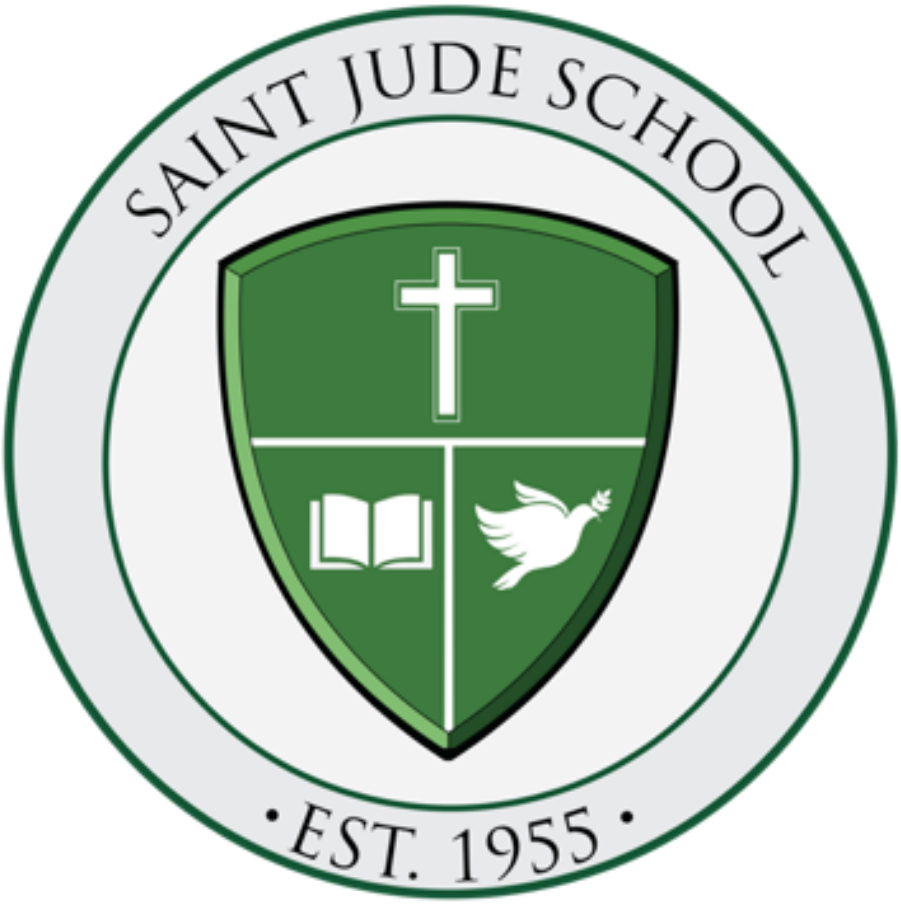



# Parent Handbook

# ST. JUDE SCHOOL

## POLICIES AND PROCEDURES A

## HANDBOOK FOR PARENTS

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# SECTION I – GENERAL INFORMATION

## MISSION

Our Catholic schools provide each student with an education rooted in the Gospel of Jesus Christ. Guided by the Holy Spirit and Catholic teaching, in partnership with home and parish, our schools foster the growth of responsible citizens who will live, celebrate, and proclaim their faith.

## PHILOSOPHY

As the Christian Community of St. Jude Parish, we are committed to the Catholic Education of the whole child as a unique gift from God.

We believe in fostering the knowledge and wisdom of the Father's creation by, first, deepening our own faith, and then by imparting this faith to our students.

We strive to help the children develop a sense of responsibility for and appreciation of themselves, their family, and their community, bearing witness to their faith in all they do.

## DESCRIPTION

St. Jude School belongs to the Catholic Independent Schools of the Archdiocese of Vancouver. The school was established in 1955 to serve the education needs of the parish and neighbouring communities.

The school follows the policies and procedures of the Catholic Independent Schools of Vancouver Archdiocese and has its own elected Education Committee to ensure its implementation and application at St. Jude School.

Members of the teaching staff are well-qualified and hold valid B.C. Teaching Certificates. Our teachers are wholly dedicated and committed to their profession, and all teachers are aware of the vital role they play in the education and development of the students.

## PARISH EDUCATION COMMITTEE (PEC)

The Parish Education Committee is composed of seven members (5 elected and 2 appointed). The PEC assists the Pastor in ensuring that educational policies are followed. It also handles issues related to the physical structure of the school, and the business and finances pertaining to it. Meetings are held once a month.

### Responsibilities of the Parish Education Committee

The Parish Education Committee will assist the pastor in the following responsibilities as listed in the Archdiocesan Policy Manual:

1. To see that the policies of the Catholic Independent Schools of Vancouver Archdiocese (CISVA) are followed in our school.

2. To help prepare and maintain the budget for the operation and maintenance of our school.

3. To ensure that proper records are kept for the purposes of claiming government grants and for submitting reports to the Executive Committee of the CISVA.

4. To adhere to the hiring policies of the society in hiring teachers, and to the renewal and non-renewal of teachers' contracts with the approval of the pastor and consultation with the principal.

5. To oversee the day-to-day running of our school, in such areas as collection of tuition fees, payment of operating expenses, maintenance, etc.

6. To ensure that secure places are provided for confidential and sensitive material.

7. To assume other duties as are assigned from time to time by the CISVA.

## CHRISTIAN FORMATION

Christian education is integrated throughout the day and into all curricular and co-curricular areas. The Christian formation throughout the levels consists of helping the children to live with God and to enter day after day into His plan of salvation. Daily religious instruction, prayer times, weekly Masses, and assemblies help to foster Christian community.

Parents are encouraged to join the staff and students at our weekly School Masses which are usually held on Wednesdays at 9am. Parents are also encouraged to join our school assemblies as scheduled on our school calendar.

## ACADEMICS

All teachers follow the curriculum guidelines set out by the Ministry of Education. We are committed to guiding each child to reach his/her potential and are constantly re-evaluating our academic programs to see how to better meet the needs of all our students. St. Jude School follows the curriculum set by the B.C. Ministry of Education. In addition to the B.C. Curriculum, St. Jude School offers Christian Education. The principles of a Catholic worldview are integrated into all our instruction.

Extra-curricular activities are also an important part of our school, providing opportunities for students to participate and develop skills in areas outside the regular school curriculum. These activities serve to build community and support the basic goals of our school. St. Jude School staff members are dedicated to offering programs outside

of instructional/school time. Activities include sports (e.g. cross-country, volleyball, basketball, badminton, and track and field), as well as choir, drama, art, etc. Extra-curricular activities together with educational field trips contribute to a well-balanced program.

## NORMAL BELL SCHEDULE

8:20 a.m. - Supervision starts
8:30 a.m. - Warning Bell
8:40 a.m. - Bell to begin morning session
10:00 a.m. - Recess
10:15 a.m. - Recess ends
11:55 a.m. - Angelus
12:15 p.m. - Lunch Recess
12:45 p.m. - Recess ends
3:00 p.m. - Final Dismissal
3:15 p.m. - Supervision ends

* Office Hours - 8:30 a.m.- 3:30 p.m.

### Tardiness

Continual tardiness is disruptive to the start of the day, not only for the student, but also for the class. Children should arrive at school no later than 8:35 a.m. A student who is continually tardy will be expected to make up the time missed and make a plan for arriving on time.

## HOMEWORK

### Definition

Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work. There are three types of homework: practice, preparation, and extension.

Practice assignments reinforce newly acquired skills. Preparation assignments help students get ready for activities that will occur in the classroom. Extension assignments are frequently long-term continuing projects that parallel classwork.

### Guidelines

The purpose of homework is to augment the learning process. Thus, each homework assignment must be designed to enhance the educational growth of the student and must not require the use of resources not readily available to the student. There will be no new material in homework assignments, that is, students will have been taught in

class how to complete each homework assignment. Each homework assignment should also consider individual student needs and abilities.

Students will benefit most when homework is designed to accomplish specific goals which are clearly understood by students and parents.

Homework is more effective when it is actively supported at home. To this end, homework assignments will be noted daily in the students' agenda book. The agenda book will also be used for communication between teacher and parent regarding any problems or issues that arise with homework.

All homework will be checked for completion by the teacher.

Maximum Homework time per school day:

Kindergarten, Grade 1 & 2: 15 minutes recommended daily reading with parents

Grade 3: 30 minutes

Grade 4 & 5: 45 minutes

Grade 6 & 7: 60 minutes

## ATHLETICS

At St. Jude School we belong to the CISVA Athletic Association. We promote athletics at our school because we believe that sports are a wonderful teacher of important life lessons. We expect students and parents to always display sportsmanship and commitment to the sports. Joining a team and then quitting during the season is not acceptable and will result in the child not being able to participate in other sports that year.

Playing time is to be determined by the coach and within the rules of the CISVA Athletic Association. Playing time is not always equal and attendance at practice, as well as athletic skill and ability, contributes to playing time. Concerns about playing time are to be brought to the Teacher Sponsor for the team. Parent coaches are not to be approached.

Positive encouragement of the students is welcomed. It is understandable that parents will be enthusiastic in their cheering and support. However, **parents must not engage with scorekeepers or referees**. Challenging referees or scorekeepers is the role and responsibility of the coach only.

## EXTRA CURRICULAR CLUBS

At St. Jude School we promote various clubs to further the growth of students. Participation in clubs is encouraged but not mandated. It is important to recognize that

clubs, such as chess or art or choir, may not be available to all students. Age restrictions as well as the size of the club are to be determined by the sponsor teacher. All clubs must be sponsored by a teacher and must align with the mission and philosophy of our school.

## FIELD TRIPS

St. Jude School recognizes the importance of field trips as an integral part of the curriculum and an extension of what is being taught in the classroom. A parent's signature is required on a consent form for a child to attend any trip, outing, or extra curricular activity. By signing the consent form, the parent agrees that the activity is suitable for their child; therefore, it is important for the parent to consider the nature of the activities described on the form. **Handwritten, faxed, general consent notes, or verbal consent does not constitute consent or replace the school's official signed consent form.**

### Field Trip Frequency

- Teachers are required to complete a minimum of two field trips per school year.

### Field Trip Communication to Parents

- Teachers are required to communicate with parents a minimum of two weeks prior to any field trip is scheduled. Teachers are to include a cover letter explaining the field trip and its rationale, itinerary, description of program, and transportation methodology as well as any costs. Permission forms and risk assessment forms are a standard part of any field trip. Teachers are to then communicate in writing to parents how many chaperones are required.

-

### Field Trip Safety and Emergencies

- Teachers are required to plan for emergencies by first ensuring that they have an accurate count of all students and they have brought their field trip first aid kits with them containing the important medical information for each student entrusted to their care. **Teachers are to check in with the Bus Driver for any field trip and ask when the last inspection of the bus was performed. The Supervising Teacher is to check with the Bus Driver about who will go over the evacuation procedure in the event of such an emergency.**

- If an emergency situation occurs staff are instructed to follow a communication tree in which they first call 9-1-1 if the situation calls for it and then they are to call the Principal who will then communicate out to parents. If the situation is a non-emergency, such as a traffic jam that will cause students to be 1 hour later than expected, then the Supervising Teacher is to contact the Principal and the Principal will report out the affected parents. The teacher is not to contact parents directly as they must remain focussed on the students.

- Teachers are to plan field trips with safety at the forefront of their minds. Students are to be always supervised. The ratio of supervisor to student in primary is 1:5 and in intermediate the ratio is 1:8. Special permission slips are created for high-risk activities and the ratio of supervisor to student may be greater than what is posted above.

### Field Trip Safety and Emergencies – Anaphylaxis

- Teachers are required to plan for anaphylactic emergencies and take steps to minimize risk. To do this, teachers are to ensure that any food served as part of the field trip is allergy aware and if possible, nut free. Teachers are to ensure that students with Anaphylaxis have an up-to-date epi pen with them while on the field trip. Teachers have been trained by Vancouver Coastal Health on how to administer the epi pen.

### Field Trip Expectations for Drivers/Supervisors:

- Drivers/Supervisors will be given a list of the students who will travel in their car.
- Students must travel in the car to which they are assigned.
- The teacher will inform you of the students you will be expected to supervise during the field trip. (These may or may not be the same students you drive.)
- Each student must wear his/her own seatbelt.
- Drivers are to drive directly to and from the field trip location.
- Drivers are not to stop for food or drinks, etc.
- Drivers are to stay with students they drive upon arrival at the trip destination until the teacher arrives.
- Upon returning to school, drivers should wait in the parking lot until the teacher arrives to escort the entire group into the school.
- Students are not to use food vending machines or concessions while on field trips.
- Driver/Supervisors are expected to insist on respectful behaviour in their car and while on the trip, and to report any problems directly to the teacher.
- Driver/Supervisors are expected to actively supervise the students in their care; therefore, preschool and other siblings are not to attend field trips.
- Drivers are required to fill out a "Driver's Certification" form prior to driving students to any trip; outing, or extra-curricular activity.

## PATRIOTS CLUB

At St. Jude School we offer an After School Club. The purpose of the club is to provide a safe place that students can go to while their parents make their way to the school. Patriots Club offers a range of activities for students to participate in. The school employs a staff member to run the club daily from 3:00-6:00pm and from 12:00 – 6:00pm on half days. There is a cost associated with the club. For further information about the club, including cost breakdown, please email afterschool@stjude.ca.

## VISITORS AND HALLWAYS

Student safety is a priority for our school. All visitors to the school must sign in at the office and wear a Visitor ID badge. No parent is to enter the hallway of the school without signing in at the office with the secretary or principal. Parents are not to enter the hallways once school is in session as it can be distracting to students trying to learn.

## GUM CHEWING

There is to be no chewing of gum at any time during school hours, recess time or after school, or at school sponsored events.

## HOT LUNCH

The school offers hot lunch on Tuesdays, Wednesdays, and Thursdays. We use Munchalunch as a platform for ordering and payment. If you order hot lunch and your child is away, you will need to call the office to arrange for pickup of the lunch. Failure to call will result in the lunch being given away or discarded as we do not store lunches overnight.

## TRADING CARDS

Trading cards are not allowed on school grounds. Trading cards such as Pokémon cards are prohibited as they become distracting and cause too many conflicts. Any trading cards found on site will be confiscated by staff.

## TELEPHONE

Student-placed calls are limited to emergency calls home and students must obtain permission from a teacher before using the phone in the office.

## LEAVING SCHOOL GROUNDS

Students may not leave the school grounds to purchase lunch. Once dismissed at the end of the school day, students are not permitted to leave the grounds to purchase food etc., and return.

## CARE OF BOOKS

Proper care of all books, whether they are the property of the school or the pupils, is an important part of every child's learning. We ask the parent's cooperation in seeing that any loaned books are well cared for while in the possession of your child. All textbooks should be returned to the school each day. A student will be expected to pay for lost or destroyed texts or library books.

## LOST ARTICLES AND CLOTHING

Students are encouraged to place all found items in the "Lost and Found Box" which is located outside the secretary's office. Unclaimed items will be donated/discarded after a period of time.

## VISITORS/CLASSROOM DELIVERIES

For the safety of our students and staff, all visitors to the school are required to report to the secretary's office where a "VISITOR" tag will be issued. Parents may not go to their child's classroom during instructional times unless permission has been obtained from the teacher or from the office. Lunches or other items brought to school after the 8:45 a.m. bell, marked with your child's name and grade, are to be taken to the office.

If parents wish to discuss their child with the classroom teacher or principal, they should notify the school in advance.

## CHANGE OF ADDRESS/TELEPHONE/EMAIL

Please notify the office if you change your address and/or telephone number or if the emergency contact phone number is changed. Please also make sure that emails are up to date and are working.

## PARENT-TEACHER COMMUNICATION

Communication between the school and the home is essential. It enables parents and teachers to discuss the needs of the child. Concerns regarding any aspect of the child's development should be discussed immediately to ensure the child's continued progress. The school and the home must work together to provide the best possible learning situation for the child. Parents and teachers are expected to always maintain open communication as it is easier to handle a concern before it becomes a problem.

At the beginning of the year, a *Meet the Teacher* evening is held to review policies, discuss goals for the year, and introduce new staff. Parents are invited to meet their child's classroom teacher and learn about the academic program and expectations for that grade.

Other meetings may be called during the year to keep parents informed. Parents with children in Grade 2 and/or Grade 7 are to attend all parent evenings and activities associated with the Sacramental program taught in those grades.

Newsletters are emailed out through MailChimp every Friday (except during the holidays). Please ensure that your email is accurate and up to date with the school office. Please read newsletters carefully as important information and dates are communicated. Our website contains important calendar dates and reminders. Please refer to it often.

### Email Communication

Emails can be an effective means of communication. St. Jude School believes that emails are best used for setting up appointments, for sending important reminders and information, and for asking questions of clarification. Emails are not to be used for discussing conflicts and problems. Emails are not to be lengthy as there is greater room for miscommunication and misinterpretation. If parents have concerns, we always recommend setting up appointments to meet with the teacher. The staff at the school will check their email daily during the work week and as a practice they have 24 to 48

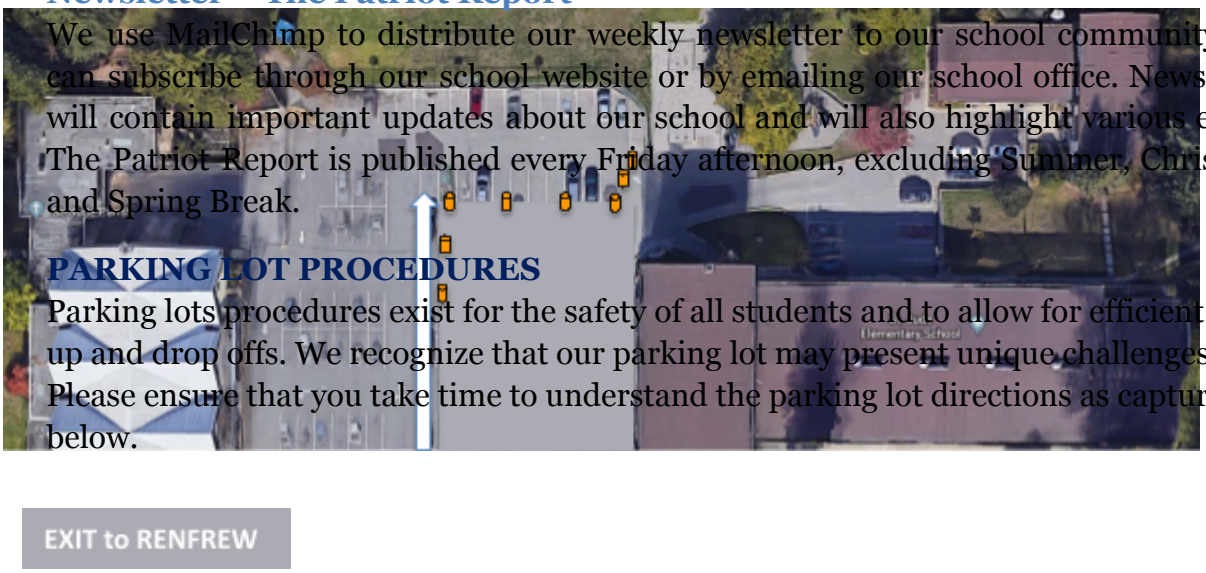
hours to respond.

## Newsletter – The Patriot Report

We use MailChimp to distribute our weekly newsletter to our school community. You can subscribe through our school website or by emailing our school office. Newsletters will contain important updates about our school and will also highlight various events. The Patriot Report is published every Friday afternoon, excluding Summer, Christmas, and Spring Break.

## PARKING LOT PROCEDURES

Parking lots procedures exist for the safety of all students and to allow for efficient pick up and drop offs. We recognize that our parking lot may present unique challenges. Please ensure that you take time to understand the parking lot directions as captured below.




The picture attempts to show you how the parking lot operates. Please do not stop or park in front of the school on East 15th. When using the drop off lane (larger white arrow above), please be sure to pull up to the front of the lane to allow for more cars behind to use the drop off lane. Please be very careful when pulling out and when backing up.

Remind your children to always watch for cars. Absolutely no speeding or aggressive driving should occur in the parking lot.

## Pick Up Regulations

1. Students waiting for pick up will wait in the designated area in front of the school cafeteria.
2. Cars enter the parking lot through the middle driveway off 15th Avenue
3. Cars are to park in a parking spot.

4. Parents walk to "student waiting area" to pick up child/ren. (The teacher supervisor will ensure that all students are safe in the waiting area until a parent picks them up.)
5. Cars leave parking lot following patterns as for drop off.

**Please use great caution when entering and leaving the parking lot. Please also note that it is very dangerous to park your car directly in the entrance of the school on 15th Avenue, and to drop off/pick up on 15th Avenue.**

## INCLEMENT WEATHER

St. Jude School will try to stay open for all school days. It is never an easy decision to close a school. There are somethings that make our school unique and could impact our ability to stay open. First is that we are a commuter school. Students and staff travel (some of us long distances) to get to the school. Second, we are a feeder school to Notre Dame and it can become confusing if they close and we remain open. Third, we live in a region that does not get much snow and many drivers are ill prepared to drive in snow yet do so anyway. The risk of car accidents greatly increases in such conditions.

When snow is in the forecast, the Principal will make every attempt to make the decision by no later than 7am. The Principal will confer with the PEC, with Notre Dame Secondary with other principals, and with those in the area with respect to the road conditions. If the roads present too much risk, the decision will be made to close the school.

When the school is closed due to inclement weather, communication will be through social media, MailChimp, and the school website. It is the responsibility of the parents to check the website and their email when snow is in the forecast.

# SECTION II – SCHOOL POLICIES

## ADMISSION POLICY

CISVA Policy 401

As part of the process of admitting students, the Principal and, when practical, a member of the Education Committee shall meet with each new family. With information gathered from the interview and application process, the Pastor, member of the Education Committee and the Principal will decide if the school can meet the needs of the applicant student and if the family and student can meet the requirements of the school. Such families will be accepted according to the established priorities.

### Priorities for Admittance into Elementary Schools

For purposes of this policy, "practicing Catholics" shall mean those individuals who are registered in a parish and attend Sunday Mass regularly, "active in parish" shall mean

those who support the parish by using envelopes and participate in the work activities required of them.

1. Children presently enrolled in the school if they and their families meet the expectations of the school.

2. Siblings of children already in the school, whose families are practicing Catholics active in the parish.

3. Children whose families are practicing Catholics active in the parish.

4. Siblings of children already in the school, whose families are practicing Catholics active in other parishes.

5. Children whose families are practicing Catholics coming into the parish, who have been attending Catholic schools elsewhere.

6. Children whose families are practicing Catholics active in other parishes.Children whose families are either not practicing Catholics or not active in their parishes.

7. Non-Catholics: Enrollment of more than 15% non-Catholics in any grade requires the approval of the Board of Directors. Once accepted in the school, non-Catholics need meet only the criteria expected of other students to be re-admitted in subsequent years. Siblings of non-Catholics cannot be given priority over Catholics.

International students from China apply to our school through our partnership with Choice Education. St. Jude School reserves a set number of seats for international students. Students who are accepted into the international stream must withdraw and reapply to St. Jude School if they wish to be enrolled as a domestic student and may only do so after their first year of academic study is complete. Being enrolled as an international student does not guarantee that a student will be accepted into the domestic stream of the school.

## TUITION AND OTHER FEES

The tuition rate and other fees are set annually and are listed on both re-registration and application forms. In order to re-register a returning student to St. Jude School in September, re-registration forms, documents, and fees must be returned to the school office on the listed dates/times on the re-registration forms. Re- registration occurs in early February and registration fees are due by March 15th.

### Method of Payment for Tuition

Tuition is payable by pre-authorized debit. Accounts are debited on the first of each month from July, and then September through May.

### Other Fees

Registration Fee - used to cover costs of processing registrations
Activity/Book Fee - used to cover costs of some consumable books and field trips
Emergency Fee - used to cover the costs of maintaining Earthquake Emergency Supplies

### Fees in Arrears

Should parents and/or guardians be delinquent in paying school fees of any kind, full payment of the account in arrears is required before re-registration for the next year will be accepted.

If a N.S.F. cheque is returned to the school by the bank, an additional charge of $15.00 will be levied to the family.

## PARENT PARTICIPATION PROGRAM

Parents are recognized as the primary educators of their children. Catholic education exists to assist them in their task of educating their children in the faith. We need the entire school community to share in the responsibility of educating the children and to help implement our vision, mission and goals. The Parent Participation Program is an opportunity for building community, giving financial support, and offering support to each other as we work together for the benefit of the children. We encourage and appreciate the support of our parents to take an active role in our school and parish.

### Background and Rationale

St. Jude School is part of the wider parish community. Once a child has been admitted to the school, as active school community members, parents will be required to participate in various activities of the school. The Parent Participation Program also keeps down the operational costs of running the school. A family who participates in the program completes the work in lieu of a Non-Participation Fee. Completing the prescribed participation hours, therefore, is not true volunteer work. Other jobs exist in the school that are of a true volunteer nature, and this type of participation is always encouraged and most welcome.

The Parent Participation Program functions under the direction of the Parish Education Committee. The Participation Coordinator is a member of the PEC and is responsible for the appointment of Category Managers, monitoring compliance with the program, and serving as a liaison between Category Managers and the PEC.

### Responsibilities

Families who participate in the Parent Participation Program **commit to a minimum of 50 hours of service per school year.** These hours are divided equally between

the two school terms. Ordinarily, any hours remaining from the first half of the year (July-Jan) cannot be carried over to the second half of the year (Feb-Jun). Exceptions will be made for special events or projects arranged in advance.

It is the responsibility of parents to fulfill their hours of participation. Unless a special arrangement is made with the PEC in advance, parents may not ask other adults or children under the age of 16 to complete their participation hours for them. Parents will be sent two notices, one in December and one in May, to inform them of the total number of hours that they have reported to the PEC.

## Participation Deposit

Families who do not fulfill the requirements of the Parent Participation Program will be assessed a Non-Participation Fee. Upon registration, parents authorize the withdrawal of these funds, one for each term. Fees are only withdrawn if parents fail to complete their participation commitment.

### Non-Participation Fee

A family unable to commit to the required hours may elect to pay a Non-Participation Fee, which is over and above the tuition fees. *(Please refer to the current Tuition and Fee Schedule for this amount)*. This option is to be indicated on the *Parent Participation Form*.

## Tracking Hours

Hours are reported online for most categories unless otherwise specified. All parents are responsible for keeping a personal record of their hours. This includes ensuring that the Category Leader has verified these hours within a reasonable time frame.

Some categories utilize binders and require parents to sign in/out for various purposes such as safety and attendance.

A correct report of hours will include:

- Date
- Time worked
- Total hours
- Type of work
- Category Leader

The reports are reviewed by both the Category Manager and the PEC Participation Coordinator.

## Areas of Participation

General job descriptions for eligible positions are listed on the Parent Participation

Form that is included with the Registration Package. Please keep in mind that required hours are used as a **minimum guideline only** and fulfillment of specified work commitment areas may require **more** than the minimum requirement according to the needs of the school.

Unless otherwise stated, hours volunteered for Parish activities are excluded from the Parent Participation Program.

## ATTENDANCE POLICY

The School Act and school regulations require children to be in attendance at school during normal instructional periods. Removing children for vacation trips other than at school breaks brings real hardship on them. The benefit of regular classroom instruction is lost and cannot be entirely regained. Such absences are, therefore, strongly discouraged. Make-up work is the responsibility of the parents and the child, not the teacher.The Government school grant is only allocated to a pupil who attends 600 class hours per year prior to May 15, (unless absences are the result of sickness and explained in a note). The Education Committee will require parents to pay the difference in cases where children are absent for prolonged periods of time for reasons other than illness. Parents must advise the school in writing before they temporarily withdraw a child from school for reasons other than illness.

Regular attendance and punctuality are very important to every child's success. Parents are asked to cooperate in ensuring that their child attends school regularly and punctually.

### Reporting Student Absences

The preferred method for notifying the office of student absence is through the website. Visit https://stjude.ca/absentee-note/.

Please notify the office by phone (604-434-1633) if your child is ill or going to be late. If phoning before 8:00 am, please leave a message. Emailing office@stjude.ca is also an acceptable means of communicating absences as is handwritten notes with a parent signature. It is a Ministry of Education requirement that schools maintain accurate records of student attendance and so we thank you for your cooperation in maintaining effective records.

### Early Dismissal

If early dismissal of a child is required, a note must be given to the classroom teacher prior to the dismissal. When coming to school to pick up a child for an early dismissal, parents are asked to report to the office first before going to the child's classroom. Please, try to schedule doctor and dentist appointments after school hours whenever possible.

A teacher will not release your child to any person who calls at the school unless they have written permission from the parents. Please notify the office if someone other than a family member is to pick up your child.

## UNIFORM POLICY

The wearing of the uniform is mandatory for all students from Kindergarten through Grade Seven. It is the responsibility of the parents to ensure that the child wears the complete uniform. The uniform is to be kept clean, neat, and presentable.

* All items with the exception of shoes and white gym socks are to be purchased through Cambridge Uniforms.

Boys
- navy blue school dress pants
- white school golf shirt with school logo
- green pullover school sweater
- green pullover school sweater vest
- navy socks
- black shoes (NO HIGH TOPS – top of shoe must not be above ankle)

Girls
- forest green/navy plaid kilt
  (A tunic is optional for primary students)
- navy blue school girls dress pants in place of kilt is an option
- white school golf shirt with school logo
- green pullover school sweater
- green pullover school sweater vest
- navy blue knee-high socks or tights
- black shoes (NO HIGH TOPS - top of shoe must not be above the ankle)
- forest green, navy, black or white hair bands, barrettes, or ties

### Summer Uniform

- ☐ navy school walking shorts
- ☐ green pullover school sweater (mass days, special assemblies)
- ☐ green pullover school sweater vest (optional)
- ☐ St. Jude white golf polo shirt with logo
- ☐ navy blue socks
- ☐ black shoes (no high tops – top of shoe must be below ankle)

The summer uniform is an option for students in Kindergarten – Grade 7 from the first day of school in September until the Thanksgiving weekend, and from after Mother's Day until the end of the school year.

**Gym Uniform (mandatory for boys and girls in Grades 1 - 7)**

- ☐ grey t-shirt with the school Patriots Logo on front
- ☐ black shorts with school crest
- ☐ white sports socks
- ☐ running shoes
- ☐ St. Jude Hype Socks (optional)
- ☐ Patriots Spirit Wear (optional)

Our uniform supplier is Cambridge Uniforms www.cambridgeuniforms.com

* All articles of clothing, shoes and school bags must be labeled clearly with the child's name. Please label all uniform items clearly on the inside of garments. Visible monogramming of uniform items is not allowed (safety reasons).

* Please check the identification throughout the year as labels fall off and names fade.

## PATRIOTS SPIRIT WEAR

St. Jude School is proud of its accomplishments and its identity. The school nickname is the Patriots, which relates to the concept of students being patriotic about their faith as Catholics. To fight for and defend the core values of our Catholic faith is at the heart of our mission and philosophy. To showcase our school pride, we have athletic Patriots Spirit Wear that is well suited to sporting events and other school activities. Once a week on Fridays, we have Patriots Day, which allows students to wear Patriots Spirit Wear throughout the day.

Patriots Spirit Wear is available for purchase through Cambridge Uniforms.

## HAIR

It is the policy of the school that hair be a natural God-given color (i.e. no hair to be dyed pink, purple, green, etc.) and not cause distraction (i.e. no elaborate tall mohawks in the style of punk rock music). Hair accessories for girls are limited to navy blue, forest green, black or white hair bands or simple barrettes. Boys are to have their hair trimmed to a collar's length.

## JEWELRY AND ACCESSORIES

Students may wear holy medals or cross necklaces and birthstone rings. Costume jewelry, chokers, accessories, etc. are not allowed. Earrings for girls are permitted provided they are a small stud or hoop. Large hoops or earrings that dangle are not permitted due to safety concerns during P.E. and outside recess. For safety reasons, during sporting events, the teacher/coach may request that jewelry (watches, necklaces, earrings) be removed during sports activities or ears be taped. Students are not permitted to wear make-up or nail polish. Body piercing (other than ears) and tattoos

are not allowed.

## REPORTING POLICY

In order to facilitate communication on your child's progress, St. Jude School has 6 formal reporting formats:

- October - Parent-Teacher Conferences
- November – Interim Reports
- December – Progress Report Card
- March – 3 Way Conferences
- April – Interim Reports
- June - Final Summative Report Card

The policy for reporting at St. Jude School is aligned with CISVA Vision for Learning and with the spirit of the New Curriculum of British Columbia. St. Jude School believes that frequent communication with parents is important as parents are the primary educators of their children. Teachers communicate through informal conversations, through email, through agendas, through phone calls, and through meetings. Our teachers are available to meet with parents upon request throughout the school year to address any possible concerns.

St. Jude School does not use Letter Grades on report cards. Rather, our teachers refer to the proficiency scale of learning in relation to the Curricular Content and Competencies as set out in the B.C. Curriculum. Our reporting document does have a separate section for Work Habits as we believe that habit formation is critical to student success.

## SUPERVISION OF STUDENTS POLICY

St. Jude School prioritizes student safety during all supervision periods. To provide adequate supervision of students, St. Jude School will use the following guidelines:

1. There will always be one Teacher on Duty during all four supervision times. The Teacher on Duty will have their first aid fanny pack with them and their cell phone with them for emergency situations. The Teacher on Duty is the primary person in charge during supervision times.
2. Parent Supervisors will assist the Teacher on Duty before, during, and after school supervision times. Parent Supervisors will be trained by the Principal and will wear vests so that they are more easily identifiable.
3. Educational Assistants will aid in Supervising students who may need extra support or may be at risk. Educational Assistants will receive their Supervision Schedule from the Learning Support Coordinator.
4. Peer Buddies are Gr. 7 students who are trained by educational staff to be leaders on the playground. They will aid and assist students, primarily K to 3 students, in minor issues. Peer Buddies are trained to get the Teacher on Duty for any serious situations that may present itself.

5. Supervision Times are as follows:
    a. Morning – 8:20 – 8:40am
    b. Recess – 10:00 – 10:15am
    c. Lunch – 12:15 – 12:45pm
    d. After School – 3:00 – 3:15pm
6. Students are supervised on the school playground from 8:20am to 3:15pm (including recess and lunch). There is no ball playing (including Frisbees) allowed on the school grounds after school, and the playground and basketball areas are out of bounds. Students who walk home or take the bus should leave the grounds immediately. Students must stay on the blacktop/parking lot area immediately west of the school building at all times while waiting for their ride. This policy is in effect until 3:15 p.m. when the supervisors leave. To ensure the safety of your child/ren, please ensure that you have secured care for them outside these times. Children not picked up by 3:30pm will be sent to After School Club.

## DISCIPLINE POLICY

The moral obligation of training children rests first with the parents. The responsibility of the school is to give extension and broadening to parental training.

At St. Jude, we strive for fair, firm, and consistent discipline. Its purpose is to develop self-discipline and responsibility in the students.

It is expected that:

- students will respect themselves and others by being courteous, considerate, and cooperative
- students will come to school prepared and ready for the day. They will take care of their own workspace and the presentation of their work
- students will observe school rules regarding behaviour, language, boundaries, work, interactions with staff, etc.
- students will follow the 4 Rs: Be Respectful, Be Responsible, Be Reverent, Be Resilient

These rules are broad by design and are supported by specific recommendation. If a child chooses to break a school rule, to not accept his/her responsibilities or to infringe on the rights of others, a sequence of consequences will result:

1. Verbal warning
2. Verbal warning with consequence
3. Conference with Principal/Teacher/Child
4. Teacher/Parent Conference
5. Conference with Principal/Teacher/Parent/Child

Discipline problems of a serious nature will be the ultimate responsibility of the principal. The most serious consequence would be suspension or expulsion from the school.

Disrespect, misbehaviour on school grounds or at school sponsored events, physical harm to another person, or the attempt to physically harm another person, theft, the destruction of property, are examples of serious inappropriate behaviour and such behaviour may result in a student being suspended or expelled.

In serious cases of enforcement of discipline, the principal will consult with the Pastor and/or the Education Committee. The possession of, use of, and/or threat of any weapon*, the use, possession or sale of explosive devices, alcoholic substances, drugs, or other noxious substances, will be considered gross misconduct and severe disciplinary action will result. The suspension process will be initiated, and expulsion from the school may result. The principal will consult with the Pastor and Education Committee. The matter may also be referred to the local police.

*A weapon is anything that is used, or designed to be used, to inflict bodily harm, or to intimidate another.

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 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 orientation or gender 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.
- Remember RIP:

- **Repeated** - it must be repetitive

- **Intentional** - it must be done with intent

- **Power** imbalance - there must be a clear power imbalance

**RIP must be present for bullying to occur.** Bullying is different from harassment. A single occurrence could be a form of harassment or assault. So, it is important to investigate each case. All matters of assault, sexual harassment, and bullying will be investigated by Administration.

If a staff member becomes aware of bullying at St. Jude School, it must be investigated to determine its nature, all of those involved including bystanders, and this must be documented on an Office Referral Form. Further steps to be taken will be decided upon in consultation with the Principal and should take into consideration the following:

- 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 POLICIES DEALING WITH SUSPENSIONS AND EXPULSIONS

In the normal operation of a school, instances may arise in which a student commits a serious infraction of school or CISVA policy. This serious infraction may lead to the student's suspension or expulsion from the school. When dealing with such matters, schools are required to act for the protection of all members of the school community.

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.

The Principal is required to investigate fully every serious infraction to the best of his/her ability and is required to maintain documentation that accurately records the incident and the investigation. This documentation would be used to support the school's decision to suspend and/or expel. A suspension is decided upon by the Principal or Vice-Principal only after thorough investigation. The length of the suspension must fit the severity of the infraction. No student shall be suspended for a period exceeding one school day without prior consultation between the Principal or Vice-Principal and the Pastor/Archbishop's Representative and/or the Education Committee Chairperson. A written notification of suspension must be given to the parents or guardians. The letter must contain the school's expectations of the student if re-admission to the school is granted.

If the Principal has determined that the incident is serious enough to warrant expulsion, the Principal must immediately consult the Pastor/Archbishop's Representative and the Education Committee Chairperson. During this consultation period, the student will be suspended. After the consultation, the Principal will make his/her decision about the expulsion and inform the student's parents or guardians, either in person or by telephone.

Appropriate arrangements must be made for the student to leave the school. A written notification must be given to the parents and/or guardians within twenty-four hours of the expulsion.

Parents may appeal a suspension or expulsion decision. (See "Policy for dealing with Major Complaints" on pg. 16.)

## PERSONAL INFORMATION PRIVACY ACT (PIPA) POLICY

St. Jude School acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision, and instruction of your child(ren) at this school, unless written authorization from a parent or legal guardian is provided to the school. The school will securely store all electronic and hard copy parent and student personal information.

St. Jude School collects personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents work numbers and e-mail addresses, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, dentist's name, BC Medical Care Card number and any similar information

needed for registration. This information is required in order to re-register your child at this school. The information collected allows us to support your child in their education and it also allows the school to respond immediately to an emergency.

For more information, the privacy manager for St. Jude School is Ms. Carolyn Smillie and she may reached at 604-434-1633. St. Jude School acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision and instruction of your child/ren at this school, unless written authorization from a parent or legal guardian is provided.

## PERSONAL INFORMATION PRIVACY ACT (PIPA) COMPLAINT PROCEDURE AND APPEALS POLICY

If you have a concern or complaint about how your personal information is collected, stored, or used, the matter must be brought to the attention of the "Privacy Manager" i.e., school principal, verbally or in writing. Review a copy of the "Personal Information Privacy Policy". The principal will review the policy with you and will investigate your concern in a timely, fair, and impartial manner. If you are not satisfied, you may subsequently forward your concern to the PEC and Privacy Commissioner at the CISVA Superintendent's Office.

See Appendix C for a description of the information we collect. Click here to read the PIPA document.

## COMPLAINTS/CONCERNS POLICY

The Pastor, Education Committee and staff of St. Jude School are committed to providing the best possible education for our students and to building a community of faith, in partnership with parents and/or guardians. It is reasonable that within a large organization such as ours, there will be misunderstandings, disagreements, and different opinions. Different opinions are welcome; misunderstandings and disagreements are usually the result of poor communication and as such, can be corrected. It is important to work together and communicate with one another.

If you have a question, concern, or complaint, please follow the procedure outlined below. Following the proper steps will help us maintain the atmosphere of trust and cooperation, which are essential to building a Christian community.

1. Speak to the person most directly involved. (e.g., the person who made the decision, sent the letter, made the statement, etc.)

2. If you feel nothing was accomplished because of the discussion, go to the next person on the list, as outlined below:

a) Teacher
b) Principal
c) Education Committee and Pastor

3. The Pastor holds the ultimate responsibility and therefore is the ultimate authority.

## CISVA POLICY DEALING WITH MAJOR COMPLAINTS

From time-to-time issues may arise where the concerned parties differ in their perspectives. In these cases, both concerned parties are expected to work toward a resolution of the issue in a Christian manner respecting each other's point of view and must adhere to the Family Statement of Commitment when interacting with one another. All parties involved must maintain confidentiality with respect to all information surrounding the issue.

To facilitate amicable resolution to issues of conflict, the concerned parties will abide by the following guidelines. Schools may develop a local policy that details more explicitly the steps to be followed. However, the following minimum procedures must be followed.

1. The issue must be dealt with first by the persons directly involved.

   It is essential that meaningful communication is established right from the beginning. Both parties must clearly identify the issue being discussed. There must be open discussion and an honest attempt to settle the issue at this level. It is important to recognize that the resolution of an issue usually involves some compromise. Both parties should be aware of this and must be open to compromise, at the same time understanding that policies must be followed.

2. If the issue cannot be resolved using the strategies above, the matter must be brought to the attention of the school principal. The principal will:

   (a) clarify the issue of disagreement. This will involve hearing both sides, reviewing relevant documentation, and meeting with any witnesses to determine the exact nature of the problem. All side issues that arise from the initial problem must be identified and removed from future discussions. It is the responsibility of the principal to document all matters pertaining to the issue and its resolution. It is also recommended that both parties keep documentation to present to the principal or investigative committees.

   (b) determine what policy/policies of the school or CISVA can be applied to resolve the issue.

(c) apply the above policies so that a judgment may be made to resolve the issue. The principal should seek advice concerning any precedents and/or other issues of a similar nature that have been successfully resolved. Advisers might include the Pastor, Education Committee Chairperson, and a representative from the Superintendent's Office. provide a resolution to the issue.

The principal, having made a judgment to resolve the issue, must promptly notify both parties of the resolution in writing. In this written notification, the parties must be informed of the available appeal procedures.

3. If the principal's resolution is not accepted, the matter may be appealed to the Parish Education Committee. The appeal must be submitted in writing no more than seven (7) days after the principal's decision has been received.

   Upon receiving the complaint, the Parish Education Committee will form a subcommittee, which must always include the Pastor. The subcommittee will study the documentation and then call a meeting to hear presentations from the complainant and the principal. Both parties will be in attendance and will be given the opportunity to respond.

   The subcommittee shall deliberate and will present its recommendation to the Education Committee and Pastor in confidence. The Education Committee will then provide a resolution to the issue. If the resolution requires disciplinary action, the Education Committee must consult with the Superintendent before implementing the recommended action.

   The Education Committee will notify the parents and the principal of its decision within seven (7) days of the meeting. The decision shall be communicated in written form.

   (When the complaint is about the principal, the process should start at Step 1. However, if there is no resolution at the end of this step, the process skips Step 2, but the subcommittee will incorporate a, b and c of Step 2 into Step 3)

4. The Board of Directors may consider an appeal of the Education Committee's decision for reasons, which the Board considers valid and appropriate. The Board of Directors reserves the right to resolve the issue through investigation or through the formation of an appeal committee. The appellant must prepare a written submission to the Board detailing the reasons. This submission must be delivered to the Superintendent's Office no later than fourteen (14) days after the Parish Education Committee's decision.

The decision of the Board of Directors shall be final. Refusal of the Education Committee or employee to accept the decision of the Board of Directors may result in removal from office or termination of employment. If parents refuse to accept the decision of the Board of Directors and persist in pursuing the issues, disciplinary action may result in the removal of the child(ren) from the school.

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

## NO SMOKING/VAPING POLICY

Smoking OR Vaping of any product is prohibited by law in the Province of British Columbia in schools and on school property including in vehicles that are on school property.

## SCHOOL-BASED TECHNOLOGY AND PERSONAL ELECTRONIC DEVICES POLICY

### Rationale:

Our school-based technology (computers, laptops, iPads, robotics, etc.) has the potential to enhance the learning experiences for our students as well as communication between students and teachers. Along with these benefits come associated risks and concerns. The use of Personal Electronic Devices (PEDs) such as iPods and cellphones and our school-based technology should in no way interfere with the safety, security and privacy of students and/or staff. In addition, the use of PEDs and school-based technology should not interfere in any way with student learning and school operations. The unregulated use of PEDs or school-based technology may facilitate illegal and/or unethical activities in the school environment. Thus, the use of PEDs and school-based technology is regulated by the school. The use of school-based technology and PEDs as a school is a privilege, not a right. This privilege may be revoked when it is shown to have been willfully abused.

### Policy:

Students will not turn on a PED while on school property without the permission of the classroom teacher or administrator. If permission is given, students may store a PED in their backpacks and will ensure it is turned off.

a. Students and parents understand that there is a diminished expectation of privacy on any PED brought into the school. Teachers and school administrators are responsible for providing a safe environment and maintaining order and discipline in the school. Students and parents understand that this responsibility may, in certain circumstances, require them to search for and/or temporarily confiscate the PED where

they have a reasonable suspicion that there has been a breach of school policy.

b. If a student willfully breaches the signed PED contract (registration package) or otherwise engages in inappropriate use of a PED on school property or school-based technology, that student will be subject to sanctions including the restriction of his/her ability to access and use PEDs or school-based technology and, he/she may be subject to further disciplinary action.

Students will not have personal access to the WiFi network on their PED. Students must treat the laptops, iPads, and all school-based technology with respect. If a student damages a device, the parents of that student will be held financially responsible for repairing or replacing the broken device. Students are required to report anyone that they see who is damaging technological equipment to the classroom teacher or administrator.

Students and parents will not violate other people's trust by taking, distributing, or posting photos of other persons without their consent. Students will not compromise personal and/or school safety including but not limited to cyberbullying.

Students will not participate in any illegal or unethical activities including but not limited to:

a. Receiving, viewing, duplicating, storing, or transmitting inappropriate materials or other offensive or objectionable materials that would be counter to the principles of Catholic morality;
b. Transmitting or posting threatening, abusive, or obscene messages or materials;
c. Sending, linking to, or otherwise making available material likely to be offensive, objectionable, or pertaining to criminal skills or activities with a criminal application and intent;
d. Using programs that harass users, prevent access, investigate, or infiltrate computer systems or software components;
e. Trying to participate in online gambling sites

Using school-based technology is a privilege and not a right. If a student does not follow the rules established above, he/she may lose the privilege of using school-based technology and will therefore need to submit any assignments by using paper and pen or other non-digital formats. Students are not allowed to search inappropriate terms or concepts or images. Further, students are not allowed to copy other people's work, especially their writing, as this action is considered cheating.

Students are not allowed to alter another individual's work that is saved on the

computer or iPad unless they are given permission by the individual or by the teacher. Students are not to download or attempt to run or store any app and/or program not authorized by the school.

## CHILD ABUSE POLICY

Education professionals, because they come to know their students well during their professional responsibilities, can be in a position to notice and respond to a child who is being neglected or physically, emotionally or sexually abused. It is necessary therefore that each staff member know how to recognize signs of this. To this end, staff members must be familiar with the documents **Responding to Child Welfare Concerns** and **The BC Handbook for Action on Child Abuse and Neglect** and have these documents available for reference in their Staff Binder. In addition, the staff will review and discuss these documents each year at a staff meeting before the end of October. Any staff member who suspects abuse must consult with the **Principal, who is the Appointed School Official or the Alternate Appointed School Official, who is the Vice Principal,** though reporting abuse must be undertaken by the staff member who is directly concerned.

### Ministry of Education Introduction:

Child abuse is a serious problem. Its impacts can last a lifetime and even extend to future generations. Understanding child abuse and neglect and knowing how to respond are critical. School personnel are responsible both for reporting suspected child abuse and neglect and also for cooperating with resulting investigations. Identifying and supporting students who have experienced child abuse and neglect is important in meeting these responsibilities.

Independent school authorities must have policies and procedures in place to respond promptly and effectively to incidents of child abuse and neglect. This document and The BC Handbook for Action on Child Abuse and Neglect provide guidelines for independent schools when establishing school policy and responding to child abuse and neglect.

They also underscore the importance of a collaborative approach among independent school authorities, the **Ministry of Children and Family Development (MCFD)**, and the police for an effective response to incidents of suspected child abuse and neglect.

### What is Child Abuse and Neglect?

The following definitions are adapted from The BC Handbook for Action on Child Abuse and Neglect (pages 23-25):

*Physical Abuse:* a deliberate, non-accidental physical assault or injury by an adult or significantly older or more powerful child that results in, or is likely to result in, physical harm to a child.

*Sexual Abuse:* the use of a child for sexual gratification by a person in a position of trust and/or authority, or by a significantly older or more powerful child. It includes sexual touching, menacing or threatening sexual acts, obscene gestures, or deliberate exposure of the child to sexual activity or material.

*Emotional Abuse:* a pattern of destructive behaviour or verbal attacks by an adult on a child. Typical behaviours may include rejecting, terrorizing, ignoring, isolating, humiliating, insulting, scapegoating, exploiting or corrupting a child.

*Neglect:* failure to provide for a child's basic needs: food, clothing, adequate shelter, supervision and medical care. Neglect is the form of abuse most frequently reported to the Ministry of Children and Family Development.

*Sexual Exploitation*: permitting, encouraging or requiring a child to engage in conduct of a sexual nature for: stimulation, gratification or self-interest of another person; prostitution; or production of material of a pornographic nature.

### Legal Duty to Report

Section 14 of the Child, Family and Community Service Act (CFCSA) requires individuals to report promptly to a child welfare worker if they have reason to believe 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 CFCSA.

Any person with reason to believe that a child needs protection has a duty to report directly to a child welfare worker. Informing another person (e.g., a colleague or the principal) does not discharge your legal duty to report directly to a child welfare worker. *You do not need to be certain that abuse and/or neglect has, is, or will occur; a child welfare worker will determine this and can discuss options and courses of action with you.*

**Please note:**

• The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the Youth Criminal Justice Act apply.

• A "child welfare worker" is a person delegated under the CFCSA to provide child welfare services, including responses to suspected child abuse and neglect

• In British Columbia, under the CFCSA, a child is anyone under the age of 19.

### 'Appointed School Official'

While reviewing and referring to the BC Handbook, independent school authorities and

administrators should know the BC Handbook was written primarily for the public school system. It refers to superintendents, school districts, and boards of education. The critical difference between the public and independent systems is the requirement that independent school authorities nominate at least two 'Appointed School Officials', a primary and an alternate, who are responsible for working with child care 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 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. School authorities should delegate duties to the Appointed School Officials (e.g., a principal, superintendent, the chair of the school authority committee, or any member of that committee).

In fulfilling the role as a school's Appointed School Official, a person may be required to:

• investigate where appropriate on behalf of the school authority;

• ensure a safe school environment during investigations;

• consult with the child welfare worker and/or police;

• ensure that no school employee interferes with any investigations;

• communicate with parents with respect to actions taken by the school authority;

• report to the Commission for Teacher Regulation, Teacher Regulation Branch, Ministry of Education, when the School Authority dismisses, suspends or otherwise disciplines a certified teacher or school principal (Independent School Act section 7 and 7.2); and,

• refer student(s) for counseling according to the school's policies.

* "Reason to believe" simply means that, based on what you have seen or information you have received, you believe a child has been or is likely to be at risk.

* Phone **1 800 663-9122** at any time of the day or night.

**St. Jude School Appointed School Official is the school Principal.**

**St. Jude School Alternate Appointed School Official is the Learning Resources Coordinator and/or Vice Principal.**

## ST. JUDE SCHOOL ANAPHYLAXIS PLAN

### Introduction

Our school anaphylaxis plan is designed to ensure that students at risk of anaphylaxis

are identified, that strategies are in place to minimize the potential for accidental exposure, and that staff are trained to respond in emergency situations.

Our school anaphylaxis plan must be read and implemented in conjunction with the CISVA's Anaphylaxis Policy. All members of the school community are required to read and adhere to the CISVA's Anaphylaxis Policy.

Specifically, our plan implements in our school community the followings items as mandated in the CISVA's Anaphylaxis Policy:

(a) a process for identifying anaphylactic students;

(b) a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student;

(c) a process for establishing a student emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's record;

(d) procedures for storing and administering medications, including procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student; and

(e) an education and communication plan to inform the whole school community of their roles and responsibilities with respect to creating an allergen-aware environment.

## Anaphylaxis Triggers

It is important to be aware of the common sources of anaphylaxis triggers in allergic children. These can include:

| **Foods which are common sources of anaphylactic reaction** | **Other possible sources in prepared foods** | **Non-food sources** |
|---|---|---|
| • Peanuts/peanut butter/peanut oil: **the most prevalent among students**<br>• Tree nuts: hazelnuts, | • Cookies<br>• Cakes<br>• Cereals<br>• Granola bars<br>• Candies | • Play dough (may contain peanut butter)<br>• Scented crayons and cosmetics<br>• Peanut-shell stuffing in |

| | | |
|---|---|---|
| walnuts, pecans, almonds, cashews<br>• Sesame seeds & sesame oil<br>• Cow's milk and dairy products<br>• Eggs<br>• Fish<br>• Shellfish<br>• Wheat<br>• Soy<br>• Bananas, avocados, kiwis and chestnuts for children with latex allergies | | "bean bags" and stuffed toys<br>• Wild bird seed, sesame<br>• Insect venom (bees, wasps, hornets, yellow-jackets)<br>• Rubber latex (gloves, balloons, erasers, rubber spatulas, craft supplies, balls)<br>• Vigorous exercise<br>• Plants such as poinsettias for children with latex allergies<br>• Perfumes and scented products |

While not all anaphylaxis triggers can be avoided at all times, at our school we strive to create an allergy-aware environment in light of the particular needs of our students with respect to these triggers.

### Student Emergency Response Plan

Through the use of the Student Emergency Response Plan, our school will identify children at risk, keep records with information relating to each student with anaphylactic allergies, and ensure there is a plan in place to support that student in the event of an anaphylactic reaction.

At the time of registration (yearly), all parents will be asked to identify on registration materials whether or not their child has any anaphylactic allergies. Parents of children with anaphylactic allergies will be required to fill out the Student Emergency Response Plan, which will be included with the registration materials. Notably, this Student Emergency Response Plan requires the signature of the child's physician.

A copy of this Emergency Response Plan will be kept in the School office as part of the student's permanent school record. Additional copies will be given to the student's teacher to be kept in the student's classroom for access by all those with supervisory care of the student, including occasional teachers. Finally, copies of each child's Student Emergency Response Plan will be available in the staff room, copy room, and next to any location where auto-injectors are stored in the school.

All parents must advise the School Principal of any changes in their child's health that would impact any of the information provided in the Student Emergency Response

Plan, and the Student Emergency Response Plan must then be updated to reflect that new information. It is the parents' responsibility to communicate this information to the School Principal in a timely manner.

## School Emergency Response Plan

In addition to each individual child's Student Emergency Response Plan, the school has a broader School Emergency Response Plan to ensure an appropriate and timely response in the event of an anaphylactic reaction. That plan includes the following items.

(i) Storage and Provision of Medications

Children at risk of anaphylaxis who have demonstrated maturity should carry one auto-injector with them at all times and have a backup available in the school. The location of the student's personal auto-injector (i.e. in a fanny pack on the student or in a backpack in the classroom) should be disclosed to the student's teacher and noted on the Student's Emergency Response Plan.

The school will keep auto-injectors stored in the school medical room and the emergency backpack in the classroom.

Posters that describe the signs and symptoms of anaphylaxis and how to administer an auto-injector will be placed in relevant areas (classrooms, office, staff room, lunch room) and will always be placed next to the auto-injector itself. - REMOVE?

Additional auto-injectors will be brought on all field trips, along with copies of students' Student Emergency Response Plans.

Twice-yearly, the School Principal will check all stored auto-injectors on school property to ensure the medication has not expired. The School Principal will keep a record of these twice-yearly checks. - REMOVE?

(ii) Training - PLEASE REVIEW THIS SECTION

The School Principal will ensure that yearly training will be provided to all staff that may be in a position of responsibility for students with severe allergies and anaphylaxis. This training will be provided by a Public Health Nurse and will provide a review of the appropriate emergency response protocols in the event of an anaphylactic reaction.

Specifically, this training will include the following elements:

- Symptoms of anaphylaxis

- Procedures when a reaction is occurring, namely: Administer the Epi-Pen without hesitation
    - Have someone call 911
    - The student should rest quietly and should not be sent to the office
    - Help the student to remain calm and breathe normally. An adult must stay with the student.
    - Call the parents/emergency contact
    - Observe and monitor the student until the ambulance arrives
    - If symptoms persist, administer a second Epi-Pen 10-20 minutes after the first, to a maximum of 3 doses.
- How to administer auto-injector
- Protocol for calling 911

(iii) Incident Debriefing

Following treatment for an anaphylactic response, the staff will debrief and review the school's response. The school will also report to the CISVA Superintendent's office in aggregate form the number of anaphylactic incidents (e.g. the number of students with anaphylaxis, the number of students where epinephrine was administered, and who administered it).

## School Communication Plan

Our entire school community is responsible for ensuring that we maintain an allergen-aware environment. To ensure all members of the school community are aware of the importance of ensuring the safety of all students with allergies, our school has a communication plan.

All letters and notices sent pursuant to this communication plan will include the following elements:

- A request that parents and students make respectful choices
- Information educating parents and students on the potentially lethal outcomes of severe allergies and the specific allergens known to be a concern at the school
- A focus on the importance of hand washing
- A request to discourage teasing.

Our school communication plan may include the following items:

1. Posters/Signage:
    - "Allergy-Aware" Posters in the school informing school community members of known anaphylaxis allergies (listing the specific known allergens) Classroom-specific "Allergy-Aware" Posters posted in

classrooms of children with known anaphylaxis allergies (listing the specific known allergens)
- Posters throughout the school reminding all students to be safe, not share food, wash their hands before eating, only allow their own food on their desks, and clean up their spills.

2. School Principal Messaging:
    - The School Principal will send letters/messages home to the parents at regular intervals throughout the school year reminding them of the presence of anaphylactic children in the school and requesting they refrain from sending known allergen items to school with their child.
    - These letters/messages will also emphasize the importance of clearing any food brought for special occasions with the School Principal to ensure no allergens are present and/or students with special dietary restrictions are accommodated.
    - Prior to school-sponsored special events, the School Principal will work with the parents of students with known allergens to ensure there is minimal exposure to those allergens

3. School assemblies/classroom instruction:
    - Students will be educated about anaphylaxis in both classroom and school-wide settings as appropriate.
    - Such education will emphasize the importance of washing hands, not sharing food, and showing respect for all students.

### Roles and Responsibilities

At our school, we acknowledge that anaphylaxis management is a shared responsibility of all members of our school community. This includes the children with allergies, their parents/guardians, teachers and staff, the school principal, and all students. We strive to fulfill our respective roles and responsibilities as outlined in the CISVA's Anaphylaxis Policy, and together aim to increase awareness of life-threatening allergies with the goal of avoiding any serious incidents so that all children can be safe at school.

## ADMINISTERING MEDICATION

Parents are responsible for administering medication to their children. Whenever possible, arrangements should be made for medication to be administered outside school hours. If this is not possible, parents should come to the school and administer it. In extreme circumstances, where neither of the above alternatives is possible, medication can be administered only when a CISVA "formal request for the administration of medication" form is completed and signed by the parents and the prescribing physician. The request form must specify the kind of medication, the

dosage, the date and time, and the directions for use. The medication must be sealed according to the prescribed dosage.

The request must specify that neither the school nor its personnel will in any way be held responsible for any ill effects of the medication.

The school will not store or administer over the counter medications like Advil, Reactine, or Tylenol unless it is part of a comprehensive medical plan as outlined by a physician.

## STUDENT EMERGENCIES/INJURIES

In the event that a child is injured and school staff recommends that the child obtain medical attention, the school will attempt (when possible) to contact the parent/guardian to take charge of the child. If a parent/guardian cannot be reached OR is unable to come, an ambulance will be called. If the staff first aid responder believes that an ambulance is needed they will call 9-1-1 first and then inform parents once the situation is under control. Any costs associated with calling an ambulance will be absorbed by the parent.

The school maintains records of home and work phone numbers of parents and phone numbers of emergency contact persons. *It is the responsibility of the parent to ensure that the school has current phone numbers and emergency release names.*

## EMERGENCY SUPPLIES

Our Emergency Preparedness Committee has prepared emergency supplies for every student and staff member. These supplies include health and safety items, and basic food and water products. We will store emergency supplies securely outside the building. The Emergency Fee is used to maintain our emergency supply levels. The school has ensured that there is enough emergency supplies to last 72 hours.

## ST. JUDE STUDENT RECORDS POLICY

### Introduction

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit independent school students, parents, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage.

The legal framework for the development of this Student Records Requirements and Best Practices Policy is provided by section 6.1 of the Independent School Act, Sections 9

and 10 of the Independent School Regulation (the Regulation), the Student Records Order (I 1/07) (the Order), and the Personal Information Protection Act (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval, and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

In addition to the above, the Office of the Inspector of Independent Schools and FISA BC have collaborated in producing the Student Records Requirements and Best Practice Guidelines for Independent Schools, Ministry of Education, June 2012, which serves as a guide for independent school policy development in this area.

The school authority may add, modify, or remove portions of St. Jude School Student Records Requirements and Best Practices Policy when it is considered appropriate to do so, if it is not in conflict with legal requirements and government policy.

St. Jude School is committed to ensuring that student records are handled in accordance with all legal requirements.

## Policy

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information.

St. Jude School will:

1.1 Ensure that the lead administrator is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.

1.2 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.

1.3 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.

1.4 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA. Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.

1.5 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the

lead administrator or designate.

1.6 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.

1.7 Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school's Privacy Officer by calling the school office.

## Definitions and Student Record Components

2.1 Elements of the Student Record

1. The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
    a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
    b. Student Progress Reports for the two most recent years or an official transcript of grades;
2. All documents listed as inclusions on Form 1704 (see 2.2 below);
3. A copy of the student's current Student Learning Plan, if any; and
4. A copy of the student's current Individual Education Plan (IEP), if any.

2.2 Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

1. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
2. Court orders as indicated by the legal alert checkbox; Other legal documents, e.g. name change or immigration document;
3. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
4. Current IEP and/or Case Management Plan (CMP) where applicable; and
5. Notification of a student being home schooled.

The following inclusions ***may*** be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

1. Records of information which an educator deems relevant and important to the educational program of the student;
2. Award information; and
3. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.3, viii below).

2.3 Student File

Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

1. Student eligibility information (required):
    a. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
    b. Official name(s) of parent(s) or guardian(s) with home and work contact information; and
    c. Form A: Verification that parent/guardian is legally admitted to Canada and a resident of BC and student is eligible for funding (see Appendix I, Form A, used to collect this information);
2. Care Card number;
3. Emergency contact numbers;
4. Doctor's name and contact information; Previous Student Progress Reports (other than the two most recent years required in the PSR);
5. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
6. Reports of important meetings/discussions relating to the student; and
7. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

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

1. Psychiatric reports; ii.
2. Family assessments;
3. Referrals to or reports from school arranged counselling services; or
4. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

## Procedures

3.1 The lead administrator or designate will be responsible for:

1. Updating the PSR Form 1704 as information changes and the student progresses through the system;
2. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection(https://) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and
3. Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

3.2 Student Record and Student File Retention:

Student Records – Active Students

a) Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.

b) The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.

c) The lead administrator or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. Required inclusions must be listed on the PSR – see section 2.2 above.

2. Student Records – Inactive Students

   a) Unless another school requests a Student Record (see section 6 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school or graduated from the school.

   b) The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the lead administrator or designate.

   c) The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

3. Student Files – Active Students

   a) Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.

   b) The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below. The lead administrator or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.

4. Student Files – Inactive Students

   a) The school authority archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school or graduated from the school.

   b) The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.

   c) The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3.3 Currency of Student Records

Student eligibility information will be updated during student registration each year.

As stated above, the lead administrator or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.4 Security of Student Information Off Campus

The lead administrator is responsible for ensuring that personal information taken off campus is safely stored, and that personal information is protected.

3.5 Handling of Sensitive Student Information

Access to Sensitive Student Information is restricted to the lead administrator or a person or persons authorized by the lead administrator to access such information defined in section 2.4 of this policy.

The lead administrator or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

Sensitive Student Information will only be disclosed or transferred in accordance with the Law.

The lead administrator is responsible for ensuring that school-initiated reports under section 14 of the Child, Family and Community Service Act are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the lead administrator or designate can access them.

## Use of Student Personal Information

The school authority may use an individual student's personal information for the following purposes, assuming the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

4.1 To communicate with the student and/or the students' parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school authority.

4.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.

4.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

## Access to and Disclosure of Student Records

1. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:

    a) Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and

    b) Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.

An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.

2. Access to a Student Record or Student File will only be granted to professionals who are planning for or delivering education, health, social or other support services to that student. **Consent is not required** for record access;

3. Access to Student Records can be made on behalf of the school authority's insurer to defend any claim/potential claim (**consent for record access is required**). In the case of a request for personal student information from separated or divorced parents, the school authority will be guided by the legal custody agreement, a copy of which should be provided to the lead administrator. In cases where the lead administrator is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

## Transfer of Student Records

1. On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.

2. If the requesting institution is outside British Columbia, a photocopy of the

PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).

3. Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.

4. The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.

5. The school authority will not transfer a record of a Section 14 Child, Family and Community Service Act report of alleged sexual or physical abuse made to a child protection social worker.

6. A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.

7. A Student Record will be reviewed when a student transfers. The lead administrator will ensure that the documents listed as inclusions are still required inclusions (eg. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

# APPENDICES

## APPENDIX A: GRADE 7 PROMOTION CEREMONY GUIDELINES

### Objectives

The objectives of these Grade 7 Promotion Guidelines are to:

- Support the planning and execution of Grade 7 promotion activities that are inclusive, accessible and harmonious.
- Clarify school expectations, ease parent planning efforts and support open communication around the planning and execution of Grade 7 promotion activities.

### Promotion Ceremony

To acknowledge and celebrate the milestone achieved by the Grade 7 students, St. Jude School organizes a school-based promotion ceremony and reception. This event depends on volunteer contributions.

Any promotion celebration in addition to the school-based promotion ceremony and reception are the full responsibility of the Grade 7 parents.

The School expects any additional promotion activities to adhere to the Grade 7 promotion guidelines outlined in this document.

### What happens?

The promotion ceremony is organized by the school and typically includes the formal acknowledgement of each student's promotion from elementary to high school, any

awards or recognition, a photo-based slideshow of the children/class over the years or similar and speeches by the students (historically, one valedictorian) and the Grade 7 teacher.
The event takes place in the school gym in the evening to reasonably allow for attendance by each student's family members who work during the day. This venue ensures there are no unreasonable restrictions placed on the number of people attending in support of each child or the school/parish community in general.
Everyone is invited to socialize and celebrate in the gym with light refreshments
The school budget does not include monies for this event. All required funds for this promotion ceremony and reception are provided by Grade 7 parent fundraising.

## Who does what?

Staff oversee the planning and execution of this event including creating the program and leading all communication to students, families and school staff.

Volunteer parents from Grade 7 are needed to:

- form a Planning Committee
- fundraise for any items that will be purchased for this event
- set-up and tear down the gym for the ceremony and reception including any decorations
- provide light refreshments
- organize and create slideshow or similar (the Principal will ask the school's Yearbook Club to carry out this task if parent volunteers do not create a slideshow or similar)
- School Gift: over the years, a tradition has developed in which the Grade 7 class gives the school a parting gift. All gifts are greatly appreciated though not expected. The gift is purchased with monies generated by the parent fundraising. Previous gifts included artwork, computer equipment, etc.

## Planning Guidelines, Process and Timelines

The Principal initiates and leads a mandatory meeting with the Grade 7 parents in September to discuss the promotion ceremony including:

- an overview of planning guidelines
- process and timelines
- establishing a parent-run Grade 7 Planning Committee
- nomination and voting on a Grade 7 parent to chair the Planning Committee
- discussion and voting on planned activities
- hearing any proposals for additional activities

Majority rule will be used for voting.

One Grade 7 parent is to be nominated to chair the Grade 7 Planning Committee. The Chairperson assumes responsibility for:

- the organization of approved fundraising
- all communications to parents and school
- the carrying out of any planned events

The Grade 7 teacher and Principal are to be invited to attend planning meetings. Should one or both be unable to attend, the Chair must reasonably communicate all updates to both parties. All communication to parents must be reviewed and approved by the Grade 7 teacher.

Decisions made by the Planning Committee must be reasonably communicated to all parents.

All staff are to be invited to attend the School's promotion ceremony.

To ensure there is a mindfulness around financial affordability, each year the School will determine a maximum cost per family of 3 for any expenses associated with the school-based promotion ceremony and reception, the Grade 7 gift, and any additional parent-organized celebration activities. For example, in 2017-18, the maximum cost per family of three was $75 with an additional cost of $55 per person. The Grade 7 Promotion Ceremony is also an eligible expense for Parent Support Group (PSG) funding. To apply, please contact the PSG.

If the cost per family for planned celebration activities are above the maximum cost per family, the school-based promotion ceremony and reception will be the sole promotion activity unless otherwise agreed by all Grade 7 parents, the Grade 7 teacher, and the Principal.

Grade 7 Promotion fundraising activities must not conflict with School Fundraising. The Planning Committee must submit and receive approval for their fundraising plan from the school's fundraising coordinator.

### Timelines

September: initial meeting with Grade 7 class parents and Principal
Mid-October: agreement to follow guidelines and Parent-run Planning Committee established
End of October: Fundraising plan and budget submitted to PEC

Beginning of May: invitation and money collected from parents, invitations sent to staff and Pastor
End of May: Event agenda and details to be discussed with Principal

## APPENDIX B: EMERGENCY PREPAREDNESS

### FIRE – EMERGENCY PROCEDURES

Fire Drill Procedures (During Class Time)

A map of the exit procedures is displayed in classrooms and student gathering locations. Staff have been trained on the exit procedures. Each classroom or teaching space will have an emergency backpack that contains an emergency procedures duotang with a class list, the emergency identification tags for your class, a first aid kit, and medical information for each student. **Teachers will always be warned when a fire drill will happen - a general time frame will be provided.** Each class will practice fire drills independently several times to familiarize their students with the proper procedures below:

- Each class will exit by a designated door
- For fire drills, exit is immediate (no stopping for coats or shoes, etc.)
- Students will quickly and quietly line up at the exit door, and follow the teacher in an orderly fashion
- The last student will close the classroom door
- The class will walk quickly to their designated spot on the grass area, and the teacher will perform **a head count first to make sure that the correct number of students have exited the building**
- If there are students missing, then the teacher would then take roll call to determine which students are missing
- Send an appointed student to the Principal or other designated adult to report if all students in that grade are accounted for
- When the "all clear" announcement is made, teachers will lead their class back into the school in a quiet and orderly manner
- During the drill, appointed staff members will check the gym change rooms, library and bathrooms to make sure that there are no students in these areas of

the school
- Students should be informed that if they are not in their classroom during a drill, the student is to leave the school via the nearest exit and quickly join their class out on the field

Fire Drill Procedures (Outside of Class Time)

In the event of a fire alarm before school, during recess, during lunch, or after school, available staff members will be designated an area of the school to clear:

- Gym
- Bathrooms
- Upstairs
- Downstairs

Remaining staff members will go immediately to the grass area to attend to the students, who should be lined up in their designated spot on the grass area. Teachers will join their own classes as quickly as possible and then follow the above procedures for accounting for their students. If necessary the teachers can pick up an attendance list from the principal and check who is present from their class. Then an appointed runner reports any missing students to the principal or other designated adult.

In the event of an actual fire, the above procedures shall be followed. **As the planned exit may be blocked, the teacher or adult in charge will determine the safest route to be taken to evacuate the building.**

Fire Drills will be logged into the Responding to a School Emergency Binder. The school will complete 3 drills in the Fall and 3 drills in the Spring. The Spring drills will conduct more situational drills such as lunchtime fire drill or closed routes fire drills.

## Parents Role

All Parents need to sign in at the office as soon as they enter the building if they are planning on staying longer than just picking up their child(ren). In the event of a Fire Drill or a Fire, parents are to evacuate in a calm fashion out the nearest exit and assemble on the grass field. Parents are to individually check in with the Principal, the Secretary or the Vice Principal. Parents are to follow the instructions of the Principal, the Secretary or the Vice Principal. **Parents are not to go to their child(ren) at this time**. Parents will be informed by administration when they may go to their child(ren).

## LOCKDOWN – EMERGENCY PROCEDURES

St. Jude's School follows the Lockdown Procedures that are currently in place by the Vancouver Police Department. This is a summary of those procedures:

Lockdown (Intruder)

Once a Lockdown has been activated with an **"Activate Lockdown Immediately"** announcement, the following procedures should be followed by staff:

- **Check hallways/common areas and direct people into rooms immediately** - DIRECT STUDENTS INTO THE ROOM EVEN IF NOT PART OF YOUR GRADE
- Close, lock and barricade (if possible) doors
- Cover and stay away from windows and doors; turn off lights
- Ensure everyone is silent – CELL PHONES ON SILENT - **In the event of a real lockdown text message via Remind will be used to communicate with Parents** Once the door has been secured, DO NOT OPEN THE DOOR FOR ANYONE. **DO NOT OPEN even if the fire alarm sounds, unless there is physical evidence of a fire**
- Keep everyone calm
- Remain in lockdown until the drill is announced as being over – in the event of a real lockdown, remain in lockdown until police have attended and authorized you to leave
- Remember to trust your instincts Hold and Secure (External Hazard)

Once a Shelter in Place Lockdown has been activated with an **"Activate Hold and Secure Immediately"** announcement, the following procedures should be followed by staff:

- Check hallways/common areas and direct people into rooms immediately
- Close and lock doors
- Continue teaching. Do not allow students to leave the classroom or the school building without explicit permission from the teacher. (i.e., no writing names on the board to go to the washroom)
- Ignore any bells for recess/lunch, etc., until further notice
- Listen for instructions and follow necessary procedures
- Be prepared to check internal communication systems

- Keep everyone calm
- Remain in lockdown until instructed that the threat is over

Lockdown drills will Occur once in the last week of October and once in the last week of April.

## Parents Role

All Parents need to sign in at the office as soon as they enter the building if they are planning on staying longer than just picking up their child(ren). In the event of a Lock Down (Intruder) parents are to seek shelter immediately in the nearest and available space that is lockable. Parents must follow the directions of staff and remain calm.

## EARTHQUAKE PROCEDURES

Earthquake Protocol

When the siren goes off indicating that an earthquake is imminent, students and adults should immediately "duck, cover and hold" and wait for the siren to stop. Once the siren stops, students and adults are to count to 60. If the shaking has not started, or has not stopped, the counting begins again. Counting continues until either the shaking stops, or four cycles of counting have been completed. If for some reason an earthquake occurs without the siren going off, the "duck, cover and hold" procedure would begin as soon as the shaking was felt, and then the same counting procedure would take place.

Students and adults will then come out from cover, do a quick self body check, running their hands slowly down all parts of their body and stopping to check their hands every few seconds for blood. After the body check has been completed, they will do a quick visual check of a partner.

At this point, either the Principal will announce that everyone should exit the building, or the teacher will give the command to exit the building. Students and adults should get their jackets, backpacks and lunch kits, and exit the classroom following the direction of the teacher or another adult in charge in an orderly manner. The teacher, or another adult in the classroom, must take the emergency backpack with them. Classes will then walk to the grass area and line up by grade. Classroom teachers should meet their class on the grass area if the class was being taught by a specialist teacher.

At this point, teachers should open their backpacks and hand out emergency identification tag to each student. The students must wear their identification tag

around their neck. If there are tags left over, a runner should bring the extra identification tags to the Command Post so that these left over tags can be checked against the attendance binders. The runner would then return to their class lineup.

The identification tags of any students who are missing should then be given to the Damage Assessment/Search & Rescue team so that they know who they are looking for when they begin their search.

One adult from each Student Team should then go to the shipping container and retrieve the bin for their colour group. That person should take the bin to the designated spot for their group on the field (see map), and hold up the large colour group sign. At this point students can be dismissed to their colour group.

If you are outdoors when an earthquake happens, stay outside. Go to an open area away from buildings or trees. If you are with a crowd of people, take cover where you won't be trampled.

Avoid doorways, windows, bookcases, tall fixtures, light fixtures, elevators, downed power lines and ocean coastlines. If the earthquake siren goes off and you are in the gym our protocol at this time the plan is for an immediate evacuation. The immediate evacuation means that the teacher in charge will direct students immediately to the front stage and then exit through the doors on the stage side of the gym. **Special care must be given to examining overhead structures.** A safe and immediate evacuation is the primary focus for all people in the gym.

Earthquake Drills will be twice a year and coordinated by CISVA. One will be in October and the second will occur in the Spring.

## Description of Roles and Responsibilities for Parents

After an earthquake, or any major emergency requiring evacuation of the school, you will receive an email message from **St. Jude School Remind App** asking you to come to the school and pick up your child(ren) as soon as possible. These procedures should be followed:

- DO NOT attempt to phone the school. If the phone lines are open, they may be needed for emergencies.

- When you (or an alternate caregiver) arrive at the school to pick up children, you will find them assembled on the field, or in the school.

If on the field, you must report to the Release Station near the swings.

If we have re-entered the school, report to the Release Station in the gym.

**Be patient and calm – releasing students will take time. We will all be anxious and if we work together everyone will be safe.**

When you get to the Release Station, report (one at a time) to a staff member. They will send a runner to bring your child(ren) to you.

**Parents will not enter the field unless their child is injured.**

In the case of an injured child, the parent or parents will be asked to put on a name tag and will be taken to that child. Your other children will stay in their colour team area until you are ready to leave. When your child is brought to the Release Station, a staff member will have you sign a Master Release Form and then you may leave the school.

**Please note that you will only be able to take your own children, or the children from other families where the parents have authorized you, in writing on their child's registration form, as an emergency release adult.**

## CHILD ABUSE REPORTING/ATTEMPTED SUICIDE

*If any employee has reason to believe that a student is in need of protection, this employee, by law, must promptly report by phone the matter to the local child protection office where the child has residence.* It is the responsibility of the child protection worker to assess and, if needed, investigate, not the responsibility of the person doing the reporting.

When making the report, inform the Principal or his designate in a timely fashion.

Document the report and maintain confidentiality of the report.

**Do not** contact the alleged person involved in the abuse.

## HAZARDOUS MATERIAL SPILL/EXPLOSION

Critical areas for possible hazardous materials may be custodial storage areas and art classes. Some of these materials have special disposal considerations. The Principal will ensure that personnel involved with these materials are aware of regulations and

procedures regarding their safe deployment. Information should be handy in the office regarding the location, purpose, and significance of any hazardous materials kept in the workplace.

Workplace Hazardous Materials Information System (WHMIS) regulations require that Material Safety Data Sheets (MSDS) be readily available to employees handling or exposed to any products that could affect their well-being.

If the spill is large or the chemical poses a health risk to students/staff:

1. Notify the office immediately
2. Seal off the room by closing doors/windows
3. Use PA system to announce to all students and staff that a chemical spill has occurred, and give instructions regarding evacuation or remaining in classroom
4. Call 911 and tell dispatcher this is a HAZMAT incident
5. Notify the Principal and the janitor
6. If necessary, evacuate school building by activating fire alarm system
7. Ensure that students and staff do not assemble downwind from the escaping fumes
8. If evacuation is necessary, do not allow anyone to re-enter, even to render first aid, until the premises has been assessed as safe to re-enter
9. Determine nature, type of materials involved, location and size of spill/explosion/accident
10. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention
11. Indicate location on a site plan for responding crews
12. Provide name of First Aid Attendant and location of medical room and supplies
13. Make available the person or persons with firsthand knowledge of products used.
14. DO NOT clean up spill unless familiar with health risks and clean up protocol
15. Do not release students/staff or re-enter until “All Clear” is issued by the Fire Department

## MEDICAL EMERGENCIES

- Do not move the individual unless there is immediate danger and do not leave him/her alone
- Evaluate first aid needs and send for assistance
- Call 911 as necessary
- Identify witnesses
- Check the health record of the individual to identify any pre-existing medical conditions or allergies to medication
- Notify the parents/guardians
- If the individual is taken to hospital a staff member should accompany him/her

- Send pertinent personal and medical information to hospital with the individual
- Contact the Principal and Superintendent's Office if necessary

## COMMUNICABLE DISEASES

- Report to the Vancouver Coastal Health Unit all students with a suspected communicable disease (i.e. whooping cough, measles, etc.)
- Report to the Vancouver Coastal Health Unit any disease that is affecting a large number (10%) of our school population (i.e. influenza, chicken pox, etc.)
- Vancouver Coastal Health Unit is responsible for all communications and for providing information to parents and staff during a communicable disease outbreak

## MENTAL HEALTH

- If there is an immediate physical threat, call the police (9-1-1)
- Refrain from arguing with the individual
- If possible, decrease contributing stimuli
- Consider moving the individual to a quiet room in the building with someone
- Individuals (12-18 years old) in an acute crisis state with mental health indicators are to be referred to Adolescent Crisis Response Program
- All other individuals should be referred to Mental Health
- Check health card for pre-existing conditions and medications
- Ask the individual if they have a current mental health therapist and contact them if possible
- Contact the Superintendent's Office to see if a counselor has related history of the person
- Notify the parent/guardian(s)
- Notify the Principal/Superintendent's Office

The BC School Act makes the following provision for the removal of a student from school, and the same provision may apply to an independent school:

- 91 (4) If a teacher, principal, vice-principal, or director of instruction suspects a student is suffering from a communicable disease or other physical, mental, or emotional condition that would endanger the health or welfare of the other students, the teacher, principal, vice-principal or director of instruction must report the matter to the school medical officer, to the school principal, and to the superintendent/headmaster, and may exclude the student from school until a certificate is obtained for the student from the school medical officer or from a private medical practitioner, permitting the student to return to school.

The school must continue to make available an educational program for any student removed or excluded from school for health or safety reasons.

### MISSING STUDENT

- Notify Principal or designate
- Check the sign-out book to determine if a student is out on a school activity or for medical reasons
- Check school records to determine who has legal custody of missing student
- Contact parents/guardians to determine whereabouts of child
- If student is in the care of the Ministry of Children & Families, report to their social worker
- Organize a thorough search of the school
- Obtain the following information, if possible – where/when the student was last seen; what the student was wearing; names of student's siblings and close friends; names of witnesses (if abduction is feared); student's route and means of transportation to/from school
- Call 911 for police assistance
- Activate School Safety Team as necessary (Principal, Secretary, relevant classroom teacher and available staff)
- If student returns, re-notify all parties involved

### POWER OUTAGE

Ensure all students and staff remain in or return to assigned classroom and wait for instructions from administration about closure.

- Call BC Hydro to determine reason for power outage, and how long it might last or get updates from their website
- Follow the procedures for a school closure
    - If power is to be off for several hours and light and heat become problematic then we will begin the procedure for school closure (i.e., notify parents through MailChimp and the Remind App)
    - If light is not an issue and heat is not an issue, school will remain in session
- Ensure that there are no risks to students from damaged trees, structures or other hazards before issuing the "All Clear" to re-enter the building

## APPENDIX C: PRIVACY & PERSONAL INFORMATION COLLECTION

St. Jude School collects personal information that may include student identification information, birth certificate, legal guardianship, court orders if applicable, parents work numbers and e-mail addresses, behavioural, academic and health information, most recent report card, emergency contact name and number, doctor's name and number, dentist's name, BC Medical Care Card number and any similar information needed for registration. This information is required in order to re-register your child at

this school. The information collected allows us to support your child in their education and it also allows the school to respond immediately to an emergency.

For more information, the privacy manager for St. Jude School is Ms. Smillie and she may reached at 604-434-1633

St. Jude School acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision and instruction of your child/ren at this school, unless written authorization from a parent or legal guardian is provided.

## APPENDIX D: FAMILY STATEMENT OF COMMITMENT

### *Philosophy*

*"Motivated by a Christian-centered vision of humanity and human history, our school promotes the formation of the whole person. Such formation embraces not only intellectual, but also physical, emotional, moral and spiritual dimensions of human growth. Intellect, emotions, creative ability and cultural heritage have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves, but find their deepest meaning in God's plan for creation.*

-- *from* **Philosophy of Education from Catholic School in the Province of B.C.** *by the Catholic Bishops of B.C.*

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.

The following statements support the goals and philosophy of our Catholic school and need to be accepted and supported by all members of the community. ***They ask families to make a commitment to the values and ideals of our school community. If you have any questions or concerns regarding this commitment form, please bring them to the Principal, Pastor or the Chairperson of the Education Committee who will gladly discuss them with you.***

***All registered families must accept the responsibility of this Commitment:***

1. Parents and guardians agree that they and their families will exhibit conduct

consistent with Catholic denominational standards. The determination of whether any conduct contravenes the standards is the right of the Board of Directors of the Catholic Independent Schools of the Vancouver Archdiocese.

2. All students are required to participate in our religious education curricular and co-curricular program including liturgical celebrations, retreats and prayer among others.

3. Parents/Guardians are expected to support the Religious Education Program and participate in it as required including mandatory parent information evenings for First Confession and Communion (Grade 2) and Confirmation (Grade 7).

4. Regular school attendance and full participation in all aspects of the academic program of the school are required of every student. Each student is expected to strive toward the development of full academic potential.

5. Each family is expected to support and participate in the fundraising activities of the parish/school. This means each family shares in the responsibility of educating our Catholic children.

6. Each student is expected to know and follow school policies on behavior.

7. Parents/Guardians are expected to know and support school policy and procedures.

8. Parents/Guardians are expected to attend at least one orientation session which will focus on the philosophy and goals of our school. In addition, there is one mandatory parent information evening per year in the area of the Health and Career Education curriculum for parents of students in Grades 4 - 7.

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

***If any of these conditions are not met, St. Jude School reserves the right to:***

- ***Refuse admission***
- ***Remove the student from the school***