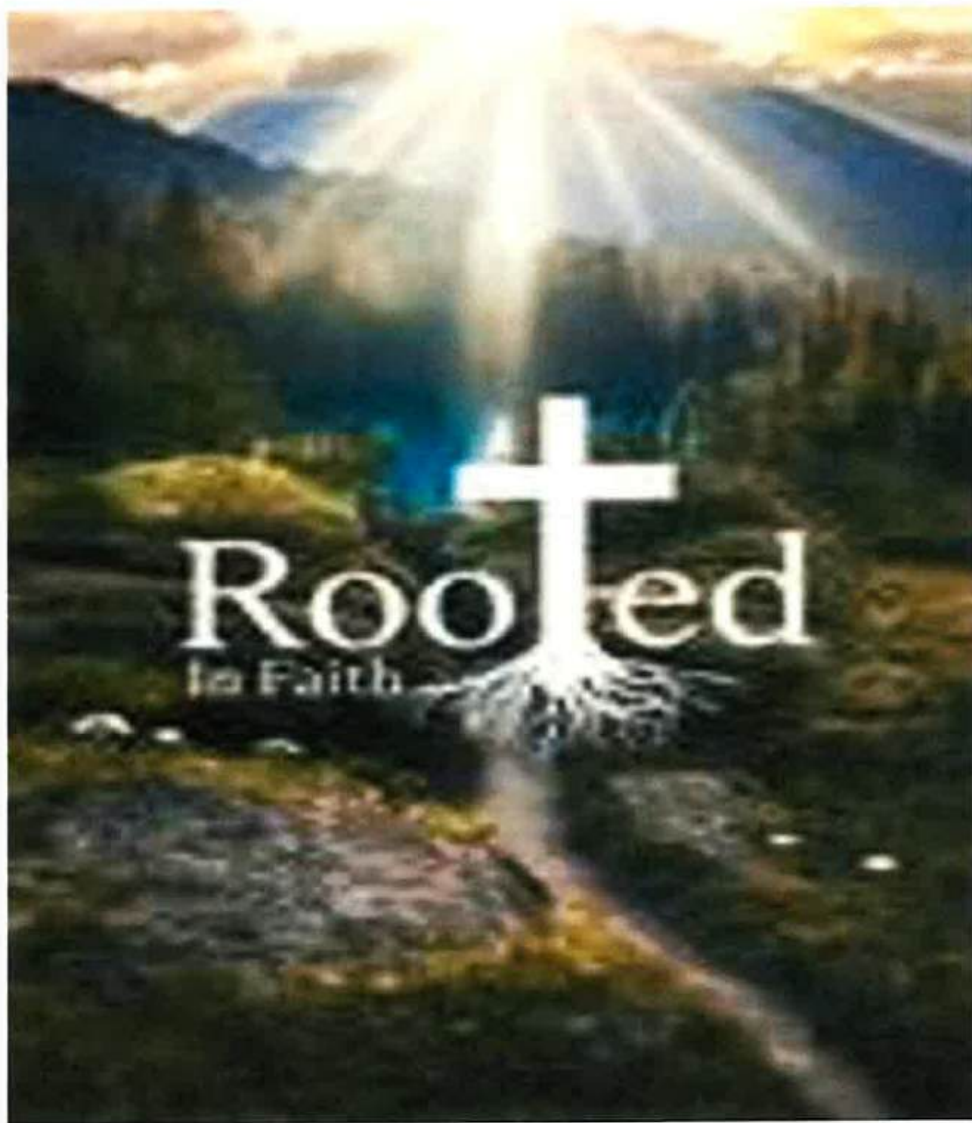


ST. PAUL SCHOOL 2026-2027



Parent Handbook

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CONTACT INFORMATION

St. Paul Elementary School
8251 St. Albans Road,
Richmond, BC
V6Y 2L2

Phone: 604-277-4487
Website: <http://stpaulschool.ca>
Email: office@stpaulschool.ca

PERSONNEL

STAFF

The school's staff for 2026-2027 is as follows:

PASTOR:	Fr. Thomas Smith
ASSISTANT PASTOR:	Fr. Sajy Thomas Chakkittamuriyil
PRINCIPAL:	Ms. Maureen Griffin
VICE PRINCIPAL:	Mrs. Gail Imoo
OFFICE MANAGER:	Mrs. Christine Ong
ACCOUNTANT:	Mrs. Helen Thayakaanthan
KINDERGARTEN:	Mrs. Nicole Kelly
KINDERGARTEN:	Ms. Clarissa Guevara
GRADE 1:	Ms. Marianne Colcol
GRADE 2:	Ms. Jennifer Wu
GRADE 3:	Mr. Robert Kirkham
GRADE 4:	Ms. Alina Meyer
GRADE 5:	Mrs. Alvina Wan
GRADE 5:	Mrs. Georgina Mallari
GRADE 6:	Ms. Kayleigh Farragher
GRADE 7:	Mr. Marc Addison
PHYSICAL EDUCATION:	Ms. Dana Aldave
MUSIC:	Mr. Gregory Kelly
FRENCH:	Mrs. Maria Caprilli

INCLUSIVE ED TEACHERS:

DEPARTMENT HEAD:	Mrs. Gail Imoo
INCLUSIVE ED TEACHER:	Mrs. Liesl Knoll
INCLUSIVE ED TEACHER:	Mrs. Katherine Dos Santos
EDUCATION ASSISTANT:	Ms. Zoe Ahlmstrom
EDUCATION ASSISTANT:	Ms. Rosemary Jobis
EDUCATION ASSISTANT:	Ms. Prerna Kaushal
EDUCATION ASSISTANT:	Ms. Kara Kovalick
EDUCATION ASSISTANT:	Ms. Manisha Mallh
EDUCATION ASSISTANT:	Mrs. Isabella Olgers
EDUCATION ASSISTANT:	Ms. Samriti Prabhaker
EDUCATION ASSISTANT:	Mrs. Anna Santa Ana
EDUCATION ASSISTANT:	Ms. Shobha Verma
EDUCATION ASSISTANT:	Mrs. Ivy Zuzartee

PARISH EDUCATION COMMITTEE

The Parish Education Committee for 2026-2027 is as follows:

PASTOR: Fr. Thomas Smith 604-277-3213
PRINCIPAL: Ms. Maureen Griffin mgriffin@stpaulschool.ca
Contact Information for the following PEC Members: pec@stpaulschool.ca
CHAIRPERSON/CISVA REP: Mrs. Kitty Estrella
VICE CHAIRPERSON/ Mrs. Mr. Harry Chik
PARENT PARTICIPATION:
TREASURER/ Mr. Stephen Litam
PARISH COUNCIL REP :
SECRETARY/ Mr. Frederick Cheng
SOCIAL COMMITTEE:
MAINTENANCE: Mrs. Imelda Yuen
PARENT PARTICIPATION: Mrs. Jenny Tsang
IT: Mr. Joey Boayes

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 communications are encouraged.

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.

UNIFORM SUPPLIER

You may shop for all uniform items (with the exception of anything with "St. Paul School" name on it), at any store you choose.

Following is the uniform supplier:



5760 Ferrier St., Montreal, Quebec H4P 1M7
T: 514-344-5454 ext. 228 • 1-800-667-7105
Fax/Téléc.: 514-344-5350 • 1-855-344-5350
Email/Courriel: howard@topmarks.ca
Website/Site Web: www.topmarks.ca

St. Paul School

Parent Handbook

Welcome to the community of St. Paul. 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. PAUL SCHOOL: A COMMUNITY OF FAITH

1. SCHOOL PHILOSOPHY

As children of God, made in God's image, we are pilgrims learning and teaching at St. Paul School. Together we work to serve God and our fellow sisters and brothers. Jesus Christ is the focal point of our school life; where we not only learn about Christ, but also teach Christian principles by work and example. The activities of the school are filled and governed by the spirit of the Gospel. At St. Paul we endeavour to develop a true Christian community in which all members' work together to promote the growth of one another as we journey towards our final home, Heaven. We challenge the students to achieve their highest level of performance and strive for excellence.

2. SCHOOL MISSION STATEMENT

St. Paul School exists to promote the development of its students. In cooperation with parents, St. Paul School endeavors to develop the entire person; to develop spiritual, intellectual, physical, social, and emotional aspects of every member of the school community, and to foster a school environment that is safe, respectful, and accepting of all students, so as to enable them to become responsible members of the Church and society.

3. IMPLICATION OF THE SCHOOL PHILOSOPHY FOR PARENTS

Our philosophy is based on the great commandment: "You shall love the Lord, your God, with your whole heart and soul and mind and strength; you shall love your neighbour as yourself." In faith and love, we build a living Christian community. While the students are encouraged to aim for academic excellence, they are instructed in the Catholic faith as a way of life to be lived in empathy and understanding of others. The EDUCATION PROGRAM is directed toward the full development of the whole person the total integration of Catholic faith with personal life and culture. Parents, priests and teachers share the responsibility of providing the opportunities which will aid the students in acquiring such basic convictions which will enable them to take their place in society as mature, loving, caring persons who courageously remain faithful to their Christian commitment.

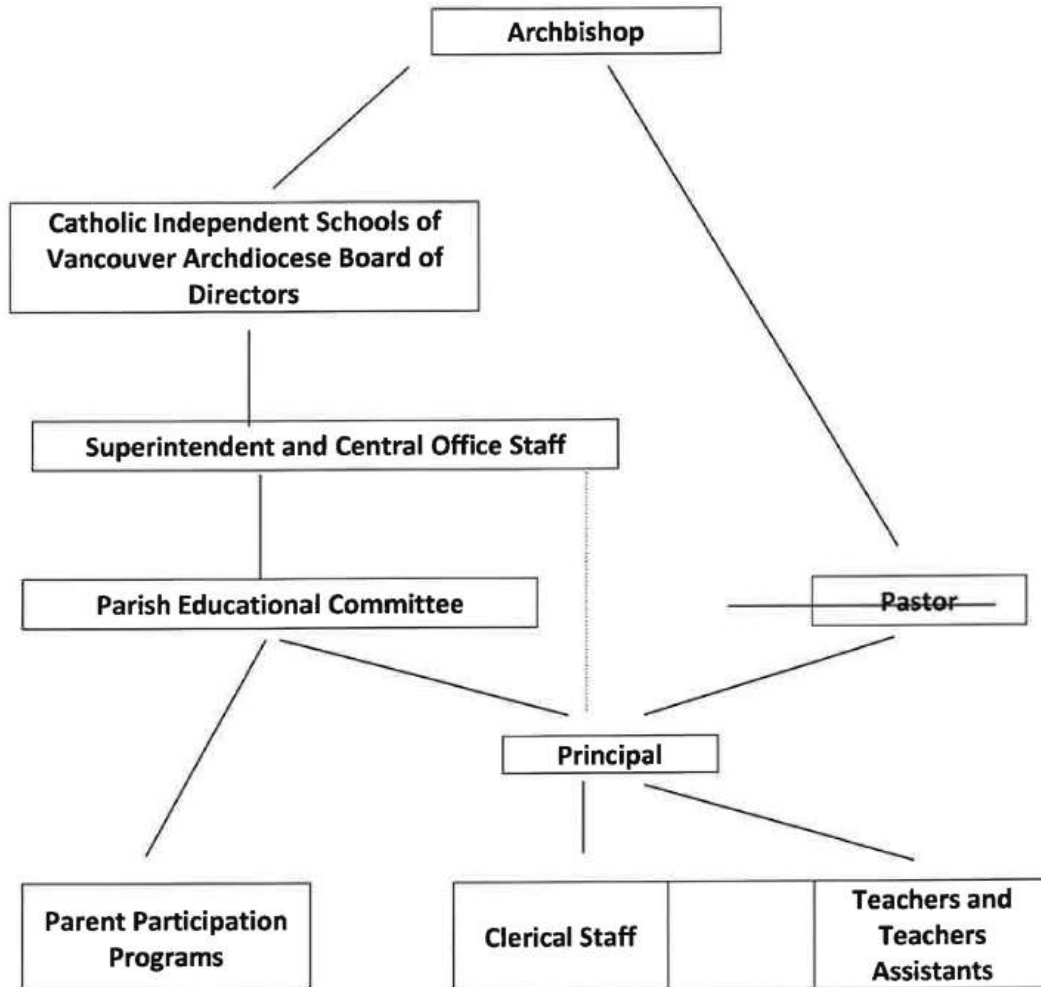
Parents' Roles

- When you enrol your children in St. Paul School you should understand that, in choosing this school, you are committing yourself to our philosophy of education.
- Christian values and attitudes are integrated throughout the day and should be evident in how we treat each other within the classroom, on the playground and in community gatherings. Together, all members, adults and children will foster a climate of understanding, caring and learning.
- In sending your children to St. Paul you do not abdicate your primary role in the education of your children, but simply delegate it. You continue to be the primary educators of your children "in the ways of the faith" (Baptism Liturgy). Parents are expected to see the school as supporting, not substituting for, the religious life and activities of the family.

All families are required to sign a Statement of Commitment. (Appendix A)

4. 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

a. SCHOOL CURRICULUM

We follow the B.C. Ministry of Education Guidelines. 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 three Formal Written Reports to parents during the school year.

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 Agenda Books as a communication tool
- Portfolios
- Parent/teacher conferences on an as needed appointment
- Three Way or Student-Led Conferences each fall and spring

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. It is school policy that children are expected to participate in all aspects of school religion and sacramental programs.

Weekly assemblies are usually held each Friday at 9:00 am. This is a time when we pray together, make special announcements, and present special awards. Parents are welcome to attend. Updated information is available on the school monthly calendar.

3. SACRAMENTAL PROGRAMS

Each year the Grade Two children 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 white gowns, provided by the parish, for both the sacraments of Eucharist and Confirmation. The parish provides hair bands for all girls at First Communion.

4. EXTRA-CURRICULAR ACTIVITIES

The staff provides a variety of special activities for the students, such as: Primary and Intermediate Choirs, Speech Arts, Computer and Art Clubs and a variety of sports. Track and Field activities are for students in grades three to seven. Team sports (Volleyball, Basketball, Badminton and Track and Field) are offered to students in grades five to seven. All students are encouraged to participate.

Parents are most welcome to participate in extracurricular programs through volunteer coaching, coming for practice and providing transportation.

5. LIBRARY

The library is the Resource Centre in the school. It 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 with access at any other time during the week. There is also a small collection of books and videos available for parents.

6. FIELDTRIPS

Fieldtrips and in-school presentations related to curriculum studies are seen as an integral component of a quality education. We rely upon the generosity of parent drivers for many of our field trips and we rent a bus when appropriate. **Drivers will be required to fill out a volunteer driver form. They will also need to provide a copy of their driver's license and insurance coverage to the office.** Our general guideline for student field trip supervision is one adult supervisor for every 5 students.

The activity fee paid in September helps to cover the cost of most field trips. Once we have exhausted our Activity Fee Account, families will be charged accordingly. Please be sure to return **signed** fieldtrip consent forms or your child will not be able to participate in a fieldtrip.

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.

Please note that staff cannot control news media access, photos/videos taken by the media or others in public locations (such as field trips or off school grounds) or school events open to the public, such as sports events, student performances, etc. These are considered public events.

7. 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).

Studies suggest that appropriately installed child safety seats can reduce serious injury by up to 67% and mortality by as much as 71%. Increased education of parents regarding proper use of child safety seats can protect children from potentially fatal crash forces. All drivers, not just the child's parents or guardians, will now have to use child restraints, as will drivers of rental vehicles, out-of-province vehicles and passenger vans.

This legislation, then, will also apply to our parents who drive students on field trips.

As such, it is school policy that as of July 1st, 2008, 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. More information about correct installation may be obtained from the BCAA Traffic Safety Foundation at 604-298-5107. The Website is www.tsf-bcaa.com.

8. OUTDOOR EDUCATION

Outdoor Education is a part of our educational program culminating in a four day off site experience for the Grade Seven class. The cost of this trip is shared between Walkathon funds and the children's families.

C. MEDICAL AND SAFETY PROCEDURES

1. MEDICAL PROCEDURES

Each September you are required to fill out an emergency form to include specific medical information. Student medications are to be kept in the office with an accompanying doctor certified procedure for the student dosage. Students will receive medication at the office. It is imperative that you keep this record updated. Please send any updated information to the Office Manager as soon as possible.

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 is to leave the school property during the day, the parent needs to provide written permission to the school. This would include going off the property for lunch.

b) Temporary Change in Guardianship

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 guardian and any change in pick-up) for that period.

c) Fire Drill

To give the children safety routines for school, regular fire drills are held during the school day. The fire department conducts annual drills and inspections, usually at the beginning of the school year.

d) 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. Signs will be posted in front of the church if this alternative location is being used.
- 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 will be in communication with local emergency services.
- Each classroom is equipped with an Earthquake/First Aid Emergency Kit.

- 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.
 - Turn your radio to **CKNW – 980** or **CISL – 650 on the AM dial**; information and directions will be given over the radio.

e) 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. Paul School. Prior to this drill, teachers will discuss with their students this procedure 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. Paul 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.

During the **lock down** procedure, (used to protect people inside a facility from a dangerous external threat), all students and other school personnel would be moved into the nearest parish building. The doors to the building would be locked and no one would be allowed to enter or leave.

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 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, nor enter the property during the lockdown.
2. Keep informed by listening to **CKNW – 980** or **CISL – 650 on the AM dial** radio stations or consult the website **www.stpaulschool.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.

Our children are our most valuable asset. You have entrusted us with the safety of your children. These safety procedures are part of that commitment. In an effort to provide an environment that is safe and conducive to education, your support and involvement is appreciated. If you have any concerns or questions about this process, please contact Ms. Moorehead at 74-277-4487.

f) School Closure

In the event of an Early Morning School Closure please see Appendix B at the end of this Handbook.

If the school needs to be closed during the day you will be notified by the school. It is always a good idea to check our web-site for any updates or messages. **www.stpaulschool.ca**

Such decisions are always made with the safety of the children in mind, however, since it is very difficult for us to judge the local residential streets, please feel free to make your own decision about sending your children to school during inclement winter weather.

If it snows heavily during school hours, parents may pick-up their child(ren) at any time. School will remain open until all the children have been dismissed.

D. 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. Paul School Discipline Policy (Appendix F). 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. HARASSMENT AND BULLYING PREVENTION

Rationale: The purpose of this policy is to promote a pro-active and consistent approach and to create a climate in which all children are valued and feel comfortable and safe.

Our Goals: Here at St. Paul School every person has a right to feel safe. Anyone who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe, and it will take whatever steps necessary to stop such behaviour. Therefore our goals are:

To promote a secure and happy environment free from threat, harassment and put-down behaviour and where Christian values and attitudes are nurtured.

To show commitment to overcoming bullying by practicing zero tolerance.

Preventing Bullying at St. Paul 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. Christian values, which represent the antithesis of bullying, must be continually affirmed in words and actions.

Appointed School Official (ASO) for Harassment & Bullying Prevention for St. Paul School is principal and alternate ASO is the vice principal.

Strategies to Prevent Bullying:

Through religious education, liturgies and assemblies the value of the individual person will be affirmed and the qualities of compassion, kindness, reconciliation, tolerance, respect and justice are upheld and encouraged.

Extend this teaching of values across the curriculum to include teaching specifically related to bullying in appropriate curriculum topics.

One students need to hear from adults very clear statements about the unacceptability of bullying behaviours.

Teach more positive ways of resolving conflict.

Provide support for teachers and parents through information seminars and workshops.

Action:

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.

Resistance to behaviour change and repeated offending will lead to consequences ranging from detention to missing out on special events or fieldtrips.

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.

4. 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. Such behaviours will be documented, and consequences will be applied according to policy. 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.

Please refer to Appendix D 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.
- 10:15 – 10:30 Recess/snack break
- 12:00 Lunch
- 12:45 Afternoon classes begin.
- 3:00 Dismissal

Please note: **Wednesday**

- 2:00 Dismissal

Supervision begins at 8:30 am. 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 is going to be absent due to illness, an appointment, or a vacation that is less than one week, please **email BOTH** the classroom teacher and the office (**absent@stpaulschool.ca**). If your child is going to be away on an **extended absence for longer than one (1) week**, please **email the classroom teacher, the office, AND the principal**. For ease of email tracking, kindly type under subject: Your child's grade then name (day and date of absence) (**example: Grade 2 – Jane Smith (Friday, Sept. 12)**).

If your child is reported absent and we have not received your call, we will call your home and/or place of work to verify your knowledge of the absence. If your child is at home sick, please contact the classroom teacher for the work missed. If your child is unable to fully participate in all school activities, he/she should remain at home.

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

Policy for Vacations during School Time

Absences for reasons other than illness must be kept to a minimum. (Please schedule holidays during school breaks.) Loss of school time may jeopardize the child's year and usually results in missing new concepts taught during his/her absence. Permission to take a child out of school for 5 or more instructional days must be sought from the principal before arrangements are made.

It is the responsibility of the parent to ensure that any class assignments missed during your absence are attended to upon your return. Further, it will not be expected that the teacher provides you with materials prior to your holiday.

In order to receive the government grant, a child must be in attendance for a specified number of days during the year. If a child were to miss too many days due to holidays this could jeopardize reception of the grant, in which case the parents would be held responsible to pay the balance.

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.

3. CARE OF BOOKS AND PROPERTY

All notebooks, binders, textbooks, and library books should be treated with care. The school provides non-consumable textbooks for the students; however, families will be required to compensate the school for any lost or destroyed text or library books. All texts and student planners should be returned to school each day. School bags must fit easily into lockers.

4. SCHOOL UNIFORMS - Top Marks Uniform Company

St. Paul Girls' Uniform	St. Paul Boys' Uniform
Golf Shirt (white, crested, short or long sleeve)	Golf Shirt (white, crested, short or long sleeve)
Tunic (girls, grades K-3, St. Paul tartan)	Boys dress pants (navy blue)
Kilt (girls, grades 4-7, St. Paul tartan)	Dress shorts (navy blue, optional) <i>**not permitted between Thanksgiving and Spring Break.**</i>
Girls dress pants (navy blue, optional) <i>**only permitted between Thanksgiving and Spring Break.**</i>	
Gym strip * T-shirt (white, crested) *Shorts (navy blue) * Running shoes with non-marking soles. (Preferably white).	Gym strip * T-shirt (white, crested) *Shorts (navy blue) * Running shoes with non-marking soles. (Preferably white).
Sweater (royal blue, crested) style optional: *Buttoning Cardigan *V-neck	Sweater (royal blue) style optional: *Buttoning Cardigan *V-neck
Socks: Dark Blue in colour. Over the calf (just below the knee) or tights.	Socks: Dark Blue in colour. Dress or crew socks. (No ankle or no-show socks permitted.)
Shoes: All black shoes with good support. No sandals, no heels, no boots or ankle boots. Hair Colour: student hair colour must be a natural colour.	

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

KINDERGARTEN: Same as above. For gym class, all Kindergarten children will wear their regular school uniform with running shoes. For the sake of modesty, girls should wear shorts or leotards underneath their tunics.

5. LOST AND FOUND ARTICLES

Please see 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' area at the foot of the back stairway.

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

6. COMMUNICATION FROM SCHOOL

A calendar listing school events will be available on the school web site. A regular Thursday Letter will be emailed home each Thursday with updates, reminders, and information from the school.

7. HOMEWORK POLICY

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. Any problem which occurs at school, needs to be handled at school. If your child is experiencing difficulties either at home, in the classroom or on the playground, please let us know as soon as possible.

Normal channels of communication are:

- Speak to the child's teacher first. It is the classroom teacher who spends 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, make a formal complaint in writing to the Education Committee.

Please refer to Appendix C for the CISVA Complaints Policy

9. ADMISSIONS

There is an admission committee consisting of the pastor, principal and a P.E.C. member(s). 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 practicing Catholics active in the parish.
- Children whose families are practicing Catholics active in the parish.
- Siblings of children already in the school, whose families are practicing Catholics active in other parishes.
- Children whose families are practicing Catholics coming into the parish, who have been attending Catholic school elsewhere.
- Children whose families are practicing Catholics active in other parishes.
- Children whose families are either not practicing 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.

10. YEARLY FEES

A. Tuition Rates for the school year 2026-2027

The table below summarizes the school's monthly tuition rates for the school year.

<u>Family</u>	<u>Category 1</u>	<u>Category 2</u>	<u>Category 3</u>
One Child	\$ 445.00	\$ 521.00	\$ 621.00
Two Children	\$ 582.00	\$ 717.00	\$ 817.00
Three or More Children	\$ 676.00	\$ 835.00	\$ 935.00

Definitions:

Category 1 – Catholic Family is an active and participating member of St. Paul Parish

Category 2 – Catholic Family is a registered only member of St. Paul Parish OR

Category 3 – Catholic Family is a member of another Catholic Parish
or - Family is non-Catholic.

For the purposes of admission to the school, you belong to Category 1 if your family:

- Is registered in this parish.
- Regularly attends Sunday Mass at this parish.
- Uses weekly envelopes from this parish on a regular basis.
- Participates in the work activities required of you by this parish.

B. Activity Fee

This fee is paid annually per student and covers consumable books and some class activities/field trips.
\$90.00 for primary and **\$100.00** for intermediate.

C. Participation Program and Fee

St. Paul School has a Parent Participation Program that allows us to keep many of our annual costs at a minimal level. **All families are expected to participate in the various activities of the school including Fundraising.** In addition, our school has a scheduled Parent Participation Program where families take part in an activity on a set schedule. [e.g. Bingo, playground supervision, library help, etc.]

All parents whose children have attended St. Paul School for a period of four years or less, can expect to be assigned to BINGO. All questions and inquiries may be made by writing to the team captain of Parent Participation on the PEC. This individual will bring the written communication forward to the next scheduled PEC meeting (usually the second Tuesday of each month) for discussion and resolution by the PEC.

Due to personal circumstances, families may choose to be exempt from this program by making a Participation Payment of **\$2,500.00** annually. It is necessary when completing the Parent Participation Form to clearly state your intention for each school year.

If you choose to participate as scheduled, a participation deposit of **\$250.00** per family is payable upon acceptance into the school. If the requirements of participation are not fulfilled, you will forfeit the deposit. If all participation requirements are met each year this deposit is carried over to the next year and refunded when your family leaves the school.

- * Re-Registration Fee **\$50.00** per family (Non-refundable).
- * New Registration Fee **\$50.00** per child (Non-refundable).

11. PARENT PARTICIPATION

The Parent Participation Program plays an integral part in the operation of St. Paul School. Because of the program, we are able to generate income for the school, as well as provide extras for our students. A secondary aim of the program is to create a spirit of community among the families working to create a better St. Paul.

Areas of participation and team captains are as follows:

Parent Participation – Mr. Harry Chik & Mrs. Jenny Tsang.....	pec.parent.participation@stpaulschool.ca
Supervision – Ms. Maureen Griffin	mgriffin@stpaulschool.ca
Maintenance – Mrs. Imelda Yuen.....	pec.maintenance@stpaulschool.ca
School Aides - Ms. Maureen Griffin	mgriffin@stpaulschool.ca

It is your responsibility to find a replacement if you cannot attend your work area. Each team has been provided with a list of phone numbers for its convenience.

12. DROP OFF AND PICK UP PROCEDURES

- The north driveway to the roundabout from St. Albans Road is for drop off and pick up only.
NO WAITING IN THIS AREA.
- The south entrance is available for parking or pick up and drop off. Please follow the arrows on the pavement. If you must wait please park in designated parking stalls rather than along the driveway.
- The back parking lot is a play area for the children and is closed to vehicles during school hours.

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. We have students with severe and life-threatening nut allergies. For the safety and care of these students St. Paul is a nut-aware school.

14. NO SMOKING POLICY

New Legislation was introduced on March 6, 2007 (Bill 10, the *Tobacco Sales Amendment At, 2007*) – Banning Tobacco, smoking and the use of vapour products in Public Places and Schools. As of October 17, 2018, the Tobacco Control Act requires that all schools in B.C. are smoke-free environments for students, staff, and visitors. Therefore, smoking and the use of vapour and cannabis products is banned on St. Paul school property as indicated by signage posted at main entrances and throughout the building.

APPENDIX "A"

GENERAL SCHOOL ADMINISTRATION

FAMILY STATEMENT OF COMMITMENT 411

General School Administration

Family Statement of Commitment

Policy 411

Rationale

"Because 'promotion of the human person is the goal of the Catholic school,' Catholic education goes beyond the technical and practical aspects of schooling to help students integrate every area of knowledge within a Christian vision of the human person. The school recognizes that the physical, emotional, moral and spiritual dimensions of human development must tend to a personal synthesis of faith and life in each student. Growth in these areas prepares students for a life of service, building the Kingdom of God in society."

Pastoral Letter on Catholic Schools
Catholic Bishops of British Columbia
4 November 2016

Policy

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. 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

Please read Annex A carefully. It asks 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 attention of the Principal, Pastor or the Chairperson of the Education Committee who will gladly discuss them with you.

All families will be required to complete the Family Statement of Commitment attached. Both parents/guardians must sign this Statement of Commitment.

By returning the signed statement with your completed school application, you are confirming your agreement to comply with the commitments, and your understanding of the implications for failing to do so (as outlined in Annex A that forms part of this policy).

Reference Cross-reference Policy 403 – Application/Re-registration Elementary Policy 404 – Application/Re-registration Regional HS Policy 424 - Volunteers	Approved Board of Directors
	Date Approved November 1996
	Date(s) Revised 6 April 2010 5 June 2018

APPENDIX "B"

EARLY MORNING SCHOOL CLOSURE PROCEDURE

In the event of an early Morning School Closure, information will be sent to you using the following procedure:

1. A decision will be made as early as possible.
2. Choose one of the following radio stations to listen for an announcement about St. Paul School:
 - CISL – 650 AM
 - CKNW – 980 AM
3. You will receive an email from the principal or office between 6:00am to 7:00am.
4. Check our website <http://stpaulschool.ca> or stay tuned to the radio for any further messages.

Please do not call the Parish for school information.



APPENDIX "C"

COMPLAINTS POLICY

Human Resources

Major Complaints

Policy 302

Rationale

CISVA believes in the importance of all members of the CISVA Community working together to create a positive and unified school culture that inspires success for every student. The values of trust, respect, responsibility, and collaboration set the tone for how the entire Catholic school community works together to pursue a common vision. From time to time, issues may arise where members of the community may differ in their perspectives.

Policy

CISVA seeks to ensure that complaints are dealt with in a confidential and timely manner that reflects mutual respect and the principles of procedural fairness. All parties involved are expected to maintain confidentiality with respect to any information they obtain during a complaint investigation or related appeal, and to conduct themselves with Christian charity.

Procedure

Every effort should be made whenever possible to resolve the issue by the parties directly involved. If the issue cannot be resolved at this level, then a formal written complaint can be brought forward following the procedures outlined below. Procedures for dealing with such situations should ensure that:

- Issues are handled as near the source as possible;
- All parties involved in the complaint are given a fair opportunity to respond and provide their perspective;
- Complaints are dealt with in a courteous, confidential, and constructive manner;
- Complaints are investigated and resolved expeditiously.

Informal Resolution

Issues and concerns should, wherever possible, first be brought to the attention of the person(s) involved to attempt to resolve the matter. If a formal complaint is filed before that person has been consulted with, then the Complainant may be asked to explain why such a discussion has not taken place. Unless there are extenuating circumstances, the complaint process will generally be deferred to allow a discussion to take place.



If the Complainant or Respondent(s) is not comfortable with a face-to-face meeting but still desires an informal resolution of the complaint, the participants can seek the assistance of a mutually acceptable colleague, staff member or trusted person, to help facilitate a resolution.

Other individuals may be included in this process as appropriate to assist in resolving the matter. Advisors might include the Pastor, Chairperson of the Education Committee, a representative from the Superintendent's Office, or others to help facilitate a resolution of the issue.

Informal resolution may also include a process of mediation facilitated by the Superintendent's Office.

Informal resolution can be pursued at any stage of the major complaint process, including before, during or after an investigation or appeal.

Formal Complaint and Investigation

If the issue cannot be resolved by the parties directly involved, and if the Complainant wishes to pursue the matter further, the Complainant will be asked to complete a Major Complaint using the "Notice of Major Complaint", Annex A of this policy, which is to be submitted to the investigating body (identified below). The Complainant should also supply any supporting documentation.

Unless there are extenuating circumstances (such as safety concerns), a copy of the Notice of Major Complaint form and supporting documentation will be provided to the Respondent(s) for their review and response. The Complainant should raise any such concerns with sharing the Major Complaint form or supporting documentation at the time of filing the Complaint. Depending on the circumstances, alternate methods of informing the Respondent(s) of the complaint might include providing a verbal or written summary of the complaint, or taking other precautions to protect the privacy interests of the Complainant while also preserving the fairness of the process for the Respondent(s).

Where a Complaint concerns more than one Respondent, the Complainant should submit separate complaint forms. The investigating body may decide to investigate the matters jointly, or separately.

Where a Complaint is submitted by an individual concerning a matter that does not directly affect the individual, then the investigating body can either (1) decline to investigate the Complaint on grounds of lack of standing or (2) approach the person directly affected by the matter to determine whether they want to file a complaint, in which case the affected person will be substituted as the Complainant.



The investigating body will then investigate the matter in an effort to obtain the facts necessary to reach a decision. Such investigation may include but is not limited to:

- Review of the information and documents supplied by the Complainant and Respondent(s);
- Interviews of the Complainant or Respondent(s);
- Interviews of witnesses;
- Reviews of additional documentation, including School and CISVA policy.

If the Complainant seeks to include any new allegations or concerns regarding events that occur after the filing of the Major Complaint, then in order to ensure those new allegations are included, the Complainant should submit a supplemental major complaint form.

Throughout the investigation, the investigating body will be guided by principles of procedural fairness, which includes providing both the Complainant and Respondent with a fair opportunity to be heard and informing the Complainant and Respondent of relevant information gained through the investigation process. The extent of the information supplied will take due account of the privacy interests of those impacted by the investigation.

The investigating body/decision maker should act in a manner that is independent, impartial, unbiased and fair.

If appropriate, the investigating body may bring in a designate with expertise to assist in the process, including to conduct the investigation. In addition, the Superintendent (or his/her designate) may be consulted at any time for guidance regarding the investigation process.

Where a complaint involves educational policy or educational matters, then the investigating body must consult with the Superintendent (or his/her designate) before reaching a decision on the matter. The investigation should be completed in a confidential and timely manner. If an investigation is expected to take longer than seven days, the parties to the Complaint should be informed and provided an expected timeline for the investigation to be completed. Unless there are unexpected circumstances (including but not limited to complexity or severity), investigations should be concluded within 7-14 days.

Both the Complainant(s) and Respondent(s) are entitled to be informed of the outcome of the investigation, and where corrective action is taken, the nature of the corrective action. The extent of



the information supplied to those individuals will take due account of the privacy interests of those impacted by the decision.

In the event that disciplinary action is recommended as a result of the findings reached in an investigation, the investigating body must consult with and obtain approval from the Superintendent (or his/her designate) prior to releasing its decision.

Appeal Process

Either party can request an appeal of the decision of the investigating body. The appeal should be filed within seven days of receipt of the decision, and a copy of the appeal will be supplied to the Superintendent (or his/her designate). The procedures for an appeal are outlined below.

A Notice of Appeal, Annex B of this policy, should be completed and submitted to the Appeal Body.

The Appeal Body will form a sub-committee responsible for reviewing the findings of the investigation. The Sub-committee will then report their findings and their recommended resolution to the Appeal Body for ratification.

If a member of the Appeal Body was consulted or involved in the investigation, that individual must recuse themselves from involvement in the appeal process and must not participate in any decision-making at the appeal level.

An appeal is not a re-hearing of the original complaint, nor is it an investigation into the underlying facts of the complaint. The focus of the appeal is on procedural fairness and adherence to applicable School and CISVA policy.

The decision of the investigating body will not be overturned if the relevant CISVA and School policies were followed and where, in all the circumstances, the investigating body acted in a procedurally fair manner.

Generally speaking, the appeal will be based on the decision under review, and the written submissions of the Complainant and Respondent(s). The Appeal Body may also request additional information and submissions from the investigating body, or others, as necessary to understand the investigation and decision-making process. Throughout the appeal, the Appeal Body will be guided by principles of procedural fairness including ensuring that the participants have a fair opportunity to be heard.



If appropriate, the Appeal Body may bring in a designate with expertise to assist in the appeal process. In addition, the Superintendent (or his/her designate) may be consulted at any time for guidance in regard to the appeal process.

The Complainant(s), Respondent(s), as well as the investigating body, are entitled to be informed of the outcome of the appeal. The extent of the information supplied to those individuals will take due account of the privacy interests of those impacted by the decision.

Appeals should be conducted in a timely manner. In the event that the Appeal Body expects that it will take longer than 14 days to reach a decision, both the Complainant and Respondent should be informed. For appeals before the CISVA Board of Directors, the 14-day timeline commences once a sub-committee has been formed at the next scheduled Board meeting.

Generally speaking, any corrective action arising from the decision under appeal will not be stayed pending the outcome of the appeal process. If the individual bringing the appeal requests that any corrective action or the outcome of the decision under appeal not be implemented pending the decision on the appeal, then the individual should first seek the consent of the Respondent(s), failing which the individual may request that the decision under appeal be stayed by the appellate body. The individual should specifically indicate this request on the Notice of Appeal Form and explain why the request should be granted. The decision on whether to stay the decision under the Appeal will then be at the discretion of the Appeal Body.

Where there is a second level of appeal, the same principles apply. The appeal should be filed within seven days and the decision of the Appeal Body will not be overturned if CISVA and School policy were fairly and appropriately applied.

CISVA Board of Directors Procedure

Where a complaint, appeal, or a second appeal, is brought to the CISVA Board of Directors, the following principles also apply:

- 1) The Notice of Complaint, Annex A, or Notice of Appeal, Annex B, should be submitted to the CISVA Superintendent's Office
- 2) The Notice of Complaint, or Notice of Appeal, will be forwarded to the Archbishop, or his delegate, for review in advance of the next CISVA Board of Directors meeting.
- 3) The Archbishop or his delegate, the Vicar for Catholic Schools, in consultation with the Superintendent, may decline to consider a complaint, an appeal, or a portion of the complaint or



appeal, without referring the matter to the Board of Directors if he determines that the complaint, appeal, or that portion of the appeal:

- a. is trivial, frivolous, vexatious, or made in bad faith, or by an individual without proper standing;
 - b. does not contain allegations that, if proven, would constitute a violation of CISVA policy or a breach of procedural fairness;
 - c. in the case of an appeal, contains allegations that relate to a matter for which there is no right of appeal; or
 - d. concerns a matter that is before another authority or other body, or is more properly brought before another authority or other body, in which case the appeal will be stayed until after that right has been exercised and the proceeding finally concluded or until the time limit for the exercise of that right has expired. If, following the decision or process of the other authority or other body, the matter has been substantively addressed or resolved, the appeal may be dismissed.
- 4) If the complaint or appeal is accepted, in whole or in part, then the accepted complaint/appeal will be reviewed at the first available meeting of the Board of Directors at which point a sub-committee will be formed to decide the complaint/appeal. The process will then proceed as outlined above.

Complaint/Appeal Procedures

1.0 Complaint involving all employees and all others under the supervision of the Principal.

- a. Submit Complaint to: Principal (Note: If the Complaint is against more than one individual, and one of those individuals is the Principal, the Complaint should be submitted directly to the Education Committee).
- b. Investigating body: Principal or Vice-Principal (as appropriate).
- c. Appeal body: Education Committee Sub-Committee of the School (note: the Sub-Committee must include the school's Pastor/Archbishop's Representative or his delegate).
- d. Second level of appeal: Board of Directors of the CISVA.



2.0 Complaint Involving a Principal

- a. Submit Complaint to: Chair of Education Committee and the Associate Superintendent of Human Resources.
- b. Investigating Body: Education Committee Sub-Committee of the School (note: the Sub-Committee **must include** the school's Pastor/Archbishop's Representative or his delegate). The Associate Superintendent of Human Resources (or his/her designate) has a right to participate in the investigating sub-committee, at their discretion.
- c. Appeal body: Board of Directors of the CISVA.

3.0 Complaint Involving an Education Committee Member

- a. Submit Complaint to: Another member of the Education Committee and the Associate Superintendent of Human Resources.
- b. Investigating Body: Education Committee Sub-Committee of the School (note: the Sub-Committee must include the school's Pastor/Archbishop's Representative or his delegate; the education committee member who is the subject of the complaint must be recused from all aspects of the investigation and decision-making). The Associate Superintendent of Human Resources (or his/her designate) has a right to participate in the investigating sub-committee, at their discretion.
- c. Appeal body: Board of Directors of the CISVA.

4.0 Issue Involving the Pastor of the School

- a. Submit Complaint to: CISVA Superintendent and the RCAF Vicar General.
- b. Investigating Body: Complaint will be handled using the Archdiocesan policies and procedures for the specific complaint(s).

5.0 Issue Involving the Superintendent's Office

- a. Submit Complaint to: CISVA Board of Directors.
- b. Investigating Body: Sub-Committee of the CISVA Board of Directors.



General Considerations

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

A participant in a major complaint process may request that a support person be present either at an interview, or to assist them in other aspects of the process, such as preparing or reviewing written submissions. The participant should communicate to the investigating body or appeal body that they wish to have a support person, provide the identity of the support person, and confirm that the support person is aware of and agrees to abide by the requirements of confidentiality associated with either the investigation or appeal. If the investigating or appeal body is of the view that the support person may be a material witness to the matters under investigation or appeal, or that the support person is otherwise not appropriate either due to confidentiality or other concerns that may impact the integrity or proper conduct of the investigation or appeal, then the participant will be asked to identify an alternate support person. The investigating or appeal body may also require written confirmation from the support person that they are aware of and agree to abide by the confidentiality expectations expected under the major complaints process. Note that this requirement does not apply if a participant, investigating body or appeal body is seeking advice from a lawyer or support from a pastor, and nothing in this policy requires an individual, investigating body or appeal body to disclose information subject to solicitor-client privilege, to disclose whether they have or are seeking legal advice or to provide the identity of legal counsel.

Nothing in this policy restricts an investigating body or appeal body from adjusting the investigation or appeal process where necessary and justified, to ensure the safety and well-being of participants, or the efficient and orderly conduct of an investigation or appeal, while also ensuring that principles of procedural fairness are maintained.

Failure to cooperate or breaches of confidentiality

It is the expectation that anyone involved in a major complaints investigation or appeal, whether as a Complainant, Respondent, witness, or otherwise, will be cooperative, respectful and will abide by the requirements in this policy, including confidentiality.

If a participant refuses to cooperate with an investigation or appeal, or breaches the expectation of confidentiality, then the investigating body or appeal body, as applicable, may take corrective action to address the breach. A non-exhaustive list of corrective actions includes, depending on the severity, persistence, frequency and extent of the breach:

- Remind the participant of the duty to cooperate and/or the duty to avoid further breaches of confidentiality;



- Require the participant to take steps to address the consequences of the breach and to verify that those steps have been taken by a particular deadline;
- If the participant is an employee, disciplinary action upon approval by the CISVA Superintendent's Office;
- If the participant is an Education Committee member, temporary or permanent removal or restriction of duties or, if there is just cause, removal from their position for cause, upon approval by the CISVA Board of Directors;
- If the participant is a Complainant, suspend or stay the Complaint/Appeal, restrict their rights to participate or receive information in the Investigation/Appeal process, or dismiss the Complaint or Appeal.

Independent School Ombudsperson

If the subject matter of the complaint/appeal concerns an education matter, and if a parent, guardian or student impacted by the decision disagrees with the decision of the final appellate body, then they may request a Catholic Independent Schools of BC (CISBC) Ombudsperson (refer to Policy 436 – Use of Ombudsperson) to review the appeal.

The names and contact information of the CISBC Ombudsperson shall be obtained from the Superintendent. The procedure and scope of the Ombudsperson's review shall be communicated to the appellant by the Superintendent's Office. The outcome of the Ombudsperson's review shall be communicated to the appellant by the Superintendent (or his/her designate).

The CISBC Ombudsperson does not have the ability to review complaints concerning employment matters. To file a complaint concerning bullying and harassment, please refer to CISVA Policy 321.

References Policy 321 – Harassment/Bullying Prevention	Approved Board of Directors
	Date 1 March 2005



Cross-reference Policy 426 – Suspensions and Expulsions	Revised 5 February 2008 5 May 2009 6 March 2017 5 June 2018 5 February 2019 1 February 2022 5 March 2024 2 July 2024



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 behavior will not be tolerated.

Policy

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

1.1 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 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.

1.1.1 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 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 or her ability and is required to maintain written documentation that accurately and completely records the incident and the investigation. This documentation will be required to be used in support of the school's decision to suspend and/or expel and thus needs to be comprehensive.

1.1.3 A suspension is decided upon by the Principal or Vice-Principal only after a thorough investigation. The investigation should include but not be limited to consultation with all parties involved, namely teacher(s), parent(s), other staff involved, other students involved. 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 of the suspended/ expelled student only. 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 or 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 Policy 302 – Major Complaints).

2) Appealing a Suspension or Expulsion

2.1) When an appeal of a suspension or 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:

2.1.1 Did the student commit the infraction he/she is accused of?

2.1.2 Is the infraction covered by policy and does the policy require or allow expulsion?

2.1.3 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?)*

2.1.4 Has the school followed its own and CISVA policy regarding the handling of the expulsion? *(proper notification in writing, due process, procedure and documentation, time lines, etc.)*

2.1.5 At the appeal, the Principal and the appellant will present their case addressing 2.1.1 to 2.1.4 in writing with the necessary supporting documentation.

2.1.6 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 or her representative 7 days in advance of filing an appeal. This notification will provide the school with the opportunity to seek its own legal representation during the process.

Reference "Procedural Fairness, Best Practice Guidelines for Independent Schools", Federation of Independent Schools Association of British Columbia (FISA)	Approved Board of Directors
	Date Approved Pre – 1996
	Date(s) Revised 5 November 2012 5 June 2018

Cross-reference
 Policy 302 – Major Complaints



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.

¹ Catechism of the Catholic Church, no. 1935.

Policy

All CISVA schools will have in place protocols that outline roles, responsibilities and procedures for staff, students and other adults (including parents) that address bullying.

Procedures

Working with administrators, teachers, support staff, parents and student body, schools will develop a written bullying prevention protocol that includes the following elements:

Education, Awareness and Prevention

- education and awareness on bullying including ways to recognize its pattern and characteristics versus normal peer conflict
- instruction to students that emphasizes respect and compassion for others and age appropriate behaviours to prevent or respond to bullying
- instruction to students on their responsibility to report and take an active stand against acts of bullying including reference to the school's code of conduct as it relates to bullying

Reporting

- steps students and staff will take to respond to allegations of bullying
- efforts that track incidents of bullying at schools (bullying, cyber-bullying, harassment including student-to-student sexual harassment, intimidation, threatening or violent behaviour)
- how reported incidents will be dealt with and monitored

Responding to Bullying

- efforts that outline clear and logical consequences for those who bully, that provides support for those being bullied and intervention with students who bully
- informing the parents/ guardians of children involved in a bullying incident, engaging their support and collaboration to seek a resolution
- in deciding a course of action the school weighs 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

CISVA 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.

Reference: <i>Ministry of Education Resources</i> "Safe, Caring and Orderly Schools – A Guide" "Focus on Bullying – A Prevention Program for Elementary School Communities" "Keeping it Safe – A Guide for Parents of Students K-12" "Call it Safe – A Parent Guide for Dealing with Bullying in Elementary Schools" "Call It Safe – A Guide for Dealing with Harassment and	Approved: Board of Directors
	Date Approved: 4 September 2012

General School Administration

Harassment and Bullying Prevention

Policy 408

Intimidation in Secondary Schools" www.erasebullying.ca	
Cross-reference: Policy 426 - Suspensions and Expulsions; Policy 411 - Family Statement of Commitment	Date(s) Revised: December 2012, 1 November 2016, 7 January 2020

APPENDIX "F"

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. Paul 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. Paul 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. Paul 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. Paul 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. Paul School will identify the purposes for which personal information is collected before or at the time the information is collected.

Principle 3 – Consent

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

Principle 8 – Openness

St. Paul 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. Paul 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. Paul School, Ms. Maureen Moorehead, Principal.

What Information is Collected?

St. Paul 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 come 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. Paul 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 fulfil a different purpose, the school will notify you and ask you for your consent before the school proceeds.

When May Information be Disclosed?

St. Paul 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. Paul 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 perso

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. Paul 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. Paul 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. Paul 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 "G"

SCHOOL DISCIPLINE POLICY

Discipline at St. Paul 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. Paul. 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, Principal, and/or Vice Principal. A parent will be notified by phone or email when it is deemed appropriate by either the teacher or the Administration. CISVA Policy 426, Suspensions and Expulsions, may also be referenced and applied.

ST. PAUL SCHOOL DISCIPLINE PLAN

LEVEL 1 BEHAVIOURS

• Lying • Unsafe conduct (minor) • Lack of respect for supervisors, peer helpers, others, environment, property • Bringing personal belongings to school (toys, games, electronics, etc.) • Misuse of washroom during class time • Cheating	• Teasing • Talking loudly in class/out of turn • Late for school • Violation of uniform policy • Homework (incomplete/not done) • Food or drink at inappropriate times • Misbehaving during assembly or Mass
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LEVEL 2 BEHAVIOURS

• Repetitive Level 1 behaviours • Inappropriate physical contact, touching • Physical aggression (hitting, pushing, shoving, kicking, aggressive contact) • Inappropriate representation of school (field trips/athletics) • Disrespecting other students (chronic) • Non-compliance with teacher request (chronic) • Inappropriate drawings, writing, or sayings	• Swearing • Destruction of property • Bullying • Disrespecting teacher's or peer's personal space and belongings • Inappropriate internet sites • Dangerous objects • Verbal or physical harm/aggression to self or others • Physical contact without consent
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LEVEL 3 BEHAVIOURS

• Chronic behaviours • Vandalism • Drugs, alcohol, cigarettes, vaping • Serious theft • Violence, fighting, threats • Leaving school grounds without permission • Serious harassment • Weapons	• Swearing at teachers and staff • Inappropriate sexual behaviour (major) • Blatant defiance • Fire alarm (pulled when not an emergency) • Matches/Fire • Pornographic or racist materials • Unexcused absences
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APPENDIX "H"

Media Policy

Media Policy St. Paul 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.

Please note that staff cannot control news media access, photos/videos taken by the media or others in public locations (such as field trips or off school grounds) or school events open to the public, such as sports ever student performances, etc. These are considered public events.

APPENDIX "I"

RECOMMENDATIONS FOR E-MAIL AND INTERNET USE

St. Paul School

- Create a list of **Internet rules** with your kids so they know what acceptable behaviour is 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 pads.
- **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 behavior. 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 way 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 "J"

INCLUSIVE EDUCATION

Policy 421

Rationale:

The Catholic Independent Schools of the Vancouver Archdiocese (CISVA) are committed to supporting the education and inclusion of students with disabilities or diverse abilities. Inclusive Education programs and services enable students with disabilities or diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs. 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; every person possesses an intrinsic dignity which must always be respected." Our commitment is rooted in the fact that we are all God's children.

The Church reminds us that, by reason of their baptism, all Catholics are equal in dignity and have the same divine calling (USCCB, 1995). "Catholics with disabilities, like all Catholics, are incorporated in the Body of Christ as integral members. They, like any other member, belong to the faith community" (NCPD, 2015).

Policy:

The CISVA is committed to fostering the holistic development of children, nurturing their spiritual, social-emotional, intellectual, artistic, and physical growth. The CISVA schools' inclusive education policies are to reflect our commitment to fostering inclusion and supporting students with disabilities or diverse abilities.

Definitions:

Inclusion: Inclusion in Catholic education reflects the Gospel values of dignity, solidarity, and the common good. Rooted in Catholic social teaching, inclusion recognizes the inherent worth of every child, ensuring that all, regardless of ability, background, or circumstance, are welcomed, valued, and supported within the school community. This commitment upholds the dignity of each child, fostering integral development, spiritual, academic, emotional, and social, by addressing barriers to participation and adapting to meet diverse needs. Catholic schools, as communities of encounter and transformation, seek to humanize education and promote dialogue, empowering every student to realize their God-given potential. Inclusion is not simply a program or practice but a fundamental expression of faith and love, forming schools as places of equality, justice, and fraternity, where every person belongs and contributes to the shared mission of building the Kingdom of God. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. Inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Integration: Integration is one of the major strategies used to achieve inclusion. With integration, students with disabilities or diverse abilities are included in educational settings with their peers who do



not have disabilities or diverse abilities 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.

Procedure:

Each Catholic school community is to implement programs and curricula that embrace and support the diverse needs of all their students, ensuring alignment with regular education practices while incorporating necessary accommodations for students with disabilities or diverse abilities.

Services may include:

- Early intervention programs
- Assessments
- Curricular support (supplemental and replacement goals)
- Universal supports and accommodations
- Developmentally appropriate programs
- Professional resources such as occupational therapy, speech language services, etc.
- Support from the Learning Support Department
- Access to support from the superintendent's office in the form of consultation
- Access to support from Provincial Resource Programs
- Strong home-school partnerships

Consistent with this policy is an effort, within financial feasibility, to make our facilities accessible for students with disabilities or diverse abilities. In alignment with our commitment to inclusive education and in compliance with human rights principles, we recognize the vital role of collaboration between families and the school in supporting student success. To ensure the best possible learning environment for each child, it is essential that parents actively engage with the school in a spirit of partnership, including supporting efforts to gather relevant information from professionals when necessary. This collaborative approach allows the school to provide appropriate, evidence-based supports that align with the student's needs while respecting the rights and perspectives of families.

Schools must establish a local policy and procedural document aligned with this policy and informed by Appendix A, to ensure the effective implementation of inclusive education practices.

Reference https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/inclusive-education (2023) Inclusive Education – BC Ministry of Education	Approved Board of Directors
	Date Approved Date Approved: Pre - 1996
	Date(s) Revised



General School Administration

Inclusive Education (formerly Special Education)

Policy 421

Inclusive Education Services: A Manual of Policies,
Procedures and Guidelines (PDF) (2024)

Cross-reference

Policy 401 - Admissions

Policy 407 – Student Code of Conduct

Policy 412 – Parent, Guardian Code of Conduct

Church documents:

Evangelii Gaudium (2013)

Amoris Laetitia (2016)

Fratelli Tutti (2020)

Gravissimum Educationis (1965)

Educating to Fraternal Humanism (2017)

Pontifical Academy of Social Sciences (2024)

Fe y Alegría Model (2019)

Christus Vivit (2019)

United States Conference of Catholic Bishops
(USCCB 1995)

National Catholic Partnership on Disabilities (NCPD,
2015)

May 6, 2014

July 8, 2025

APPENDIX "K"

RESPONDING TO STUDENT ABUSE/NEGLECT 405

General School Administration

Responding to Student Abuse and Neglect (Reporting and Investigating)

Policy 405



Rationale

Every student has a right to freedom from abuse, neglect, and violence. Child abuse is a serious societal issue. As "service providers", all CISVA and School Personnel must be aware of signs of child abuse or neglect and know how to respond to them.

Policy

CISVA policies prohibit any form of child abuse, neglect, or violence. School personnel are responsible both for reporting suspected child abuse and neglect and for cooperating with resulting investigations. Identifying and supporting students who have experienced child abuse and neglect are important in meeting these responsibilities.

This policy, as well as the *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse* and *The BC Handbook for Action on Child Abuse and Neglect* provide guidelines for CISVA and School Personnel when responding to child abuse and neglect. They also underscore the importance of a collaborative approach among service providers, the Ministry of Children and Family Development (MCFD), and the police for an effective response to incidents of suspected child abuse and neglect.

To provide certainty for school officials, child welfare workers, and police, CISVA personnel should refer to the *Child, Family and Community Service Act* (CFCSA, Sections 13 and 14) and the *BC Handbook for Action on Child Abuse and Neglect* when addressing potential instances of child abuse and neglect.

Procedure

Anyone who has reason to believe that a child is in need of protection (as defined below), has the legal duty to report the concern to a child welfare worker.

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 a person has reason to believe that the child is in immediate danger, call 911.**

- A. At the beginning of each school year, the school principal will review with all school personnel the following 3 documents:
 - a. "*BC Handbook for Action on Child Abuse and Neglect*" (BC Ministry of Children and Family Development)
 - b. "*Responding to Child Welfare Concerns*" (BC Ministry of Children and Family Development)



- c. *"Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse"* (Office of the Inspector of Independent Schools BC)
- B. The school principal is designated as the 'Appointed School Official' (ASO) and an 'Alternate Appointed School Official' (AASO) must be 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).
- C. The school will include the names of the ASO and the AASO in its local school handbook.
ASO: Maureen Griffin (Principal) / AASO: Gail Imoo (Vice Principal)
- D. 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.
- E. School personnel will inform the principal (or another school official if the principal is the alleged offender) of a report as soon as possible.
- F. School personnel will co-operate with the resulting investigation.
- G. School personnel will support students who have experienced child abuse, neglect, or violence.
- H. Any information that is gathered by School personnel in carrying out any responsibilities under this Policy will be handled in accordance with the *Personal Information Protection Act* and the *BC Handbook for Action on Child Abuse and Neglect*.

The Investigation Process

Investigations into child abuse or neglect are the responsibility of child welfare workers, not School Personnel. However, there may be situations where School Personnel require further information before determining whether there is reason to believe a child needs protection such that the matter should be reported. School Personnel can seek clarification on certain information that they receive (for example, clarifying a statement the child has made, or inquiring about a child's provisions, such as lunch or clothes) to determine whether to make a report. Generally speaking, School Personnel should avoid interviewing the child or youth, as it is the child welfare worker's responsibility to determine whether child abuse or neglect has taken or is taking place and to decide on the appropriate action to take. For further guidance on how and when to seek further information in order to determine whether to make a report, please refer to pages 39-42 of the BC Handbook for Action on Child Abuse and Neglect.

**Rationale**

Every student has a right to freedom from abuse, neglect, and violence. Child abuse is a serious societal issue. As "service providers", all CISVA and School Personnel must be aware of signs of child abuse or neglect and know how to respond to them.

Policy

CISVA policies prohibit any form of child abuse, neglect, or violence. School personnel are responsible both for reporting suspected child abuse and neglect and for cooperating with resulting investigations. Identifying and supporting students who have experienced child abuse and neglect are important in meeting these responsibilities.

This policy, as well as the *Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse* and *The BC Handbook for Action on Child Abuse and Neglect* provide guidelines for CISVA and School Personnel when responding to child abuse and neglect. They also underscore the importance of a collaborative approach among service providers, the Ministry of Children and Family Development (MCFD), and the police for an effective response to incidents of suspected child abuse and neglect.

To provide certainty for school officials, child welfare workers, and police, CISVA personnel should refer to the *Child, Family and Community Service Act* (CFCSA, Sections 13 and 14) and the *BC Handbook for Action on Child Abuse and Neglect* when addressing potential instances of child abuse and neglect.

Procedure

Anyone who has reason to believe that a child is in need of protection (as defined below), has the legal duty to report the concern to a child welfare worker.

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 a person has reason to believe that the child is in immediate danger, call 911.**

- A. At the beginning of each school year, the school principal will review with all school personnel the following 3 documents:
 - a. "*BC Handbook for Action on Child Abuse and Neglect*" (BC Ministry of Children and Family Development)
 - b. "*Responding to Child Welfare Concerns*" (BC Ministry of Children and Family Development)



- c. *"Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse"* (Office of the Inspector of Independent Schools BC)
- B. The school principal is designated as the 'Appointed School Official' (ASO) and an 'Alternate Appointed School Official' (AASO) must be 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)*.
- C. The school will include the names of the ASO and the AASO in its local school handbook.
- D. 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.
- E. School personnel will inform the principal (or another school official if the principal is the alleged offender) of a report as soon as possible.
- F. School personnel will co-operate with the resulting investigation.
- G. School personnel will support students who have experienced child abuse, neglect, or violence.
- H. Any information that is gathered by School personnel in carrying out any responsibilities under this Policy will be handled in accordance with the *Personal Information Protection Act* and the *BC Handbook for Action on Child Abuse and Neglect*.

The Investigation Process

Investigations into child abuse or neglect are the responsibility of child welfare workers, not School Personnel. However, there may be situations where School Personnel require further information before determining whether there is reason to believe a child needs protection such that the matter should be reported. School Personnel can seek clarification on certain information that they receive (for example, clarifying a statement the child has made, or inquiring about a child's provisions, such as lunch or clothes) to determine whether to make a report. Generally speaking, School Personnel should avoid interviewing the child or youth, as it is the child welfare worker's responsibility to determine whether child abuse or neglect has taken or is taking place and to decide on the appropriate action to take. For further guidance on how and when to seek further information in order to determine whether to make a report, please refer to pages 39-42 of the BC Handbook for Action on Child Abuse and Neglect.



Summary of Roles and Responsibilities

1. Parents/Guardians: Parents/Guardians are primarily responsible for children's safety and well-being. Where parents/guardians 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.
2. Ministry of Children and Family Development: MCFD has lead responsibility for responding to suspected child abuse and neglect. Child welfare workers employed by MCFD are delegated under the CFCSA to assess reports, provide support services, investigate as needed and collaborate with other service providers, such as police, school personnel, health practitioners, etc. to help ensure the safety and well-being of children and youth. In cases involving aboriginal children the Ministry has formal agreements with many Aboriginal communities, whereby it delegates authority to an Aboriginal Child and Family Services Agency, which provide services to aboriginal communities.
3. Police: Police officers and child welfare workers have complementary roles in responding to reports of suspected child abuse or neglect. Police can respond quickly to protect children and youth who are in immediate danger. They also play a key role when a criminal offence may have been committed against a child or youth. Police have authority under the Criminal Code of Canada and the Child, Family and Community Service Act to respond:
 - When a child or youth is in immediate danger; and
 - When a criminal offence against a child or youth is suspected.
 - When an officer has reasonable grounds to believe that a child's or youth's safety or well-being is in immediate danger, the officer has authority to take charge of the child or youth and notify a child welfare worker as quickly as possible.

Where a criminal offence against a child or youth is suspected, police may investigate, working in collaboration with child welfare workers.

4. School: As service providers, School Personnel must be aware of signs of possible child abuse or neglect and respond to any concern about a child's safety or well-being and are required to:
 - Report any instances of abuse or neglect to a child welfare worker (or if the child is in immediate danger, call the police first)
 - Cooperate fully with the Ministry of Children & Family Development and the police in regard to any investigations.



In terms of fulfilling the obligations above, and if an investigation is initiated, the ASO is primarily responsible for liaising with the child welfare worker and/or police as applicable. The ASO can seek appropriate guidance from the child welfare worker and/or police in regard to matters such as:

- Communications with parents/guardians – including whether the parent/guardian will be contacted about the investigation, and if so by whom and when;
- Arranging interviews of the child with the child welfare worker and/or police.

The child welfare worker and/or police is ultimately responsible for determining the structure of interviews, including where to interview the child, who should be in attendance and whether the parent/guardian will be contacted in advance of or subsequent to the interview taking place.

A child welfare worker may ask school personnel to [see BC Handbook age page 49]:

- Offer an appropriate place to interview the child;
- Attend the interview to support the child, if requested;
- Offer support to the child or family, if requested.

The ASO is also responsible for working with childcare workers to determine whether a child has been harmed by someone who works or volunteers at the school or works on contract for the school. The role of the alternate appointed school official is to ensure the continuity of the reporting and investigation process in the event of possible involvement of the primary appointed official in a matter that falls under section 14 of the CFCSA.

The ASO may be required to:

- investigate on behalf of the school authority whether there is a duty to report;
 - 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/guardians 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.
5. 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 others with the exception of solicitor-client privilege or confidentiality provisions of the federal *Youth Criminal Justice Act*.



Application of Other Policies:

To ensure that School Personnel can report instances of suspected child abuse and neglect without fear of reprisal, consistent with the protections provided under the *CFCSA*, as well as to protect the privacy and well-being of children who disclose instances of abuse or neglect, Policy 302 (Major Complaints) does not apply to any actions or decision by School Personnel pursuant to this Policy. In particular, no complaint can be made under Policy 302 in respect of:

- Reports by School Personnel to the police or to a child welfare worker, of a child in need of protection;
- Any actions taken by School Personnel on the direction of the police or a child welfare worker, pursuant to this policy;
- The School personnel carrying out any obligations or duties pursuant to this Policy.

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:

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96046_01

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.

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;
 - l. 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.
- (1.2) For the purpose of subsection (1) (a) and (c) but without limiting the circumstances that may increase the likelihood of physical harm to a child, the likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with whom the child resides.
- (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.

Part 3, Section 14 of the *"Child, Family and Community Service Act 1996"* (amended 2002) quoted below clarifies the duty to report need for protection

- 14**
- (1) A person who has reason to believe that a child needs protection under section 13 must promptly report the matter to a director or a person designated by a director.
 - (2) Subsection (1) applies even if the information on which the belief is based
 - (a) is privileged, except as a result of a solicitor-client relationship, or
 - (b) is confidential and its disclosure is prohibited under another Act.
 - (3) A person who contravenes subsection (1) commits an offence.
 - (4) A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.
 - (5) No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.



(6) A person who commits an offence under this section is liable to a fine of up to \$10 000 or to imprisonment for up to 6 months, or to both.

(7) The limitation period governing the commencement of a proceeding under the *Offence Act* does not apply to a proceeding relating to an offence under this section.

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

<https://laws.justice.gc.ca/PDF/C-46.pdf>

Appendix B – Glossary / Definitions

Several 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 (ASO): the school principal.

Alternate Appointed School Official (AASO): Is appointed by the principal. If the ASO is not available, then the AASO fulfils this role.

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.

References Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/sos_guide_independent_schools.pdf The BC Handbook for Action on Child Abuse and Neglect https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf Child, Family and Community Service Act (CFCSA)	Approved Board of Directors Date Approved January 4, 2004
	Revisions June 21, 2007 October 14, 2009 October 5, 2010



General School Administration

Responding to Student Abuse and Neglect (Reporting and Investigating)

Policy 405

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96046_01

Delegated Aboriginal Child and Family Services Agencies

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/services-supports-for-parents-with-young-children/reporting-monitoring/04-accountability/04-5-delegated-child-family-service-agencies/agency_list.pdf

References

- *Student Records: Requirements and Best Practice Guidelines for Independent Schools* (Office of the Inspector of Independent Schools BC)
- Personal Information Protection Act (PIPA)
- Youth Criminal Justice Act
- Abuse Sample Policy/FISA BC

December 7, 2010
February 8, 2012
June 7, 2016
May 12, 2021
January 4, 2022
July 8, 2025



APPENDIX "L"

General School Administration

Student Health

STUDENT HEALTH

Policy 406

Rationale

To promote the health of students, 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.

In addition, schools are required to be free of all tobacco and vapour products both within and on school premises.

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:
 - Distribute immunization information and consent forms (VCH, FHA, school and/or CISVA information are distributed as necessary);
 - Collect completed forms for the community health nurse (to be handed over to the community nurse once collected);
 - Provide a safe environment in the school for delivery of the immunization program.
- The Parent/Guardian will:
 - Provide immunization records when a student registers in the school for the first time.
 - Provide a completed consent form for the student for all immunizations (consent form will indicate yes or no).
- The Student will:
 - Return signed parental consent forms to the school (no student can give personal consent for an immunization).
 - 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 bag lined 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.
 - Provide training for all staff members in the use of the epinephrine injector.
 - Telephone 911 and inform that a child is having an anaphylactic reaction.
 - Telephone parents/guardians.
 - 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.
 - Location of Epinephrine:
 - Epinephrine injectors provided by the parent/guardian should be kept in a covered and secure area (unlocked) known to all staff.
 - As soon as students are old enough they should carry their own injectors.
 - 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

- 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

- 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 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(s) 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 a written report filed. The 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.

Smoke and Vapour Product-Free Environments

The Tobacco and Vapour Products Control Act prohibits all persons from smoking or using tobacco, or holding lighted tobacco in a school building. All vehicles and grounds shall be smoke and vapour product free. A person must not smoke or use tobacco, or hold lighted tobacco, or be in possession of a vapour product device in or on school property. A person must not use an e-cigarette, or hold an activated e-cigarette, in or on school property.

Schools are to ensure that this is reflected in their student and parent handbooks.

Reference BC Health Act Vancouver Coastal Health website (student health) Fraser Health Regional Health Protection Guideline (VCH) Mayo Clinic website (head injuries) 'thinkfirst' Football BC – www.playfootball.bc.ca (concussions) Cross-reference Policy 412 – Parent/ Guardian Code of Conduct Policy 434 – Anaphylaxis	Approved Board of Directors
	Date Approved 3 January 2012
	Date(s) Revised 5 June 2018

APPENDIX "M"

ST. PAUL SCHOOL POLICY REGARDING ANAPHYLAXIS/ALLERGY AWARENESS

Anaphylaxis is a severe, life-threatening reaction to an allergen (a substance that causes allergy). Reactions are often rapid, occurring within seconds of exposure, and in some cases to only microscopic amounts of the allergen.

Peanut products are by far the most common allergens causing anaphylaxis. Peanut butter presents particular challenges in terms of cleanliness and cross-contamination. Examples of other life-threatening allergens are:

- foods, e.g. eggs, fish, milk nut products
- insect stings
- drugs e.g. penicillin
- latex

Ensuring the safety of anaphylactic children in a school setting depends on the cooperation of the entire school community. To minimize the risk of exposure, and to ensure rapid response to emergencies, parents, students, and school personnel must all understand and fulfill their responsibilities. For efficient retrieval, the school requires that each student in **Grades 1 to 7** who necessitates the use of an injection kit **must carry an up-to-date auto injector kit on his/her body at all times**. This is accomplished through the use of a "fanny-pack" or auto injector kit pack that straps to the child's waist, belt or belt loop. A second injection kit will also be provided to the school office for back up. Kindergarten students who require the use of an injection kit will also provide 2 injection kits to the school; one to the school office, and one that will be supervised by the classroom teacher. **Kindergarten students are not required to carry their injection kit on their body. It will be supervised and stored by the classroom teacher.**

Responsibilities of the Parents of a Child who has anaphylaxis:

- Inform the school of their child's allergies.
- Provide a medic alert bracelet for their child.
- Provide the school with physician's instructions for administering medication.
- Provide the school with 2 up-to-date injection kits, and keep them current; one to keep in the office, and one for the child to carry at all times. (Gr. 1-7)
- Provide the child with an injection kit pack to carry at all times. (Gr. 1-7)
- Provide support to school and teachers as requested.
- Provide permission to post photographs and medical information in key locations such as the classroom, staff room, nurse's room, etc.
- Participate in parent support groups.
- Assist in school communication plans.
- Review the school action plan with school personnel.
- Help supply information for school publications such as:
 - recipes;
 - foods to avoid;
 - alternate snack suggestions; and resources

When possible, provide approval of and permission for all foods eaten outside the home. Alternative treats for occasions when parents are unable to give approval should be supplied by the family of the student to replace foods involved in an event if needed. These items should be labeled with the student's name and class and may be stored in the school. For Parish/Community/School functions occurring outside of school hours, parents are responsible for the communication related to food if their children are attending. Alternative food may need to be provided.

Teach their child:

- to recognize the first symptoms of an anaphylactic reaction;
- to know where the medication is kept, and who can get it;
- to communicate clearly when he/she feels a reaction starting;
- to carry his/her own auto-injector in a fanny-pack;
- not to share snacks, lunches or drinks
- to report bullying and threats to an adult in authority;
- to take as much responsibility as possible his/her own safety.
- to understand that there will be times where the child will not be able to share in the same things as their peers.

Responsibilities of the School:

- Work as closely as possible with the parents of the anaphylactic child.
- Ensure that the parents have completed all necessary forms.
- Ensure the instructions from the child's physician are on file.
- Notify the school community at the beginning of the school year of the anaphylactic child, the allergens, and the treatment.
- Post allergy-alert forms in the staff room and office.
- Maintain up-to-date emergency contacts and telephone numbers.
- Ensure that all staff and volunteers have annually received instruction with the auto-injector.
- Ensure that all substitute teachers are informed of the presence of an anaphylactic child, and have been adequately trained to deal with an emergency.
- Inform all parents that a child with life-threatening allergies is attending the class/school, and ask their support.
- Develop a school policy for reducing risk in classrooms and common areas.
- Follow disciplinary procedure for dealing with bullying and threats.

Responsibilities of School Staff:

- Display a photo/poster in the classroom, with parent approval.
- Discuss anaphylaxis with the class, in age-appropriate terms.
- Encourage students not to share lunches, trade snacks, utensils, or containers.
- Choose allergy-free foods for classroom events.
- Notify the parent of the anaphylactic child at least 24 hrs prior to a school event (when possible/practical) where outside food will be consumed, so that the parent may have the opportunity to come in and approve any outside food.

- When parent approval is not possible/practical, only pre-approved food that is kept at school may be given.
- Encourage the child with anaphylaxis to take mealtime precautions such as:
- placing food on wax paper or napkin rather than on desk or table;
- taking only one item at a time from the lunch bag to prevent others from touching food;
- packing up their lunch and leaving it with lunch supervisors, if it is necessary to leave the room during lunchtime.
- Establish procedures to ensure that the anaphylactic child eats only what he/she brings from home.
- Establish at least one common eating area, or a section, that is "allergen-aware".
- Refrain from having anaphylactic child involved with garbage disposal, yard clean-ups, or other activities which would bring them into contact with food wrappers, containers, or debris.
- Allow the child to keep the same desk all year.
- Reinforce hand-washing before and after eating.
- Facilitate communication with other parents.
- Follow the school policies for reducing risk in classrooms and common areas.
- Enforce school rules about bullying and threats.
- Leave information in an organized, prominent, accessible and highly visible format for substitute teachers. If it is not posted in the classroom, it should be in the teacher's daybook.

Responsibilities of the Public Health/School Nurse

- Consult with and provide information to parents, students and school personnel.
- Participate in planning school policy.
- Participate in in-service and auto-injector training.
- Assist in developing emergency response plans.
- Refer known cases of anaphylaxis to the school principal.

Responsibilities of Students who have anaphylaxis:

- Carry an auto-injector on his/her body at all times (Gr. 1-7)
- Know how to use an auto-injector.
- Take as much responsibility as possible in avoiding allergens.
- Eat only foods brought from home.
- Take responsibility for checking labels and monitoring intake (older students).
- Wash hands before/after eating.
- Learn to recognize symptoms of an anaphylactic reaction.
- Promptly inform an adult as soon as accidental exposure occurs.
- Promptly inform an adult as soon as symptoms appear.

Responsibilities of All Parents

- Do not send peanut or nut containing foods to school for snacks or lunches.
- Home-made items that are brought to school should be prepared without peanut or nut ingredients, and with steps to avoid cross contamination with peanuts or nuts. This includes baking on clean surfaces with clean baking equipment, and keeping all peanut or nut products stored away from the baking area and baked items.
- Provide a list of all ingredients of foods prepared at home that are brought to the class of an anaphylactic child.
- Participate in parent information sessions.
- Encourage children to respect anaphylactic children and school policies.
- Bring concerns about controlling the contents of school lunches and snacks to the principal, not to the parents of the child with anaphylaxis

Responsibilities of All Students

- Learn to recognize symptoms of anaphylactic reaction.
- Avoid sharing food, especially with anaphylactic children.
- Follow school rules about keeping allergens out of the classroom.
- Follow school rules about washing hands.
- Refrain from "bullying" or "teasing" a child with a food allergy.