a meeting to hear presentations from the complainant and the Principal. Both parties will be in attendance and be given the opportunity to respond.
The decision of the principal will be overturned only if school or CISVA policy was not followed.
8. After this, the subcommittee shall, in camera, present its decision to the Education Committee. The Education Committee will ratify the decision and take the steps necessary to implement the decision. If the resolution requires disciplinary action, the Education Committee must consult with the Superintendent before implementing the recommended action.

The Education Committee may reject the sub-committees decision only if there is a serious flaw in the procedures of the appeal process. At that time, the Superintendent must be notified and a decision will be delayed until the Education Committee receives direction from the Board of Directors.

9. The Education Committee shall notify the appellant, and the principal, of its decision within seven days of the meeting. The decision shall be communicated in written form.

10. When the complaint is about the Principal, the process should start at #1. However, if there is no resolution at the end of this, the process should skip to #6 and following.

The Board of Directors may consider an appeal of the Education Committee's decision for reasons that the Board considers valid and appropriate. The Board of Directors reserves the right to resolve the issue through investigation or through the formation of an appeal committee. The appellant must prepare a written submission to the Board detailing the reasons. This submission must be delivered to the Superintendent's Office no later than fourteen days after the Education Committee's decision. **The decision of the Education Committee will be overturned only if school or CISVA policy was not followed.**

11. If the decision of the Board of Directors is not acceptable, the appellant may request an Independent School Ombudsperson to review the appeal. The names and contact information of the current Independent School Ombudspersons shall be obtained from the Superintendent of the CISVA.

12. The procedure and scope of the Independent School Ombudsperson's review shall be communicated to the appellant by the Superintendent.

13. The outcome of the Independent School Ombudsperson's review shall be communicated to the appellant by the Superintendent.

14. The Board of Directors will communicate its final decision to all parties involved.

15. Requests for extensions of the timelines mentioned in the policy, will, for valid reasons, ordinarily be approved.

May, 2009

APPENDIX "E"

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

The School's Commitment to You

Safeguarding your confidentiality and protecting your personal information is a fundamental concern of St. Mary's School. The school is committed to meeting or exceeding the privacy standards established by the BC **Personal Information Protection Act (PIPA)**.

This personal information privacy policy is intended to explain to you the current legislation which is designed to protect your privacy, to regulate the use and collection of information, and to state the steps the school has taken to ensure your personal and financial information is handled appropriately and securely.

Privacy Protection in British Columbia

The Act requires an organization to obtain informed consent from an individual before collecting personal information about that individual, with certain exemptions. The organization must state why it is collecting the information, and how it will use the information collected. The Act also requires the organization to keep the information it has collected in a secure and safe manner, protecting the individual's right to have his or her information protected. The Act also describes with whom the personal information may be shared.

Note: St. Mary's School does not fall under the **Freedom of Information and Protection of Privacy Act (FOIPPA)**, which applies only to provincial government and its bodies; neither does it fall under the **Protection of Personal Information and Electronic Documents Act (PIPEDA)**, a federal statute.

Ten Privacy Principles

As part of St. Mary's School's commitment, the following Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. These principles have been built upon the values set by the Canadian Standards Association's Model Code for the Protection of Personal Information and British Columbia's Personal Information Protection Act (PIPA).

Principle 1 – Accountability

St. Mary's School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual(s) who is(are) accountable for the school's compliance with the Ten Privacy Principles. This individual is the Privacy Officer of the school.

Principle 2 – Identifying Purposes

St. Mary's School will identify the purposes for which personal information is collected before or at the time the information is collected.

Principle 3 – Consent

St. Mary's School 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.

Principle 4 – Limiting Collection

St. Mary's School will limit the personal information collected to those details necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

St. Mary's School 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. Personal information will only be retained for the period of time required to fulfil the purpose for which it was collected.

Principle 6 – Accuracy

St. Mary's School will maintain personal information as accurate, complete and up-to-date form as is necessary to fulfil the purposes for which it is to be used.

Principle 7 – Safeguarding Personal Information

St. Mary's School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

Principle 8 – Openness

St. Mary's School will make information available to individuals concerning the policies and practices that apply to the management of their information.

Principle 9 – Individual Access

St. Mary's School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's information, and shall give the individual access to it in accordance with the law. Individuals may verify the accuracy and completeness of their information and may request that it be amended, if appropriate.

Principle 10 – Complaint Process

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of St. Mary's School, Mrs. Jeanine Sallos, Principal.

What Information is Collected?

St. Mary's School gathers and uses personal information to provide your child with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects comes to the school directly from you, and only with your consent. When you apply to register your child the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

How is Information Used?

St. Mary's School, uses

- personal information to communicate with you, process applications and ultimately to provide you and your child with the educational services and co-curricular programs you expect.
- personal information 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.

- anonymous/personal information to constantly improve our school, e.g., surveys.
- 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 a different purpose, the school will notify you and ask you for your consent before the school proceeds.

When May Information be Disclosed?

St. Mary's School, keeps personal information strictly confidential and treats it with care and respect. However, some of an individual's personal information may be shared with others as noted below.

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if your child 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 you register your child and authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of your child.
- 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.

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases such as when you communicate through e-mail, your consent will 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 and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

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.

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 your child but not your account with the school.

All employees of St. Mary's School are required to abide by the privacy standards governed under PIPA. They are also required to work within the principles of ethical behaviour as set out in employment contracts and must follow all applicable laws and regulations. Employees are well informed about the importance of privacy and they are required to sign either a code of conduct or a confidentiality agreement that prohibits the disclosure of any personal information to unauthorized individuals or parties. To reinforce their understanding and commitment to upholding client privacy and confidentiality, employees periodically receive up-to-date literature about our privacy policy, principles and standards.

Outside Service Suppliers

At St. Mary's School, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. For example, the school gives its yearbook publisher the information required to produce the annual yearbook. Suppliers of specialized services are given only the information necessary to perform those services.

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 Does The School Safeguard Information?

St. Mary's School, maintains current security standards to ensure that your personal and financial information is protected against unauthorized access, disclosure, inappropriate alteration or misuse.

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counsellors, secretaries, 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 your information is not compromised.

Record Management

Personal information is destroyed one year after the school no longer needs the information or one year after legal minimum retention requirements have been met.

Accessing and Amending Information

St. Mary's School, makes decisions based on the information it has. The school makes every effort to ensure information is accurate and complete.

Accessing Your Information

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

Accessing Student Information

You may access and verify school records of your children, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of children as determined by judicial review. (High schools may wish to develop policy on access by students to their own records.)

Amending Your Information

To help the school keep your personal information up-to-date, the school encourages you to request the school to amend inaccuracies and make corrections. Where appropriate, the school will communicate these changes to other parties who may have unintentionally received incorrect information from the school.

Questions, Concerns and Complaints

The school may add, modify or remove portions of this policy when it is considered appropriate to do so. You may ask for the most recent update of this policy at the school office.

Questions, concerns, and complaints about privacy, confidentiality and information handling of the school may be addressed to the school's Privacy Officer by calling the school office. If necessary, you will be referred to use the school's complaint procedure and appeals policies.

APPENDIX "F"

MEDIA POLICY

Media Policy St. Mary's School

- The principal is the school's spokesperson and as such is responsible for all communication with the media. If the principal is not available, a designated vice-principal or school chairperson will assume this role.
- All requests for information about the events surrounding the crisis must be referred to the school's media spokesperson.
- No one is required to be interviewed by the media; if the media wants to interview a teacher, the teacher's permission and the principal's permission must be obtained.
- The principal has the right to deny the press interview with staff on the school premises; staff has the right to deny an interview with the media at any time or place.
- If the media arrives uninvited, they will be escorted to the principal's office and the ground rules concerning interviewing staff and students and school routines will be explained as needed.
- The media will not be allowed access to students or to roam hallways or the grounds of the school.
- Normally, the principal will decline any attempts by the media to interview students. If it seems appropriate for a student to speak to the press, parental permission must be obtained in writing. The decision to allow a student on camera should be very carefully considered, weighing all the consequences.
- If a press conference is called, a pressroom will be set up at a site away from the scene of the incident (e.g. local church or office board room.).
- Members of the media will be contacted by phone or fax to inform them of the press conference.
- During the press conference, the principal will read the prepared statement and state when further information will be available.
- Copies of the press release will be made available to all media personnel.
- The name of a young person (as defined by the *Young Offenders Act*) who is alleged to have committed an offence or of a young person who is a victim or witness will not be released to the press unless the school is authorized to do so by the police.
- If there is the possibility of a criminal investigation, a police spokesperson will be responsible for releasing the details of the incident.

APPENDIX "G"

RECOMMENDATIONS FOR E-MAIL AND INTERNET USE

- Create a list of **Internet rules** with your kids so they know what is acceptable behaviour and what is not.
- **Sit with your kids when they are online** or make sure they only visit sites that you have approved.
- **Keep Internet-connected computers in an open area** where you can easily monitor them and out of the kid's bedrooms.
- **Set parental controls** at the age-appropriate levels and use filtering and monitoring tools as a complement - not as a replacement for parental supervision.
- **Use parental controls** on all Internet-enabled devices such as cell phones, gaming devices, i-pods and pdas.
- **Use kid-friendly search engines** or search engines with parental controls.
- You and your children should have the **same e-mail address**. Establish a shared family e-mail account with your Internet Service Provider rather than letting your kids have their own accounts.
This way you can monitor your child's e-mail comings and goings. Monitor the e-mails as you would their incoming phone calls.
- **Insist on access and passwords to your kids' e-mail to make sure that they're not talking to strangers.**
- **Talk to your children about ethical behaviour. They should not be using the Internet to spread gossip, bully, send false e-mails or say hurtful things about others.**
- **If your child receives repeated unwanted or hurtful e-mails**, block the account so that the sender will not have access to your son/daughter's account. Report this information to the school and we can effectively deal with the situation before it becomes a bullying or harassment problem.
- **Check the history file** on your computer regularly to see which sites your child has accessed.
- **Encourage your child to come to you if they encounter material or messages that make them feel uncomfortable** or threatened, and remember to stay calm; otherwise, your kids won't turn to you for help when they need it.
- **Limit time online.**
- **Do not allow instant messaging (IM), MSN, chatrooms or social networking sites.**
- **Do not allow your children to have online profiles or pages on social networking sites such as MySpace and Facebook which have a minimum age requirement of 14.** Kids can lie about their age and gain access to these sites. Children of elementary school age do not have the social skills to deal with the complexities of the site.
- **Your children should not post pictures of anyone on line without the person's permission and they are under close parental supervision.**

Sources: **Web Aware** <http://www.bewebaware.ca/english/default.aspx> **Enough Is Enough:**
<http://www.enough.org/>

Here is a good article to discuss with your child about **ethical behaviour on the Internet.**
Cyber Ethics

Source: http://www.symantec.com/norton/library/familyresource/article.jsp?aid=pr_cyberethics

Teaching your children acceptable behaviour on the Internet

What is cyber ethics? And how do you teach it to your children? Simply put, cyber ethics is a code of behaviour for using the Internet. One easy way to think about cyber ethics and to address the subject with children is this: **acceptable behaviour on the Internet is very much the same as acceptable behaviour in everyday life.**

For instance, at an early age, children learn what it means to be honest, and to respect the rights and property of others. They are taught to not take what does not belong to them, and to be considerate of others. **On the Internet, the same basic rules apply.**

Dos and don'ts. The difference between using and abusing the Internet.

Here are some helpful dos and don'ts pertaining to situations that children are likely to encounter.

Schoolwork

Do use the Internet to help you do your schoolwork. The Internet is the world's largest library. You can find information on almost any subject from science, math and technology to language, art, history, current events and more. When you use information, photos and other materials that you find on the Internet in your homework or research projects, make sure that you identify the sources of the information in footnotes, just as you would if you used books in your school library to get the information.

Don't copy information from the Internet and call it your own. It is sometimes tempting to copy information from the Internet into your schoolwork, and to present it as your own work. That is dishonest, just like taking someone else's jacket and calling it your own. And it might be illegal, too. Much of the information, pictures and other materials on the Internet is copyrighted, which means it belongs to someone else. If you take it without permission, or without identifying the source in a footnote, you are breaking the law.

Music, video, games and copyrights

Do use the Internet to learn about music, video and games. There are many websites where you can learn about music by listening to sample tracks, preview movie videos, and learn about new computer games.

Don't use the Internet to download or share copyrighted material. When something is copyrighted, it means that someone else owns it, and you cannot copy or distribute it without their permission. It is dishonest and illegal to download copyrighted music, video, games or other materials. It is also dishonest and illegal to share copyrighted music, video, games or other materials over the Internet. When you see this symbol — © — it means that the material is copyrighted.

E-mail and instant messaging

Do use the Internet to communicate with friends and family. E-mail is a fun ways to communicate with your friends and your family. Always make sure that you know the people with whom you exchange e-mail.

Don't use the Internet to communicate with strangers. Do not use e-mail or IM to talk to strangers. They may not be who they say they are, and if they are not, they are not nice people. Don't give out your e-mail address to people you don't know, either online or in person. Don't open e-mail or e-mail attachments from people

you don't know. Unsolicited e-mail may contain viruses that will damage your computer and the information on it.

Don't give anyone personal information or passwords. Don't tell people, especially strangers, more about yourself than you would if you met them in person. Don't tell them what you look like, your age, where you live, your phone number, what school you go to, or any passwords that protect your computer or your private information.

For Parents

Don't leave your children unsupervised. Make sure you know what sites your children visit when they're on the internet, and with whom they're communicating. Look over their shoulder. Keep track of the websites they visit. There are websites and programs available that direct children to sites that are fun, interesting and appropriate. And there are others that restrict their browsing to appropriate websites. The best control, however, is parental involvement. Make sure they understand acceptable behaviour on the Internet. And make sure they follow the rules.

Do encourage your children to use the Internet. The Internet has a lot good things to offer children. When used wisely, it is a great tool for information gathering and learning and, via e-mail, for practicing written communication.

In conclusion, a reminder of how parents can help:

- Create Internet rules for their children at home
- Supervise your child when using the Internet
- Keep the lines of communication open and honest
- Model good behaviour online
- Keep the computer in a public place
- Follow the recommendations set out in this letter.

APPENDIX "H"

SPECIAL EDUCATION CISVA POLICY 421

Rationale

The Catholic school is a Christian community committed to students with special needs. We recall the words of Pope John Paul II at B.C. Place in 1984, "the value and dignity of the human person does not arise from the physical or mental qualities, from efficiency, productivity, or speed in one's actions. It comes rather from the fundamental fact that each individual is created by God and redeemed by the blood of his Son, Jesus Christ." Our commitment is rooted in the fact that we are all God's children.

Policy

The CISVA is committed to the education of the whole child in the spiritual, emotional/social, intellectual, artistic/aesthetic and physical realms. CISVA schools' special education policies should reflect our commitment to inclusion and integration of students with special needs.

Procedure

Each Catholic school community is to implement a program and curriculum enabling it to accept and meet the special needs of all Catholic students in their community. Services may include:

- Early intervention programs
- Curricular support
- Adaptations and modifications
- Developmentally appropriate programs
- Professional resources such as occupational therapy, speech language services etc.
- Para-educator support
- Access to support from Provincial Resource Programs
- Parental collaboration through school based team

Consistent with this policy is an effort (within financial feasibility) to make our facilities accessible for students with special needs.

Definitions:

Inclusion: describes the principle that all students with special needs are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Integration: is one of the major strategies used to achieve inclusion, with integration students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms or assigned to an alternate placement.

May, 2014

APPENDIX "I"

RESPONDING TO STUDENT ABUSE/NEGLECT CISVA POLICY 405

Rationale

Every student has a right to a life free of abuse, neglect and violence. Child abuse is a serious societal issue. As "service providers", everyone in CISVA must be aware of signs of child abuse or neglect and know how to respond to them.

Guiding Principles

1. The safety and well-being of children are the paramount considerations
2. Children are entitled to be protected from abuse, neglect, harm or threat of harm
3. A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents.
4. If, with available support services, a family can provide a safe and nurturing environment for a child, support services should be provided
5. The child's views should be taken into account when decisions relating to a child are made
6. Kinship ties and a child's attachment to the extended family should be preserved if possible
7. The cultural identity of Aboriginal children should be preserved
8. Decisions relating to children should be made and implemented in a timely manner

Policy

CISVA policies prohibit any form of child abuse, neglect or violence. The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been, or is likely to be at risk, has a legal duty to make a report to a child welfare worker ,or directly to the police, if a child is in immediate danger

- At the beginning of each school year, the school principal will review with all school personnel the following 3 documents:

“BC Handbook for Action on Child Abuse and Neglect” (BC Ministry of Children and Family Development)

“Responding to Child Welfare Concerns” (BC Ministry of Children and Family Development)

“Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse” (Office of the Inspector of Independent Schools BC)

The school principal is designated as the ‘Appointed School Official (ASO)’ and a second ASO is *appointed by the principal to act as a backup in accordance with Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse (revised 2014)*. The second ASO for St. Mary’s School is Mrs. Delaine Weberg.

Schools will protect personal information regarding child abuse, neglect or violence against improper or unauthorized disclosure and use.

School personnel will report suspected child abuse, neglect or violence immediately. Everyone who has a reason to believe that a child has been, or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent, or otherwise in need of protection as set out in Section 13 of the Child, Family and Community Service Act is legally responsible under Section 14 of that Act to report promptly to a social worker. School personnel, who are uncertain about their duty to report, will consult with a social worker who can discuss the options and course of action.

School personnel will inform the principal (or another school official in the event the principal is the alleged offender) as soon as possible.

School personnel will co-operate with the resulting investigation.

School personnel will support students who have experienced child abuse, neglect or violence.

Procedure

Anyone who suspects a child is being abused or neglected, has the legal duty to report the concern to a local child welfare worker (contact information is available on page 12 of The B.C. Handbook for Action on Child Abuse and Neglect. If it is after hours or in the case of uncertainty about who to contact, call the Helpline for Children toll free at 310-1234 (area code not required) at any time of the day or night. The caller’s name is not required. **If the child is in immediate danger, call 911.**

Summary of Roles and Responsibilities

Parents have the primary responsibility to protect their children. Where parents are unwilling or unable to care for a child or protect the child from harm, the Ministry of Children and Family Development (MCFD) is authorized to intervene.

MCFD has the lead responsibility for responding to suspected child abuse and neglect. In cases involving aboriginal children, the Ministry delegates authority to the Aboriginal Child and Family Services Agency, which provides services to aboriginal communities.

Police respond when a child is in immediate danger and investigate suspected cases of criminal offence.

Service providers must be aware of signs of possible child abuse or neglect and respond to any concern about a child’s safety or well-being.

The school principal and his or her back up are the designated “Appointed School Officials”, who may be required to:

- investigate on behalf of the school authority
 - ensure a safe school environment during investigations
 - consult with the child welfare worker and/or police
 - ensure that no school employee interferes with any investigations
 - communicate with parents with respect to actions taken by the school authority
 - report to the British Columbia Teacher Regulation Branch and/or the Inspector of Independent Schools when the School Authority dismisses, suspends or otherwise disciplines a certified teacher (Independent School Act section 7; Inspector’s Order 1 1/92, Discipline Reporting Order) and
 - refer student(s) for counselling
6. Anyone who has reason to believe that a child may be at risk, and the child’s parents are unwilling or unable to protect the child, has a legal duty to report to a child welfare worker. The duty to report overrides any duty to protect the privacy of clients, patients, students or staff with the exception of solicitor-client privilege or confidentiality provisions of the federal Youth Criminal Justice Act.

Appendix A – Legislation

Child, Family and Community Service Act

The Child, Family and Community Service Act is the legislative authority for child welfare in British Columbia. Its fundamental guiding principle is that the safety and well-being of children are the paramount considerations. The CFCSA is available online at:

www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm

Part 3, Section 13 of the “Child, Family and Community Service Act 1996” (amended 2002) quoted below clarifies when protection is needed and the duty to report child protection concerns.

Section 13 (1) A child needs protection in the following circumstances:

- a. if the child has been, or is likely to be, physically harmed by the child's parent
- b. if the child has been, or is likely to be, sexually abused or exploited by the child's parent
- c. if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child’s parent is unwilling or unable to protect the child.
- d. if the child has been, or is likely to be, physically harmed because of neglect by the child's parent
- e. if the child is emotionally harmed by i) the parent's conduct, or ii) living in a situation where there is domestic violence by or towards a person with whom the child resides
- f. if the child is deprived of necessary health care
- g. if the child's development is likely to be seriously impaired by a treatable condition and the child’s parent refuses to provide or consent to treatment
- h. if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child’s care
- i. if the child is or has been absent from home in circumstances that endanger the child's safety or well-being
- j. if the child's parent is dead and adequate provision has not been made for the child's care
- k. if the child has been abandoned and adequate provision has not been made for the child's care

- I. if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of subsection (1) (b) and (c) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,

- a. encouraged or helped to engage in prostitution, or
- b. coerced or inveigled into engaging in prostitution.

(2) For the purpose of subsection (1) (e), a child is emotionally harmed if the child demonstrates Severe

- a. anxiety,
- b. depression,
- c. withdrawal, or
- d. self-destructive or aggressive behaviour.

Criminal Code of Canada

The *Criminal Code* provides the justice system with the legal authority to enforce criminal law as it applies to the abuse and neglect of children. It establishes criminal offences, procedures for investigation, and prosecution and sanctions for offenders. The Criminal Code is available online at

<http://laws.justice.gc.ca/en/C-46/>

Appendix B – Glossary / Definitions

A number of the terms used in this policy have specific meanings in the context of the British Columbia child welfare system. These are defined below to help ensure clarity and support a collaborative response to suspected child abuse and neglect.

Appointed School Official: the school principal; the second ASO is appointed by the principal as a back up

Aboriginal: includes the Indian, Inuit and Métis peoples

Caregiver: a person who is legally responsible for a child's day-to-day care, for example, a foster parent

Child: anyone under the age of 19 in British Columbia (see Child, Family and Community Service Act (CFCSA))

Child welfare worker: a person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and neglect

Delegated Aboriginal Child and Family Services Agency: an organization that provides culturally appropriate services to aboriginal children and families, and whose child welfare workers have delegated authority under CFCSA to provide child welfare services, including responses to suspected child abuse and neglect

Director: a person designated by the Minister of Children and Family Development under the CFCSA. The Director may delegate any or all of his/her powers, duties and responsibilities under the Act.

Emotional Abuse: the most difficult type of abuse to define and recognize. It may include ignoring or habitually humiliating the child or withholding life-sustaining nurturing. It involves acts or omissions likely to have serious negative emotional impacts. Emotional abuse may occur separately from or with other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence.

Emotional harm: when emotional abuse is chronic and persistent, it can result in emotional harm to

the child. Under the CFCSA a child is defined as emotionally harmed if they demonstrate severe

- anxiety
- depression
- withdrawal
- self-destructive or aggressive behaviour

Neglect: neglect is failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

Parent or Guardian: the mother or father of a child; a person to whom custody of the child has been granted by a court order or agreement; a person with whom the child resides and who stands in place of the child's mother or father.

Physical Abuse: physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming himself/herself or others.

Service provider: employees and volunteers of the CISVA

Sexual Abuse: sexual abuse is when a child is used (or likely to be used) for the sexual gratification of another person.

Sexual Exploitation: sexual exploitation is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations.

June, 2016

APPENDIX "J"

STUDENT HEALTH CISVA POLICY 406

Rationale

To promote the health of students, the CISVA works with the Ministry of Health, the medical health professionals of Vancouver Coastal Health and Fraser Health Authorities.

Policy

In accordance with the BC Health Act (Schools) CISVA schools are to have procedures in place that cover communicable disease control (immunization), prevention of infection from blood-borne viruses, school management of students infected with blood borne pathogens, and prevention and management of anaphylaxis in a school setting.

Procedure

1. Communicable Disease Control

- The immunization program provided by Vancouver Coastal Health (VCH) and Fraser Health Authorities is aimed at maintaining adequate levels of protection in school populations against major vaccine-preventable diseases.
- The school administrator will:
 - a) Distribute immunization information and consent forms (VCH, FHA, school and/or CISVA information are distributed as necessary);
 - b) Collect completed forms for the community health nurse (to be handed over to the community nurse once collected);
 - c) Provide a safe environment in the school for delivery of the immunization program.
- The Parent/Guardian will:
 - a) Provide immunization records when a student registers in the school for the first time.
 - b) Provide a completed consent form for the student for all immunizations (consent form will indicate yes or no).
- The Student will:
 - a) Return signed parental consent forms to the school (no student can give personal consent for an immunization).
 - b) Attend designated immunization areas in an orderly manner.

2. Prevention of Infection from Blood-Borne Viruses (HIV, HEP B, HEP C)

- Use gloves at all times to avoid contact with blood or body fluids.
- Dispose of dressings and materials used to cleanse wounds in a plastic baglined covered receptacle.
- Use approved disinfectant for blood spills.
- Provide a puncture-proof sharps container to discard contaminated objects.

3. Students Infected with Blood Borne Pathogens
 - Mandatory disclosure of infection is not required; assume that anyone could be infected with blood borne pathogen.
 - Follow all Ministry of Health Guidelines in prevention of infection.
 - Follow local health authorities' (VCH & Fraser Health) guidelines on flu infection in the school (i.e. 10% of school population absent due to illness reporting procedure).

4. Prevention and Management of Anaphylaxis in the School Setting
 - Although most anaphylactic children learn to administer their own medication by about age 8, individuals of any age may require help during a reaction due to rapid progression of the symptoms. Therefore, adult supervision is required.
 - a) Provide training for all staff members in the use of the epinephrine injector.
 - b) Telephone 911 and inform that a child is having an anaphylactic reaction.
 - c) Telephone parents/guardians.
 - d) Have a staff member accompany the child to the hospital if parent not available or not immediately present to receive the child at the hospital.
 - e) Location of Epinephrine :
 - Epinephrine injectors provided by the parent/guardian should be kept in a covered and secure area (unlocked) known to all staff.
 - Students are to wear their epipens at all times.
 - f) Review school emergency procedures for each anaphylactic student with staff and parents/guardians annually and as directed by a physician.

5. Children with Medical Conditions

Children with medical conditions such as seizures, asthma or diabetes are to have a care plan in place. The Community Health nurse can be a source of information and assistance in effecting a plan. For additional diabetes resources for schools refer to the BC Children's Hospital Endocrinology website.

Parents' Role (see VCH Section 13 of School Health Manual)

- a. Make the school aware of their child's medical condition and provide updates if this condition changes.
- b. Assist the school in completing a care plan for their child.
- c. Provide appropriate medications both for management and emergency and determine a plan with the school about where and how these should be kept and administered.

School's Role (see VCH Section 13 of School Health Manual)

- a. Keep a record of students who have identified medical conditions.
- b. Ensure that care plans for students with medical conditions are updated regularly.
- c. Consult with the Community Health nurse if you have questions about a care plan for a student. (see VCH website – plan forms available for download.)

Administration of Medication

In the case of ongoing administration or self-administration of medication or provision of a health care procedure a plan with parental consent is to be in place with accompanying medical documents and/or support.

In the case of the administration or self-administration of medication (Tylenol, Advil etc) that is occasional parental permission is to be provided.

If medication is required while a student is attending school, an administrator or any person designated by him/her shall administer or supervise the self-administration of medication. If required the community health nurse will train a person/persons in the administration of medication or health care procedure. No person shall perform any medical or health care procedure or administration of a medication that endangers the well-being of a student or subjects that person to risk of injury or liability of negligence. (The exception is in the case of a life threatening emergency).

Head Injuries

All head injuries are to be reported and filed.

Parent/guardian is to be informed and made aware of the injury.

A student with a head injury is to be monitored for symptoms of possible concussion

January, 2012