
ST. PATRICK'S ELEMENTARY SCHOOL

PARENT HANDBOOK 2026 - 2027



2850 QUEBEC STREET, VANCOUVER, B.C. V5T 3A9

PHONE: 604 879 4411

Website: www.spev.ca

2026-2027 CISVA SCHOOL THEME

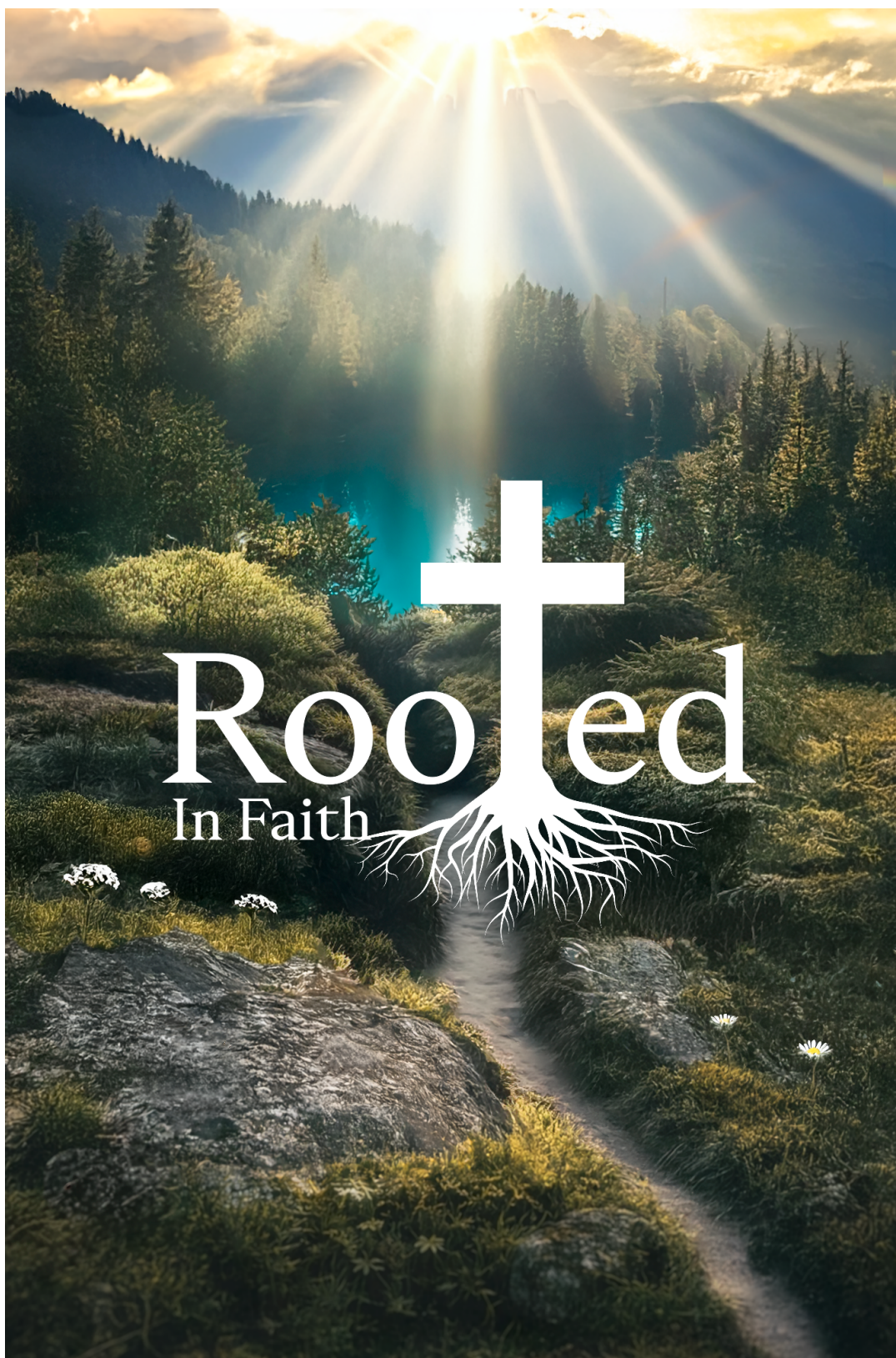


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GENERAL INFORMATION

1. Mission and Vision

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

The mission of Saint Patrick's Elementary School is to be an effective instrument of God. We educate young people so that they may grow and mature into perceptive and caring Christians and citizens who will have a transforming influence in this world. Saint Patrick's Elementary School provides religious and moral reference points to help students critically examine the culture around them and build a society enlightened by the values of the Gospel. Christ is the foundation of the whole educational enterprise of Saint Patrick's Elementary School. His teaching and life inform the School's identity and characteristics.

2. Structure and Operation

The philosophy of our Catholic school expresses the teaching and practice of the Roman Catholic Church and must be supported by all members of the community. Partners (home, school, parish) in Catholic education must work together to provide an environment where faith and learning go hand in hand leading the young people to be the best they can be.

St. Patrick's Elementary is a Catholic Independent School of the Vancouver Archdiocese. An elementary school, established by St. Patrick's Parish, it follows the policies and procedures recommended by the Catholic Independent School Board.

The Parish Education Committee was formed in 1979 by the Society of the Catholic Public Schools of Vancouver Archdiocese.

The Committee is composed of five elected and two appointed members. The Education Committee assists the Pastor in carrying out the responsibilities laid out in the Policy and Structure for the administration of schools within the Society.

The team of membership for all elected and appointed members is two years, renewable thrice consecutively, for a total of eight consecutive years.

Elections of members to fill vacancies are set yearly for the last weekend of May.

Those eligible to be elected to the Parish Education Committee are:

Catholics who have reached the age of 21 and reside within the Parish boundaries and are registered members of the Parish. However, those persons who reside outside the Parish boundaries but have been attending the Parish, will, upon the written agreement of the Pastor and the Pastor of the Parish in which they reside, be eligible to hold office.

Please contact the current PEC chair for more details how you can get involved ec.spatv@cisva.bc.ca

Under the guidance of the Pastor, whose role in the school flows from his canonical role in the Parish, the Education Committee delegates its authority to the Principal who oversees the day to day operation of the school and the areas pertaining to the academics.

3. The Role of the Committee

Acknowledge that Catholic schools' function within the structure of the Catholic Church and are an expression of its mission.

Understand that the Catholic school that they are called to serve functions within the structure of the Catholic Independent School Vancouver Archdiocese (CISVA).

Understand that the role of the Education Committee is to implement policies and decisions of the CISVA Board of Directors.

Participate in long-term planning in consultation with school stakeholders: Pastor, Principal, parents. Examples include, financial and capital plans and strategic plans.

Ensure the safe and orderly operation of the school in the following areas: collection of fees, payment of operating expenses, facilities, maintenance, parent participation, etc.

Prepare the budget for the operation and maintenance of the school. Such a budget requires approval of the Pastor/Archbishop's Representative.

Ensure that proper books and financial records are kept for the purposes of claiming government grants and issuing tax receipts. The Education Committee will complete and submit reports and other documents as may be required by the Board of Directors or the Superintendent.

Ensure adherence to CISVA Policy 306 in relation to hiring of school personnel and Policy 304 in cases on non-renewal of school personnel.

Support and recognize the Principal as the educational leader and chief administrator in the school.

Assume other duties as are assigned to Education Committees from time to time by CISVA.

4. The Role of the Principal

The Catholic School Principal is the central figure within the school. They are responsible for each and every child and each and every teacher. "It would be hard to over-emphasize the importance of the role of the school Principal, the leader, the organizer of the school community. The specific aim of the Catholic school, the synthesis of Catholic faith and culture, of Catholic faith and personal life should be visible in the life of the Principal. They are the animator of the teaching staff, not only in academic matters but in their responsibility to be witnesses of Christ in the classroom. The Principal is the one who advances in the school the art of teaching in accordance with the principles of the Gospel." (The Catholic School--Its Character and mission)

5. The Role of the Teachers

Teachers are delegated authority by the parents who have the primary right and duty to educate their children.

All Teachers are to:

- Carry out their role in the mission to proclaim and build the kingdom of God.
- Be committed to the development of the whole child.
- Plan for and support appropriate, challenging learning experiences and positive learning environments for all students.
- Be committed to build a Christian community and act with justice and integrity.
- Be committed to continuous personal and professional development.
- Treat others with respect.
- Be committed to fostering education that promotes strong Catholic leaders.
- Be accountable for their role within the system.

6. The Role of the Parents

The CISVA Board recognizes parents and guardians as the primary educators of their child(ren) and, therefore, important role models in the mission of the Church shared by Catholic Schools.

All Parents are to:

- Be committed to the mission to proclaim and build the kingdom of God.
- Be advocates for Catholic education.
- Work cooperatively with and support the administration and staff of the school.
- Support opportunities that foster student success.
- Treat others with respect.
- Be committed to fostering education that promotes strong Catholic leaders.
- Be accountable for their role within the system.

The parish is a family of families. Through its school, the parish cooperates with parents to support them in their role as the primary educators of their children, especially in the transmission of the faith, and through the school, parents and children are linked to the wider community of the parish. Parents should be involved in the life of the school through participation in councils and committees, as well as regular collaboration with the staff.

7. The Role of Students

All students are to:

- Develop an understanding of and share in the mission to proclaim and build the kingdom of God.
- Acquire the skills, knowledge and attitudes to reach their fullest potential.
- Develop as balanced persons spiritually, emotionally, physically and intellectually.
- Respect others and be stewards over their environment.
- Share their talents and participate in all aspects of school life.
- Be Catholic leaders, responsible citizens and life-long learners.
- Be accountable for their role within the system

SAINT PATRICK'S ELEMENTARY SCHOOL

PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS

The School's Commitment to You

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

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

Privacy Protection in British Columbia

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

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

Ten Privacy Principles

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

Principle 1 – Accountability

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

Principle 2 – Identifying Purposes

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

Principle 3 – Consent

St. Patrick's Elementary School will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Principle 4 – Limiting Collection

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

Principle 5 – Use, Disclosure and Retention

St. Patrick's Elementary School will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law. Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected.

Principle 6 – Accuracy

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

Principle 7 – Safeguarding Personal Information

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

Principle 8 – Openness

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

Principle 9 – Individual Access

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

Principle 10 – Complaint Process

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of St. Patrick's Elementary School, Mrs. Stephanie Evans.

What Information is Collected?

St. Patrick's Elementary School gathers and uses personal information to provide your child with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects comes to the school directly from you, and only with your consent. When you apply to register your child, the school will ask you to provide the information that enables it to complete the registration

process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

How is Information Used?

St. Patrick's Elementary School, uses

- personal information to communicate with you, process applications and ultimately to provide you and your child with the educational services and co-curricular programs you expect.
- personal information to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- anonymous/personal information to constantly improve our school, e.g., surveys.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

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

When May Information be Disclosed?

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

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if your child moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when you register your child and authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of your child.
- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

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

When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

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

When Permitted by Law

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

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

The School's Employees

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

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

Outside Service Suppliers

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

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

How Does The School Safeguard Information?

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

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counselors, secretaries, etc.) who, by nature of their work, are required to see them.

Electronic Security

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

Record Management

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

Accessing and Amending Information

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

Accessing Your Information

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

Accessing Student Information

You may access and verify school records of your children, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of children as determined by judicial review.

Amending Your Information

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

Questions, Concerns and Complaints

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

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

STUDENT RECORDS

In addition to parents/guardians and students, access to student records should only be granted, upon assurance of confidentiality to:

1. professionals who are planning for, or delivering education, health, social or other support services to that student (consent not required for record access);

2. school authority's insurer to defend any claim/potential claim (consent for record access required).

With respect to disclosure of student record information in the circumstances referred to in points 1 and 2 above professional or insurer is to ensure, in writing, that they will:

1. maintain privacy of the student and the student's family with respect to matters disclosed in the record;
2. not use or disclose the information in the student record except for the specific purposes for which the information is provided.

If school officials are unsure as to the legal entitlements of the non-custodial parent or if there is serious conflict between the parents with respect to student record requests, then school officials should obtain legal advice from the school's legal counsel.

Permanent Student Record – transferable to new school or retained for 55 years after a student withdrawn and not enrolled in another K-12 school, or graduated from the school.

Form 1704, copies of a minimum of the two most recent Student Progress Reports, IEP, Inclusions: health service information, court orders, other legal documents, support service information.

GENERAL POLICIES AND PROCEDURES

1. ADMISSION POLICY

Students wishing to register in the school must be interviewed by the Principal. All parents new to the school are also interviewed by the Pastor of St. Patrick's Parish. Based on our mandate, the school is administered under the following policy guidelines with respect to admission/enrolment of children into the school.

Admission of students is granted with the following priorities:

1. Children presently enrolled in St. Patrick's School if they and their families meet the expectations of the school.
2. Siblings of children already in St. Patrick's School, whose families are practicing Catholics active in St. Patrick's Parish.
3. Children whose families are practicing Catholics are active in St. Patrick's Parish.
4. Siblings of children already in St. Patrick's School, whose families are practicing Catholics active in other parishes.
5. Children whose families are practicing Catholics coming into St. Patrick's Parish, who have been attending Catholic school elsewhere.
6. Children whose families are practicing Catholics active in other parishes.
7. Children whose families are either not practicing Catholics or not active in their parishes.
8. Non-Catholics. Once accepted into the school, non-Catholics need meet only the criteria expected of other students to be readmitted in subsequent years. Siblings of non-Catholics cannot be given priority over Catholics.

Families shall read and sign the Statement of Commitment prior to being accepted into the school.

New students will be notified of their acceptance as soon as interviews are complete.

Where registration exceeds reasonable class size as determined by the Principal and Parish Education Committee, applicants will be held on a waiting list and registration will be made according to the same priorities as given above.

Occasionally families move from St. Patrick's Parish. If there is a waiting list of families who qualify as parishioners of St. Patrick's Parish, these families will receive priority for Registration for the following September.

It is policy that all children enrolled in the school participate in religious instruction and religious activities according to their age and under the direction of their teachers. Proof of citizenship and/or immigrant status of the parents and child is required upon initial registration. However, in order for a child to be eligible for the government grant, the parents must be legally accepted to reside in British Columbia (i.e. working visa, diplomatic visa, etc....).

2. WITHDRAWAL

Any request for withdrawal must be made in writing to the principal. Withdrawal requests with less than 30 days notice forfeits that month's tuition.

3. REGISTRATION AND SCHOOL FEES

Tuition

A major portion of the operating cost incurred in the operation of the school is covered by tuition and Parish fund-raising activities. The remainder of the cost is covered through the government grant.

The actual tuition rate and general fee are set annually by the Parish Education Committee and are explained in the registration forms or Appendix 1.

General Fee

Each student is assessed a **NON-REFUNDABLE** general fee at the time of registration. This fee is used for learning resources.

Method of Payment for Tuition

Tuition may be paid in one lump sum, semi-annually or monthly. Monthly tuition fees will be withdrawn on the 1st of each month via Pre-Authorized Debit. A Pre-Authorized debit form must be completed and returned with a void cheque upon registration for returning families; and upon acceptance for new families.

Important Note: There will be a charge of \$20.00 for any NSF Cheques.

Please Note: Categories for tuition are determined by the Pastor and reviewed yearly.

If your family is experiencing financial difficulties please contact the parish to discuss possible financial assistance in helping you meet your tuition payments. The Pastor will coincide each case on an individual family basis.

Policy of Fees in Arrears

Should parents or guardians be delinquent in paying school fees or tuition, full payment of account in arrears is required before registration will be accepted or if withdrawing, payment must be made for the transfer of the student file.

Parent Participation

Parent Participation is a major source of funding for the school outside of the Government Grants. Parents who are unable to fulfill the required number of participation hours will be billed at the hourly rate or part thereof as may be determined by the Education Committee.

The Parish Education Committee, at its discretion, will assign parents necessary jobs. Those parents involved in participation at the school must bear in mind that they are considered an extension of the school staff while on duty, under the discretion of the Principal, and must therefore carry out their job in accordance with the school philosophy.

Field trips/Workshops

At times, field trips and or workshops are scheduled to enhance student learning and experiences. Each student will be required to participate and pay the per student fee. Whole school event fees for workshops etc., are non-refundable whether the student attended or not.

Compensation for the Loss Grant

Parents are responsible for ensuring that their children attend school regularly. In order to receive full government funding, a student is required to attend school for a minimum of 135 days. The School receives an annual grant from the Provincial Government based on the number of qualified students who were in attendance for not less than 135 days of the preceding school year. If the school is deprived of the grant due to a student failing to meet the qualifying attendance period because of reasons other than illness, the full amount of the government grant must be paid by the student's parents or guardian. Parents are asked to respect the school calendar when planning family holidays.

St. Patrick's School discourages families taking vacations at any time during the school term. The school will not be responsible for the lesson plans or extra work during such vacation periods. If families choose to take vacations during the school term, the school cannot ensure the successful completion of the academic year. Families taking vacation during the school term are responsible for any government funding lost or work participation missed. There will be no reduction in school tuition.

Foreseen and Prolonged Absences

Where absences are foreseen, i.e. PROLONGED VACATION or planned circumstances where the child will be absent from school for a long period during school time, parents or guardians must notify the school in writing as soon as possible prior to the scheduled absence of the child.

4. COMPLAINTS PROCEDURE

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

Within the CISVA all complaints must be dealt with in a timely manner. Each member of the community is expected to follow the appropriate complaint procedure as found on the CISVA website, Policy 302. All parties involved must maintain confidentiality with respect to all aspects of this procedure.

5. EXPECTATIONS FOR STUDENTS & CODE OF CONDUCT

Discipline is part of education and therefore must be approached in a manner consistent with the spirit and philosophy of Catholic Education. Discipline must be positive and communicative in its application.

Discipline at St. Patrick's Elementary School is meant to develop, within the students, courtesy and respect for themselves, their teachers and their fellow students. They should be learning to discipline themselves according to their age development.

Classroom teachers will handle such discipline problems as incomplete homework, disruption of class, etc., until such time as they feel the problem is beyond their control. They will then inform the administration of the nature of the problem with the understanding that the decision of the administration is final. The administration then will handle such problems keeping in mind the philosophy of discipline of St. Patrick's Elementary School. The cooperation of the parents will be requested when there have been repeated incidents or infractions of the rules.

The principal, Mrs. Diane Sorochuk is the Appointed School Official (ASO) and the vice principal, Mrs. Cristina Pineda is the alternative ASO.

STUDENT REGULATIONS

Morning

Students are to remain in the basketball play area until the bell rings at 8:40 a.m. In case of inclement weather, the students will remain outside until the bell rings. Please dress appropriately for the weather. There is NO supervision before 8:15 a.m. so students should not be dropped off prior to this time. Staff begin supervision at 8:30 a.m.

Entering and Exiting the School

All students are expected to respond to bells promptly and enter and leave the building in an orderly fashion (absolutely no running). There is a "silent zone" policy in the hallways when other classes are in session. Students are to stay on the right side when walking up and down the ramps.

Classroom Conduct

Emphasis is placed on developing good habits in work, play and study. The effectiveness of any learning situation relies on the positive participation and self-discipline of the students. Both teachers and students function best in an atmosphere that is purposeful, responsive and conducive to learning, and free from disruptions. Therefore, students who come to class unprepared for their lessons, with an unreceptive or negative attitude, unwilling to apply themselves to the learning tasks, or disrupting the class with unnecessary talking and/or inappropriate conduct, will be disciplined by the teacher. If the inappropriate conduct persists, the parents will be contacted (with an incident report) and the principal may be involved.

Students are to keep their workspaces neat and tidy. Graffiti or engraving names/words on or in textbooks, furniture, student desks etc. will be meant with financial penalties and or replacing the damaged items.

Students are to respect their property as well as their neighbours'.

Students are not to sit on top of desks or cupboards in the class. They are not to doodle on their workbooks or write on textbooks. No stickers or permanent markings on desks or other school property.

All students from Grade 2 through 7 are given an agenda book in which all homework should be recorded. Students are expected to submit completed homework by the due date.

All students from kindergarten through Grade 7 will be given a homework file which will hold any homework, notices etc. This must be returned to school each day.

Expectations we highlight at St. Pat's School

We can all be COURTEOUS, CONSIDERATE and COOPERATIVE by:

1. Treating others in a respectful, Christ like manner.
2. Respecting the property of others.
3. Following the school safety rules and playing safely.
4. Taking responsibility for your behaviour and learning.
5. Keeping your hands and feet to yourself.

WE ARE GUIDED BY OUR CELTIC HEART!

Recess

All students must be outside during recess unless they are working with a staff member. In inclement weather, students are to remain in their classroom and play quiet games. They must ask the supervising teacher for permission to leave their room to use the washroom.

Playground

Fair play and take turns; consideration of others should be remembered at all times.

The playground area is the parking lot, (within the boundaries of the pylons), the basketball courts and the adventure playground.

Games played should show respect for the safety and feelings of others. Such activities as British bulldog and play fights are not permitted.

Be kind, be caring and be respectful.

Keep your hands and feet to yourself.

Return equipment to the correct place.

Using foul language, throwing rocks or snowballs is not permitted.

After School

Students exit in the same manner as recess and lunch.

Students who walk, bike or bus home should leave the grounds immediately. parents are to provide a note if their child goes home alone.

Students waiting for a ride must wait on the black top (pylon area).

Students must be picked up no later than 3:15 p.m. (2:45 p.m. on Wednesdays). After school supervision is meant to help parents running late and is not to be used as a daily babysitting service. For safety reasons, students are not permitted to play any ball games during the dismissal period. Students who are not picked up by 3:15 p.m. or 2:45 p.m. on Wednesdays will be sent to After School Care and billed.

Early dismissal days (11:00 a.m. or 12:00 noon) your child must be picked promptly.

Students may not leave the school grounds at any time without staff or parent supervision. This includes after school hours or during any extracurricular school activities. While students are wearing their uniform they are representing the school and are expected to behave and act in a Christ-like manner.

Classroom Rules

Each teacher is responsible to set up classroom expectations. These are to be communicated to both students and parents. These are to be visible in the classroom in words and images. Here are some examples:

CLASSROOM EXPECTATIONS

<u>BE KIND</u>	<u>BE SAFE</u>	<u>BE RESPONSIBLE</u>
share	walking feet	whole body listening
take turns	put your backpack away	work hard
use nice words	push your chair in	raise your hand
work together	playground safety	follow directions

Class Expectations:

- 1. Be Respectful: Listen to your teacher. Listen to your classmates. Wait your turn to talk.
- 2. Be Responsible: Come to class on time. Have your homework and pencils and be ready to learn.
- 3. Be Honest: If you don’t understand something ask for help. We need to master everything!
- 4. Be Polite: Try to express your opinions in a nice way. Even if you disagree there is no need to be rude.

IN OUR CLASS:

We are a team	We are positive	We respect each other
We try our best	We make good choices	We are kind
We are honest	We listen to each other	We work hard
We encourage each other	We are all important	

Fair Notice Letter for Parents

St. Patrick’s Elementary School is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers, and others feel safe. Schools cannot ignore any threat of violence.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet, or made by gesture.

Duty to report

To keep school communities safe and caring, staff, parents/guardians/caregivers, students, and community members must report all threat-related behaviours to the school principal.

What is the purpose of a student threat assessment?

The purpose of a student threat assessment are:

- To ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others.
- To ensure a full understanding of the context of the threat.
- To understand the factors contributing to the person of concern's (threat maker's) behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the person of concern,
- To promote the emotional and physical safety of all.

What behaviours warrant a Student Violence Threat Risk Assessment to be initiated?

A student threat assessment will be initiated for behaviours including, but not limited to:

- Verbal/written threats to harm/kill others ("clear, direct, and plausible")
- Threats made via social media to harm, kill, or cause serious property damage
- Serious violence or violence with intent to harm and kill
- Indicators of suicidal ideation as it relates to fluidity (homicidal/suicidal)
- Weapons possession (including replicas)
- Bomb threats (or possession/detonation of devices)
- Hate incidents motivated by factors including, but not limited to: race, culture, religion, and/or sexual orientation
- Sexual intimidation, sextortion, extortion or assault
- Domestic, interpersonal, relational violence
- Gang-related intimidation and violence
- Fire setting (contextual)

Collection Notice

CISVA (St. Patrick's) is subject to personal information privacy laws and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection of information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from publicly available open source social media sites. St. Patrick's will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

What do parents and students need to know

- Any threat must be reported to the school principal
- Investigation may involve the student services counsellor, the police, or other community agencies
- Investigation may involve locker or property searches
- Interviews will be held with the person of concern and other students or adults who may have information about the threat.
- Parents of students who are directly involved will be notified
- Threatening behaviour may result in disciplinary action
- An intervention plan may be developed for any individuals targeted by threats.

With your assistance, we will ensure that each student in our school is safe, so we can create the most positive learning environments for all students.

Student's Suspension Policy

Students can be required to be absent when misbehavior creates a serious infraction within the stated guidelines for student behavior. This absence is called a suspension and may occur at the discretion of the Principal. Suspensions may be in-school or at home. This will be determined by the school team. The following are examples of such serious infractions:

1. Habitual behavior which makes learning difficult for others.
2. Personal habits which have a harmful effect or influence on the character of other students and set an example which is foreign to our expectations.
3. Disregard for standards regarding attendance and punctuality.

When a suspension is invoked, the parent(s) will be called to pick up the child immediately. The child will only be released to a parent or guardian. In normal circumstances, suspension should be for no longer than two school days. The suspension would be terminated by a meeting between the Principal and the student's parents. Conditions for reinstatement would be agreed upon by both parties. In lack of agreement between Principal and parent, the parent may appeal to the Parish Education Committee. When parents enroll students in St. Patrick's Elementary, they should understand that in choosing this school, they are committing themselves to its philosophy of discipline. In sending their children to St. Patrick's, as to any school, parents do not abdicate their primary role in discipline of their children, but simply delegate it.

The school takes responsibility for the conduct of the children only when students are under its care during normal school hours and authorized school functions.

Weapons

A weapon is anything that is commonly used or designed to hurt someone or to put someone in fear. Our policy thus concurs with the definition of a weapon in the Criminal Code of Canada, Sec. 82. "Weapon means a) anything used or intended for the purpose of threatening or intimidating any person, and without restricting the generality of the foregoing, includes any firearm as defined in Section. 82."

Therefore, weapons of any kind are prohibited on school premises and students who are found with knives or other dangerous objects in their possession will be subject to severe disciplinary action that could lead to expulsion.

Detentions

Students will not be detained at school beyond 3:00 p.m. Normally a child will be kept in at recess time. If children must be kept in during recess periods, they will be supervised.

Harassment and Bullying Prevention

St. Patrick's School defines bullying as a pattern of repeated actions targeted at a person in a deliberate manner, intended to reduce the perceived power that a 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.

St. Patrick's Elementary School does not excuse or tolerate bullying.

Each member of the community is expected to follow and be consistent with our vision and mission to educate young people so that they may grow and mature into perceptive and caring Christians and citizens who will have a transforming influence in this world, St. Patrick's School has a 'zero tolerance' for unacceptable behavior that may be considered bullying. Should bullying of any kind occur, students must know that it will be addressed. As a Catholic, Christian community we believe that love and respect are the foundation for our relationship with God as well as each other. For further information please refer to the Anti-bullying Policy found on the CISVA website.

The principal, Mrs. Diane Sorochuk is the Appointed School Official (ASO) and the vice principal, Mrs. Cristina Pineda is the alternative ASO.

6. TOBACCO AND VAPOUR SALES ACT POLICY

In accordance with the Tobacco and Vapour Products Control Act as of September 1, 2016 there is to be no tobacco or vapour products sold or used on school property. As of March 21, 2020, this now includes marijuana.

This law applies to:

- Students;
- School employees;
- Parents;
- School visitors, on-site workers & guests;
- Anyone attending non-school activities in schools or on school grounds;
- Anyone in school vehicles;
- Anyone in private vehicles parked on school property;
- All tobacco products, not just cigarettes.



The ban covers schools, school grounds and other buildings used by schools. The ban extends beyond school hours and over school breaks and summer vacations.

No smoking signs are posted at all main entrances and in some buildings. We request that you comply with this legislation and help our school provide a healthy environment for our students.

Please support tobacco and vapour free schools by

- Supporting your school's efforts to promote a healthy learning environment.
- Ensuring that you comply with the law by not using any tobacco or vapour products while on school grounds.
- Encouraging and supporting student awareness of the law.

- Supporting school officials when penalties are imposed.
- Be a positive role model for your children, whether you're a smoker or not. Encourage and help them say no to cigarettes or e-cigarettes, and don't give them, or provide easy access to, tobacco products.

7. UNIFORM POLICY

The uniform policy at St. Patrick's Elementary School is in place to create a sense of community and foster respect. It is important that all students abide by the dress code. Regular uniform inspections will occur throughout the year and notices will be sent home if students are not following the uniform policy.

Students will wear their uniform as usual except on days when they have gym class. On days when your child has gym class, your child is to arrive at school wearing their gym uniform (shorts and t-shirts) under their Spirit Wear (sweatpants and sweaters) depending on the weather. The sweatsuits are considered part of the uniform and no other clothing will be acceptable.

Girls Uniform

Tunic (Gr. K-4) Kilt (Gr. 5-7)	REGULATION SCHOOL TARTAN – ordered through the school supplier Cambridge & Co. NO SUBSTITUTES
Dress Pants	REGULATION CHARCOAL SCHOOL DRESS PANTS - ordered through the school supplier Neat Uniforms. NO SUBSTITUTES
Sweater	REGULATION GREEN V-NECKED unisex pullover, cardigan or vest, with school crest – ordered through the school supplier Cambridge & Co. NO SUBSTITUTES Must be worn for all formal functions and school masses.
Shirt	REGULATION WHITE POLO or OXFORD SHIRT – ordered through the school supplier Neat Uniforms. NO SUBSTITUTES
Socks	REGULATION GREEN COLOR (same as sweater), Green Knee High, ankle socks or tights. (Not Pantyhose) or Celtic Spirit Socks.
Shoes	ALL BLACK IN COLOR. Flat, low cut, dress, casual or running shoes. (NO PLATFORM SHOES OR HEELS).

Boys Uniform

Trousers	REGULATION BLACK DRESS TROUSERS – ordered through the school supplier Nest Uniforms. NO SUBSTITUTES
Sweater	REGULATION GREEN V-NECKED unisex pullover, cardigan or vest, with school crest – ordered through the school supplier Cambridge & Co. NO SUBSTITUTES

Must be worn for all formal functions and school masses.

Shirt	REGULATION WHITE POLO or OXFORD SHIRT – ordered through the school supplier Neat Uniforms. NO SUBSTITUTES
Shoes	ALL BLACK IN COLOR. Flat, low cut, dress, casual or running shoes. (NO PLATFORM SHOES)
Socks	Black Socks or Celtic Spirit Socks only.

All Students

Earrings	Only small studs and small hoops are permitted
Hair	No large accessories should be used. All accessories must blend and be school uniform colours. Natural hair colours only. Hair must be clean cut and face visible. Hair should be tied back during gym class.
Nails	No artificial nails or bright/dark colored nail polish.

Summer Uniform

May be worn in September, October, May and June.

Both are ordered through Neat Uniforms

Girls	Charcoal Skorts
Boys	Black Shorts

Gym Uniform (K-7)

Gym uniforms will be worn throughout the day on scheduled PE days. Students may wear Spirit Wear Suits over their PE strip to stay warm. This is considered part of the uniform and no other clothing will be accepted.

T-shirt	REGULATION SCHOOL BLACK WITH LOGO or Walkathon T-shirt for the <u>current school year</u> .
Shorts	REGULATION SCHOOL GREEN from Spirit Wear Store or Neat Uniforms (while supplies last).
Socks	SOLID WHITE or CELTIC SPORTS SOCKS which can be purchased from the office

Running Shoes **NON-MARKING SOLES** to be used exclusively in the gym

Sweat Pants **Black Spirit Wear** (No substitutes)
Due to shipment delays students may wear plain black (no labels/or branded) sweatpants while outside only.

Sweat Tops **Grey or Black Spirit Wear** (No substitutes)

Sweatsuits are available through the Online School Spirit Wear Store. Ordering is available online 3 times per year.

All articles of clothing, as well as shoes and school bags, must be labeled clearly with the child's name. St. Patrick's cannot accept responsibility for lost items. Please check the identification throughout the year as labels fall off and names fade.

Clothing should be presentable at all times. I.e. Cleaned, pressed and mended.

Uniforms should be fitted and appear to be comfortable to wear. Not tight.

Note: Sweaters are available from Cambridge & Co. @ 604 924-9929

All other items are available through Neat Uniforms. 1050 Boundary Rd., Burnaby, B.C.

Tel: 604-205-7555 or 1-800-668-826

8. OUTDOOR CLOTHING

Parents are expected to ensure that their children dress appropriately for the weather. Since the students are involved frequently in outdoor activities, they should come to school in a warm water-repellent hooded jacket or coat. Gloves or mittens and boots are essential in cooler weather. If it is designated as an 'outdoor day', all students will be sent outside.

GENERAL ROUTINES AND REGULATIONS

1. School Hours

Teachers on Site	8:15 a.m.	
Educational Assistants on Site (Mon-Thur)	8:30 a.m.	(Fri) 8:15 a.m.

Morning Supervision **8:30 a.m. – 8:40 a.m.**

Expanded entry time doors to the school will be open for students at 8:40 a.m. – 8:50 a.m.

School Begins **8:50 a.m.**

Morning Recess for K-7 10:00 a.m. - 10:15 a.m.

Recess for K-7 11:45 p.m. - 12:15 p.m.

Lunch followed by DEAR (in classrooms) for K-7 12:15 p.m. – 12:45 p.m.

Dismissal (Mon, Tue, Thurs. & Fri) 3:00 p.m.

Early Dismissal (Wed for staff meetings) 2:30 p.m.

Supervision 3:00 p.m. - 3:15 p.m. (Mon, Tue, Thurs. & Fri.) and 2:30 p.m. – 2:45 p.m. (Wed)

Early Dismissal on special days 12:00 noon (refer to calendar for dates)

Supervision for special days 12:00 p.m. – 12:15 p.m.

All instructional blocks are either 30 minutes or 45 minutes in length.

Schedules are subject to change.

2. STUDENT ATTENDANCE AND ABSENCE

If a child cannot come to school for any reason, parents should inform the school in advance, or by phone before 9:00 a.m. on the same day. This is to ensure safe arrival of students and that the absence is approved by the parent. A letter/email stating the reason for absence from the parent or guardian is required when the child returns to school. This is required for the Ministry government funding. If notes are not received the parent will be responsible for any loss of grants. Please be vigilant to avoid any monetary penalties by loss of grant. Sick leave of three days or more should be verified by a doctor's certificate.

Student Name:	_____	Grade:	_____
Date of Absence:	_____		
Date of expected Return:	_____		
Reason for Absence:	<u>sick, medical appointment,</u>		
	<u>funeral, other:</u> _____		
Parent Signature:	_____		

3. SCHOOL SECURITY

Doors at the side of the school are locked for security purposes. All persons entering or exiting the building must enter/exit from the front of the school and are to report to the office, sign in and receive a name tag before proceeding to any room in the building. Due to Covid-19 or any increases in student illnesses access to the school will be restricted. Refer to the most up-to-date Safety Plan which can be found on the school website for more information.

4. PARENT SIGNATURE

Staff members will not release your child to any person who calls at the school unless they have received written permission from you, the parent/guardians. Please notify staff members if, on a special occasion someone other than a family member is to pick up your child.

Parents must inform the office and classroom teacher with a written note if their child is walking home, walking to St. Patrick's High School or catching public transit on their own. Please also provide the usual route taken.

5. LUNCHES

Children who eat their lunch at school will be supervised by a staff member or parent. They will not be allowed to leave the school area without written permission from their parent or guardian and authorization by the Principal. We do not allow children to go to the store at lunch time as this makes supervision impossible.

A well-balanced meal keeps a child happy and healthy. A regular diet of fast food meals does not provide good nutrition for the child. Therefore, we do not allow fast food lunches or Door Dash etc. to be brought to school. Please prepare your child a well-balanced lunch that he or she can bring to school in the morning. We will also continue with the hot lunch program.

Students are to bring their snack and lunch in returnable re-sealable containers from home. When the students are finished eating, all items will be returned home in the same container. This includes any uneaten food.

6. BIRTHDAYS

As much as we would love to celebrate every child's birthday in the classroom, this is not possible. Please do not bring any food or cakes of any kind to the school. You may send goodie bags or cupcakes once you have discussed this with the classroom teacher. All items in the goodie bags or cupcakes must be appropriate and peanut/allergy safe. These will be handed out after school, one for each student in the class.

7. PEANUT/NUT AWARE ENVIRONMENT

Ensuring the safety of anaphylactic children in our school environment depends on the cooperation of the entire school community. To minimize the risk of exposure, and to ensure rapid response to emergency, parents, students, and school personnel must all understand and fulfill their responsibilities. Our first responsibility is to understand that B.C. schools are subject to the province's Anaphylaxis Protection Order, which requires that we have an anaphylaxis policy and procedure. This can be found on the CISVA website. We also have the responsibility to understand that our school is a peanut and nut free environment. This means that parents, caregivers, students and staff are to avoid consuming and or bringing in any items that contain nuts or peanuts.

Please visit fraserhealth.ca for additional information and tips.

8. DROP OFF AND PICK-UP POINTS

Absolutely no dropping off or picking up students in front of the school building on Quebec St., or the north side of the school on 12th Avenue.

The far East area of the parking lot (towards Main Street) will be used for dropping off and picking up children before and after school.

9. SUPERVISION OF STUDENTS

While students are on site 8:30 a.m. - 3:30 p.m. they will be supervised by school staff and or approved parent supervisors.

Supervision before school is provided on the school premises (south side basketball court area) by school personnel from 8:30 a.m. While we do have parent volunteers from 8:15 a.m. on the school property, it is in the student's best interest to be dropped off closer to the 8:30 a.m. time. Parents who send their children to school earlier than 8:30 a.m. should arrange for early supervision provided in the neighbourhood of the school.

Students are to remain outside on the south side basketball court area until the bell rings at 8:40 a.m. In case of inclement weather, the students will remain outside until the bell rings. Please dress appropriately for the weather. There is NO staff supervision before 8:30 a.m. In our efforts to provide a safe school, students should arrive at school as close to 8:30 a.m. as possible. Students are not permitted on the big toy or in that area before or after school.

Student supervision is also provided by school personnel and parent participation volunteers at morning and lunch recess. All students must be outside during recess unless they are working with a staff member. In inclement weather students are to remain in their classrooms and play quiet games. They must ask the supervising teacher for permission to leave their room to use the washroom.

Students are dismissed at 3:00 p.m. (2:30 p.m. Wednesdays). On special Early dismissal days your child must be picked up by 12:00 p.m. They are to be picked up by their parents or guardians promptly. They should wait in the basketball court area under supervision until their parents arrive to pick them up. Students who walk home or take the bus should leave the grounds immediately.

After 3:15 p.m. (2:45 p.m. Wednesdays) they must report to the office to call home. Any students who are picked up late are asked to have their guardian sign the "Late Pick-Up Book" at the front office and will be charged a fee of \$1.00 per minute. If you are unable to pick up at regular dismissal time, please consider the After-School Club as an option for your child's supervision and safety.

Parents send their children to school with the expectation that they remain on the school grounds under supervision until they are picked up. Students leaving the school grounds without permission during supervision hours will be suspended until their parents are able to meet with the principal to resolve the matter.

10. VOLUNTEERS DUTIES AND EXPECTATIONS

- Volunteers help to enhance the school's ability to provide for the students' development and to benefit the school and parish. They serve in a variety of capacities, which include, but are not limited to: Schools PEC and other committees, parish and school maintenance, fundraising committees, classroom assistance to teachers, yard supervision, Parish events, library assistant, field trip/sports chaperones, and other activities relating to the talents and gifts of the volunteer population.
- Volunteers serving in the school and parish will support and model the moral teachings of the Catholic Church and function faithfully within the mission and structures of the school, parish, and Diocese with proper respect for those serving in ministries.
- Volunteers work in collaboration with the school and Parish to help the development of the children in our educational institution. This helps the children understand the importance of our Catholic faith
- Should volunteers come into conflict on school/parish related issues, it is the responsibility of both to resolve the dispute through personal diplomacy and/or an executive decision by the school PEC, Principal and/or the Pastor of the parish.
- Any person who has a conflict with a school/parish volunteer outside of the boundaries of school/parish activities must settle that dispute outside of and without involving or using school/parish resources.

11. PARENT HELPERS PLAYGROUND

Parents on duty in the playground are requested to supervise all students in their care and not to focus on their own child. The after-school supervision is meant to help parents running late and is not to be used as a daily babysitting service. Parents on duty are to follow the schedule closely and to assist the teacher in ensuring that the students are well-behaved – courteous, considerate and respectful. Since their full attention is required, they are to turn off their cell-phones and all other electronic devices. Parents are strongly encouraged to move around and interact with students ensuring they are behaving according to playground expectations.

Yard Supervision Program Overview

The Yard Supervision Program has been implemented to provide supervision of the parking lot and play areas during arrival, pick up, morning and lunch breaks. Tuition requirement includes a yard duty supervision component that must be served or paid for any remaining hours that have not been fulfilled. Families who do not show up for their scheduled yard supervision time and date and do not arrange for a substitute will be charged a no show fine at the end of each month. Keeping our children safe is the priority of the yard supervision program.

Volunteer tuition funds collected are used to hire staff who fulfill the hours that families cannot. Yard supervision volunteers must sign in and wear the orange/yellow vest (from last year) and masks given to them.

Policy and Procedure for Yard Supervision

1. Every Family must have a Criminal Record Check done as well as go through the orientation before starting yard supervision.

2. Each shift must always have 3-4 families on supervision to ensure the children will be able to go outside.
3. Yard supervision volunteers should move around the yard to monitor all areas of the school. Students are never allowed outside the school gates or perimeter unless they are signed out and accompanied by their parent or guardian. A teacher will be on duty with the yard supervisor volunteers.
4. The teacher will signal (whistle or bell) when lunch recess has ended, and students know to proceed to their classroom or other assigned location.
5. During yard supervision, volunteer parents must: be alert and vigilant; constantly moving and scanning the zone methodically moving around the designated zone.
6. Yard supervisors are not to engage in conversation with other staff members unless in relation to an issue/incident in the yard.
7. Yard supervisors are to alert the staff of any first aid needs immediately.
8. Yard supervisors are to focus on their area of supervision including students that the Education Support Staff are supervising.
9. Yard supervisors are not to make personal calls or browse on their cellular phones while on duty. No Cell Phone Usage.
10. If the yard supervisor is unable to conduct their duty at the designated time, they should arrange a swap with another trained member and inform the PEC member (Natalia) as well as the school office. If a swap cannot be arranged the volunteer must contact the office with as much notice as possible prior to the shift to ensure that alternative arrangements are made. You are Only informing the office so they are aware they will be short staffed. This is not an exemption from your duty.
11. Yard supervisors are asked to be aware of the school's schedule for masses and half days to ensure you are not showing up for a shift that is not open.
12. Yard supervisors must make sure at afternoon dismissal that each child goes home with their designated parent/guardian and stays within school grounds as they await pick up. As well as assisting students and parents to cross the parking lot in the designated crosswalk.
13. When it is raining supervisors are to stay in the hallways, if you are unsure ask the office where you should be located.
14. Please ensure you are clocking in and out at your scheduled times, five minutes before and after is ok but that is the maximum allowed. The extra time after this will not be recorded.
15. Volunteers who do not show and or give late notice WILL be charged the fee at the end of each month.

16. Volunteers must show up on time and in their safety vests.
17. Ensure each yard zone has the proper amount of coverage. Stay in your zone unless relocated by a staff member.
18. As supervision requires its volunteers to be alert, younger children and or pets are not to attend the shift.

12. FIELD TRIP SUPERVISION

Field trips should supplement and enrich the learning opportunities of the classroom. All activities outside of the school area will be closely supervised by teachers. A child must have written consent from a parent or guardian in order to participate. All information, including time, place and cost, will be provided in a note from the teacher, approved by the Principal prior to any such event. Any volunteer drivers are covered by the Archdiocesan Insurance for excess third-party liability.

The school's school bus (in-province) or a charter coach (in or out-of-province) are generally the preferred mode of transportation for students at St. Patrick's Elementary School. Public transportation (in-city) may also be viable and appropriate for some field trips. Other circumstances may arise where private vehicles may be the only or best option for transporting students. For example, to school sponsored extra-curricular sports games (e.g. volleyball, basketball, badminton, and or track and field).

Field trips transportation policy:

Bus Rental

The principal, through experience, research and referral from other schools may approve bus rental from reputable firms. Buses will carry only the allowed number of passengers.

Private Vehicles

The mechanical condition of the vehicles is the responsibility of the parents who volunteered their use. The private vehicles will only carry an allowed number of passengers. A seat belt must be worn by every passenger. Booster seats must be used for students who require them. Parents driving other students on behalf of the school must have a criminal record check and Drivers Form filed in the office.

Loading and Unloading Students

Loading and unloading zones should be carefully chosen to ensure the utmost safety of the student. Safety rather than convenience should be of great consideration at all times.

Parent helpers on field trips are requested NOT to provide the children with treats from home or bought on site. They are also requested not to carry the students' belongings for them or allow them to switch groups. Since their full attention is required, they are to turn off their cell-phones and all other electronic devices.

School Bus Policy

St. Patrick's Elementary School's preferred mode of student transportation is a school bus.

The lead teacher of the field trip is responsible for preparing the students for transportation. This includes education around safety and emergency contingency plans. They are also responsible to inform the bus driver in advance of the destination (including address), departure and arrival times.

The Association of School Transportation Services of B.C. is dedicated to the promotion of safe transportation and encourages those associated with it to do likewise. The following school bus safety rules can be found at this website. <http://www.astsbcc.org/school-bus-safety/>

Key safety messages to teach children about the "danger zone" include the following:

- If you can touch the bus, you are too close.
- Use 10 GIANT STEPS to take you out of the danger zone.
- Be sure you can see the driver and that the driver sees you.
- If you drop anything in the danger zone, never stop to pick it up.
- Ask an adult or the driver to help.

13. CRIMINAL RECORD CHECKS

All parents wishing to drive for and/or accompany classes on field trips must first obtain a Criminal Record Check and a Driver Form. Information on how to do this will be available in the September Bulletin.

14. ILLNESS/ACCIDENTS

Parents should inform the school of any allergies or chronic illnesses their child may have at the time of registration. Parents and their child's physician will be required to complete a care plan which will be filed and circulated among teachers. See the Office for Care Plans. Children who are ill should be kept at home instead of being sent to school. The teachers do not have the time to give needed care to sick children.

Teachers do not normally administer medication to a child unless they have received from the parents a note giving details of the nature of the medication, the schedule for administration and the dosage, together with a note from the family physician. See the Office for the Administering Medication Form.

If a child becomes ill or is injured at school or while on a field trip, the secretary or Principal will notify the parents or guardian who should come and pick up the child **at once**. In the event of a serious injury, the Principal or a person designated by the Principal will call an ambulance and notify the parents immediately. Any cost will be the responsibility of the parent. It is up to the parent's discretion to decide if the child gets picked up immediately or waits to be picked up later.

15. EMERGENCIES

Many staff have attended a First Aid Course. Emergency help is also available from the Fire Station across the street. Cases needing further care may be taken to the Hospital. Parents will be notified of any condition requiring special attention. Emergency phone numbers for every family must be kept up-to-date and on file at the office. It is the responsibility of the parents to advise the school of changes.

16. SCHOOL ANAPHYLAXIS PLAN

Parents, students and school will work together to safeguard students at risk of anaphylaxis.

It is the responsibility of the parent/guardian to:

- inform the school of their child's allergies and complete a Student Emergency Procedure Care Plan.
- Ensure that their child's file is up to date.
- Provide a MedicAlert® bracelet for their child.
- Provide the school with two up-to-date auto-injection kits, clearly labeled with the child's name and prescription details; and ensure that the child carries with him or her at least one auto-injector at all times.
- Provide their child with safe foods, including for special occasions.
- Teach their child about the allergen and its triggers.
 - How to recognize the first symptoms of an anaphylactic reaction.
 - To know where medication is kept and who can get it.
 - To communicate clearly when he or she feels a reaction starting.
 - To carry his or her own auto-injector.
 - Not to share snacks, lunches or drinks.
 - To understand the importance of hand-washing.
 - To cope with teasing and being left out.
 - To report bullying and threats to an adult in authority.

It is the school's responsibility to ensure that the staff is informed of your child's condition and be trained to deal with an anaphylactic reaction. The school will work with the parents and school nurse to provide a safe environment for your child.

Names and photos of the children will be displayed in the staff room, front office and classrooms.

Please refer to the CISVA website for a more detailed Anaphylaxis policy.

16. USE OF TELEPHONE

The school telephone is a business phone. Students may not use the school telephone to make or receive phone calls. In emergency cases, messages may be left with the school secretary. Parents who wish to speak to a teacher on the phone should call during non-instructional times or leave a message with the secretary requesting the teacher to call them back after class. Students may have cellular phones but they must be turned off and in their bag during the day. Some teachers may request student cell phones to be secured in a storage bin provided by the teacher.

SCHOOL CLOSURES

1. EMERGENCY SCHOOL CLOSURE

Severe weather or other emergency situations such as loss of hydro power, interrupted water supply or heating system breakdown may force school closure. If a decision to close the school is made prior to 8:30 a.m., it will be communicated via the REMIND app, and posted to the school website as early as possible. In cases of heavy snow, the school will be closed when other Catholic schools in Vancouver are closed.

2. FIRE, EARTHQUAKE AND OTHER DISASTERS

Our school has developed a Crisis Management Plan that is designed to minimize danger to anyone occupying our school should an emergency occur. Our main objective is to attend to the health and welfare of your child in the event of a crisis.

In most emergencies your children will remain and be cared for at the school following the school's Crisis Management Plan. In the rare event of an emergency affecting the school that requires evacuation of the building (e.g. broken gas or water main, a fire, toxic spill or earthquake), students may be transported/moved to the nearest and most appropriate facility (e.g. parking area, another school, a local church).

The school conducts regular fire, earthquake and lockdown drills during the school year to increase the students' awareness of safety and orderly emergency procedures. For more detailed information please see the school principal.

3. PARENTS ROLES AND RESPONSIBILITIES

Because our school is located in the Lower Mainland, an earthquake-prone area, we ask you to be aware of our school's emergency policies and procedures.

This policy is intended to reduce the chaos and confusion that normally accompanies an emergency situation and to cover procedures necessary when an emergency incident occurs and evacuation of the school is required. It is intended to keep tension and anxiety levels low so that the time and process of locating students, staff and others can be kept to a minimum and so that we can ensure safety for all. Parents are asked to adhere to the following so that all students, staff and visitors may be given the best possible attention and care, as well as provide safety for all.

- **DO NOT TELEPHONE THE SCHOOL or SEND MESSAGES ON THE REMIND PLATFORM.** If an emergency has occurred, the telephone lines will be needed for the emergency and staff will not be responding to messages.
- **Following an earthquake or other emergency, do not drive to the school;** streets and access to our school may be cluttered with debris; the school access route and street entrance areas must remain clear for emergency vehicles.
- **Do turn your transistor or car radio to CKNW 980-AM 980 or Z95.3-FM 95.3.** Information and directions will be given over the radio.
- As soon as it is safe to travel, we request that parents travel by the safest means possible to the school and retrieve their child/children.

- When arriving at the school, parents of designated guardians are to report to the Release station - which will be indicated by a sign "Parent Reception Centre."
- Parents are **NOT** permitted within the assembly area unless their child has been injured. A school runner will accompany the parent to the injured child.
- Children will be released to Parents or designated alternate caregivers **ONLY**. (Be sure this information is kept up-to-date with the main office at our school)
- BE PATIENT AND CALM - RELEASING STUDENTS WILL TAKE TIME.
- The Parent Reception Centre Staff will send a runner to bring your child(ren) to you. In case of an injured child, the parent or designate will be taken to the child. If more than one child is at the school, they will stay in the assembly area until the parent and injured child are ready to leave the grounds.
- When reunited with your child(ren), a Parent Reception Centre Staff will require your signature on a Release Form.
- Initial the complete "Emergency Release Form" provided at the Parent Reception Centre.
- You will all then be released to leave the assembly area.

Parents and Guardians are key partners in their children's learning and are often very involved in school activities. They play an important part in the support of the school's emergency plan by:

- Participating in the development of the emergency management plan where practical.
- Becoming familiar with the plan.
- Providing vital and up-to-date information regarding contact, medical and student release information.
- Participating in drills or exercises related to emergency preparedness, including student release drills, when invited to do so by the principal.
- Encourage their children to take drills seriously.
- Helping to acquire and organize emergency supplies on an ongoing basis.

4. VOLUNTEER'S RESPONSIBILITIES

Volunteers are to be aware of the emergency policies and procedures and their responsibility (report any incidents, call 911, follow school policies) as they may be a primary person providing care.

5. SCHOOL CLOSURES DUE TO IINESSES

Functional Closure: May occur due to staffing shortages and when in-class instruction is not possible for supervision and safety reasons. In this event and with consultation with the Superintendent's office our school may have to enter a "functional closure" for a period of time until staffing levels return.

A Public Health Closure is the temporary closing of a school or grade by order of a Medical Health Officer when they determine it is necessary to prevent the excessive transmission of communicable disease.

INSTRUCTIONAL POLICIES

1. CURRICULUM

The curriculum of St. Patrick's Elementary School follows that which is prescribed by the Ministry of Education in Victoria. All texts that are used must be those that are prescribed or authorized by the Ministry or the St. Patrick's Elementary School authorities. In the case of Religious Education, we follow the recommendations of the Superintendent of the Catholic Schools of the Vancouver Archdiocese and the Office of Religious Education.

Our program runs from Kindergarten to Grade 7. It consists of four strands:

Humanities:

Christian Education
Social Studies

English Language Arts
Career Education

Core French

Science:

Science

Mathematics

Arts Education:

Music
Dance

Visual Arts

Drama

Practical Arts:

Physical and Health Education Applied Design, Skills and Technologies

Core Competencies:

"Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning."

Communication Creative Thinking

Critical Thinking Positive Personal and Cultural Identity

Social Responsibility Personal Awareness and Responsibility

Refer to curriculum.gov.bc.ca for The BC'S New Curriculum.

Indigenous Perspectives:

The curriculum has integrated Indigenous content and perspectives into the entire learning journey, rather than into specific courses or grade levels. This means that from kindergarten to grade 7, students will experience Indigenous perspectives and knowledge as part of what they are learning.

Christian Education:

St. Patrick's Elementary School exists to promote the formation of the whole person: spiritually, intellectually, emotionally and physically. The child must be enabled to think and choose freely, based on Gospel values.

2. HOMEWORK GUIDELINES

Homework by definition is any out-of-class learning task designed to extend or elaborate on in class learning. It should be purposeful by providing opportunities for students to practice learning skills and behaviours that help them in becoming successful students. It should be designed to prepare students for future learning as well as assessment and evaluation activities.

The aim of homework is to foster good study habits including; time management, following directions, organization skills, attention to detail, and the use of information technology skills.

There are significant cognitive and social behavior advantages associated with homework. At the cognitive level, student engagement and self-efficacy grow through homework tasks that allow them to successfully apply the skills they are learning in the classroom to tasks that enrich, reinforce and integrate expected learning outcomes. At the social behavior level, the aim of homework is to foster independent work habits and problem-solving skills.

Homework offers parents the opportunity of being involved in their child's learning program and of being better informed with respect to grade-level expectations. A parent's positive attitude towards homework is a major factor in how their child will view homework. Homework requires a commitment from parents to support student learning by providing time, space, and resources that facilitate successful completion of assignments at home.

Purposeful homework is carefully planned. Its purpose must be clear. This requires coordination of homework assignments across the curriculum. It is never used as punishment or busy work.

Early primary students may be expected to complete 20-30 minutes of daily homework; including Home Reading, with emphasis on practicing the skills being taught in the classroom. Late primary and early intermediate students may be expected to complete 30 – 40 minutes of daily homework; including Home Reading, with more emphasis now being put on assignments that extend classroom learning and help prepare students for assessment and evaluation activities. Late intermediate students may be expected to complete 50 – 60 minutes of daily homework; including Home Reading, with emphasis on independent learning skills and problem solving in addition to extending classroom learning, and preparing for assessment and evaluation activities.

It is important that teachers communicate their homework plan; including the use of student planners, to parents and students at the beginning of each school year.

The times indicated above are not intended to be prescriptive; they are guidelines to assist parents and teachers. Parents may wish to extend and enrich their child's education beyond classroom learning and homework. Students may be encouraged to read beyond their Home Reading and Responding to Reading activities; and teachers may find it necessary to extend daily homework minutes in order for students to successfully complete project-type assignments. The homework policy/guidelines are intended to accommodate all such activities.

3. ASSESSMENT AND EVALUATION

Assessment is carried out for one or more purposes such as:

- to diagnose a weakness; to find out where and for whom additional instruction is necessary;
- to check progress of individual students;
- to check mastery of skills taught;
- to measure general achievement related to skills or content.

A variety of evaluation devices are employed throughout the school year. These range from diagnostic tests, skills tests, oral quizzes, reviews, unit/chapter tests, standardized tests and observation of day-to-day work. The information gathered through these many sources form the basis for reporting on student progress.

4. REPORTING ON STUDENT PROGRESS

Detailed written progress reports are issued two times each school year – mid year in January and summative in June.

An interim progress card will be sent home focusing on student work habits, early academic goals and behaviors.

In order to facilitate communication, parents may request a meeting/interview with teachers anytime throughout the year.

Parents, students and teachers will meet for a three-way conference prior to the midterm formal communication.

We will continue to use Seesaw to communicate and celebrate student learning. To do this school staff will collect and document evidence of student learning by taking photographs and videos of your child and their work throughout the school year. This data will be used by teachers as evidence of learning and will be stored in a secure online portfolio using Seesaw. Students are expected to use Seesaw for self-reflection of their own work.

With Seesaw, teachers and students can easily capture learning from any classroom and upload them to an online portfolio where parents, students and other teachers can access them, making learning visible in real time. Seesaw portfolios move with the students from year-to-year, creating rich documentation of learning for teachers, students, and parents.

Student-led conferences will provide the students with an opportunity to self-evaluate and report their own progress to their parents.

COMMUNICATIONS

1. SCHOOL NEWSLETTERS

Parent Bulletins will be posted to the school website and sent via REMIND throughout the year to keep parents informed of past and future school events, policies, routines, etc.

2. SCHOOL WEBSITE

Parents who have Internet access are encouraged to visit our website www.spev.ca for school information, blogs and events.

3. REMIND APP

It is very important that all parents sign up for the Remind Text Message system. This is one of our sources of communication with parents. Please sign up if you haven't already. If you need help, stop by the office.

4. SCHOOL CALENDAR

A school and sports calendar which lays out the events scheduled for the school year is posted on our website.

5. CLASSROOM BULLETINS

Monthly newsletters will be posted on our school website to inform parents of past and future events happening in classrooms.

6. CONFERENCES

Whenever a need arises, the teacher and/or Principal will arrange for a conference with the parents. This may take the form of a telephone conference or a meeting before or after school. Parents are encouraged to initiate a conference if they have a concern or if there is something they wish to share with the teacher.

7. EMAILS

Parents are encouraged to email their child's teacher or administration whenever necessary. Please allow 48 hours for a response.

ADDITIONAL SCHOOL SERVICES

1. LIBRARY

The school library houses an extensive collection of non-fiction and fiction materials. Students have a library period each week and are encouraged to borrow books to read at home. It is the responsibility of each child to ensure that all books on loan from the school are returned in good condition. The parent or guardian will be expected to compensate for any text or library book lost or damaged by their child. Please encourage your child to take good care of books and return them promptly. Once returned they will undergo a “time out” process before they can be reintegrated into the system.

2. LEARNING ASSISTANCE

Our learning assistance teachers provide additional intensive remedial instructions to students who need help. The Learning Assistance teachers work closely with classroom teachers and Educational Assistants to design individual education plans to enable each student to achieve success. SEE MORE INFORMATION BELOW.

3. Computers and Personal Electronic Devices, including SMART WATCHES (PED)

Computers and personal Electronic Devices (PEDs) have the potential to enhance student learning. Their use however, should in no way interfere with the safety, security, and/or privacy of students and staff. In addition, their use should in no way interfere in any way with student learning and school operations. The unregulated use of computers and PEDs may facilitate illegal and/or unethical activities in the school environment (CISVA Policy 430) and violate the spirit and intent of our mission and vision as a Catholic elementary school in the Roman Catholic Archdiocese of Vancouver.

Computers and PEDs may be used to enhance student learning and develop positive communication skills provided students and staff are in compliance with the school’s acceptable use agreement.

To promote respect for the dignity of all members of our school community and to enhance student achievement and safety, the use of computers and PEDs is strictly regulated in the school, during the school day and during school related activities such as masses, field trips and sports events.

Failure to comply with this policy may result in loss of computer privileges, confiscation of PEDs, and disciplinary action consistent with the school’s code of conduct and anti-bullying policies.

The school encourages students to leave their PEDs at home or in their cloakroom and assumes no responsibility for the loss, recovery, repair or replacement of any computer or PED brought onto school property by individual students. PEDs are to be kept out of sight, turned off and not used within the school premises during the school day and/or during school events except as stated and agreed.

The following uses of Computers and PEDs are prohibited:

- i. Any use that compromises the academic integrity of the school or any individual in the school.
- ii. Any use that interferes with or disrupts the academic day or the teaching/learning environment.
- iii. Any use that violates a person’s reasonable expectation of privacy.

- iv. Any use that compromises personal and/or school safety.
- v. Any use that facilitates illegal and/or unethical activities.

The following limited conditions under which Computers and PEDs may be used on school premises or during the school day:

1. The school principal (or designate) may authorize an individual(s) to use a computer or PED on school premises during the school day for a specific designated purpose provided an acceptable use agreement has been completed and is current.
2. The school principal (or designate) may provide specific instruction to the school community pertaining to the limited acceptable use of computers and PEDs in extraordinary circumstances including emergency conditions (evacuations, lockdowns, etc.)

Definition(s):

Personal Electronic Devices (PED) are wireless and/or portable electronic handheld equipment that include, but are not limited to, existing and emerging Mobile Communication Systems and Smart Technologies (cellular phones, smart phones, pagers and walkie-talkies etc.), portable internet devices, PDAs, handheld entertainment systems (MP3, video games, compact DVDs, iPods camcorders, digital cameras, etc.), spy gadgets (cameras, covert listening devices, etc.) and other convergent communication technologies.

PEDs also include any current and emerging wireless handheld technologies or portable IT systems (IPads, etc.) that can be used for the purpose of communication entertainment, data management, word processing, wireless internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

1. The school principal will ensure that students and staff are made aware of the benefits and risks associated with computers and PEDs and are informed with respect to CISVA Policy #430 Personal Electronic Devices.
2. The school will maintain and review an acceptable use agreement for students to facilitate compliance with this policy
3. The school's acceptable use agreement will be attached to this policy statement as Addendum 2

4. EXTRA-CURRICULAR PROGRAMS

The fundamental goal of all activities is to help children realize that hard work will result in success although success is not always defined as winning. Success is making and keeping a commitment.

During participation in extra-curricular activities:

Students are under the supervision of their coach or teacher during all practices and competitions. Their conduct should be a favourable reflection of our school.

Practices and games will be scheduled with the approval of the principal and published to give adequate notice to parents.

Practice time in the gym is only open to players on the teams scheduled at that time. Siblings are permitted to sit quietly on the side. If coaches find that they are having to discipline siblings, they will no longer be allowed to attend.

Students will not be allowed to participate in practices or games without signed consent from the parent or guardian.

The bathrooms in the gym are not open to students before or after school. They are only open to members of the team scheduled to be in the gym.

Basketballs, volleyballs and any other equipment may not be taken outside of the gym. If a student takes something outside of the gym they will be asked to replace it at their own cost.

Transportation will be arranged with the approval of the principal. Parents will be informed of the time the children can be expected to return to school or home. Teachers will not be expected to remain with students after the time agreed for parents to pick up their children.

Should extra-curricular activities be permitted the following may be offered this school year for students in grades 5-7: Volleyball, Basketball, Badminton and Track and Field, grades 3-7 Choir. All Health and Safety protocols will be adhered to.

Games and tournaments are open to anyone who wishes to watch. An adult must accompany any students who are at the games as spectators.

Anyone who does not abide by the gym rules will be asked to leave. Please do not send your child to the gym at any time without supervision. Coaches are not responsible for the supervision of anyone other than their own players. Anyone in the gym unsupervised will be asked to leave.

5. EXTRA-CURRICULAR SPECTATORS

Spectators are a major factor if the athletic program is to be successful in inculcating the Christian values of the school. It is the spectators that must teach by example: a respect for the rules of the game, a respect for officials and opponents, self-control, self-discipline, patience with those less talented, a willingness to put others forward, a tendency to affirm others, and a willingness to put the good of the team and individual players ahead of a coach's personal glory.

All spectators of games are to follow the schools and Provincials health and safety protocols. **Spectators will not be permitted during practice times.** Spectators are to remain in their seats and not come across the gym to the players' side. Spectators are to respect the coaches, referees and scorekeepers and put all garbage in the proper receptacles.

A spectator at a CISVA athletic event is a representative of the school and must act in accordance with the CISVA policies.

- Exhibit exemplary behaviour at all times.
- Maintain and exhibit poise, self-discipline, and restraint during and after the contest.

- Conduct himself/herself in such a manner that attention is drawn not to himself, but to the participants playing the game.
- Regulate actions at all times so as to be a credit to the team he supports, knowing the school receives the praise or blame for spectator conduct, since the spectator represents the school in much the same manner as the athlete.
- Support all reasonable moves to improve good sportsmanship.
- Treat the visiting teams and spectators with respect.
- Avoid actions which will offend any individual athlete.
- Accept the judgment of the coach.
- Respect the property of the school.
- Display good sportsmanship by acting graciously in victory and defeat.
- Appreciate the good play of both teams.
- Show sympathy for an injured player.
- Regard the officials with respect.
- Direct energy to encourage the team rather than belittling the officials.
- Believe that the officials are fair and accept their decisions as final.
- Consider it a privilege and duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.
- Realize that privileges are invariably associated with great responsibilities and those who are spectators have great responsibilities.

Anyone who does not abide by the gym rules will be asked to leave.

Coaches and referees are always required. If you have these skills you are encouraged to volunteer.

Thank you for your on-going contribution towards our athletic programs. It takes many to build our teams.

6. INCLUSIVE EDUCATION AND LEARNING ASSISTANCE

In accordance with the CISVA rationale and based on the guidelines and policies of the British Columbia Ministry of Education, as laid out in 'Inclusive Education Services: A Manual of Policies, Procedures and Guidelines' (2024), St. Patrick's Elementary School supports and promotes the inclusion of students with disabilities or diverse abilities as participating members of its school community.

St. Patrick's Elementary School is committed to promoting and delivering accessible, high-quality intervention and support services for children with disabilities or diverse abilities and their families, through an inclusive approach. We strive to improve and provide the right services at the right time, with clear IEP goals and objectives, strong progress monitoring and evaluation systems, within an integrated, and coordinated curriculum. Our curriculum focus is to create and maintain conditions that foster success for all students.

Inclusive Education Policy Goals

The School aims to provide appropriate services for all students who have been accepted into its program, including students with disabilities or diverse abilities. In order to allow students to participate in available

programs, the School endeavors to make its curricula accessible by employing the principles of Universal Design for Learning, by encouraging the use of curriculum differentiation strategies, and by providing opportunities for students to receive extra support within an RTI framework. The School has procedures in place for the identification and assessment of students with disabilities or diverse abilities. To ensure a continuum of service, the School strives to review the files of newly-accepted students with previously identified disabilities or diverse abilities and implement the necessary adaptations, accommodations and modifications in a timely fashion.

When a student may need assistance

The identification/assessment phase begins in the classroom, as the teacher observes exceptionalities in learning and behavior. The teacher responds by entering the first phase of the process, initiating in-depth, systematic classroom observation and evaluation. Further, while beginning a comprehensive assessment of learning needs, the teacher also introduces variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the student. The teacher consults with the parent and, when appropriate, the student regarding concerns and progress. The teacher discusses with the parent the appropriateness of a referral to a physician for a comprehensive medical examination to exclude the possibility of a medical basis for the concern (for example hearing and vision testing).

If these efforts prove insufficient to meet the student's educational needs the teacher embarks on a process of consultation and collaboration with the school-based resource personnel. This may take the form of classroom observation, additional assessment, the consideration of additional classroom intervention strategies, and implementation of those strategies.

A school-based team which includes the administrator, classroom teacher, learning assistance teacher, a school psychologist etc. can meet to problem-solve in assisting the classroom teacher to develop and implement IEP instructional and or management strategies and to coordinate support resources for students with disabilities or diverse abilities within the school.

St. Patrick's Elementary School community works to ensure that all learners are supported in participating in school, in developing their individual potential, and in acquiring the knowledge, skills, and attitudes they need for personal success; and in contributing positively to society. We strive to implement a program and curriculum to enable acceptance and to meet the disabilities or diverse abilities of all students within our community.

Services to support diverse learner include:

- Curricular support
- Adaptations and modifications
- Inclusion and Integration
- Differentiated Instruction
- Universal Design for Learning
- Response to Intervention

- Personal Safety (ensuring a safe learning environment)
- Personalized Learning (focus on student engagement in learning and giving students choices – more of a say in what they do and how they learn, through flexible timing and pacing in a range of learning environments, with learning supports and services tailored to meet student needs)
- Developmentally appropriate programs (teacher developed learning plans to build on the student's interests, goals, and learning needs, together with student reflection on their work and setting new goals)
- Social Emotional - Zones of Regulation
- Professional resources such as speech language services, school psychologist services, etc.
- Para-educator support
- Access to support from Provincial Resource Programs
- Parental collaboration through school-based team
- Communication books (home to school)
- Access to technology and programs (Set BC)
- Access to a quiet space or a sensory room (sensory room still at the planning stages)
- Services to support from Provincial Resource Programs (POPARD; Auditory Outreach Provincial Resource Program)

Depending upon the individual situation, a school-based team may deem it appropriate to refer a student on for extended assessments such as psycho-educational testing, speech and language assessments, etc. Parents are to be notified and consulted with throughout the process. When extended assessments are requested, the goal is to better understand the student's strengths and needs in order to plan more effectively for that student.

Assessment

The purpose of assessment and evaluation is to plan and implement an educational program to help the student learn. The assessment support may include:

- Criterion-referenced or norm-referenced assessment as appropriate to answer questions about how best to provide instruction or support
- Systematic observation and collection of behavioural data to establish baseline/progress data, or describe functional behaviours;
- Synthesis of information from parents, student records, other service providers, and health-related information to aid the assessment process; and
- In-depth interviews with students to determine their knowledge of the learning process and/or thinking strategies

Informal/formal Assessments and Evaluations

When the school-based team decides it is necessary to gather additional information in order to provide appropriate instruction, a referral for psycho-educational assessment and pre-referral intervention. *Emphasis on school-based problem solving lessens the number of referrals for testing.* Informal assessment services include systematic observation, file review, consultation, interviews and assessment to determine

academic skill development, strengths and weaknesses in learning and assessment to determine academic skill development, strengths and weaknesses in learning processes and social/adaptive functioning.

Formal psycho-educational assessments serve diagnostic and planning functions for students with disabilities or diverse abilities and may include assessment of cognitive functioning. These assessments provide information that assists teachers and parents to better understand the nature of the disability or diverse ability, developmental factors and educational, social, emotional and career implications. Assessment information is used for planning and goal setting, selecting teaching and behavior intervention strategies, and evaluations. Assessment findings are summarized in a written report that is shared with the parent/guardian, the school-based team, and when appropriate, the student.

Classroom Assessments

Teachers use formative (assessment for learning) and summative assessment (assessment of learning). These results are primarily reported in the student Communicating Student Learning as well as through communication with parents or guardians. These assessments may include curriculum-based assessments, checklists, observations, portfolios, work samples, student reflections, conferences, questioning, discussions, tests, exams, quizzes, etc.

School Wide Assessments

- Dibels – results used to identify students who need additional assistance, to monitor student progress, the effectiveness of intervention strategies and to guide instruction. (kindergarten-grade 7, three times per year)
- School Wide Write – to identify students who need additional assistance, and to guide instruction. (Grade 1-7, twice a year: beginning and end of year)
- Gates-MacGinitie - results used to identify students who need additional assistance, and to guide instruction. (Grades 4-7)

School Psychologist TBD (Currently no staff)

The school psychologist supports students, school personnel and parents in enhancing academic, adaptive and social skills for students. Our school psychologist plays a supportive role in the identification, assessment, planning, implementation, reporting and evaluation process.

Developing an Individual Education Plan, the school psychologist may:

- Provide collaborative consultations
- Assist with pre-referral interventions
- Provide psycho-educational assessments for students referred by the school-based team
- Provide ongoing collaborative planning
- Contribute to the design and evaluation of the IEP, and
- May provide inservice training in the area of assessment.

Consultation and collaboration services include

- Consultation with teachers, parents, students and community agencies regarding the nature of students' strengths and needs, their educational implications, and ways to enhance learning and interpersonal relations
- Collaboration with school-based and or district personnel to gather classroom-based data, design, or implement instructional strategies, and design and implement behavior management interventions.

Speech-Language Pathologist TBD (Currently no staff)

The services provided by the Speech-language Pathologist (SLP) are designed to support students whose education is adversely affected by oral communication difficulties. The SLP provides a full range of services encompassing prevention, identification and assessment, direct instruction for students (individually, in classroom settings, or in small groups as appropriate), consultations, collaboration with other educators regarding the student's needs in the classroom and other school environments, in-service training, information sharing with families and other service providers and public education. Any student with delayed, disordered or atypical speech and or language skills is brought to the attention of the SLP.

St. Patrick's Elementary School SLP and school psychologist are consulted on a weekly basis meeting with the Learning Resource Teacher. They are available if needed for school-based team meetings, observations and to make recommendations. They may consult with POPARD and inform parents with the team of any formal assessments.

Providing the school can accommodate space and time, families may be able to bring in from their home team their Speech-Language Pathologist for sessions during school hours.

Teacher for the Deaf and Hard of Hearing and Teacher for the Visually Impaired

The services provided by the Hearing Impaired or Visually Impaired Teachers are designed to support students whose education is adversely affected by deaf and or hard of hearing and or visual difficulties. The teacher works with the team (family and school) in the following capacities.

- Consult, advise and collaborate with the school regarding the development and implementation of appropriate support for student(s) with hearing loss.
- Administer assessments to determine auditory training objectives for the student(s).
- Participate in meetings to develop and or review IEP for the student(s).
- Provide individual and or small group instruction.
- In collaboration provide year end reports.
- In-servicing school staff and supporting student(s) on the operation of assistive listening/visual devices recommended by medical professionals.
- Assisting school with the facilitation of repairs and maintenance of assistive listening/viewing device components.
- Liaising and follow-up with the community professionals when necessary.

Considerations for Curriculum, Instruction and Assessment

All learners are entitled to guidance and support as they strive to develop the knowledge, skills and competencies they need for a bright future; and access to opportunities to extend their learning into areas of personal interest and passion.

- Personalized Learning recognizes each student as an individual learning, with his or her own learning style and unique gifts. It also recognizes and values a student's own individual interests and future goals.
- Differentiated Instruction (DI) is a flexible approach to teaching in which a teacher plans and carries out varied approaches to address content, learning processes, learning style, practical procedures, presentation strategies, and assessment tools. It results in a more personal, proactive learning environment, inclusive of a wide variety of learners. When teachers differentiate instruction, they provide students with the structures to maximize strengths, work around weaknesses, and experience timely remediation. This enables students to take advantage of effective learning strategies as they begin to understand their own personal learning styles, interests, needs, and engage with their learning. As a result, student motivation increases.
- Universal Design for Learning (UDI) is a framework of instructional approaches that recognizes and accommodates varied learning styles. It provides learning activities that expand students' opportunities for acquiring information and demonstrating learning, as well as for enhancing social participation and inclusion. The driver for universal design is the philosophy of proactively addressing needs. Universal design for learning is integrated into regular instructional planning as a mechanism to make diversity the norm. It provides support for all students and motivates through the element of choice.
- Response to Intervention (RTI) is a framework for formative assessment that involves collecting data on a regular basis to make instructional decisions in a multi-tier model. RTI is based on the principle of prevention and early intervention. By using ongoing assessment to inform teaching practice and allocate instructional resources, teachers are able to provide appropriate, evidence-based interventions. Central elements of all RTI models include early screening of all students to identify those at risk for academic difficulties, implementing research-based interventions matched to student need and increasing intensity of intervention when needed. RTI also involves continuous monitoring and recording of student progress during interventions to guide decisions for both the student (e.g. further assessment, individualized planning) and the teacher (e.g. using small group or one-to-one learning concepts, topics for professional development). Although RTI originates from special education, it is intended for use with all students in general education.

Social Emotional Room

Our Social Emotional Room is an inviting, inclusive, flexible and safe space for students who need a calming environment to regulate, take a deep breath, a quick brain break or check-in with a staff member. The equipment covers a wide range of skills, approaches and sensory needs.

Social Group/Playgroups

Students in the lunch recess social/play groups are supported in learning to make friends and to further develop their social skills in smaller groups. They work on goals needed when playing games i.e. turn taking, negotiating and resolving conflicts. At times the groups are taken into the gym and introduced then practice the skills needed in physical activities/games (i.e. tag, ball skills etc.)so that these skills can be transitioned into outdoor recess games. The students are given opportunities to strengthen their friendships and to further build their confidence.

Resources

Open Parachute: An on-line program to teach mental health skills so as to increase resilience in students. This program is created by clinical psychologists and educators.

Religious Adaptive Curriculum (VANSPEC; Sacramental Kits): Sacramental and religious programs designed for students with special needs.

Identification of Disabilities or Diverse Abilities

Every effort will be made to identify and support those students experiencing difficulties as early as possible. We request that parents, guardians or legal representatives who are aware or have a diagnosis that a new child has a disability or diverse ability inform the school prior to or upon acceptance so that appropriate resources and funding are in place prior to the start of school. Classroom-based assessments will be used to determine students' strengths and areas of difficulty. Once a difficulty is recognized or the school is informed or made aware that a child has disability or diverse abilities, a systematic, targeted in-class intervention will be put in place. If the student continues to struggle, a referral will be made to the school-based team and the intensity and frequency of intervention and support will increase, aided by members of the Learning Resource Team. Once a referral has been made, the school-based team will discuss the needs of students experiencing persistent academic or behaviour difficulties and examine educational intervention options (i.e. through interviews, file-review, observations, and assessment). If deemed necessary, the school-based team will recommend further assessment.

Upon receipt of psycho-educational or other assessment results indicating the need for specialized services, an Individual Education Plan (IEP) will be developed unless the student with a disability or diverse abilities requires little or no adaptations to materials, instruction or assessment methods; nor requires modification of the expected learning outcomes; nor does the student require 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year. Once documentation has been received, the learning resource teacher(s) will determine if students' needs are such that they meet criteria for an inclusive education category, in which case they will designate the students in the appropriate category and report the designation, as per BC Ministry of Education requirements, on the 1701 form in October and February.

Individual Education Plans (IEPs)

The learning resource teacher(s), in collaboration with the classroom teacher(s) and parents, will be responsible for developing an IEP for students who have been formally identified as having a disability or diverse abilities, and who require specialized support in order to access curricula and participate in the life of the school. The IEP will be treated as a working document and will be reviewed three times a year. Parents/guardians will be invited to attend and participate in all formal IEP review meetings.

The IEP will contain the following information

- * Demographic information including: full name, date of birth, grade or classroom placement, name of parents/guardian, any relevant medical/social information, inclusive education categories and funding, percentage FTE personal care attendant (where applicable);
- * Recent assessment information;
- * Summary of the student's strengths and needs;
- * Goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide (when applicable);
- * List of the inclusive education supports and services required to achieve goals established for the student (when applicable);
- * List of the adaptations to educational materials, instructional strategies or assessment methods (when applicable);
- * Names of all personnel who will be providing the educational program and the inclusive education supports and services for the student during the school year;
- * Present levels of educational performance of the student;
- * Methods for measuring the student's progress.

Inclusive Education Funding

Our financial commitment to ensuring the provision of special education services, over and above what we receive in government funding, is significant but it is also reasonably and justifiably limited due to the fact that we operate our school with a finite amount of funds and in accordance with appropriate principles of sound financial management. We are obligated to ensure that we carefully and prudently manage our resources in order to ensure that our entire school is adequately funded in all areas. We will continue to strive to improve our school in all areas, including inclusive education services and supports.

HEALTH AND SERVICES

1. COMMUNITY HEALTH NURSE

The School is provided with a designated Community Health nurse from Vancouver Health Department.

- The nurse consults with teachers regarding any medical concerns that may affect a child's education;
- The nurse conducts vision tests for students;
- The nurse can make referrals to the school doctor or the specialists such as the pediatrician, the psychiatrist or the psychologist;
- The nurse conducts health programs for the students.

2. MOBILE HEARING CLINIC

The Mobile Hearing Clinic visits the School once a year to conduct hearing screening for all the students in Kindergarten and higher-grade students who are referred by their classroom teacher.

3. HEPATITUS B/MENINGOCOCCAL IMMUNIZATIONS

Immunizations are arranged in cooperation with the Public Health nurse for Grade six students. Information and consent forms are sent home when appropriate.

4. CHICKENPOX (VARICELLA) VACCINE

Students upon entrance to the school must provide a copy of proof of vaccination against chicken pox.

5. Covid-19 and other Pandemics

Administration will communicate to staff and parents if any of the Covid-19 Safety Plans are to be practiced.

Staff and students are to continue the good practice of frequent handwashing. Hand sanitizing stations will be available for staff, student and parent use throughout the school.

Please refer to the school website for the most up-to-date plans or for more information.

A FINAL WORD

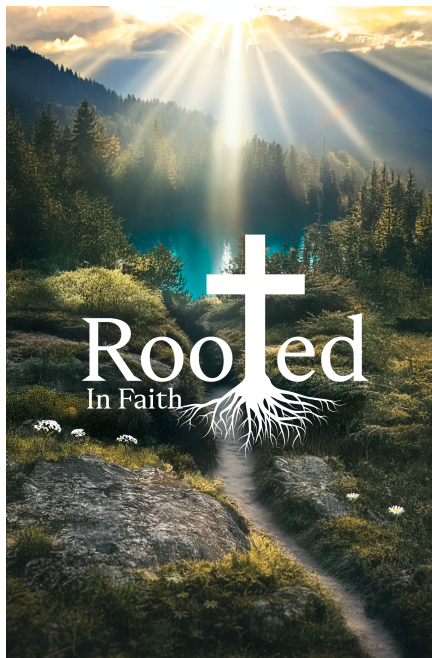
I would like to express my appreciation to our families and community for your prayers, well wishes and support. Along with your support and the tireless work from our talented and dedicated staff, we are able to continue teaching your children at the highest level possible. Thank you for everything that all of you have done to help us make the school year successful!

I am once again as excited to continue this journey with you and your children as I was at the beginning of the last school year. Together we will foster relationships characterized by mutual respect, open communication and the commitment to serve each other's needs. Thank you for choosing Catholic education and entrusting your child's education with St. Patrick's Elementary School.

Stay informed with dates and events by reviewing the school's website www.spev.ca

Please refer to the CISVA website www.cisva.bc.ca for all the updated policies and procedures for Catholic Schools.

Remember to stop by the Parish website www.stpatsvan.com for mass schedules and community involvement.



APPENDIX 1: SCHOOL FEES 2026-2027

Kindergarten – Grade 7

1. Registered Catholic Parishioners of St. Patrick's Parish

One child	\$455.00/Month	(\$4,550.00/year)
Two children	\$799.00/Month	(\$7,990.00/year)
Three + children	\$970.00/Month	(\$9,700.00/year)

2. Catholic registered at another Catholic Parish

One child	\$599.00/Month	(\$5,990.00/year)
Two children	\$947.00/Month	(\$9,470.00/year)
Three + children	\$1,120.00/Month	(\$11,200.00/year)

3. Non-Catholic

One child	\$690.00/Month	(\$6,900.00/year)
Two children	\$1,135.00/Month	(\$11,350.00/year)
Three + children	\$1,515.00/Month	(\$15,150.00/year)

Tuition was withdrawn on June 1st 2026, and then September 1 through to May 1 2027.

General Fee: \$150.00 per student annually (non-refundable) due upon acceptance.

School Supplies: School Supplies (non-refundable) due upon acceptance. School Supplies will be purchased in bulk to alleviate families having to go in and purchase items as well as to reduce the costs for families

Kindergarten-Grades 7 \$60.00 per student

Emergency Prep: \$50.00 per student. In order to ensure that all students have a proper comfort pack that will cover some of their emergency food and medical needs, each student will be required to purchase an emergency food and medical pack from the school for the cost of \$50.00. This comfort pack is to be purchased for all new students, for all students beginning in kindergarten and then again for students at the beginning of grade 4 as it will expire.

Fundraising: Minimum \$150.00 per family. Please be advised that each family is required to contribute a minimum of \$150.00 towards our school fundraising goals each year. This can only be accomplished by supporting such projects as the school walkathon.

Parent Participation: All families are expected to take part in the Parent Participation Program completing 40 hours per family. Families who do not complete their hours or do not turn up to their assigned shifts will be charged \$30.00 per hour. This will be withdrawn via pre-authorised debit. Families who choose to opt out of participating will be required to pay \$1,200.00. *This is subject to change.*

Field trips/Workshops: All students are expected to attend and participate in workshops/ field trips etc. Please refer to the information and consent forms which will explain details and fees. Please note: some fees will be non-refundable.

Late Pick-Up: Families who consistently pick up their child(ren) after the designated dismissal time will be charged **\$5.00 per minute** for each minute they are late.

APPENDIX 2 Computers and Personal Electronic Devices (PED)

Acceptable Use Agreement This includes Smart Watches.

- I will only use computers and/or PEDs at St. Patrick's Elementary School with the permission of my teacher or other supervising adults; and for the specific purposes of enhancing student learning and developing positive communication skills.
- I will not use computers or PEDs to harm other people or their work.
- I will not damage school computers or the school network in any way.
- I will not violate copyright laws.
- I will not view or use other people's folders, files, or work without their permission and the permission of my teacher.
- I will not view, send, or display offensive messages, text or pictures.
- I will not give out my name or other personal information, or personal information of my parents or friends; including passwords, over the internet.
- If I require a password to access any site, my parents and teachers will have access to that password and my account on that site.
- I will not access or view internet sites that my school, my teachers, or my parents do not allow or think appropriate.
- I will be courteous and polite when I write emails or other electronic text messages. This includes the use of appropriate abbreviations when texting.
- I will not waste computer resources (paper, disk spaces, etc.).
- I will advise my teachers, parents or other supervising adults immediately if I see or receive any material (text, picture or other) that violates this agreement.
- I will not adjust computer settings without direction/permission of my teachers, parents, or other supervising adults.
- If I am allowed to bring any computer or PED to school, I will do so only with the permission and knowledge of my parents.
- If allowed, I acknowledge that I am solely responsible for the safekeeping of any PED or computer that I bring to school.
- If I bring a PED or computer to school, I acknowledge that I must inform my teacher that I have it; and that I have secured it in a teacher approved place, and will not use it except with permission and in compliance with this agreement.

PLEASE NOTE: The email address that you are assigned will remain with you for your duration at St. Patrick' Elementary School. It will be suspended following your completion of school.

I acknowledge that I have read St. Patrick's Elementary School Acceptable Use Agreement and that it has been explained to me by my teacher and my parents. I understand that I will be held responsible for my actions; and that as a consequence, may lose my privilege to use computers and PEDs at school and at home if I fail to follow the rules as outlined above.

Student Signature: _____ Parent Signature: _____ Date: _____

APPENDIX 3

Communicating Student Learning Schedule

All Year	Seesaw Online portfolio	Teachers and or students are expected to post at a minimum one piece of work per student per week. Rubrics are to be included. Students are expected to use seesaw as a self-reflection tool for their posted work. Students are expected to post their own work excluding kindergarten. Parents are permitted and encouraged to comment on their child's work.
October	Communicating Student Learning 1 Progress Report	Distributed to students at the end of the day.
December	Communicating Student Learning 2 Three-way conference with parent, student and teacher.	No school on this day. Parents with students will schedule a time to meet with the teacher for 10 minutes.
February	Communicating Student Learning 3 Progress Report	Distributed at the end of the day to students.
April	Communicating Student Learning 4 Student Led Conference	No school on this day. Parents with students will select a time to conference together.
June	Communicating Student Learning 5 Summative Progress Report	Distributed at the end of the day to students. This must include a student self-assessment.
June	Permanent Records	These must include a photocopy of all written reports (interim on top), student self assessment and both school wide writes as writing samples.

APPENDIX 3

Staff Assignment 2026– 2027

OFFICE ADMINISTRATIVE and SUPPORT STAFF		
Mrs. Diane Sorochuk	Principal	
Mrs. Stephanie Evans	Administrative Assistant	
Mrs. Lisa Phillips	Bookkeeper (<i>Monday and Wednesday</i>)	
Mr. Fernando Robles	Maintenance	
CLASSROOM TEACHERS		
Ms. Stephanie Kelly	Grade 7 (September)	
Mrs. Fatima Gaspar	Grade 6 (Mon-Wed)	
Ms. Cheyenne Stewart	Grade 6 (Thur-Fri)	
Ms. Ellen Lawler	Grade 5	
Ms. Tanitha Tolan	Grade 4	
Ms. Laura Mc Garvey	Grade 3	
Ms. Angelica Angeles	Grade 2	
Ms. Bindu O Mahony	Grade 1	
Ms. Charo Retuta	Kindergarten	
SPECIALISTS		
Mrs. Cristina Pineda	Primary Inclusive Education/ Vice Principal	
Mrs. Sandra Pink	Intermediate Inclusive Education	
Mr. Micheal O Sullivan	Physical and Health Education	
SPECIAL EDUCATION ASSISTANTS		
Mrs. Josephine Cabanting	EA and After School Care	10:30 a.m. – 5:30 p.m.
Ms. May Ann Laureles		
Mrs. Janet Madhaven		
Ms. Lindsay Miemban		
Mrs. Connie Natola	Monday/Wednesday/Friday	
Mrs. Rachel Reade	Preschool and EA	
Ms. Maria Reluga		
Ms. Denise Macgowan		
Ms. Trisha Reyes		
Mrs. Andrea Reynolds	Preschool and EA	
Mr. Kyle Sancon	Tuesday/Thursday	
Ms. Ria Sotong		8:30 a.m. – 12:15 p.m.
Mrs. Sawani Ranaweera		
Ms. Maria King		
Mr. Kirk Robles		
Ms. Christina Larkin		
Ms. Isabella Wong		
Ms. Clodagh Burke		
Ms. Clara Devine		
Ms. Ciara Kennelly	EA and After School Care	10:30 a.m. – 5:30 p.m.

APPENDIX 4

Parish Education Committee 2026-2027

Chair:	Mr. Carlo Zalamea
Vice Chair:	
Fundraising:	Ms. Dee de los Santos
Treasurer:	Mrs. Devon Meredith
Secretary:	Mrs. Anna Shane
Parish Participation:	
Parish Maintenance:	Mr. James Webber
School Participation:	Mrs. Nherie Mitton