

Our Lady of Assumption School



Student/Parent Policy & Procedures Manual

Section 500

– Revised 2026-March 11

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501 SCHOOL MISSION, PHILOSOPHY, AND OBJECTIVES

Mission

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

School Philosophy

As Catholic educators, we are committed to leading our students to develop a relationship with Jesus and a love of the Catholic faith. We are committed to helping each child grow in his/her spiritual, intellectual, social, emotional, cultural and physical development. We help students discover and evaluate their own capabilities and competencies through a variety of instructional methods with an emphasis on experiential and inquiry-based learning.

Our school believes in providing a caring and inspiring environment where students learn, play and grow in a classroom where faith is integrated into all aspects of school life. Our school strives to ensure each child feels safe, accepted and respected within our community. We believe that parents are the primary educators of their children. We value open communication with parents to ensure individual needs and goals are met. We involve parents in their child's faith development through liturgies, sacramental preparation, retreats, prayer groups and more.

Objectives

Our Lady of the Assumption School seeks to develop the child spiritually, intellectually, emotionally, physically, culturally, and socially.

Communication with the parents and the community is essential in fostering growth. Parents, staff and the parish community as a whole strive to provide a warm, friendly atmosphere wherein the child is welcomed and supported.

Our Lady of the Assumption School supports the Church's teaching that parents are the first educators of their children. The parents share their education responsibilities with other individuals and institutions, primarily the school. Our Lady of the Assumption school is an extension of the family home.

Our Lady of the Assumption School strives to:

- Provide the environment that will foster a child's personal relationship with Jesus and growth in the Catholic faith through daily prayer and devotions, reception of the sacraments, and instruction in the faith.
- Provide the child with sufficient support, challenge, encouragement and motivation to work to his/her potential.
- Provide differentiated learning strategies that accommodate the unique learning styles of each child.
- Provide the structures necessary to empower children to develop critical and creative thinking skills, effective methods of communication, and personal and social responsibility.
- Provide programs/opportunities to help children grow in the appreciation of their own and other cultures, ethnic and religious groups and traditions.
- Provide a variety of both curricular and co-curricular opportunities where children can develop leadership skills and explore their talents and interests in a variety of activities, fine arts, and sports.
- Provide opportunities for children to develop knowledge and skills that will empower them to live and eventually work in a rapidly changing society.

502 ROLES

(OLA PEC Member Descriptions (Version November 3, 2021))

502.1 - General

1. The Education Committee's main task is to work closely with the Pastor and Principal to ensure that the goals and objectives of the school are being met and that the policies and guidelines of the CISVA are followed. Led by the chairperson, the Parish Education Committee (PEC) members accept the responsibilities and expectations outlined in the Policy Manual.
2. The PEC oversees the day-to-day operations of the school, including such areas as the collection of fees, payment of operating expenses, maintenance, etc. It will ensure that proper books and records are kept and maintained in order. It will ensure those records are compliant to standards set by the CISVA. It will complete and submit reports and other documents as required by the Board of Directors or the Superintendent. The PEC will support and recognize the principal as chief administrator in the school. The PEC members together speak as one body and together ensure confidentiality of all matters dealt 'in confidence'.

502.2 – Responsibilities of the Education Committee

1. The Parish Education Committee is composed of seven (7) members. Five (5) are elected and two (2) are appointed by the Pastor.
 - Chairperson
 - Treasurer
 - Secretary
 - Fundraising Coordinator
 - Maintenance Coordinator
 - Parent Participation Coordinator
 - Projects Coordinator

(The above positions may be appointed to other tasks such as Vice Chairperson or Society Delegate.)

2. General responsibilities of all PEC members:
 - a. Responsible for attending monthly meetings, 10 per year (as set in CISVA Policy 108). Each Education Committee member is responsible for submitting/uploading a monthly report onto Microsoft Teams 3 days prior to the meeting.
 - b. Generally, 2 people are elected in one year and one is appointed; 3 people are elected in the following year and one is appointed. Elected members have a 2-year commitment.
 - c. Attend monthly meetings, and be available for emergency meetings.
 - d. Attend sub-committee meetings as required. (see Reference: CISVA Policy Manual: Section 100 - Governance; Policy #110 - Responsibilities of Education Committees).
 - e. Exercise strict confidentiality and professionalism.
 - f.

Education Committee Job Descriptions

- a. **Pastor:** Job description outline in CISVA Policy Manual
- b. **Chairperson:** Job description outline in CISVA Policy Manual
- c. **Vice Chairperson:** Job description outline in CISVA Policy Manual
- d. **Treasurer:** Job description outline in CISVA Policy Manual
- e. **Society Delegate:** Job description outline in CISVA Policy Manual

f. Maintenance Coordinator:

Oversees all building and structural maintenance. Leads Building Maintenance, Grounds Maintenance and Cleaning Teams.

General Responsibilities

1. Completes general responsibilities for all PEC members.
2. Oversees Maintenance Teams:
 - a. Communicates regularly with team leaders, existing and new participant members.
 - b. Onboards new team members.
 - c. Provides training for detailed tasks.
 - d. Performs regular follow up with team leaders.
 - e. Creates efficient communication channels using available technology (ie. Zoom meetings, WhatsApp chats, etc.).
3. Updates cleaning and maintenance procedures for teams as needed.
 - a. Planning and organizing of tasks:
 - b. Keeps a detailed record of the frequency of tasks for all areas.
 - c. Develops schedules, specifically for larger sub-teams, to ensure proper coverage of tasks.
 - d. Develops paperwork (checklists, templates, and timesheets).
 - e. Adds tasks as circumstances change and out-sources tasks as needed.
4. Sub-Teams:
 - a. Grounds Maintenance Team
Responsible for tasks that include lawn maintenance, landscaping, cleanup, and playground maintenance and weeding.
 - b. Building/Structural Maintenance Team
Responsible for tasks that include electrical, HVAC maintenance, plumbing, and minor renovations.
 - c. Cleaning Team
Responsible for tasks that include cleaning of classrooms and other high-use rooms.
5. Communicates and coordinates quotations for ongoing and/or one-time projects:
 - a. Includes sourcing of supplies, equipment, and contracted services.
 - b. Follows up with quotation providers and provides direction to service representatives as needed.
6. Coordinates with the school custodian to prioritize maintenance tasks and develop strategies to complete them.
7. Works closely with Parent Participation Coordinator to ensure:
 - a. Sufficient manpower is allocated to sub-teams
 - b. Proper tracking of participation hours.
 - c. Approval of Maintenance Team specific adhoc requests on OnVolunteers, parent participation tracking software.

g. Parent Participation Coordinator:

Parent Participation Coordinator (PPC) oversees the recording and monitoring of participation hours for each family of OLA School and leads communication with families entering the school, families leaving the school, billing for missed shifts with the school office. The PPC works closely with the school principal defining the necessary areas in which parent participation tasks are required. The PPC also works closely with other PEC members (i.e.: Fundraising Coordinator and Maintenance Coordinator) who require families to complete tasks. The PPC works closely with the Participation Parent Helper who is responsible to verifying hours weekly on onVolunteers.

General Responsibilities

1. Completes general responsibilities for all PEC members.
2. Oversee the recording and monitoring of participation hours for each family. Develops category specific time sheets.
3. Liaise with school Principal, PEC Chairperson and parents to help coordinate categories and positions as per the need of the parish and school. Helps define the necessary areas in which parent participation tasks are required.
4. Works closely with other PEC members (ie: Fundraising Coordinator and Maintenance Coordinator) who require families to complete tasks.
5. Works closely with the Participation Parent Helper who is responsible to verifying hours weekly on onVolunteers.
6. Communicates with new families entering school with participation opportunities.
7. Communicates with families leaving school to ensure completion of hours and necessary billing.
8. Communicates with families via weekly school newsletter of upcoming worker bee opportunities.
9. Communicates with school office regarding missed shift billing, new family participation opportunities, leaving families, and change requests. Also provides office with list of participating families for tuition purposes.
10. Billing – Participation Coordinator to send initial email to parents confirming absence and warning that billing is coming. Participation Coordinator then contacts the school office indicating families have been sent initial billing warning email, and to proceed with monthly/yearly billing according to school policy.
11. Software - The responsibility of the OnVolunteers is to setup software, coordinate category tasks with outgoing parents & new families attending the school and prepare billing selection conversations with parents and school office. The software administrator will post weekly newsletters, updates to website and make changes to the website at the direction of the Principal, Vice-Principal and Office Manager. The Participation Coordinator also prepares reporting from the information gathered from OnVolunteers.

h. Fundraising Coordinator:

Fundraising Coordinator oversees all fundraising events and strives to meet fundraising goals. Leads Fundraising Events Teams and Catered Lunch Teams.

General Responsibilities

1. Completes general responsibilities for all PEC members.
 2. Stives to meet predetermined yearly fundraising goals.
 3. Coordinates all fundraising volunteers.
 4. Holds meetings and delegates tasks.
 5. Ensures participation hours are met for entire team.
 6. Responsible for overseeing communication (for each fundraiser) with potential donors, equipment rentals, acquiring licenses if needed, to school families via newsletters and/or parent reps.
 7. Oversees Fundraising Events and Catered Lunch Teams:
 - a. Events – implements and oversees all fundraisers for the school.
 - b. Oversees Catered Lunch:
- Build and maintain MunchaLunch landing page for school.
 - (**Software:** The responsibility of the MunchaLunch is to setup software, coordinate category tasks with outgoing parents & new families attending the school and prepare billing selection conversations with parents and school office).
 - Scout new (and existing) food vendors and negotiate pricing.
 - weekly communication with vendors.
 - communicate, coordinate & schedule teams.
 - coordinate payment.
 - review revenue and cost expenses each term.

i. Secretary:

Secretary oversees all meeting documentation requirements in accordance with the CISVA.

General Responsibilities

1. Completes general responsibilities for all PEC members.
2. Ensures thorough reporting and documentation of all committee meeting proceedings. Ensures all meetings are accurately recorded in an organized manner.
3. Takes attendance at all committee meetings. Verifies quorum is present at each meeting. Keeps minutes of all meetings of the Committee.
4. Maintains “In Camera” administration and records, in accordance with CISVA requirements.
5. Assists with annual PEC voting procedures.
6. Distributes to committee members proper documents for review prior to upcoming meeting:
 - a. Duplicate and circulate to all members of the committee the minutes of previous meetings.
 - b. Ensure the draft minutes are received by members at least one week prior to regular meetings.
 - c. Approved meeting minutes uploaded to Microsoft Teams two weeks after meeting.
 - d. Collect reports from sub committees.
 - e. Process Parish Education Committee correspondence in consultation with the Chairperson.
 - f. Electronically files all general correspondence and regular meeting minutes.
7. Approved monthly minutes sent electronically to the school’s bookkeeper.

j. Projects Coordinator:

Project Coordinator oversees Communication, Emergency Prep Team and Media Review.

General Responsibilities

1. Completes general responsibilities for all PEC members.
2. Media Review: coordinates with Privacy Officer to oversee and regularly review school website and Facebook/social media.
3. Oversees Emergency Prep Team:
 - a. Communicates regularly the team.
 - b. Provides proper training to new team members (ie: detailed tasks).
 - c. Performs regular follow up with the team.
 - d. Creates efficient communication channels using available technology (ie: Zoom meetings, WhatsApp chats, etc.).
4. Responsible for communication:
 - a. Sends out birthday cards to OLA staff & pastor(s) of parish.
 - b. Sends ad-hoc thank you cards to recognize extraordinary work (ie: staff or parent)
 - PEC will identify the individuals throughout the year.
 - c. Sends thank you cards to top performers in their Parent Participation category yearly.
 - d. Sends farewell cards to any staff leaving.

502.3 Personnel and Administration

The Appointed School Official (ASO) is the Principal of Our Lady of the Assumption School. The Alternate Appointed School Official is the Vice-Principal.

Hiring, employment terms, compensation and termination of teaching staff will be carried out in accordance with the policies set out by the Catholic Independent Schools of Vancouver Archdiocese in Section 300 of their Policy Manual.

The roles and duties of the Administration, Teachers and Staff are governed by CISVA policy (#300 – Human Resources).

503 OFFICE PROCEDURES

503.1 School Hours

Assumption School Hours are from 8:45 am to 3:00 pm. The children are supervised from 8:30 am to 3:30 pm.

If any child must leave the school during school hours parents must notify the teacher/principal or secretary. They must sign out on the clipboard located in the school office. Upon return of the child to school the parent must sign their child in by reporting to the school office and signing the clipboard.

Unless the child is involved in an after school activity, the children are expected to vacate the school grounds by 3:30 pm. It is the responsibility of parents to arrange day care for their child/children. The school is not responsible for unsupervised children before 8:30 am and after 3:30 pm. The school is also not responsible for unsupervised children after any extra-curricular activities. Supervision of siblings of students participating in extra-curricular activities is not available before or after regular supervision hours (8:30am-3:30pm). Arrangements must be made for siblings to be in parental care before or after supervision hours.

503.2 Office Hours

Office hours are from 8:30 am to 4:00 pm. The Office Manager is responsible for the Principal's appointments.

503.3 Lunch Hours

Students who stay for lunch at school are supervised in their classrooms. If a child has to leave the grounds during lunch hour, the student is to be signed out, by the parent, in the 'Sign-in/Sign-Out' clipboard located in the school office. The classroom teacher must also be verbally notified by the parent.

503.4 Attendance

Attendance must be reported to the school by 9am. A note from the parent (via online form or email) is required. If a child is to be away for any prolonged period, the school office must be advised.

503.5 Prolonged Absence (revised September 2025)

Prolonged absence due to vacation or non-medical reasons could result in the school losing a portion of the student grant for that child. Parents or guardians must be aware that they would be financially responsible for this loss. All parents must notify the office of their intent to have the children away for any prolonged period and will be given a form to sign, which outlines their responsibilities.

While some assignments can be given upon return, most work completed at school involves introductory lessons, and practice, review and discussion of concepts. Requests for missed assignments due to vacation or on-going extra-curricular commitments will be supplied at the discretion of the teacher.

Parents must complete the 510.1 A - Absentee Form for Students with Prolonged Absence - Vacation or the 510.1 B - Absentee Form for Students with Prolonged Absence - Sports form each school year.

503.6a School Records and Files

All school records and files are confidential. If at any time parents wish to look at a child's records, arrangements to do so must be made with the Principal.

Telephone and email lists of parents in the school are also confidential. Permission for the distribution of parent phone numbers and emails (shared with other parents) is collected at the beginning of the school year.

INTRODUCTION

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

In addition to the above, the office of the Inspector of Independent Schools and FISA BC have collaborated in producing the “Student Records Requirements and Best Practice Guidelines for Independent Schools, Ministry of Education, July 2021”, which served as a guide for the development of Our Lady of the Assumption Schools Student Record Policy.

Section 9(2)(a) of the Regulation obliges independent school authorities to establish written procedures regarding the storage, retrieval and appropriate use of student records. The establishment of the procedures is subject to the requirements of the Order. To assist independent school authorities with their responsibility to ensure that student record information is handled appropriately, the Inspector of Independent Schools, in consultation with the Federation of Independent School Associations (FISA), has developed this document, which suggests necessary content and best practices guidelines.

Our Lady of the Assumption School will add, modify, or remove portions of the Student Records Requirements and Best Practices when it is considered appropriate to do so, if it is not in conflict with PIPA, other legal requirements or government policy.

Our Lady of the Assumption School is committed to ensuring that student records are handled in accordance with all legal requirements.

PURPOSE

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection.

POLICY STATEMENTS

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

Our Lady of the Assumption School will:

- Ensure that the principal is responsible for the establishment, security and maintenance of the student record and student file for each student registered in the school according to the procedures defined in this policy.
- Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- On or before collecting personal information, disclose to the individual verbally or in writing the purposes for the collection of personal information.

PERSONAL INFORMATION PROTECTION ACT (PIPA)

PIPA came into effect on January 1, 2004. Three basic principles in PIPA are:

1. Independent school authorities must not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under PIPA).
2. On or before collecting personal information about an individual from the individual, independent school authorities must disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
3. Independent school authorities may only collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes the independent school disclosed or are otherwise permitted under PIPA.

(See also http://www.bced.gov.bc.ca/independentschools/is_resources/pipa_act.htm)

Under PIPA, students, parents and employees have the right to access their own personal information held by independent schools. Furthermore, under PIPA, a parent or guardian of a minor may exercise the rights of the minor to access personal information of the minor if the minor is incapable of exercising this right under that section of PIPA. Moreover, the commissioner under PIPA can investigate complaints about independent school authorities' handling of personal information.

In general, independent school authorities will have to take the following steps to comply with the legislation:

- designate one or more individual(s) to be responsible for compliance with PIPA;
- develop and follow policies and practices in order to meet the obligations under PIPA and make these available to students, parents and employees; and
- develop a process to respond to complaints regarding the application of PIPA.

STUDENT RECORD GUIDELINES COMPONENTS

The term “student record” as defined in the Independent School Act and referenced in these guidelines refers to a record of information in written or electronic form in respect of a student, but it does not include a record prepared by a person if that person is the only person with access to that record. The “Permanent Student Record (PSR)” as defined in the Student Records Order is a specific subset of student records. While the PSR is distinguished from additional record items in this document, the on-site placement of the various student record items (e.g., whether records are housed in one or more folders and/or locations) is matter of each independent school’s local policies and procedures.

Schools should follow the Ministry of Education’s Form 1704 Completion Instructions (http://www.bced.gov.bc.ca/classroom_assessment/psr_instruct.htm). Of particular note are instructions regarding medical and legal alert inclusions and recording of achievement and attendance (if letter grades are not assigned in grades 4-9, a brief description of the student’s progress with reference to expected outcomes for students of that age/grade needs to be recorded on or attached to the 1704).

These best practice guidelines contain four parts which address the following topics:

PART I Permanent Student Record: required and optional contents; Form 1704 inclusions, completion, currency and format; transfer and retention. Items in the Permanent Student Record are transferable to new schools of record.

PART II Additional Student Record Items: required and optional contents; sensitive information. These items are NOT part of the Permanent Student Record (as described in PART I) and are NOT transferred to other schools.

PART III Access to and Disclosure of Student Records

PART IV Transfer of Student Records

PART V Quick Reference Chart

RESOURCES:

APPENDIX I: ELIGIBLE STUDENT INFORMATION

APPENDIX II: STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY) - FORM A

APPENDIX III: STATUS OF DECEASED PARENT (ADMISSION TO CANADA AND RESIDENCY) - FORM B

PART I – PERMANENT STUDENT RECORD (Transferable)

Note: where consent to collect student record data is an issue, two consents may be required depending on the circumstance: consent of the student in relation to collection of personal information of the student (for students capable of exercising their PIPA rights) and consent of the parent or guardian in relation to collection of personal information about that person.

A. Elements of the Student Record (Student Records Order, Section 2)

Required Items

1. The Permanent Student Record, as defined in the Order:
 - a. Form 1704, PSB 048 (revised 1997) completed according to the current Permanent Student Record Instructions requirements

 - b. Copies of a minimum of the two most recent years of Student Progress Reports or an official transcript of grades

2. Student Learning Plan (SLP) only as applicable to students in DL programs (see Section 3.3 of the “Standards for Delivery of K-12 Independent School Distributed Learning in British Columbia”). [NOTE: Schools frequently provide a 1-2 page SLP Overview to fulfill this requirement, rather than including the entire SLP document. SLP overviews provide students’ personal and career plans and generally include such items as short-term and long-term goals regarding academic planning, personal health and well-being, career planning and work experience. Strategies planned and activities initiated are frequently listed by school year.]

3. Individual Education Plan (IEP) where applicable

4. Copies of documents listed as inclusions (see explanatory information in section B. below).

B. Permanent Student Record (Form 1704)

Inclusions are documents (or copies of documents) used to plan or support a student’s educational program. Not all students will have inclusions as part of their Permanent Student Record. Inclusions are listed in the “Inclusion Section” on Form 1704, noting date entered, title and expiry/rescinded date (if applicable). If the space for inclusions becomes full, it may be necessary to create a second portion and attach it to the form for future additions. Documents listed as Permanent Student Record inclusions on Form 1704 become components of the Permanent Student Record and are required to be transferred with Form 1704 if the student enrolls in another school.

1. Required Inclusions

The following items must be filed with Form 1704 and dated and listed as an inclusion in the appropriate section on Form 1704, for any student to whom these may apply.

- a) health services information as indicated by the medical alert checkbox (see Form 1704) such as diabetes, epilepsy, anaphylaxis producing allergies, blood clotting disorders, and serious heart conditions; any other condition which may require emergency care (after consultation with health care professional); situations/conditions which may interfere with student performance, health, or behavior (hearing aids, prescribed medication, cerebral palsy, cystic fibrosis, etc.); and severe allergies in K-3 students to school based allergens
- b) court orders as indicated by the legal alert checkbox (see Form 1704) or their rescinding date if applicable.
- c) other legal documents (e.g. name change or immigration document);
- d) support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities);
- e) Individual Education Plans (IEP's) or Case Management Plans (CMP's);
- f) Notification of student being homeschooled

2. Optional Inclusions

The following optional inclusions may be listed on Form 1704 but the school is not required to do so:

- standardized test scores;
- records of information which an educator deems relevant and important to the educational program of the student;
- award information (Ministry awards information should include year, date and serial number of the award).

Note: If the school chooses to list an item as an inclusion, then it is required that the document(s) supporting the item listed be filed with Form 1704 as an inclusion and these items then become part of the Permanent Student Record. The school may wish to acquire specific consent for these optional items to be included.

If the school chooses not to include the previous optional items on Form 1704 as a PSR inclusion, it may include them as additional Student Record items (see Part II – Additional Student Record Items) but should take note that these items are then NOT part of the Permanent Student Record.

C. Form 1704 Currency and Format

Information should be updated as it changes and the student progresses through the British Columbia school system. School policy should designate who is responsible for updating Permanent Student Record Form 1704 with its inclusions. A completed, current Form 1704 must be in every student's Permanent Student Record or a school must be able to produce it electronically or in print from its student data management system.

Data for Form 1704 may be stored in electronic and/or paper format. If Form 1704 data are stored in electronic format:

1. the school must be capable of recreating the data in case of a system failure;
2. printouts must represent the same fields as on Form 1704.

D. PSR Retention

The PSR should be retained by schools until another school requests the PSR or for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school. Permanent Student Records should be stored securely and in a manner that ensures the record's preservation from calamity (fire, flood, etc.). Furthermore, the school is required (under Section 34 of PIPA) to protect personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.

If a student withdraws from an authority's school and enrolls in another K-12 educational institution, the authority must, upon request from the enrolling K-12 educational institution, transfer the PSR. (See section 5 of the Order and section 10 of the Regulation) Additional student record items (see Part II below) are not part of the transferable Permanent Student Record and may be returned to students, disposed of, or retained according to school policy.

[NOTE: Student discipline records may provide critical evidence for future dispute situations.]

PART II – ADDITIONAL STUDENT RECORD ITEMS

(For school use only and not part of the Transferable Permanent Student Record)

Aside from the Permanent Student Record, there are other items which must (See Section A.1 below) or may (See Section A.2 below) be included in the school's student records. For instance, student and parental/legal guardian information is required for all independent school students and additional items may be required by individual school policy. Location of the Permanent Student Record and additional student record items is locally determined by school policy. The number of additional items included may vary with each individual student.

A. Additional Items

1. Required Items

The following items must be included in student records to establish student eligibility for funding and ensure that student health and safety information is complete:

- a) legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
- b) official name(s) of parent(s) or guardian(s) with home and work contact information
- c) document verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendices for verification details and suggested document format for inclusion in school registration)

Our Lady of the I School will update this information with families annually during the re-registration process.

Staff will have a copy of the student registration information listed in 1(b) above accompany the teacher supervising a class trip in case this information is needed by emergency personnel attending a traffic accident or other emergency during a class trip. Student personal information will be safely stored with the teacher so that personal information privacy is ensured.

2. Optional Items

The following optional items may be included in the additional items according to school developed student records policy to address educational and/or safety needs of students:

- a) care card number
- b) emergency contact numbers;
- c) doctor's name and contact information;
- d) allergies, medication and/or other health concerns (other than those required to be listed under the medical alerts rubric as tabulated in PART I Section (B)(1)(a);
- e) previous student progress reports (other than the two most recent years required in the PSR;
- f) serious student discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- g) reports of important meetings/discussions relating to the student.

Student discipline reports or other items listed above will be stored on file if it is necessary or clearly helpful for educators to know when working for the benefit of this student.

All documents entered into student records will be dated.

B. Sensitive Student Record Information

Though the term is not defined in legislation, "sensitive information", from the perspective of independent school authorities, may include information which by its nature requires that school staff observe a high level of confidentiality.

1. Examples of information that could be seen as "sensitive"

- a) psychiatric reports;
- b) family assessments;
- c) referrals to or reports from school arranged counseling services;
- d) record of a school-initiated report of alleged sexual or physical child abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

[NOTE: Section 14 reports should be retained only for the purpose of the child protection proceedings and this information must NOT be disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should be stored where only the school principal or persons authorized by the principal can access them. Retention of such reports is important for the school to provide confirmation that the report has been made and for evidence purposes in the event that school staff members are subsequently called as witnesses in the child protection proceedings.

Our Lady of the I School will handle sensitive information placed in a school record as follows:

- a) obtain parental consent for collection, use, and disclosure of psychiatric reports and family assessments (written, dated and signed consent is best); Student Records Requirements & Best Practice Guidelines 2012 (updated July 2021) Page 9 of 17
- b) store where only the school principal or persons authorized by the principal can access such information;
- c) disclose or transfer only according to law.
- d) handle records of reports under section 14 of the Child, Family and Community Service Act, according to instructions in the previous NOTE, under "sensitive information".

PART III – ACCESS TO AND DISCLOSURE OF STUDENT RECORDS

Our Lady of the I School will ensure confidentiality of information contained in student records and maintain privacy for students and their families in accordance with the requirements of PIPA. While disclosures may be made to parents/guardians regarding their children/students in accordance with PIPA, disclosures will not be made that would reveal private information about other students or individuals.

A student (capable of exercising PIPA rights) and parents/guardians of a student should be permitted (unless restricted by a court order) to:

- a. examine all student records kept by a school pertaining to that student, while accompanied by the principal or a person designated by the principal to interpret the records;
- b. receive a copy of any student record.

Our Lady of the I School will not withhold report cards from students and parents as leverage to collect tuition arrears or for other purposes. Under PIPA, students, parents or guardians have a right to view and receive copies of student records which include current and past report cards.

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

- a. professionals who are planning for, or delivering education, health, social or other support services to that student (consent not required for record access);
- b. school authority's insurer to defend any claim/potential claim (consent for record access required).

Those granted access to the student record will ensure in writing, that they will:

- a. maintain privacy of the student and the student's family with respect to matters disclosed in the record;
- b. 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 will obtain legal advice from the school's legal counsel.

PART IV – TRANSFER OF STUDENT RECORDS

On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the previously enrolling school must transfer the Permanent Student Record (including declared inclusions) for a student to the requesting school, Board of Education, or authority. School policy will determine any additional items to be transferred, if any. It is advisable to retain a photocopy of the Form 1704, indicating the school and date where and when the PSR was sent.

If an independent school enrolling a student requests the student's record from a public school, the public school must transfer a COPY of the Permanent Student Record (including declared inclusions) and current Student Learning Plan (if applicable) and IEP to the requesting independent school. The original Permanent Student Record will be retained by the public school (Public School Minister's Order entitled Permanent Student Record Order).

If the requesting educational institution is outside British Columbia, a photocopy of the PSR should be sent. School policy should determine additional items to be transferred, if any. The original PSR should be retained.

[NOTE: A report to a child protection social worker of alleged sexual or physical child abuse made under section 14 of the Child, Family and Community Service Act should be retained by the independent school in strict confidentiality and the information should not be transferred to another school.]

Transfer of any sensitive, confidential information should only occur after written, dated and signed parental/guardian and student consent has been obtained to do so (other than section 14 reports – see NOTE above).

Our Lady of the I School will retain written record of all student record transfers (e.g. student name, date of birth, name and address of receiving school and date of record transfer).

If an independent school closes, the school authority is to take responsibility and provide for arrangements to ensure that PSRs are transferred to the receiving schools in which students will be enrolled to continue their education. In the event that a student will be homeschooled, the PSR must be transferred to the school registering the child as homeschooler.

Finally, only those PSRs which cannot be transferred by the independent school authority must be sent, within 60 days of the closure of the school, to the Inspector of Independent Schools Student Records Requirements & Best Practice Guidelines 2012 (updated July 2021)

PART V – QUICK REFERENCE CHART

	PERMANENT STUDENT RECORD – PSR (Transferable)	ADDITION SCHOOL FILE ITEMS (Non – Transferable)
Required Elements	<ol style="list-style-type: none"> 1. 1704 with list of inclusions (if any) 2. Student progress reports (most recent 2 years or transcript) 3. Copies of Inclusions (if any) <ol style="list-style-type: none"> a. Health Services Information in reference to the ‘Medical Alert’ checkbox b. Court orders in reference to the ‘Legal Alert’ checkbox c. Support Services Information (Psychometric assessments, etc.) d. IEP or CMP e. Notification of Student being Homeschooled 	<ol style="list-style-type: none"> 1. Legal Name (copy of birth certificate) 2. Official Names of parents or guardians and contact information 3. Parental/Guardian legal residency in BC
Optional Elements	<ol style="list-style-type: none"> f. Standardized Tests g. Records of information relevant to Student’s Educational Program h. Award Information <p>Note: These items, once included as part of the Permanent Student Record, DO become transferable.</p>	<ol style="list-style-type: none"> 4. Carecard/BC Service Card number 5. Other health or medical concerns that may affect the student in less serious ways 6. Emergency contact information 7. Family physician’s name and contact information 8. Other progress reports 9. Serious discipline reports 10. Important meeting reports 11. Sensitive Information

Our Lady of the I School's Access to and Disclosure of Student Records

Our Lady of the I School ensures confidentiality of information contained in student records and maintains privacy for students and their families in accordance with the requirements of PIPA.

Disclosures may be made to parents/guardians regarding their children/students in accordance with PIPA, disclosures will not be made that would reveal private information about other students or individuals.

A student (capable of exercising PIPA rights) and parents/guardians of a student are permitted (unless restricted by a court order) to:

1. Examine all student records kept by a school pertaining to that student, while accompanied by the principal or a person designated by the principal to interpret the records;
2. Receive a copy of any student record.

In addition, parents/guardians and students can have access to student records 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. Our Lady of the I School's insurer to defend any claim/potential claim (consent for record assess required).

The above must ensure, in writing, by signing the Our Lady of the I School's consent for Release of Confidential Information Form:

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.

Disclosures of delivery of health services, social services, or other support services does not require prior parental consent.

Our Lady of the I School's Student Records Procedures

A. Permanent Students Records (1704):

- a. Must be completed for every student.
- b. Teachers are required to transcribe Student Progress Report summaries at the conclusion of each school year.
- c. Individualized Education Plans (IEP), Case Management Plans, and Safety Plans must be indicated on the 1704 (and included in the Student File) if they are in place for a student. (To be completed by Case Manager)
- d. Medic Alert Information – the box on the 1704 must be checked and a copy of the Health Plan must be available in the Student File. (To be completed by the Office Staff)
- e. Court Orders such as custody orders must be indicated by checking the Legal Alert box. A copy of the legal document must be available in the Student file. (To be completed by the Office Staff)
- f. Legal Documents – such as name changes or immigration documents must be indicated by checking the Legal Alert Box. A copy of the document must be available in the Student File. (To be completed by the Office Staff)
- g. Support Services information – such as psychometric testing, speech and language reports, hearing reports, etc. – must be indicated by checking the Support Services Information box and the documents must be available in the Student File. (To be completed by the Case Manager)
- h. Homeschooling – must be indicated by checking the appropriate box. (To be completed by the Office Staff)
- i. Inclusions – which the principal deems relevant and important to the education plan of a student. (To be completed by the Case Manager and Teacher)

Permanent Student Record (PSR) – must be viewed and completed in the office and returned at the end of the day where they must be kept locked at all times in a fireproof cabinet. Permanent Student Records must never be taken out of the office. PSR files must be retained until another school requests it or for 55 years after a student has withdrawn, or graduated from the school. Personal information in the PSR may not be shared with anyone without the permission of the principal who, as PIPA officer, will determine whether or not it is to be protected.

B. Student Records are located in the office and filed by class

- a. Required:
 - I. Legal name of the student-scanned or photocopy of birth certificate or similar legitimate identification document (ex. Adoption papers)
 - II. Official names of parents/guardians with home and work contact information
 - III. Verification of Canadian citizenship, Landed Immigrant Status, Work Visas, Study Permits, etc.
 - IV. Care Card Number
 - V. Doctor's name and contact information
 - VI. Health Concerns – those which are inclusions of the PSR and all others
 - VII. Discipline Letters and Reports
 - VIII. Minutes of parent and/or student meetings which are deemed to be included by the Principal.

- b. Sensitive Student Records – are located in the office of the principal and are strictly confidential. Written parental consent will be obtained by the principal for any collection, use and disclosure of these reports.
 - I. Psychiatric reports
 - II. Family assessments
 - III. Referrals to, or reports from, counselling services
 - IV. Record of school-initiated reports of abuse made to a child protection social worker

- c. Access to Student Records
 - I. Parents and Guardians of students (unless prevented by court order) are permitted to examine all student's records pertaining to that student provided they are accompanied by the principal or principal designate to interpret the records
 - II. Parents and Guardians of students are permitted a copy of any student record.

**Ensure that other students mentioned in reports, meeting minutes, etc. are not identifiable (i.e. identify John as J – in Susan's student record)

- III. Parents whose children have provided the school with professional reports will be asked to complete a CISVA Consent for Release of Confidential Information Form each year. This form will be filed in the Student File. No information may be released without a signed consent. This form will be provided to the parents for signing at the first IEP meeting each year. It is the responsibility of the Case Manager to ensure that these forms are completed and filed.
- IV. The release of any confidential information to any party other than custodial parents must be approved by the principal who will ensure that all appropriate policies are followed.

APPENDIX I ELIGIBLE STUDENT INFORMATION

Group 1 and 2 Independent School Grants

The following information may be helpful to schools, school authorities and school auditors attempting to verify eligibility of certain students for provincial operating grants.

To be eligible the student's parent/legal guardian must be:

- Lawfully admitted to Canada
- Resident of British Columbia

The Independent School Regulation reads as follows:

“eligible student” means a student

- (a) who is of school age, and
- (b) whose parent or guardian

- (i) is, or was at the time of that parent's, or guardian's death, a citizen of Canada, or a permanent resident, as defined in the Immigration and Refugee Protection Act (Canada), who is, or was at the time of the parent's, or guardian's death, ordinarily resident in British Columbia, or
- (ii) is lawfully admitted to Canada and is ordinarily resident in British Columbia.

“guardian” means guardian of the person of a child within the meaning of the Family Relations Act;

A parent or legal guardian is lawfully admitted to Canada within the meaning of paragraph (b)(ii) of the above definition of an “eligible student” if he or she is in one of the following categories:

- A person who has been determined under the Immigration and Refugee Protection Act (Canada) to be a Convention refugee or refugee claimant
- Holder of a valid student permit issued for one year or more under the Immigration and Refugee Protection Act (Canada)
- Holder of a valid work permit issued for one year or more under the Immigration and Refugee Protection Act (Canada)
- Diplomat or consular official

Sample Student Registration Form sections to verify qualifying student status are attached as Appendices II and III. These samples will meet Independent School Act requirements for funding eligibility and require minimal collection of personal and/or original documents by the school.

APPENDIX II
STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY) - FORM A

The following are suggested formats for Student Registration Forms to verify parental/legal guardian lawful admission to Canada and residency in British Columbia. This information must be included in the student records.



Ministry of Education
Office of the Inspector of
Independent Schools

*Independent School Student Records
Requirements and Best Practices Guidelines*

APPENDIX II

The following are suggested formats for Student Registration Forms to verify parental/legal guardian lawful admission to Canada and residency in British Columbia. This information must be included in the student records.

STATUS OF PARENT/GUARDIAN (ADMISSION TO CANADA AND RESIDENCY) - FORM A
(if parents are deceased, use Form B)

To be completed and signed by a parent or legal (court-appointed) guardian. (If legal guardian, attach copy of court order appointing you as legal guardian).

(Lawfully Admitted into Canada)

1. I am (please X one):

- A Canadian citizen (if not born in Canada, please attach a photocopy of citizenship paper/card)
- A Permanent Resident (landed immigrant) (attach photocopy of landed immigrant status paper or PR card)
- Lawfully admitted into Canada under the Immigration and Refugee Protection Act (Canada) with one of the following documents (please mark the appropriate box below and attach photocopy of document):
 - Admission as a refugee or refugee claimant
 - Valid student permit for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)
 - Valid employment authorization (work permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years)
- A person carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, preclearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.
- Other - Document description: (must be cleared with Citizenship and Immigration Canada)

(Residency in British Columbia)

2. I am a resident of British Columbia (please X one):

- Yes Residency address: _____

- No I am not a resident of British Columbia

Confirming signatures:

3. Parent/Legal Guardian's name: _____
Parent/Legal Guardian's signature: _____
Date: _____

APPENDIX III
STATUS OF DECEASED PARENT (ADMISSION TO CANADA AND RESIDENCY) - FORM B

To be completed and signed by the student or a knowledgeable adult (one who knew the student's parent(s) and has knowledge of the facts respecting their decease and the matters set out in this document)



Ministry of Education
Office of the Inspector of
Independent Schools

*Independent School Student Records
Requirements and Best Practices Guidelines*

APPENDIX III

STATUS OF DECEASED PARENT(ADMISSION TO CANADA AND RESIDENCY) - FORM B

To be completed and signed by the student or a knowledgeable adult (one who knew the student's parent(s) and has knowledge of the facts respecting their decease and the matters set out in this document)

(Deceased parent was Lawfully Admitted into Canada)

1. The student's deceased Parent was at time of death:

- A Canadian citizen
- A Permanent Resident (landed immigrant)

(Deceased parent was Resident in British Columbia)

2. The student's deceased parent was at time of death a resident of British Columbia (please X one):

- Yes Residency address: _____

- No I am not a resident of British Columbia

Confirming signature:

Student: _____

Knowledgeable Adult's Name: _____

Knowledgeable Adult's Signature: _____

(Knowledgeable Adult is one who knew the student's parent(s) and has knowledge of the facts respecting their decease and the matters set out in this document)

Date: _____

503.7 Visitors/School Access

Anyone entering the school while classes are in progress must go directly to the School Office. All messages and deliveries will be handled by the Office Manager or the School Secretary.

Trespassers appearing in the school building or on school/parish grounds are to be asked if they need assistance. If not, inform the trespassers that they are on private property and should leave. If trespassers become uncooperative, do not confront but do the following:

- Remove any children from the vicinity and ensure safety.
- Withdraw yourself but take note of any distinguishing physical features and general description.
- Either ask a child to get further assistance or make sure any children with you leaves with you and then seek assistance.
- If you are alone, and no assistance is available, withdraw and immediately phone 911.
- If at all possible (ensuring your own personal safety), keep trespasser in view and observe actions. Always ensure your own safety and that of the children.
- If trespasser does leave before the RCMP arrive, do not cancel the call. Give the RCMP an accurate sequence of events and description for possible future files.

503.8 Telephones

The telephones are for business use only. Students must have permission from the classroom teacher, and/or the office, to use the phone and should only be for emergency use.

503.9 Field Trips

Participation by students in events such as field trips (day excursions or overnight excursions), athletic competitions, and music and drama festivals can significantly complement the educational program. Field trips and excursions have positive educational value and care is taken to minimize risks and maximize safety for the protection of all participants. No child will be excluded, due to an inability to pay any required costs, from a Field Trip.

Staff members must take “emergency contact lists” with them on any fieldtrip. Teachers will carry cell phones on fieldtrips to communicate with the school and/or parents (using emergency contact information list) if necessary.

Teachers will take any medication (incl. Epi Pens) for students with serious health issues. If the fieldtrip destination does not have first aid supplies, the teacher will bring a standard first aid kit.

Field Trips that are classified by the Administration of the school as curriculum based will not permit the attendance of siblings and/or non-registered students on the field trip. Field trips or events that are classified by the Administration as community building may permit the attendance of siblings. In this case, the parent must complete the “Parent Accompanying Field Trip with Sibling” form and has sole responsibility for the child and is not given any responsibility of supervising other children.

503.10 Admission

It is the discretion of the Pastor and/or Parish Education Committee to determine when/if a student will be accepted into a class.

The Catholic Independent Schools Vancouver Archdiocese policy will be followed to determine who will be admitted

<https://static1.squarespace.com/static/677c1dc80e0a000b90672646/t/679a8fd4bf696339b0e1ddc8/1738182612433/401-Admissions+%282%29.pdf>

In the case that all classes are full parents may wish to express their interest in attending the school by completing an Indication of Interest form available through school office. The information collected may be helpful but will not circumvent the above stated procedure.

The registration applications for new families will be available at the school office or may be downloaded from the school website www.assumptionschool.com

The tuition category (parishioner/non-parishioner) will be reviewed and approved annually by the parish office.

503.11 Cash Payments

OLA follows the CISVA Policy 200 - Financial Stewardship, Control and Oversight in CISVA Schools. The purpose of this subsection, Cash Payments, is to mitigate the risks associated with accepting cash as payment for tuition and other related fees, goods, and services, and to align with anti-money laundering requirements under the Proceeds of Crime (Money Laundering) and Terrorist Financing Act. The CISVA is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property. In order to fulfil this commitment, the CISVA has established procedures assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

OLA may accept the following payment types for tuition payments, deposits, and fees:

- pre-authorized debit;
- cheque;
- credit card;
- wire transfer;
- bank draft; and
- cash (up to a maximum amount of \$2,000.00).

The School will accept payment from the following financial institutions:

- The Bank of Montreal (BMO);
- Canadian Imperial Bank of Commerce (CIBC);
- The Bank of Nova Scotia (Scotiabank);
- Royal Bank of Canada (RBC);
- TD Canada Trust (TD);
- All cooperative credit societies, savings and credit unions incorporated under the British Columbia Credit Union Incorporation Act; and
- All banks incorporated, formed, or authorized under the Bank Act of Canada.

Receiving Cash Payments

The School will not accept cash payments in excess of \$2,000.00 in a single transaction (for the purposes of this Policy, a single transaction includes multiple payments within a 72-hour period) for any purpose. All parents and guardians should be encouraged to pay tuition, deposits, and supplemental fees via Pre-Authorized Debit Instruction.

If any employee is offered funds that he or she knows or suspects are criminal property or may represent terrorist finance, or if he or she receives any unusual request to receive or transfer money, it will be reported immediately, in accordance with the Reporting section of this Policy, to The Director of Finance and Administration (the "Reporting Officer") who will, if appropriate, contact the Financial Transactions and Reports Analysis Centre of Canada ("FINTRAC"), police or other relevant agency.

Verification Steps

Before entering into any transaction with a person which involves the payment of cash in excess of \$1,000.00, the School must take reasonable steps to ascertain and verify the identity of that person and the source of the cash. In the case of individuals, the following information will be collected:

- Full legal name;
- Residential address;
- Date of birth;
- Nature of principal business or occupation;
- Contact information;
- Relationship to the student; and
- Amount and currency of funds received.

The School will also seek independent verification of identity, for example by requiring production of originals of official documents confirming identity. Suitable documents will include passports, driver's license, birth certificate, health insurance card or other similar record. An employee of the School will verify the individual's identity in the individual's physical presence, while viewing the original identification. When checking such documents, employees will ensure that the documents are current and be alert to any signs that they might have been forged or stolen. A copy of the identification will be taken, and the date of verification recorded.

The School will also seek to verify the source of the cash. The payer will provide independent confirmation of the full name and address of all financial institutions or other entities through which the payer processed the cash, such as a withdrawal receipt from financial institutions. An employee will record the date on which the money was received by the School from the payer and the date the verification was completed.

Refund Requests

Cash payments will be refunded by cheque made payable to the parent or guardian of the student. All other refunds will be made to the original form of payment unless otherwise approved by the school Treasurer. All requests for a refund in cash following a payment by credit card, wire transfer, cheque, etc., will be reported to the Reporting Officer.

Suspicious Transactions

Employees will evaluate the source of funds that are paid to the School and be alert to unusual patterns of behaviour or activities that may indicate the possibility of money laundering or other terrorist financial crimes. It is not possible to produce an exhaustive list of the matters that might give rise to a suspicion of money laundering or other terrorist financial crime. It is therefore important that employees use their own judgment when looking at any business relationship or transaction. Facts, context and money laundering/terrorist financing indicators need to be assessed to determine whether there are reasonable grounds to suspect that the transaction is related to the commission or attempted commission of a money laundering/terrorist financing offence.

The following are some possible money laundering/terrorist financing indicators:

- **Transactions:** The parent, guardian or payer engages in multiple transactions conducted below the reporting threshold within a short time period, makes inquiries that would indicate a desire to avoid reporting, or exhibits knowledge of reporting thresholds.
- **Structures:** Payments involving complex or illogical arrangements that make it unclear who is making the payment or appear to be structured to avoid identification or reporting thresholds.
- **Third parties:** Payment of school fees or involvement by companies, trusts, off-shore entities or other third parties with no obvious relationship to student. The parent, guardian or payer appears to be collaborating with others to avoid client identification or reporting thresholds.
- **Assets:** There are reasons to doubt the ability of a person to have a legitimate source for the funds.
- **Identity:** The parent, guardian or payer has taken steps to hide their identity or is difficult to identify. The parent, guardian or payer uses a post office box or general delivery address where other options are available. There are doubts about the honesty, integrity, identity or location of the parent, guardian or payer.
- **Behaviour:** The parent, guardian or payer seems unusually anxious to complete a transaction, is unable to justify why they need to make a payment quickly, requests a cancellation, reversal or refunds of earlier transaction or makes overpayment for no good reason.
- **Documents:** Information or documentation is withheld by the parent, guardian or their representative or appears falsified. Cash payments are made using old, smelly or extremely dirty bills.

Reporting

Employees of the School will make a report to the Reporting Officer, as soon as reasonably possible, where they have knowledge or suspicion, or where there are reasonable grounds for having knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists (“Suspicious Transaction Report”).

Your report should include as much detail as possible including:

- Full available details of the people, and organizations involved including yourself and other members of staff if relevant.
- Full details of transaction and nature of each person’s involvement in the transaction.
- Suspected type of money laundering activity or use of proceeds of crime with reasons for your suspicion.
- The dates of any transactions, where they were undertaken, how they were undertaken, and the likely amount of money or assets involved.
- Information on any investigation undertaken to date, including whether the suspicions have been discussed with anyone and if so on what basis.
- Whether any aspect of the transaction(s) is outstanding and requires action to progress.
- Any other information that may help the Reporting Officer judge the case for knowledge or suspicion of money laundering and to facilitate any external report.

Once you have reported your suspicions to the Reporting Officer, you will follow any instructions provided. You will not make any further enquiries unless instructed to do so by the Reporting Officer. Any further transactions or activity in respect of the person in question, whether or not it is related to the matter that gave rise to the original suspicion, should be reported to the Reporting Officer as they happen, unless and until the Reporting Officer has confirmed that no report to the FINTRAC is to be made. The Reporting Officer will consider all Suspicious Transaction Reports and will make an external report to the FINTRAC (who will undertake any necessary investigation) as soon as is practicable if he/she considers that there is knowledge, suspicion or reasonable grounds for knowledge or suspicion, that another person is engaged in money laundering, or that terrorist property exists, even if no transaction takes place (“FINTRAC Report”). All FINTRAC Reports will comply with FINTRAC reporting requirements.

Record Keeping Practices

All Suspicious Transaction Reports will be documented, either on paper or electronically. All enquiries that are made within the School in relation to any Suspicious Transaction Report should also be recorded. The School will keep details of actions taken in respect of Suspicious Transaction Reports, including details of information considered by the Reporting Officer in respect of a Suspicious Transaction Report where no external FINTRAC report is made. The School will also keep a copy of any FINTRAC Reports and associated evidence and documentation. The School will retain copies of the information the employee obtained regarding the identification and verification of individuals from whom it received cash payments in excess of \$1,000.00, together with details of all transactions including relevant dates. All information, evidence and reports with respect to Suspicious Transaction Reports, FINTRAC Reports, and identification and verification of individuals will be kept by the School for a minimum of five years.

Cash Deposits

- All cash is to be counted by two unrelated individuals, neither responsible for recording the deposit in the accounting system.
- The counters will use preprinted Counter Tally Sheets (see Annex 6) on which to record the count. The Tally Sheet must be dated and signed by both counters.
- The counters will prepare the bank deposit according to the instructions from the bank. In general, coins should be rolled, cheques should have a list wrapped around them showing the total amount, and banknotes should be bundled according to their amounts.
- Once bundled, the counters will take the deposit to the bank. When transporting the deposit from the school to the bank, it is recommended that the deposit be carried in another nondescript satchel. This is for the security of those transporting the deposit, as well as for the deposit itself. Transportation to the bank should be unscheduled and unpredictable with respect to the time of day. For the safety of the individuals taking the deposit to the bank, both people shall drop off the deposit together. The use of the night depository is recommended.
- A copy of the deposit slip along with the Counter Tally Sheet and any other documentation are to be set aside for the individual who records the deposit in the accounting system.

Cheque Deposits

- All cheques will be deposited into the bank account using BMO's DepositEdge. DepositEdge is a cheque scanning solution, part of the Bank of Montreal's Online Banking for Business platform.
- To deposit the cheques, the school will launch the online BMO DepositEdge application, calculate and enter the cheque deposit total, load the cheques onto the scanner, and start the scan.
- The school is to retain all scanned cheques for 90 days; after this period, the cheques are to be shredded. Detailed reports are available via Online Banking for Business for reconciliation processes, and the school bookkeeper can be set up to receive notification emails whenever a scan file has been submitted.

Electronic Deposits Pre-Authorized Debit Instruction – Specific Amount

Pre-Authorized Debit (PAD) instructions (used with Electronic Funds Transfer (EFT) Service) for a Specified Amount

- To accept tuition payments from parents.
- Allows the school to collect a specific payment amount from a family on an agreed upon payment schedule set by the school (e.g. 1st of every month).
- The school needs to obtain a Pre-Authorized Debit Agreement which sets the terms of payment (amount, frequency, cancellation terms, etc.) between the school and each payee and a void cheque or bank letter from each payee to ensure payee name, bank and account information are correct.
- The school is to use BMO's Payor's PAD Agreement attached as Annex 4. Pre-Authorized Debit Instruction – Variable Amount ii. Pre-Authorized Debit (PAD) Instructions (used with Electronic Funds Transfer (EFT) Service) for an Variable Amount
- To accept fee payments other than tuition from parents.
- Allows the school to collect payments for school fees throughout the school year.
- The school needs to obtain a Pre-Authorized Debit Agreement which sets the terms of payment (amount, frequency, cancellation terms, etc.) between the school and each payee and a void cheque or bank letter from each payee to ensure payee name, bank and account information are correct as well as the parent's written authorization allowing the withdrawal of funds.
- The school needs to provide parents with a fee schedule including the fee type, amount, and payment date.
- The school is to use BMO's Payor's PAD Agreement attached as Annex 4.

Unacceptable Forms of Electronic Payments iii. Unacceptable Forms of Electronic Payment

- PayPal
- Email Transfer
- INTERAC Debit (through a terminal)

504 DISCIPLINE

At Our Lady of Assumption, we recognize that young people will make mistakes and that these situations provide opportunities for students to take responsibility, choose effective behaviors and create positive solutions. At the beginning of the school year, students and their teachers create classroom beliefs (expectations of behavior that they desire), discuss examples of unexpected/unacceptable behavior, and review our OLA Student Code of Conduct.

Discipline is handled primarily by the classroom teacher. Repeated or serious behaviours that interfere with the safe learning environment of others will be referred to the administration. All incidents of unacceptable behavior will be dealt with fairly and confidentially. OLA's Student Code of Conduct (Appendix 510.11) highlights the basic principles that students are expected to follow to help ensure that our school is a safe, caring and respectful environment. These fundamental obligations are intended to ensure that students learn in a safe environment free from threats to their physical and emotional welfare, and that the time for teaching and learning is optimized.

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. The Student Code of Conduct will apply to students while at school (including before and after school), while going to and from school, and while attending school curricular or extra-curricular functions or activities at any location. The Student Code of Conduct outlines expectations for behaviour, identifies inappropriate conduct, and describes leveled consequences based on the severity of the violation.

504.1 Damage Compensation

The Principal, and/or the Education Committee, has the authority to obtain compensation for any damage done to the school property occurring due to student(s) carelessness or negligence.

505 STUDENT SAFETY AND SECURITY

505.1 School Closure – Emergency & Non-emergency

If the school is closed due to weather, power outage or emergency situations, alerts will be broadcast on Global TV News, KKNW 980 radio and if possible an email will be sent to all families.

If there has been an evacuation of the school, teachers and students will be on the school field, in the Parish church or another safe location.

505.2 Controlled or Full-Scale Emergency Release:

- Students will only be permitted to leave the school grounds with a parent or an authorized adult (19+ years old) as listed on the Student Release Form.
- School personnel will ensure the form is complete with student's name, grade, destination address, time, name and signature of person accompanying student.
- The Student Release Form will be kept on file in the School Office.

Note: Student Release Forms will be completed each year at the time of registration. Assessing the community as "safe" during a Full Scale Emergency shall be done in consultation with the City of Coquitlam. Students will only be released from the school to an authorized adult (as listed on the student release form) and if it is deemed safe to do so. These School Release Procedures have been developed with your child's safety as the top priority.

505.3 Custody Arrangements

It is the responsibility of the parents/guardians of each student to notify the school office of any changes in custodial arrangements

505.4 Harassment and Bullying Prevention

Every person has a right to feel safe, accepted and respected. Anyone who bullies another is denying them that right. Bullying is a pattern of unwelcome or aggressive behaviour that often involves an imbalance of power, and/or the intention to harm or humiliate someone (different than mean behaviour among peers). In an effort to ensure a safe, caring, Christ-centered and orderly school environment, Our Lady of the Assumption school does not tolerate bullying or harassment (including harassment or bullying based on a person's sex, sexual orientation, gender identity or expression).

We strive to promote a secure and happy environment free from threats or harassment and where Christian values and attitudes are nurtured. Our school motto is to “Care, Share and Dare”. Caring, sharing and daring to make a difference creates an environment that does not tolerate bullying or harassment.

At Our Lady of Assumption, we embrace the practice of restitution. Restitution is about 'making it right'. It is an approach to discipline which recognizes that young people will make mistakes and that these situations provide opportunities for students to take responsibility, choose effective behaviors and create positive solutions. At the beginning of the school year, students and their teachers create classroom beliefs (expectations of behavior that they desire). Students are also made aware of unexpected/unacceptable behavior (including cyberbullying, harassment, intimidation, threatening or violent behaviours).

The staff and school community will use several strategies to prevent bullying. These strategies will include:

1. Religious education, liturgies, virtues lessons and assemblies that affirm the value of the individual person and encourage the qualities of compassion, kindness, reconciliation, tolerance, respect and justice.
2. Teaching restitution practices and other positive ways of resolving conflict (classroom meetings and classroom beliefs, Eagle Patrol).
3. The teaching of values across the curriculum including teaching specifically related to bullying in appropriate curriculum topics (ie, Friends for Life, Fin’s Friends, Play is the Way, Buddy Program, SuperFlex, Everfi Online Safety).
4. Communicating clear statements about the unacceptability of bullying behaviours.
5. Providing support for teachers and parents through information seminars and workshops.

Students are encouraged to report all acts of bullying to an adult, teacher, parent, or principal. Staff members will record all reported bullying incidents and share them with the principal. All bullying incidents will be fully investigated. Consequences of bullying behavior will take into account the student’s age, maturity and any special needs. The school will work with all involved students and their parents to help change the behaviour. The school will access community resources designed to assist families and schools as needed.

As a significant sign of resolution, the perpetrator will be expected to make a genuine apology to the victim; and may be required to write a letter of apology that includes a promise to end all bullying behaviour in the future. Following the investigation, meetings and resolution of the matter, staff members will monitor both students through *check-ins* to ensure that bullying does not resume. The principal and parents of each student will be advised of the results of the check-ins. Parents will also be asked to monitor their child’s behaviour through *check-ins*, and advise the principal or staff member concerned of the results.

The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of policy. The principal will review the school’s Harassment & Bullying Prevention policy and procedures with all staff at the first Staff meetings in September. All reports of bullying will be dealt with fairly and confidentially. Procedural Fairness and Privacy Information Protection policies will be observed. CISVA policies: Harassment & Bullying Prevention #408, Suspensions & Expulsions #426).

505.5 Weapons

Our students and parents should be advised that weapons of any kind are prohibited on any school premises or at any school event. Students who are found with knives or any other dangerous objects on their person or in their backpacks, desks, etc. will be subject to severe disciplinary action. As well, carrying a concealed weapon is contrary to the Criminal Code of Canada and anyone doing so is liable to prosecution.

A weapon is anything that is 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 as:

- a. anything used (inclusive of martial arts), or intended for use in causing death or injury,
- b. anything used or intended for use for the purpose of threatening or intimidating any person and, without restricting the generality of the foregoing, which includes any firearm.

When a Principal has reasonable and probable grounds to believe that a student has:

- a. a weapon on either his/her person, or in a locker or desk, or
- b. displayed or brandished a weapon in a threatening or intimidating manner, or
- c. used special training (ex. Martial arts) to assault another person, or
- d. used a weapon to assault another person. At the discretion of the Principal/Vice-Principal, his or her parent/guardian shall be notified and the matter immediately referred to the police.

The Principal will initiate suspension procedures. Verification of items a, b, or c, could lead to expulsion. Police investigation may result in arrest and criminal charges.

505.6 Security Camera Policy (Adopted: March 5, 2019)

For reasons of enhancing the safety of students, staff and others on school premises and deterring destructive acts, the Parish Education Committee of Our Lady of the Assumption School authorizes the use of video surveillance equipment on School/Parish property where circumstances have shown that it is necessary for these purposes and its benefit outweighs its impact on the privacy of those observed.

The Parish Education Committee recognizes both its legal obligations to provide appropriate levels of supervision in the interests of student safety and the fact that students and staff have privacy rights that are reduced, but not eliminated, while at school. Thus video surveillance must be carried out in a way that respects student and staff privacy rights.

A recording is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act (FOIPPA).

Administrative Procedures

Routine Use

Video cameras may be used to monitor and/or record activity at school entryways and public areas within the school and on school grounds.

Video surveillance camera locations must be authorized by the Principal (Our Lady of the Assumption School) and by the Parish Education Committee. The Parish Education Committee must approve any permanent video surveillance camera installation and proposed locations before any authorization is granted (excluding investigative use). Any change in camera location must be authorized in the same manner.

Video surveillance may be used at times and places where vandalism, safety or security issues are likely to occur.

Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance. Notice will include contact information for the school and parish for answering questions about the surveillance system.

Video surveillance is not to be ordinarily used in locations where private activities/functions are routinely carried out (e.g., school office or bathrooms).

Investigative Use

The School may authorize video surveillance for a time-limited specific investigation into criminal conduct on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed. Covert surveillance may not be authorized on an ongoing basis.

Temporary installations of video surveillance for specific investigative purposes do not require the approval of the Parish Education Committee.

Security

Video cameras will be installed by the Principal of the school or a designated employee/PEC member/contractor. Only designated employees/PEC members or the Principal shall handle the camera or recordings.

Only the Principal or designated employee/PEC member shall have access to the computer or media on which video surveillance records are stored. The computer and/or recording media shall be password protected, encrypted and stored in a secure area away from public viewing to which only the Principal or designated employee/PEC member has access.

Recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by the policy and appropriate legislation.

Real Time Monitoring

Real time monitoring may be implemented for the purposes of identifying problems that require immediate intervention and for the safety of people on the premises during regular school hours or after hours and weekends to monitor community use of schools. Parish Education Committee approval will be required.

Real time monitoring may also be permitted for other purposes such as monitoring weather conditions for grounds maintenance purposes (e.g., ice and snow removal) and will not require Parish Education Committee approval.

The monitor will be located in the school office under the direct supervision of the office staff.

Viewing Recordings

Monitors used to view video recording will not be located in a position that enables public viewing.

Recordings may only be viewed by the Principal, designated employee/PEC member with a direct involvement with the recorded contents of the specific recording, parents and students (see below) or designated employee/contractor responsible for the technical operations of the system (for technical purposes only).

Parents and or guardians may review a segment of a recording with the permission of the Principal or designated employee/PEC member if the segment relates to a specific incident (e.g., accident or misconduct) involving their child/children, unless the review might violate the privacy or safety of a third party. In that case, the review should not take place unless authorized by the Principal and Privacy Officer. Students may view a segment of a recording relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act. Student/parent/guardian viewing must be done in the presence of the Principal or Vice-Principal.

Records may be disclosed to police to assist in police investigations as authorized by the Freedom of Information and Protection of Privacy Act.

Retention of Recordings

Where an incident raises a prospect of a legal claim against Our Lady of the Assumption School, the digital video file, or a copy of it, shall be sent to the Catholic Independent Schools of Vancouver Archdiocesan insurers.

The system will be configured to loop every 10 days thereby automatically erasing the previous 10 day's video recording.

Video recordings will be retained for a minimum of one year if the recording has been used in making a decision about an individual as required by the Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.

Review

The Principal and/or designated employee/PEC member and/or Privacy Officer is responsible for the proper implementation and control of the video surveillance system. The Principal and/or designated employee/PEC member and/or Privacy Officer should involve the maintenance department to repair, install or maintain these systems to an industry standard.

OLA's Privacy Officer and Principal or designate shall conduct a review at least annually to ensure that this policy and procedures are being adhered to and to make a report to the Parish Education Committee on the use of video surveillance in the School.

Video monitoring is to be carried out in accordance with this policy and these procedures. The Parish Education Committee will not accept the improper use of video surveillance and will take appropriate action in any cases of wrongful use of this policy.

505.7 Student Supervision (Adopted November 19, 2024)

Before School

Supervision begins at 8:30am. Students will not be permitted in the school before that time unless prior permission was given by school staff. **Please do not jeopardize your child's safety by dropping them off sooner.** Arrangements for before school care is the responsibility of parents. On very rainy days students are permitted to enter the school at 8:30 am for indoor supervision in the classrooms.

Recess/Lunch Recess

During outdoor recess students must go outside. Parents are to ensure that their child(ren) are dressed appropriately for the weather. Students must ask for a hall pass from the teacher supervisor to enter the school building before recess is over (e.g., washroom). Recess will only be held indoors when there is extreme weather or for other special circumstances.

After School

After school supervision is from 3-3:30pm. Students will leave the building with their classes and can be dismissed to walk to their parent's car, however, if parents have not yet arrived, they need to stay in the supervised area (black top area).

Student and traffic supervision will take place until 3:20pm. After 3:20pm students who have not been picked up will accompany the teacher supervisor into the school.

Families are welcome to use the playground after school until 4pm at their own discretion. **Students must be supervised by a parent.** Unsupervised students will not be allowed on the playground or field and will be asked to stay at the black top area to wait for their parent/ride.

The school office must have written permission for students that are permitted to walk home on their own.

Parent and teacher supervisors help to ensure the safety of our students on the school grounds. A supervising teacher will be on supervision during the following times: 8:30 – 8:45am, 12:00 – 12:30pm (or 12:20-12:50pm), and 3:00 – 3:30 pm. Parent supervisors assist noon-hour teacher supervisors and the parent supervisors receive instruction which outlines their duties and delineates responsibilities. Parents who elect to be part of the supervision team are responsible for the supervision of the entire student body. It is critically important that all supervisors are committed to their assigned task. Vigilance and punctuality are of the utmost importance; the students must never be left unattended. A copy of the “Noon Hour Supervisor Responsibilities” can be obtained from the school office.

505.8 School Bus Policy

At times, buses may be rented for field trip purposes.

In order to ensure that students and staff are familiar with bus safety procedures, a bus will be secured each year with the purpose of having all students and staff practice emergency procedures. Each class will spend time going over the safety features and procedures to be used in case of an emergency.

Procedures will include:

- listening to the driver’s instructions
- when or when not to evacuate the bus
- the safety/evacuation features on the bus (windows, doors, etc.)
- how to open the safety/evacuation features when instructed to do so
- how to leave the bus during an evacuation
- dealing with injured passengers
- how to assist each other off the bus
- looking for a safe place to wait, after an evacuation
- staying calm in the waiting area

506 STUDENT HEALTH AND FIRST AID PROCEDURES

506.1 First Aid

Staff members attend First Aid Certificate training courses offered through the school administration every 3 years. School personnel will administer basic first aid as required. Serious or potentially serious injuries will be reported to a parent (and medical personnel if necessary) for monitoring and potential follow up.

506.2 Fire Drills, Earthquake Drills & Lock Down Procedures

Procedures are in place for emergency situations including earthquake, fire, and lockdowns. Teachers and students participate in several drills throughout the school year. The procedures are updated annually and reviewed with staff at the beginning of each school year. Procedures for specific emergencies are detailed in the **OLA EMERGENCY RESPONSE PROTOCOLS**.

506.3 Administration of Medication (revised September 2025)

First Aid Supplies and medication are located in the School Office. General first aid supplies are located in the First Aid room. Medication can only be given if the school has a record of permission on file in the School Office. Permission can be indicated under *Medication Authorization* on the Registration/Re-Registration annual forms, the *Long-term Medication Administration Authorization Form (510.7)* or the *Short-term Medication Administration Authorization Form (510.8)*.

Medical Alert information MUST be reported each year on the Student Emergency Contact form that is returned with yearly Registration. Also, student information regarding critical medical conditions will be posted both in the First Aid Room and the School Office for quick and easy reference.

Authorized staff members will be responsible for the delivery of medication and monitoring of students who are on a program of medication authorized by medical authority and parental permission (an example may be a student with diabetes needing daily medication and monitoring).

Students who from time to time need such medication as Tylenol, Advil, Benadryl or similar medication will go through the office. The office will locate the student's file and medication information. The office will dispense the medication as needed with parent authorization and notification.

506.4 Management of Life-Threatening Allergies/Anaphylaxis (revised March 2018)

Introduction

Our school anaphylaxis plan is designed to ensure that students at risk of anaphylaxis are identified, that strategies are in place to minimize the potential for accidental exposure, and that staff are trained to respond in emergency situations.

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

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

- process for identifying anaphylactic students;
- process for keeping a record with information relating to the specific allergies for each identified anaphylactic student;
- process for establishing an student emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's record;
- procedures for storing and administering medications, including procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student; and
- an education and communication plan to inform the whole school community of their roles and responsibilities with respect to creating an allergen-aware environment.

Anaphylaxis Triggers

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

These can include:

Foods which are common sources of anaphylactic reaction	Other possible sources in prepared foods	Non-food sources
<ul style="list-style-type: none">• Peanuts/peanut butter/peanut oil: the most prevalent among students• Tree nuts: hazelnuts, walnuts, pecans, almonds, cashews• Sesame seeds & sesame oil• Cow's milk and dairy products• Eggs• Fish• Shellfish• Wheat• Soy• Bananas, avocados, kiwis and chestnuts for children with latex allergies	<ul style="list-style-type: none">• Cookies• Cakes• Cereals• Granola bars• Candies	<ul style="list-style-type: none">• Play dough (may contain peanut butter)• Scented crayons and cosmetics• Peanut-shell stuffing in "bean bags" and stuffed toys• Wild bird seed, sesame• Insect venom (bees, wasps, hornets, yellow-jackets)• Rubber latex (gloves, balloons, erasers, rubber spatulas, craft supplies, balls)• Vigorous exercise• Plants such as poinsettias for children with latex allergies• Perfumes and scented products

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

Student Emergency Response Plan

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

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

A copy of this Emergency Response Plan will be kept in the School Principal's office as part of the student's permanent school record. Additional copies will be given to the student's teacher to be kept in the student's classroom for access by all those with supervisory care of the student, including occasional teachers. Finally, copies of each child's Student Emergency Response Plan will be available in the school office and first aide room.

All parents must advise the School Principal of any changes in their child's health that would impact any of the information provided in the Student Emergency Response Plan, and the Student Emergency Response Plan must then be updated to reflect that new information. It is the parents' responsibility to communicate this information to the School Principal in a timely manner.

School Emergency Response Plan

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

1) Storage and Provision of Medications

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

The school will keep auto-injectors stored in the following location: The school office.

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

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

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

2) Training

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

Specifically, this training will include the following elements:

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

3) Incident Debriefing

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

School Communication Plan

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

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

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

Our school communication plan may include the following items:

1. Posters/Signage:

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

2. School Principal Messaging:

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

3. School assemblies/classroom instruction:

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

Roles and Responsibilities

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

506.5 Immunization Records

It is the responsibility of parents to ensure that their child/children are up to date on immunizations. Failure to comply with health regulations could result in non-acceptance of registration.

506.6 Infectious Disease

Students should be kept at home if they are sick with a contagious illness beyond a common cold. Contagious illnesses may include lice, open sores and rashes, pink eye, high fever, and flu. Students should be symptom free for 24 hours without medication before returning to school.

506.7 Water Testing Policy

Our Lady of the Assumption School will test annually for lead content in drinking water in our school facilities to ensure quality meets established guidelines under applicable provincial and federal legislation, and report results to the Ministry of Education during the Ministry External Evaluation or as required.

Our Lady of the Assumption School will take reasonable steps necessary to resolve lead levels that are outside established guidelines on any drinking water quality test results.

Risk Assessment:

Our Lady of the Assumption School's plumbing systems were installed after December 1, 1983. The school does not have a history of elevated lead levels.

Water Testing Requirement:

The testing procedure and amount of samples taken at the school shall be determined in collaboration with the Regional Health Authority and Caro Analytical Services, and be based on risk.

Mitigation:

If sample results reveal lead levels above the maximum allowable concentration of 0.005 mg/L as stated from the Guidelines for Canadian Drinking Water Quality by Health Canada, the school in consultation with their Regional Health Authority will commence daily flushing immediately, or deactivate and place a "Not in Use" sign on the water source. Other mitigating solutions may be used.

Communication and Reporting Requirements

Should testing demonstrate elevated levels of lead, the school will immediately inform the Ministry of the issue. Our Lady of the Assumption School shall collaboratively work with our Regional Health Authority to communicate the results of testing lead content in drinking water with parents, students and staff.

References:

- British Columbia Ministry of Education Public School Policy "Testing Lead Content in Drinking Water of School facilities" <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/testing-lead-content-in-drinking-water>.
- Health Canada "Guidelines for Canadian Drinking Water Quality" http://www.hc-sc.gc.ca/ewhsemt/pubs/water-eau/sum_guide_res_recom/index-eng.php.

506.8 No-Smoking and No-Vaping Policy (updated May 2017)

All persons are prohibited from distributing, smoking, using tobacco (as legislated in the Tobacco Control Act) or vapor products, or holding lighted tobacco in or on school property.

School property refers to all property owned by Our Lady of the Assumption Catholic Church and the Archdiocese of Vancouver. The school property is operated under the authority of the Pastor and the Parish Education Committee, and includes real property and improvements, designated areas and personal property (including personal vehicles on school property).

The policy is as follows for all persons on the school property at all times without exception:

1. All school property with its designated areas, buildings within and without, vehicles and any other modes of transportation are to be tobacco-free and vapor-free during school hours, activities and functions.
2. Students, teachers, support staff, visitors, parents, and parishioners will not distribute, hold lighted tobacco, smoke, use or have possession of tobacco or vapor products while on school property, or at any other time while on school field trips, competitive events, extra-curricular activities, or any other school related activity.

Violations of the Tobacco Control Act shall result in discipline. The Principal, Pastor and PEC members are required by law to enforce the rules of the Tobacco and Vapor Products Control Act and Regulation. Signage shall be placed in and on school property prohibiting smoking and vaping within 6 metres of doorways, open windows and any air intakes.

506.9 Communicable Disease Prevention – Policy and Procedures

Introduction:

A communicable disease is an illness caused by an infectious agent or its toxic product that can be transmitted in a workplace from one person to another. Examples of communicable disease that may circulate in the workplace include COVID-19, norovirus, and seasonal influenza.

The level of risk of certain communicable diseases may increase from time to time or on a seasonal basis. OLA administration and OLA's Joint Health and Safety Committee will monitor and review school and community communicable disease-related information (including orders, guidance, notices and recommendations) issued by our regional or provincial medical health officer.

OLA Routine Communicable Disease Prevention Practices:

- Implement policies to support staff who have symptoms of a communicable disease (eg. fever or chills, coughing) so they can avoid being at the workplace when sick.
- Use an inclusive and trauma-informed lens, with a focus on mental health and wellness.
- As required by WorkSafeBC, ensure the health of staff by ensuring that steps are taken to reduce the risk to workers from communicable disease.
- Provide hand-hygiene facilities with appropriate supplies. Use policies and signage to remind workers to wash their hands regularly and to cover coughs and sneezes.
- Maintain a clean environment through routine cleaning processes.

- Make sure building ventilation is adequate and ventilation systems are properly maintained and functioning as designed.
- Support employees in receiving vaccinations for COVID-19 and other vaccine-preventable conditions.
- During a period of elevated risk, all direction from regional and provincial medical health officers will be followed.
- Employees, families and visitors will receive information about OLA’s measures, practices and policies for managing communicable disease, including policies for staying home when sick.
- Signage will be posted to support health and safety measures.
- OLA’s Joint Health and Safety Committee will identify (or receive concerns from other staff) and resolve school health and safety issues. All staff will be reminded how to raise health and safety concerns.
- School property inspections and ongoing supervision will ensure measures are functioning properly, followed and maintained.

Understanding the Risk

The principal is responsible for regularly monitoring and reviewing the communicable disease-related information that is provided by Fraser Health or the Provincial Health Officer. This includes all issued orders, guidelines, notices, and recommendations. In addition, staff follows the guidelines that are provided by the Superintendent. This information is regularly communicated to staff to understand and minimize risk for communicable disease transmission in our school.

Implementing Measures, Practices And Polices To Reduce The Risk

Ongoing Measures – Policies to support staff who have symptoms of a communicable disease are in place so they can avoid being at the workplace when sick. These include CISVA Policy 310, Employee Leaves of Absence, as well as OLA Policy 506.9 Communicable Disease Prevention. Measures, practices and policies are regularly reviewed in staff meetings and documented in minutes.

Supportive School Environment

- Staff will model personal practices (eg hand hygiene, respiratory etiquette) and assist younger students if needed
- Administration will share reliable information, including info from the BC Centre for Disease Control, Office of the Provincial Health Officer, and local health authorities to parents and families.
- Personal practices will be promoted in the school (eg posters)
- Individual choices for personal practice (eg choosing to wear a mask or face covering) will be supported and treated with respect, recognizing varying personal comfort levels.

Health Screening

- Parents and caregivers should assess their children daily for illness before sending them to school. Parents/caregivers and students can utilize <https://bc.thrive.health/covid19/en> for daily assessment of symptoms.
- Staff and other adults should complete a daily health check prior to entering the school.
- If a student, staff or other adult is sick, they must not enter the school. There are no current restrictions on healthy visitors in the school. The “When to Get Tested for COVID-19 resource” (<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/testing/when-to-get-a-covid-19-test>) provides more information on whether the person should get a test for COVID-19.
- Staff, children, or other persons in the school who test positive for COVID-19 will be directed to follow the guidance on the BCCDC website as to how long they should self-isolate. They can return to school when they no longer need to self-isolate as long as symptoms have improved and they are well enough to participate in regular activities.
- If a student or staff member develops symptoms at school:

- They will be separated from their classmates or colleagues
- Separated children will be supervised and cared for
- The student's parent or guardian will be contacted, and asked to have their child picked up as soon as possible
- Staff will be asked to go home as soon as possible
- Custodial staff will clean and disinfect the areas the person used
- Staff responsible for facility cleaning will clean and disinfect the surfaces/equipment which the bodily fluids may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others.
- Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g. seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. If they experience any new or unexplained symptoms, they should seek assessment by a healthcare provider.

Hand Hygiene & Respiratory Etiquette & Personal Space

- Rigorous hand-washing with plain soap and water or an effective hand sanitizer reduces the spread of illness. Diligent hand hygiene will be encouraged and regular opportunities for students and staff to wash their hands will be facilitated. Hand-washing will be encouraged before/after breaks and eating, using washroom and using frequently touched shared equipment; the importance of diligent hand hygiene will be promoted to staff and students regularly (including hand hygiene posters at handwashing sites); hand-washing supplies will always be well stocked including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
- Staff will assist younger students with hand hygiene as needed.
- Students may bring their own sanitizer or plain soap if they are on the list authorized by Health Canada or have a medical condition that requires specialized soaps.
- Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.
- Staff will teach and reinforce respiratory etiquette amongst students: cough or sneeze into the elbow sleeve or a tissue; throw away used tissues and immediately perform hand hygiene; refrain from touching eyes, nose or mouth with unwashed hands; refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.
- Staff and students will be encouraged to respect others personal space.
- Staff and students will be encouraged to not share items that come in contact with the mouth (eg food, drinks, etc).

Masks

- The decision to wear a mask or face covering is a personal choice for everyone. This choice will be supported and treated with respect.
- We will continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one.

General Ventilation and Air Circulation

- Mechanical heating, ventilation and air conditioning (HVAC) systems will be operated and maintained as per standards and specifications in Part 4 of the OHS Regulation.
- Windows will be opened when weather permits if it doesn't impact the functioning of ventilation systems.
- When using air conditioners and fans in ventilated spaces, air will be moved from high places to lower places instead of blowing air directly from one person's breathing zone to another's.

Shared Spaces

- OLA will use classroom and learning environment configurations and activities that best meet learner needs and preferred educational approaches.

Music, Physical Education, Sports, Clubs and Extracurricular Activities

- Students will be encouraged to practice proper hand hygiene before and after shared equipment use.
- Equipment that touches the mouth (eg instrument mouth pieces, water bottles, utensils) or has been in contact with bodily fluids will not be shared unless cleaned and disinfected in between uses.

Supporting Students with Disabilities/Diverse Abilities and/or Receiving Health Services

- OLA will implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.
- Staff and those providing services to students with medical complexity, immune suppression, receiving direct or delegated care, or with disabilities and diverse abilities who are in close proximity to a student will follow routine infection control practices and care plans for the child, if applicable.

Maintaining A Clean Environment

- Enhanced cleaning practices will be incorporated whenever feasible as part of sustainable communicable disease management.
- General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces (such as doors and cabinet handles, stair railings, washrooms, shared office spaces, desks, keyboards, light switches, and communications devices), will occur at least once in a 24-hour period. Surfaces that are visibly dirty will be cleaned and disinfected. Garbage containers will be emptied daily. Paper hand towels will be provided rather than hand dryers.
- Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used.
- When cleaning and disinfecting bodily fluids (e.g., runny nose, vomit, stool, urine): Wear disposable gloves when cleaning blood or body fluids; Wash hands before wearing and after removing gloves; Follow regular health and safety procedure and regularly used PPE for blood and bodily fluids (e.g. toileting, spitting, biting).
- Cleaning staff include a full-time custodian, part-time custodian, PEC Maintenance Coordinator, Participation Program Parents (Saturdays for 2 hours per room). Custodian sets out supplies and video tutorials are provided to train cleaners.
- Cleaning protocols reviewed monthly by Joint Health & Safety Committee.
- Building ventilation is inspected annually (Pacific Mechanical) and ventilation systems are properly maintained and functioning as designed. Room Filters replaced quarterly.
- Joint Health & Safety Committee uses “Prevent the spread of communicable disease: Ventilation and air circulation” to guide inspection. Maintenance coordinator reviews HVAC inspection report and updates PEC.
- During periods of elevated risk, the Joint Health and Safety team will assemble to discuss and establish plans in relation to guidance and new information provided by the local or provincial health officers.
- Depending on severity of risk, formal meetings with stakeholder groups will be conducted. Consultation with the Superintendent’s Office will occur as needed and plans will be documented.

Communicating Measures, Practices And Policies

OLA will support the implementation of personal prevention practices through: • Providing regular reminders to students, families, and staff about the importance of completing a daily health check, staying home when sick, and following public health recommendations. • Having staff demonstrate and model how to practice personal prevention measures at school (e.g., hand hygiene, etc.). • Sharing trusted information from the BC Centre for Disease Control.

To ensure that everyone entering our school receives information about our measures, practices and policies, we have instituted the following:

All employees are provided with information on OLA Policy 506.9 Communicable Disease Prevention and CISVA Policy 310 Employee Leaves of Absences. Employees will also sign a “Statement of Understanding” that they have read and understood the necessity of completing a daily health check and staying at home if sick. Itinerant staff, Teachers On-Call and visitors will be made aware of the school’s health and safety measures and their responsibility to follow them at all times.

Training regarding school procedures and expectations has been provided to staff. Staff are encouraged to respond with any questions. Staff will be reminded how to raise safety concerns (through health and safety committee) and any new information relating to communicable disease in the workplace will be posted in the staffroom and emailed to staff.

Parents and caregivers will be made aware that students must stay home if they are sick. Parents and caregivers will be informed about the extra precautions being taken at the school.

Signage is posted in entrance ways, washrooms, and throughout the school to support the hygiene measures. Signs will be posted at the main entrance indicating who is restricted from entering the premises (including anyone with symptoms).

OLA will continue to support personal prevention practices through positive and inclusive approaches, aligned with existing professional practices to address non-compliant behaviour.

Approaches will not exclude students from participating in school or potentially result in stigma. Schools will continue to utilize a trauma-informed lens when planning school activities (e.g., gatherings and events), including considerations around respecting others personal space.

OLA will notify public health and the school community if lower attendance than normal is observed, based on thresholds set by public health. Public health will then investigate to determine if additional action should be taken. Our local Medical Health Officer may issue a recommendation for an individual school, a group of schools, a school district or all schools within the health authority region, to implement specific additional health and safety measures during times of increased risk.

WorkSafeBC communicable disease prevention guidance will be followed and communication, training and orientation will be provided to ensure health and safety of the staff.

Monitoring School Environment And Updating Plan As Necessary

Health and safety meetings are held to review workplace practices relating to communicable disease and other health and safety matters. Additional communication may be required as new information is made available that may affect work practices.

Administration and joint health and safety committees meet at least monthly to evaluate measures, practices, and policies at the school. Discoveries from staff concerns, walk-throughs, or site inspections will be addressed and discussed with the staff if necessary.

Staff will be encouraged to speak (or write) to a Joint Health & Safety Committee member if they witness or have concerns. If not satisfactorily addressed, staff will be encouraged to bring concerns to the principal and PEC. Staff will be reminded of the process at staff meetings

507 MEDIA AND TECHNOLOGY

507.1 Electronic Device Policy (Revised: Feb. 2, 2016)

Rationale

This policy has been created to preserve a safe and strong learning environment at Our Lady of Assumption School. This policy covers all digital and electronic devices that children bring to school that includes, but is not limited to, mobile phones, electronic games, toys, MP3 players, iPods, and digital cameras. This policy also applies when students participate at school functions off school ground that include, but are not limited to, track meets, field trips, and sporting events.

PEC Statement

It is the wish of the PEC and school administration that these electronic devices are left at home. However, we do recognize that some students require access to a mobile phone for safety reasons when going to and from school. In these cases the Mobile Phone Consent Form must be filled out by the parent/guardian and submitted to the school administration. The PEC and school administration assumes no responsibility for the safety and security, loss, recovery, repair or replacement of these devices and will not be responsible for content expressed or received through electronic transmission or posting of digital content.

Policy

- Students who are in possession of an electronic device must have items turned off during school hours (8:00am – 3:00pm).
- Electronic items must be placed in the student's personal bag during school hours.
- After 3pm, electronic device use must be approved by a teacher or school staff member.
- Field trips/excursions are seen as an extension of the classroom. Students are permitted to have electronic devices on school fieldtrips during the school day ONLY under the direct approval and supervision of the teacher.
- Cell Phones should be used only to contact **parents/guardians** in special circumstances (i.e. emergencies or to acknowledge an early or late arrival back to the school).

Violations

- Students are not permitted to use mobile digital devices in a manner that interferes with the work and/or instructional environment.
- If a student is found to have a mobile phone without a Mobile Phone Consent Form on file, the phone will be confiscated for collection by the parent/guardian.
- The use of any personal electronic device in a manner that violates a person's reasonable expectation of privacy including but not limited to the use of change rooms, washrooms, school rooms or private conferencing locations, or violates the protection of privacy provisions of individuals under the Personal Information Privacy Act, is strictly prohibited and may be subject to discipline up to and including the involvement of the RCMP as appropriate.
- The electronic transmission or posting of digital content (e.g., images, video, audio, and/or text etc.) is prohibited without the permission of the person or persons, and where the student is below the age of 18, the consent of the parent/guardian.

Consequences

1. **First Offense:** Confiscation of the item and student may pick it up from the office at the end of the school day. A note will be sent home to the parent.
2. **Second Offense:** Confiscation of the item until the parent comes into school to pick up the item.
3. **Third or Subsequent Offences:** It will be considered as willful disobedience of school policy and may result in a suspension.

In the event of an emergency where parents need to contact their child, we ask that you contact the school office at 604-942-5522.

507.2 Media Policy

Personal information of students, including photographs, videos and names, may not be released to the media or posted to social media unless parents have agreed through the signing of the P.I.P.A. forms.

All parents will be required to complete a Parent Consent Form as part of the registration package.

All media releases for school activities and events must originate through the School Office or the Parish Education Committee. All online educational portals will be administered by the classroom teacher, with administrator access (for the purpose of monitoring). Individuals in the School Office or on the Parish Education Committee must not release any photos, videos, names or other personal information on students without first verifying that the required Parental Consent Forms have been completed.

Personal electronic communication (i.e. photos, videos) received from or through the school cannot be re-posted without permission from the school administrator.

507.3 Network and Appropriate Internet Use Policy

Background

Internet services and technologies offer valuable learning experiences for students and sources of information for teachers. At the same time, there are potential hazards. Students may receive offensive communications and may access material which is not appropriate. As with other methods of communication, there are opportunities with computer networks for students to create and distribute inappropriate materials and to conduct themselves in ways that are unacceptable. Therefore, the School is obliged to inform parents of potential risks and benefits, and impose rules on what students see and do.

Our primary business purpose is the education of our students; therefore, business and administrative use of School computers is intended for the direct support of the School's operation.

Access to the Internet is available through use of electronic mail and the World-Wide Web (WWW) and is provided to staff members to assist in the performance of their work. The School does not permit the use of its computers and networks to create, distribute, or access any material which would not be considered suitable for any sector of our clientele, particularly students. Inappropriate use of School computers has the potential to cause severe public embarrassment and damage the trust relationship that we have with our public. Users must avoid accessing sites that might bring the School into disrepute. Internet usage must be able to survive public scrutiny and/or disclosure. Users must comply with all ethical and applicable laws and

regulations and must respect the legal protection provided by copyright and licenses with respect to both programs and data. In providing Internet access for students the School also affirms that it will not permit the creating, distributing, or accessing of any material which is not suitable for classroom learning.

Procedures

The following procedures are therefore intended to ensure appropriate use. ACCESS IS A PRIVILEGE – NOT A RIGHT. Inappropriate behaviors may lead to disciplinary action for students, corrective action for staff, and/or suspension or limitation of network access privileges:

1. The School's local and wide area networks are intended only for educational purposes and for the business and administrative functions directly in support of the School's operation.
2. Network services, and access to these services shall only be used by authorized persons. Where password-protected accounts are used, network users are personally responsible for all activity that occurs within their account. Where possible, students are to have their own password-protected account and teachers are not to permit students to operate under the teacher's account. Teachers are expected to take all reasonable precautions to ensure that their students are not accessing inappropriate material on the Internet.
3. When interacting with other users on the network or Internet, users are expected to behave as they would in any other environment where they represent their school. It is important that users conduct themselves in a responsible, ethical, and polite manner in accordance with the standards of propriety in the School.
4. Using the School's networks and the Internet for illegal, obscene, harassing or inappropriate purposes, or in support of such activities, is prohibited.
5. The School's networks are shared resources and must be used in moderation. From time to time, users may be asked to limit or relinquish access to high priority processes or to accommodate others.
6. Users are advised that computer systems (and files/records including email records) are School property and may be inspected or monitored at any time if misuse is suspected.
7. All above rules apply whether School network access is gained from in or out of school/work settings and/or school/work time.
8. Inappropriate use of network services includes, but is not limited to, the following:
 - 8.1 Users may not use the School's networks or computing equipment to:
 - 8.1.1 transmit any materials in violation of Canadian laws
 - 8.1.2 download, duplicate, store, or transmit pornographic materials
 - 8.1.3 transmit or post threatening, abusive, obscene or harassing material
 - 8.1.4 duplicate, store, or transmit copyrighted material that violates copyright law
 - 8.1.5 participate in pyramid schemes or chain mail
 - 8.1.6 harassment of other users
 - 8.2 Users may not violate, or attempt to violate, the security of the School's computers, data or network equipment or services. Users must not attempt to obscure the origin of any message or download materials under and assumed Internet address.
 - 8.2.1 Any attempts at unauthorized access of School data is prohibited and will result in termination of the user's computer and network privileges.
 - 8.2.2 Any attempt to vandalize School network accounts or systems is prohibited and will result in termination of the user's computer and network privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another member, the School, or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.
 - 8.2.3 Use of another individual's password-protected account is prohibited.
 - 8.2.4 Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School's networks and services.

8.3 Users may not:

- 8.3.1 use abusive, vulgar, profane, obscene, harassing, or other inappropriate language;
- 8.3.2 criticize the spelling, writing or keyboarding of others;
- 8.3.3 re-post personal electronic mail received to public forums (e.g., List serves, newsgroups) without the permission of the author.
- 8.3.4 share password(s) with others;
- 8.3.5 distribute or use anyone else's account name and password;
- 8.3.6 reveal anyone else's personal address, phone number, or picture without their consent, except as required in the course of one's duties;
- 8.3.7 use network access for business purposes or anything else not related to the individual's position in the School.
- 8.3.8 Transmit or expose to Internet access, personal, confidential or protected information which is reasonably likely to be excepted or excluded from access under the Freedom of Information and Protection of Privacy Act.

- This policy is modeled after School No.43 (Coquitlam)'s District-wide policy.

507.4 Remote Digital Learning Policy (Approved April 2020)

Rationale

This policy has been created to promote a safe and strong continued learning environment for all Our Lady of the Assumption students who are unable to attend on-premise classes due to the COVID-19 pandemic. On March 17, 2020, the BC Ministry of Education directed schools to immediately suspend all in-class instruction.

The British Columbia Ministry of Education is working with all 60 school districts, independent school authorities, First Nations schools and education partners to support a coordinated approach in response to COVID-19. The health and safety of school staff, students, parents and communities is the highest priority.

To ensure B.C.'s K-12 education system supports the coordinated approach, the work will be guided by a set of principles to:

1. Maintain a healthy and safe environment for all students, families and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.
5. Provide students with opportunities to grow in their faith and nurture their relationship with Jesus* (added CISVA principle)

With these guidelines at the forefront of our mind, Our Lady of the Assumption School has created an alternative learning environment through remote instruction. This includes a combination of printed learning resource packages (picked up by or delivered to students), online assignments, recorded lessons and live lessons, meetings and discussions.

Procedures

Our Lady of Assumption School is dedicated to the protection and privacy of our students online. The school will be utilizing Microsoft Teams and Outlook as our primary platform for digital based online learning. Digital practices include, but are not limited to:

- emailing materials, learning plans and updates to parents
- video conferencing for meetings, lessons and discussions
- direct messaging
- audio calls to students and parent
- pre-recording and sharing pre-recorded lessons
- digital assignment distribution, collection and marking
- taking attendance

1. Use of online platforms

Our Lady of the Assumption Staff will use, but not be limited to, Microsoft Office to primarily communicate with parents and students, using applications through this platform such as Outlook, Teams, SharePoint, Stream and Forms. When coordinating large group or whole-class meetings, staff may choose to use Zoom videoconferencing. The Ministry of Education is working with Focused Education to provide a provincial license of the Zoom Videoconferencing application to all school districts to ensure educators can best support continuous learning at home for students. Zoom has been reviewed by government and meets the privacy and security requirements. The application's data for Canadian users is housed at its Canadian-hosted data centres in Vancouver and Toronto.

Students will be expected to follow the code of conduct as outlined in "Digital Etiquette for Remote Learning - Students" (Appendix A). Teachers may establish further "virtual classroom" guidelines and expectations and these boundaries will be communicated to students.

Staff will be expected to continue to follow the Code of Conduct for Educators (602.2 in the OLA Staff Policies & Procedures document) and Standards for BC Educators (<http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>).

2. Educational Code of Conduct

Professional codes of conduct remain in effect. Teachers and EA's are required to follow the expectations set out in the OLA staff handbook (602 & 603) with the following addendums:

Parents must be made aware of scheduled one-on-one sessions with students. Consideration will be given to having a team-teacher or EA present for one-on-one sessions. Parents will be made aware of all staff attending sessions prior to the commencement of the session. Parents will also be provided with a summary of learning activities or expectations weekly. Teachers continue to be responsible for the educational program (legally and contractually). Direct communication with parents from EA's should focus only on session times / changes, resources needed for activities and student successes. Any communication regarding goals, learning habits, behaviour or concerns should come from or in conjunction with classroom teacher and/or learning resource teacher.

All student sessions should be documented and attendance noted. If there has not been contact with a student for one week, the principal will be contacted by the teacher. If a staff member is concerned about a student's wellbeing at home, the principal will be contacted.

Educators, as well as students and parents, have the right to feel safe and respected. If a student's behaviour is challenging during an online session (for example the student is rude or refuses to participate) the classroom teacher will discuss with the parent. Chat dialogue between students should not interfere with learning and should not be offensive. Students will be encouraged to use the chat functions for the purpose of school-related functions.

If a student's behaviour is inappropriate during an online session (for example uses inappropriate language, disrobes or uses rude gestures) the staff member will terminate the session immediately. The classroom teacher will then approach the parent and school administration.

Staff will complete a weekly report (Appendix B) summarizing location of work (home or school), contact with students and parents, means of instruction, work assigned/assessed, and professional growth. The report will be submitted to the principal.

3. Expected Behaviours And Boundaries

3.1 Students

Students are expected to follow the Behavioural Expectations of Students as set out in the OLA Student/Parent Policy and Procedures Manual (section 508) with the following addendums:

- a. All students and parents will review and follow the expectations set out in the Digital Etiquette for Remote Learning Document (Appendix A) distributed to students via the school office on (April 9th, 2020).
- b. Disciplinary action will be considered for violation of expectations mentioned in the Digital Expectations document, including suspension of online accounts managed by the school.

3.2 Educators

Educators are expected to follow the Educational Code of Conduct as outlined in section 2. Educators are expected to respect boundaries when working remotely with students and follow guidelines for remote learning as outlined in Session Guidelines (Appendix C).

OLA and the CISVA recognize that remote work arrangements are desirable and should be encouraged as part of efforts to slow the progression of COVID-19 (coronavirus) through social distancing. The Remote Work Policy (CISVA #326) will help ensure that remote work can be accommodated in a safe and secure manner. In any circumstances where a CISVA employee will be working remotely:

- Employment entitlements and expectations remain the same,
- Employees are expected to maintain a safe and secure work environment,
- Employees are expected to maintain regular contact with their direct Supervisor,
- Employees must ensure that there are computing security measures in place to protect CISVA data and information, and
- Employees should limit the stress on the CISVA VPN (school VPN) system.

Staff will be made aware of their obligations under the CISVA Policy 430 – Personal Electronic Devices and School-based Technology Policy. Employees are not permitted to download or store any CISVA data or information onto their personal computers or onto any device other than those provided by the CISVA. Staff are required to continue to follow the OLA Acceptable Use Policy for Technology (609.1), the Email Guidelines for Staff (609.2), and the OLA School-wide Network and Internet Appropriate Use Policy (609.3).

Staff will ensure parents are aware of all platforms, apps and programs used and will obtain permission for any additional new programs.

3.3 Parents

Parents are expected to follow the Parent Code of Conduct as set out in the OLA Student/Parent Policy and Procedures Manual (section 509) with the following addendum:

Parents will help monitor and enforce respectful and expected behaviours as outlined in the Digital Etiquette for Remote Learning document (Appendix A).

4. Supervision of Teachers and Educational Assistants

4.1 Teachers

Teachers will complete a weekly report summarizing location of work (home or school), contact with students and parents, means of instruction, work assigned/assessed, and professional growth. The report will be submitted to the principal. Teachers will attend staff meetings and will correspond with the principal weekly.

Staff will have at least one other staff member on any TEAM they create. Principal will join sessions with teacher and students as arranged.

4.2 Educational Assistants

Educational Assistants will be supervised by the Learning Support Teacher and the assigned classroom teacher for students they may be working with. Educational Assistants (EA) will be paired with a second EA for new programs for the first 2 sessions. This supervision will continue once a month as remote learning continues. Where a second EA is unavailable, the Learning Support Teacher will join the sessions.

All initial communication to parents regarding session planning, goals and behaviour expectation will come from, or be prepared by the classroom teacher or Learning Support teacher. Further communication will be documented through session reports (Appendix D), check in reports (Appendix E) and EA weekly reports (Appendix F).

5. Documentation

5.1 Teachers

Teachers will provide a weekly report (Appendix B) outlining online activities, assignments, opportunities for professional growth, contact with students and communication with parents.

Teachers will provide attendance reports by contacting school administration when no contact has been made with a student for a period of one week.

Teachers will keep track of assignments given online through the use of TEAMS, mark books, and weekly learning plans. Teachers will provide a Communicating Student Learning Report at the end of term documenting learning opportunities made available and student progress.

5.2 Learning Support

Learning Support teacher in conjunction with classroom teachers and parents will write revised goals for all students currently working on an IEP to ensure continuation on best practice. IEP review documents (Appendix G) will be made available to parents, classroom teachers and educational assistants to ensure continuity of learning. These learning objectives will be reviewed monthly through a team meeting involving parents, case managers and EA's.

Teachers will provide weekly learning plans for students in their class and will provide access to these for all EA's supporting students in the classroom. Teachers will liaise directly with assigned EA's to help guide support and differentiated opportunities for students.

Educational assistants will document their online activities using the weekly check in report, and session reports (Appendix D and E) as well as submit a weekly report (Appendix F) to school administration and learning resource teacher.

Educational Assistants will participate in a weekly team meeting led by the Learning Support Teacher to provide support, review best practices and ensure continuity of learning.

5.3 Incident reports

Staff will record an incidents relating to behaviour or well-being of students. Serious incidents will be forwarded to the principal.

6. Confidentiality

The Personal Information Protection Act (PIPA) regulates the collection, use and disclosure of personal information by private organizations such as independent school authorities. Staff will continue to prioritize the protection of students' personal information (PIPA guidelines, section 510.3 OLA Student/Parent Policy & Procedures Manual).

Any staff recordings of children (audio or visual) will be reviewed with the school-based team, administration and approved by the student's parent/guardian. The recording must have a specific necessary purpose and the educational need or value in recording must outweigh the loss of privacy. Parents must approve any sharing of student information (e.g. video-recordings). Recordings must be made and saved on school devices and stored securely.

OLA Staff will continually review best practices to ensure the safety and security of students. Where possible, first names and grades will be the only information entered into program accounts. A revised list will be kept of third party websites (and their required personal information) being used by virtual classrooms. Appendix H (due for completion April 30, 2020)

- Appendix A is found in section 510.6 Digital Etiquette for Remote Learning - Students
- Appendix B, C, D, E, F, G are found in the staff policy and procedure section 611.8.

508 STUDENT EXPECTATIONS

508.1 Behavioral Expectations of Students

Students are expected to follow four basic principles to help ensure that our school is a safe, caring and respectful environment:

1. Treat others in a respectful and Christ-like manner.
Jesus was the greatest teacher of kindness and tolerance towards others.
2. Respect the property of others.
Personal and shared property needs to be treated with care and respect.
3. Follow school rules and play safely.
The school must be a place where all students feel safe.
4. Take responsibility for your actions and your learning.
Throughout life, we all make daily decisions and must take responsibility for those decisions. Therefore, we expect Our Lady of the Assumption's students will do the right thing, even if a teacher or parent is not present. This is called acting responsibly.

These fundamental obligations are intended to ensure that students learn in a safe environment free from threats to their physical and emotional welfare, and that the time for teaching and learning is optimized.

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. The Student Code of Conduct (Appendix 510.11) will apply to students while at school (including before and after school), while going to and from school, and while attending school curricular or extra-curricular functions or activities at any location. The Student Code of Conduct outlines expectations for behaviour, identifies inappropriate conduct, and describes leveled consequences based on the severity of the violation.

508.2 Special Education and Learning Resource

508.21 Special Education

All students are to have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Rationale

Special education programs and services empower students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

Definitions

Students with special needs: A student, who has a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents, as defined in the *Special Education Services – A Manual of Policies, Procedures and Guidelines*.

Individual Education Plan (IEP) is a plan designed for a student that includes one of more of the following:

- 25 hours or more in a week of Learning Assistance instruction
- Learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide
- List of support services
- List of adapted materials, instruction or assessment methods

Adapted programs: teaching and assessment strategies made to accommodate a student's special needs, and may include alternate formats, instructional strategies and assessment procedures (oral exams, additional time, assistive technologies etc.)

Modification programs: learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's needs.

Procedures

An IEP is a documented plan for a student with special needs (funded) and students with support of 25 hours or more that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures tracking achievement.

An IEP must have one or more of the following:

- The 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
- A list of the support services (if any) required to achieve goals established for the student
- A list of the adaptations/modifications to educational materials, instructional strategies or/and assessment methods

An IEP should also include the following:

- The present levels of educational performance of the student
- List of personnel who will be providing the educational program and the support services (if any) for the student during the year or term
- Period of time and process for review of the IEP
- Evidence of evaluation or review, which would include revisions made to the plan and the tracking of achievement in relation to goals
- Plans for the next transition point in the student's education

The Classroom Teacher (CT) is to work in cooperation and through the Learning Support Teacher (LST) in the development of the IEP.

The parents of students supported by the Learning Resource program must be informed and invited to assist in the initial development of the IEP and subsequent revisions. There should be a team meeting of the Classroom Teacher, Learning Support Teacher and the parents of the child receiving learning support or a child with special needs. The administration and/or education assistant(s) as well as support service personnel are to be part of the team as appropriate or necessary. Communication is vital at all levels.

508.22 Learning Resource and Extra Support

At our school, we are committed to meeting the diverse needs of all learners. While classroom instruction supports the majority of students, some may benefit from additional help to achieve their full potential. Our

goal is to ensure that all students have the tools and strategies they need to experience success—academically, socially, and emotionally.

When a student is identified as needing additional support, the school team may recommend targeted help through individualized or small group instruction. These targeted interventions are designed to build specific strategies and competencies that promote confidence, independence, and long-term success.

Our support system follows a **tiered approach** to intervention:

- **Tier 1 – Universal Supports:**
Core strategies and supports available to all students within the classroom to promote success and inclusion.
- **Tier 2 – Targeted Supports:**
When universal supports are not sufficient, targeted interventions are provided by the classroom teacher or an EA, under teacher direction.
- **Tier 3 – Intensive Supports:**
For students with more complex needs, individualized support plans may be developed, which could include formal learning or behavior support plans.

**OLA Response to Intervention - Behaviour and OLA Response to Intervention - Academic are included in the Appendix (OLA Policies & Procedures 510.9/510.10 & 611.10/611.11)*

As students move between tiers, **parental communication and collaboration are essential**. Parents are asked to provide consent for additional support by signing the *Extra Support Parent Consent Form (OLA Policies & Procedures 611.9)*.

Depending on the identified needs, support may be offered by a learning resource teacher, social/emotional teacher, education assistance, speech/language therapist, occupational therapist or other specialists. These professionals work collaboratively with classroom teachers and families to ensure continuity and alignment of support strategies. When school-based supports require further guidance, schools may request support services from the CISVA Superintendent's Office. This can include consultation from a member of the CISVA Superintendents' Office Educational team, such as the Director of Learning Support or an Education Consultant, to assist in program planning, strategy development, or case-specific considerations.

Timely, targeted and monitored support can make a meaningful difference in a child's learning journey. The benefits of this enhanced support model include building core academic and functional skills; improving self-confidence and resilience; teaching students specific strategies to manage challenges; promoting independence and ownership of learning; and supporting social-emotional well-being and interpersonal growth.

508.3 Uniform

At Assumption School we believe:

- Our uniforms show pride in our faith and in our school;
- All students should arrive at school with their school sweaters ready for morning Mass, the classroom, assemblies, school Mass, school presentations;
- Our uniforms should be in presentable condition, clean, tidy and without tears.
- Our school is the best place to present the Best Us possible!

The uniform described below is a requirement for all Assumption School students.

Uniforms are available through MCCARTHY Uniforms located at 3738 Parker St., Burnaby. The Uniform Coordinator will organize a uniform order date at the school annually.

GIRLS:

- Tunic, tartan, drop-waisted* OR Culotte skirt tartan* OR Pleated skirt, tartan*
- Shirt*: White, short sleeved golf shirt, school name Embroidered on left side; OR Blouse: White, plain collar, long or short sleeved
- Cardigan* OR Pullover* OR Vest*: mandatory part of uniform, navy blue, school Crest. Sweaters must be worn to school upon arrival and at all Masses, assemblies and events.
- Socks: white or navy blue ankle/knee high, or white/navy blue leotard
- Dress shoes are preferred and should be black or navy blue, runners should be predominantly black. All shoes should have non-marking soles.

BOYS:

- Dress pants*: navy blue
- Walking shorts*: navy blue (worn May to October only)
- Shirt*: White, short-sleeved golf shirt, school name embroidered on left side
- Cardigan* OR Pullover* OR Vest*: mandatory part of uniform, navy blue, school crest. Sweaters must be worn to school upon arrival and at all Masses, assemblies and events.
- Socks: White or navy blue.
- Dress shoes: as previously outlined.

NOTE:

- A gym strip is also mandatory for all students from Grade 2 to 7 inclusive.
- The gym strip includes a school issued gray t-shirt with the school name and blue school issued shorts.
- A separate, dedicated pair of runners with non-marking soles must be worn during physical education classes and sports practices held in the gymnasium

N.B. No nail polish, make-up, or excessive jewelry is permitted

NOTE: Uniform policy decisions (ie. fashion trends or fads) are made at the discretion of the PEC and School Administration.

***THESE ITEMS MUST BE ORDERED FROM OUR SUPPLIER.**

Students are expected to wear the School uniform every day. They are expected to be clean, neat and tidy. A student not wearing the complete uniforms will be given an infraction letter.

508.4 Homework

Homework is an important aspect of the school program. It is used to reinforce and review skills previously taught. As well, homework can help develop responsibility, self-discipline, and independent work habits.

All students are required to do a certain amount of work at home. The amount and type of work will vary from grade to grade. Parents are asked to support our goal of teaching the children proper study habits by helping to provide a suitable environment for home study.

Homework may be required to be completed at recess and lunch. If homework cannot be completed because of other important obligations, the parent must notify the teacher.

509 PARENT EXPECTATIONS

509.1 Parent Code of Conduct and Expectations (Revised: Sept. 2016)

Parents are the primary educators of their child and, therefore, important role models in the Mission of the Church shared by Catholic Schools. This is demonstrated by parents in proclaiming and building the Kingdom of God, promoting a faith community within the family and community at large, committing to excellence in Catholicity in all areas of a child's development, and supporting the development of Christian leaders, responsible citizens and life-long learners.

Parents are expected to (but not limited to):

- Be examples of Catholic witness (those parents who are Catholic) by attending Sunday Mass as a family every week (proclaiming and building the Kingdom of God – see Family Statement of Commitment).
- Be supportive of the Mission of the Catholic Church and supportive of the religious educational programs of the school.
- Respect those in positions of rightful authority.
- Respect the rights and dignity of all persons in the parish/school community at all times.
- Refrain from participating in or promoting any behaviour that would threaten, intimidate, verbally assault (use of abusive language) or cause harm to any person.
- Refrain from using any technology/social media device to defame the character or cause harm to the character of a parish/school community member or parish/school itself.
- Ensure: Any photos taken during school events are not posted online without the express permission of the parents of the children in the photograph.
- Ensure: Personal electronic communication (i.e. photos/videos) received from or through the school are not reposted without permission.
- Ensure: Any contact information obtained via class lists, including email and phone numbers are for personal use only are not disseminated to third parties, websites or apps (i.e. electronic invitations such as Evite, social media, personal or business solicitations).
- Show an active interest in their child's school work and progress as well as attend required meetings (Sacramental meetings, Sexuality and Your Child Meetings, student progress interviews/conferences etc.).
- Ensure that their child attends school regularly, is on time and prepared.
- Work cooperatively with teachers in all areas of their child's school life including disciplinary issues. Work towards the common good of all children.
- Be familiar with their school's codes of conduct and regulations (i.e. uniforms, internet use, traffic safety on school grounds etc.)
- Take concerns to the appropriate person(s). Follow the complaints procedure as provided in CISVA policy.
- Avoid involvement in rumors and dissemination of rumors.
- Build bridges of acceptance and understanding among the different cultures represented in the school community.

The Pastor/Archbishop's Representative has the right and duty to provide for the spiritual welfare of the students and families within the parish and the school. He works towards this end with parental cooperation.

The Principal in law has the discretionary right to prohibit or remove any person on school premises and property who is deemed to be an immediate threat (in deed or word) to the safety of students and/or employees and/or any other member of the school community. The Principal will inform the Education Committee, Pastor and Superintendent's Office when such action is taken.

The Education Committee, in consultation with the principal, reserves the right to determine consequences for non-compliance.

509.2 - Communication

- (a) Newsletters are emailed and placed on the school website Thursday of each week. Hard copies are available upon request from the school office.

- (b) Education Committee Meetings are on the third Tuesday of each month (unless otherwise stated – changes to dates will be noted in the school newsletter at least 1 week prior). The committee meets a minimum of 11 times per year. To make a presentation to the Education Committee, a request must be received in writing 7 days prior to the meeting.

- (c) When a Parent Association exists they will hold regular meetings. These meetings are attended and chaired by a member of the Education Committee. All parents are encouraged to attend.

509.3 Email Guidelines

E-mail may be a fast and convenient way for you to send messages, but this may not be the case for many of our teachers. Some teachers read their e-mail messages in the morning before school, some read them at the end of the day, and some read them during the school day. Many teachers prefer to use the phone to speak directly to parents.

For these reasons, please remember if you choose to send an e-mail message to a member of our professional staff, you may not get an immediate reply. In fact you may not receive an e-mail reply at all, since the staff members will determine how best to contact you: by e-mail, phone, or to schedule a personal conference. If an email requires response, the staff member will reply within 3 school days.

When using e-mail:

1. Please send only non-vital messages by this medium. For example, do not use e-mail to inform a teacher that your child is going home with another family. A teacher may not have time to read your message in a timely fashion. Instead use the telephone to be sure your message is received and clearly understood.
2. Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher. An e-mail message on these matters is not appropriate.
3. Please remember that e-mail is not necessarily confidential. Confidential information should be conveyed by phone or personal contact.
4. Please identify yourself in the subject line of your e-mail message and, if appropriate, the name of your child.
5. For all medical or health concerns, please contact the school by phone.
6. Please keep all contacts professional. Jokes, amusing or special stories, chain letters, or commercial solicitations are inappropriate and reduce valuable teaching time.
7. Mass e-mail to the school staff must be approved by the Principal before sending the e-mail.
8. Emails to staff will receive a reply within 3 school days.

The School provides email accounts for teachers to facilitate parent/teacher communication and internal staff communication. The School reserves the right to block or filter email messages to staff that are not directly related to School business or to the School's educational mission.

509.4 Tuition Fees

Tuition fees are to be paid once monthly from September 17th to June 17th according to the Monthly Tuition Scale for the school year. A lump sum payment for the whole school year will be accepted as well.

509.5 Financial Assistance

Families requiring financial assistance with tuition payments are required to book an appointment with the principal. The principal will provide the family with a parish bursary application form. The parish bursary committee will meet and determine whether the family meets the requirements to be eligible for the bursary. The bursary committee will send a letter, via the school secretary, to the family notifying them of their decision and if successful, the amount of the bursary. If the family is denied bursary assistance or determines that the amount offered by the bursary committee is insufficient, the family will discuss their further needs in a meeting with the Pastor, and two of the following three people: PEC treasurer, PEC chairperson and school principal, to make alternate arrangements (including volunteer hours in kind).

509.6 NSF Policy

The NSF/Returned item fee structure is as follows:

First returned item	\$25.00
Second returned item	\$50.00
Third and subsequent returned items	\$75.00

The PEC is aware that there are at times errors made by the bank itself. In such situations, a letter from your bank, together with a discussion with the School Office should be sufficient to resolve the issue.

509.7 Parent Coaches

Parents coaching any team will adhere to CISVAAA policies. Parent coaches require a teacher sponsor in attendance for all team activities.

509.8 Participation Hours

Taking into account the role of the school in the parish, the Education Committee has attempted to strike a balance between the financial needs of the parish in administering a Catholic school and the community needs of the parish as a whole. All parents are expected to take part in certain areas of the school and parish's operation as prescribed by the Parish Education Committee. Upon acceptance into the parent participation program, parents are expected to be available for twelve months of that school year (July 1-June 30). A MINIMUM of 50 hours participation per year is required.

509.9 Parental Concerns

Parental concerns should first be addressed to the teacher. If concerns persist then the Principal is informed. If further attention is required a letter outlining the concern can be sent to the Education Committee with a copy to the Principal. The letter must be in receipt 7 days before the next Education Committee Meeting.

For further information, please see CISVA Policy 302.

Our Lady of Assumption reserves the right to amend this Handbook. Notice of amendments will be sent to parents via the weekly school newsletter or through email communication.

510 APPENDIX

510.1a Absentee Form for Students with Prolonged Absence - Vacation



OUR LADY OF THE ASSUMPTION SCHOOL

2255 Fraser Avenue, Port Coquitlam, BC V3B 6G8

Telephone: 604-942-5522

Principal: Ms. R. Heffernan

www.assumptionschool.com

office@olapoco.ca

PROLONGED ABSENCE- VACATION

Date: _____

Dear Principal

This is to advise the school that my child/children

Will not be in school from _____ to _____.

Reason for absence:

Parents, please initial each of the following paragraphs:

I understand that should government grant monies be lost by the school through insufficient school attendance, I will reimburse the school for the amount lost.

initial

I understand that the school will not be responsible for the academic progress of my child/children during this absence.

initial

I understand that requests I might make to be supplied with missed assignments due to my child (children's) absence will be at the discretion of each teacher. While some assignments can be given upon return, most work completed at school has been accompanied by introducing concepts, practicing concepts, reviewing and discussion which enable children to be successful in their learning and understanding.

initial

Parent Signature

Date

510.1b Absentee Form for Students with Prolonged Absence - Sports



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Telephone: 604-942-5522 Principal: Ms. R. Heffernan

www.assumptionschool.com office@olapoco.ca

PROLONGED ABSENCE - SPORTS

Congratulations on your child's success and commitment to their sport. We want to be as supportive as possible with this endeavor. Your child's growth and learning are very important to us. We have highlighted below the roles of teacher, student, parent and administration to ensure we allow your child to be as successful as possible at school.

Teacher Responsibilities

- Assignments will be placed in each student's daily folder or on Google Classroom with clear and specific due dates attached depending on priority of work to ease load as much as possible.
- We will explain the work assignments to the student prior to departure time;
- We will keep track of the work being returned to ensure that each student is understanding the concepts being taught.
- We will meet once a month, if necessary, to discuss any questions or concerns with parents and students.

Student/Parent Responsibilities

- Students will pick up work folders and all textbooks needed to complete assignments.
- Students will complete and submit all homework on time.
- Parents will spend time, if necessary, assisting students to understand concepts missed during absences.
- Parents will use online resources as well as textbooks, if necessary, to allow the students to practice any concepts.

Administration Responsibilities

- Will keep track of student absences and communicate with the parents the number of absences and how this will affect the government grant/tuition for that student.

Student Name	_____	Grade	_____
Teacher(s)	_____	Date	_____
Parent(s)	_____	Date	_____
Principal	_____	Date	_____

* To be reviewed at Parent/Teacher Conferences in the fall and at Student-Led Conference in the spring.*



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Absentee Form for Students with Prolonged Absence - Sports

To Whom it May Concern:

The student named below will be dismissed from school on the following dates and times for sports related reasons.

Student Name		Grade	
Sport Type	(example gymnastics)		
Dates	(example every Tuesday and Thursday afternoon)		
Times	(example from 1pm-3pm)		
From	(Example from Sept 2025 to June 2026)		

(Example: The student will leave for activity every Tuesday & Thursday afternoon from 1pm-3pm — Sept 2025 to June 2026)

The student named above will be absent from class as stated. He/she will be required to make up all missed class work. The school will consider the sport as equivalent to the activities done in that thirty-minute PE class.

The auditor may or may not credit the student with the necessary hours to receive the full government grant. If this is the case, **your family will be responsible to make up any difference in the event of any lost grant money.** We will not know of the auditor's decision until the audit is completed in the late spring.

I understand that the school will not be responsible for the academic progress of my child/children during this absence. While some assignments can be given upon return, most work completed at school involves introductory lessons, and practice, review and discussion of concepts. I understand that requests for missed assignments due to my child (children's) absence will be supplied at the discretion of each teacher.

Parent Signature	Principal Signature
Date:	Date:

I would be pleased to address any inquiries you may have.

Sincerely,
Ms. R. Heffernan, Principal

510.2 Student Emergency Response Plan – Anaphylaxis



OUR LADY OF THE ASSUMPTION SCHOOL

2255 Fraser Avenue, Port Coquitlam, BC V3B 6G8
 Telephone: 604-942-5522 Principal: Ms. R. Heffernan
www.assumptionschool.com office@olapoco.ca

ANAPHYLAXIS FORMS

Student Emergency Response Plan



A. TO BE COMPLETED BY THE EMPLOYEE			
Employee Name (Last name, First name)		DOB (D/M/Y)	Gender M F
Address		City/Province	Postal Code
Home phone #	MedicAlert ID: YES NO		
Name of Spouse:		Home Phone #	Business Phone #
Emergency Contact Person		Relationship	Phone #
Alternate Contact Person		Relationship	Phone #
Allergy Description			
Food: _____			

Insect: _____			
Other: _____			
Symptoms to watch for (please check):			
<input type="checkbox"/> Itchy eyes, nose, face, body <input type="checkbox"/> Flushing/redness/warmth of face and body <input type="checkbox"/> Swelling of eyes, face, lips, tongue and throat (throat tightness), trouble swallowing <input type="checkbox"/> Nasal congestion or hay fever-like symptoms (runny itchy nose, watery eyes, sneezing, cough, hoarse voice, inability to breathe) <input type="checkbox"/> Hives/rash <input type="checkbox"/> Headache, nausea, pain/cramps, vomiting, diarrhoea, uterine cramps in females <input type="checkbox"/> Wheezing, shortness of breath, chest pain/tightness <input type="checkbox"/> Anxiety, feeling of foreboding, fear and apprehension <input type="checkbox"/> Weakness and dizziness/light-headedness, pale blue colour, weak pulse, shock <input type="checkbox"/> Loss of consciousness, coma <input type="checkbox"/> Other _____			

510.2 – Version 2025Sept12



OUR LADY OF THE ASSUMPTION SCHOOL

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Telephone: 604-942-5522

Principal: Ms. R. Heffernan

www.assumptionschool.com

office@olapoco.ca

B. TO BE COMPLETED BY THE PHYSICIAN	
Name of medication: <input type="checkbox"/> EpiPen auto-injector <input type="checkbox"/> Other _____	Expiry Date:
Reason for medication:	
Method of Administration (<i>dosage, time of administration</i>)	
Self-administered? Y / N	
Additional instructions:	
What is the impact of a missed dose?	
_____ Name of Physician (print)	_____ Date
Phone #	
C. TO BE COMPLETED BY THE EMPLOYEE	
<ol style="list-style-type: none"> 1. I am aware of the CISVA's policy and schools plan on treating EMPLOYEES with a known risk of anaphylaxis/life threatening allergies. 2. I agree that the above information is correct. 3. If changes <u>occur</u> I will contact the school and provide revised instructions 4. I agree that if medication is required, I will supply it to the school in the original container with name and the pharmacist's directions for use, including dosage. 5. I am aware that no medication will be administered until this form is completed and returned. 6. I am aware that the Public Health Nurse for the school will be informed of my condition and medication and that the nurse may contact me as necessary. 7. I am aware that staff working with me need to know of my condition and of the medication required. 8. I am aware I am required to update this information each September. <p>I authorize and request the administration of the above medication by the school and its employees.</p> <p>_____ Signature</p> <p>_____ Date</p>	
D. TO BE COMPLETED BY THE PRINCIPAL OR DESIGNATE	
Staff designated to supervise/administer medication	
Location of Medication in the School	
_____ Name of Principal/Designate	_____ Signature of Principal/Designate
_____ Date	

510.2 – Version 2025Sept12

Letter to Parents

Dear Parents,

I am writing to you on behalf of one of our students and parents. The student has a potentially life-threatening allergy to peanuts.

If peanut butter or even the tiniest amount of peanut, a peanut product such as peanut oil, or any type of nut enters the student's body through the eyes, nose or mouth, the student will experience very strong reactions. The student's face may swell and break out in hives, the student's throat may swell and tighten. Without immediate medical treatment the student could die within minutes.

All of our school staff, including noon hour supervisors, have been made aware of this situation, and have been instructed in the correct procedures regarding anaphylactic shock. Prevention, of course, is the best approach for reducing the risk of a severe reaction, therefore we are requesting your cooperation in refraining from sending nut products to school with your child.

We have told the other students of the problem, and have asked them not to share snacks, treats or lunches with the severely allergic student. **[ensure that parental consent has been obtained.]**

We realize that this request may pose an inconvenience for you when preparing your student's snack and lunch, and we want to express our appreciation for your support and understanding about this severe allergy. In the near future, our school will be announcing a parent meeting for you to learn more about this situation. If you have any questions or concerns, please call me.

Additional information can be found at www.anaphylaxis.ca or www.safe4kids.ca .

Sincerely,

Ms. Rosaleen Heffernan
Principal

510.3 Personal Information Privacy Policy (PIPA) for Parents and Students

Our Lady of the Assumption School will collect personal information that may include student identification information, birth certificate, baptismal certificate, immunization record, legal guardianship, court orders if applicable, student behavioural and academic record, health insurance number and parents' occupation, religion, parish and envelope number, work numbers, e-mail address, home address, and any similar information needed for registration. This information is required in order to register your child at the school and will assist the school in making an informed decision for your child's appropriate placement in the school. Student information is also available to the Fraser Health Authority, social services, or other support services. The school may prepare a family phone list for each class, to be distributed to school administrative personnel, teachers, and one or more parents of your child's class, for the purpose of contacting you in emergency and non-emergency school or parish related issues.

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

PIPA Complaint Procedure

If you have a concern or complaint about how your personal information is collected, stored or used, pass your concern on to the "Privacy Manager" (school Principal) verbally or in writing. Review a copy of the "Personal Information Privacy Policy" (a copy is located in the office). The principal will review the policy with you and will investigate your concern in a timely, fair and impartial manner. If you are not satisfied, you may forward your concern to the Privacy Commissioner at the CISVA Superintendent's Office at (604) 683-9331.

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of Our Lady of the Assumption School. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of Our Lady of the Assumption School regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Our Lady of the Assumption School may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between Our Lady of the Assumption School and an individual from time to time.

Ten Privacy Principles

As part of Our Lady of the Assumption School’s commitment, the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the Ten Privacy Principles and provides further details regarding Our Lady of the Assumption School’s compliance with the principles. Our Lady of the Assumption School.

Definitions

In this Personal Information Privacy Policy, the following terms have the meanings set out below:

“**personal information**” means any information about an identifiable individual, as further defined under British Columbia’s *Personal Information Protection Act* or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

“**Parent**” means the parent, guardian, or other legal representative of a student.

“**Student**” means a prospective, current, or past student of Our Lady of the Assumption School

Principle 1 – Accountability

Our Lady of the Assumption 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.

You may contact our Privacy Officer as follows:

Our Lady of the Assumption School	
Attention:	Rosaleen Heffernan Privacy Officer
Address:	2255 Fraser Avenue, Port Coquitlam
Phone:	604-942-5522
Fax:	n/a
Email:	rheffernan@cisva.bc.ca

Principle 2 – Identifying Purposes

Our Lady of the Assumption School will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Our Lady of the Assumption School collects and uses personal information to provide students 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 parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, 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. Our Lady of the Assumption School also collects information in connection with the use of its computer systems.

Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems

Principle 3 – Consent

Our Lady of the Assumption 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.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Our Lady of the Assumption School will take into account both the sensitivity of the personal information and the purposes for which Our Lady of the Assumption School will use the information. Consent may be express, implied (including through use of "opt-out" consent where appropriate), or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Our Lady of the Assumption School, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Our Lady of the Assumption School will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Our Lady of the Assumption School will stop collecting, using or disclosing the personal information as requested.

If a person provides Our Lady of the Assumption School or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable Our Lady of the Assumption School to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Our Lady of the Assumption School will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Our Lady of the Assumption 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.

How is Information Used?

Our Lady of the Assumption School uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- 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.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.
- NOTE: list additional purposes for which student or parent personal information is used.

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

Our Lady of the Assumption School may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

Our Lady of the Assumption School may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how Our Lady of the Assumption School may disclose personal information.

When Authorized by You

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

NOTE: Consider whether the foregoing uses are applicable to your school and consider whether additional purposes should be listed.

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.

Outside Service Suppliers

At Our Lady of the Assumption 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, and Our Lady of the Assumption School takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

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 Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Our Lady of the Assumption School will take appropriate steps to ensure that personal information collected by Our Lady of the Assumption School is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Our Lady of the Assumption School, request that Our Lady of the Assumption School correct an error or omission in any personal information that is under Our Lady of the Assumption School's control and Our Lady of the Assumption School will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

Our Lady of the Assumption School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

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 students but not your account with the school.

Employees are appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

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 personal information is not compromised.

Principle 8 – Openness

Our Lady of the Assumption School will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Our Lady of the Assumption School.

Principle 9 – Individual Access

Our Lady of the Assumption School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

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

Parent Access to Student Personal Information

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

Student Access to Student Personal Information

NOTE: After reviewing their obligations under PIPA, schools should consider adopting a policy (or revising their existing policy) regarding access by students to their own personal information.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer (who has been appointed by the Authority/Board). The individual with the question, concern and/or complaint should contact the Privacy Office by phone and/or email at the School. The Privacy Office may ask the individual to put their question, concern and/or complaint in writing. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

The Privacy Officer will address such questions, concerns and complaints in a timely manner.

Managing privacy breaches properly is an important step towards alleviating harms – and preventing future breaches of personal information. Where there has been a breach in privacy the Privacy Officer will inform the Board and address the privacy breach. The four actions to be taken by the Privacy Officer shall include:

1. Report: Report to the Authority/Board. Under PIPA it is optional, though strongly encouraged, to report to the [Office of the Information & Privacy Commissioner for BC](#).
2. Recover: Make every effort to recover the confidential or personal information to lessen the impact on the individuals involved.
3. Remediate: Work with investigators, or others involved to determine the specifics of the incident, to resolve it and, if necessary, to notify affected individuals.
4. Prevent: Make any needed changes to the school's processes, understand the Privacy Officer's responsibilities, be diligent in the handling of confidential or personal information, and be an active participant in developing a culture of prudent information management.

510.4 APPENDIX – PARENT ACCOMPANYING FIELD TRIP WITH SIBLING



OUR LADY OF THE ASSUMPTION SCHOOL

2255 Fraser Avenue, Port Coquitlam, BC V3B 6G8

Telephone: 604-942-5522

Principal: Ms. R. Heffernan

www.assumptionschool.com

office@olapoco.ca

WAIVER - PARENT ACCOMPANYING FIELD TRIP WITH SIBLING

FIELD TRIP POLICY

Field Trips that are classified by the Administration of the school as curriculum based will not permit the attendance of siblings and/or non registered students on the field trip.

Field trips or events that are classified by the Administration as community building may permit the attendance of siblings. In this case, the parent has sole responsibility for the child and is not given any responsibility of supervising other children. The parent will sign a waiver releasing the school for any responsibility for the sibling.

~ Excerpt from OLA Policy Manual, Section D: Office Procedures - Fieldtrips, #9

I _____ will accompany my child,
(print parent first and last name)

_____ and the Grade _____ class on
(print student first and last name)

their field trip to _____.

I accept sole responsibility and custody for the sibling that will be attending this field trip with me. I also understand that I will not be authorized to supervise any other students while on the field trip.

Date: _____

Parent Signature: _____

Teacher Signature: _____

OLA Policy Manual, Section D: Office Procedures, Rev 2026
Version: 2026-Mar-11

510.5 Parent Participation Program Information

Philosophy

The Assumption School Education Committee continues to re-evaluate the Participation program at Assumption School. Taking into account the role of the school in the parish, the Education Committee has attempted to strike a balance between the financial needs of the parish in administering a Catholic school and the community needs of the parish as a whole. With these guidelines in mind, the Committee has made and continues to make necessary changes to the Participation worker guidelines and categories to most effectively meet the needs of the school and of the parish. All parents are expected to take part in certain areas of the school's operation, as well as the life of the parish, as prescribed by the Parish Education Committee. This guideline will outline the details of the involvement.

General Information

Placement in the Participation Program

New parents are required to indicate on the registration form if they would like to apply to be involved in the participation program. Identifying any specialized skills will assist the Participation Coordinator when determining availability of a position. New parents are required to attend a mandatory meeting in the spring (date to be announced each year). Among other things this meeting will outline the Participation Program giving a brief background and rationale. Parents may also be required to attend an additional meeting as called by the category manager.

Participant Waiting List

In case of a saturation of workers in all job categories some parents may be placed on a waiting list, particularly if they cannot do Friday Night Bingo. Parents on the waiting list will be considered to be in the non-participation category.

As openings become available due to people leaving other jobs or not meeting their commitments, the people on the waiting list will be contacted.

People, who leave categories and pay the additional fees, will be placed on the bottom of the waiting list and cannot expect a guaranteed return to their previous job when they are available.

Transfers

The approval of transfers will be at the discretion of the Participation Co-ordinator based on need, skill and seniority. Most transfers occur in the spring when openings are posted and can be applied for by following the procedure outlined below.

The procedure for a participant who wishes to change to a different category is:

1. Discuss with the manager of the current category who, upon agreement, will sign the transfer form (see attachment).
2. Discuss with the manager of the category that the participant wishes to transfer to, who, upon agreement, will also sign the transfer form.
3. Once both signatures are obtained the participant must forward the transfer form to the Participation Co-ordinator who will make the final decision as to whether or not the transfer will be approved.
4. The Participation Co-ordinator will notify the participant and both category managers of the final decision.

Parent Code of Conduct

Be Punctual. We count on you! Please be punctual when you are scheduled to work a shift and remain for the entire shift.

No Cell Phones. For safety and practical reasons, it is not appropriate to use your cell phone while you work a participation shift.

Communication with your Team – Email and WhatsApp. All parent participation categories communicate through emails, but mainly via WhatsApp. Please contact your category manager to be added to the WhatsApp group.

Childcare. Please arrange childcare ahead of your shift. For safety and practical reasons, it is not appropriate to bring your children to the school while you work a participation shift.

Missed Shifts and Billing. Participants who cannot meet a commitment, are responsible to arrange for a qualified replacement. No minors may substitute for their parents. When a replacement is found, the category manager must be notified. If a replacement is not found or does not fulfill this job, then the original participant can expect to be billed for missed hours (\$25 per hour).

Keep Track of your Hours. It is your responsibility to sign timesheets and submit your hours for approval. Hours are approved weekly and all families are able to view their hours on OnVolunteers. Please contact the parent participation coordinator if you do not know your login information.

Minimum Requirements. Participants are required to complete a minimum of 50 hours from July 1st to June 30th. A minimum of 15 hours is to be completed by December 31st.

Parent Participation Policy. Please familiarize yourself with the program policies that can be found on our school website.

Required Hours

Upon acceptance parents are expected to make themselves available for twelve months of that school year, that is **July 1st to June 30th**. A *MINIMUM* of 50 hours participation per year is required. Using the Bingo model as a baseline most workers are required to work at least 4 hours 13 times a year totaling 52 hours per year. It is a requirement that a minimum of 15 hours of Parent Participation be completed by December 31st. Exceptions can only be approved by the school Administration and PEC, Participation Co-ordinator.

Participation hours represent the actual time parents spend performing their duties within their assigned category. Parents who miss a shift (and are fined), the debt is considered paid.

Example – 48 complete participation program hours + 2 billed hours = 50 completed participation program hours at yearend.

Families that miss more than 5-hours (10%) of scheduled shifts within their assigned category in a year may be refused the opportunity to participate in subsequent year. Failure to meet this requirement may result in disqualification from the participation category, at the discretion of the Parish Education Committee.

If you miss any scheduled shifts (regular, worker bee, or special shift) and do not find a person to replace you, you will be billed for the hours missed; even if you have already reached your yearly total of 50 hours.

Additional hours are available in other participation categories only if the category that you are assigned to does not meet the 50-hour minimum requirement for the year.

You cannot fulfill your missed hours in another category or participation area if you have not completed the required hours in your own category. (Updated policy change – April 2011)

Upon acceptance a participating family is required to commit a minimum of 50-hours of participation each year. The participation year runs a full 12 months from July 1 to June 30. Using the Noon Hour Supervision model as a baseline most workers are required to work 1 hour a week, 40 times a year, totaling 40 hours per year. Any additional required hours that cannot be completed within the assigned category will be completed in the Fundraising or Maintenance Category.

It is a requirement that a minimum of 15 hours of Parent Participation be completed by December 31st. Exceptions can only be approved by the school Administration and PEC, Participation Coordinator.

Substitutes

Participants who cannot meet a commitment are responsible to arrange for a qualified replacement. No minors may substitute for their parents. When a replacement has been found, the Manager must be notified. If a replacement is not found or does not fulfill this job, then the original participant can expect to be billed for hours missed. If a replacement is found but does not fulfill this job, then the replacement can expect to be billed for hours missed.

Parent Participation requires the hours to be worked by the PARENT. Parents may not hire others to complete the hours on their behalf. While occasional substitution is permitted due to unexpected circumstances (eg – illness, vacation etc), the parent must be working the hours on a regular basis. Failure to meet this requirement may result in disqualification from the participation category, at the discretion of the Parish Education Committee.

Grounds for Assessing Additional Fees

One or more of the following may be used to assess additional fees:

- a) Absenteeism
- b) Tardiness
- c) Unsatisfactory performance
- d) Non-attendance at the New Participation Parents Meetings

Repeated infractions may result in a reassignment of category or loss of the participation privilege.

Fee Amount

The amount of the fee assessed will be \$25.00 for each hour.

Participation Coordinator

The Participation Coordinator will be a member of the Parish Education Committee who is responsible for:

- a. Placement and category adjustments
- b. Liaising with category managers
- c. Assessing additional fees
- d. Reporting back to the Education Committee

Temporary Categories

The Education Committee may establish temporary categories from time to time, depending on the need of the school or parish.

Categories

The following Core Categories are given priority as they are an integral part of the day-to-day operation of the school and parish:

1. Fundraising – Events
- 2a. Fundraising – Catered Lunch Lead
- 2b. Fundraising – Catered Lunch Distribution
- 2c. Fundraising – Catered Lunch MunchaLunch Admin and Billing
- 2d. Fundraising – Catered Lunch Purchaser
3. Library
- 4a. Maintenance – Building & Trades Lead
- 4b. Maintenance – Building & Trades
- 4c. Maintenance – School Cleaning Lead
- 4d. Maintenance – School Cleaning
- 4e. Maintenance – Grounds Lead
- 4f. Maintenance – Grounds
5. Noon Hour Supervision
6. Parish Education Committee (PEC)
7. Parish Center Cleaning
8. Parish Coffee & Donuts
9. School Emergency Preparation Coordinator
10. School Office Assistant
11. School Uniform/Lost & Found Coordinator
12. Traffic Duty

Participation Category Job Descriptions

1. Fundraising – Events:

Participants are required to perform duties as outlined by the PEC Fundraising Coordinator who will coordinate the schools' major annual fundraisers (i.e. Family Dance). All classroom and school wide fundraisers must be approved by Administration and the PEC to avoid conflicts and or duplication of fundraising activities.

2a. Fundraising – Catered Lunch Lead:

Participants are required to perform duties as outlined by the PEC Fundraising Coordinator. Duties include, overseeing the catered lunch team. Provides orientation and training for all new parents. Responsible for selecting the vendors and food items (ensuring compliance with Canada's food guide and regulations around what can be served). Sets the prices for all items in the MunchaLunch program. Serves as the principal contact between the MunchaLunch service team and the school. Addresses all MunchaLunch questions/concerns from families. Responsible for collecting receivables and bringing all parent accounts into good standing positions. Must have a valid food safe license (required for preparing any food on site i.e. pancakes, hotdogs, etc.). Fills in when required when parents are unavailable (i.e. deliveries, distributing lunches, etc.). Meets with and provides the fundraising coordinator with detailed cost/profit analysis for reposting purposes. Inputs all non-catered lunch fundraisers into MunchaLunch system when applicable (i.e. dance, movie night, etc.). Oversees and troubleshoots any complaints or concerns from vendors, catered lunch team, or school families.

2b. Fundraising – Catered Lunch Distribution:

Participants are required to perform duties as outlined by the PEC Fundraising Coordinator. Catered lunches occur several times per week, and this participation job includes arrange for food delivery; distributing food to individual classes; wiping down of surfaces; ensure all catered lunch bags and boxes are returned to the Catered Lunch cupboard, ensure all forms with names are brought to the school office for shredding. Any cardboard boxes should be disassembled and placed in the recycling area. Also ensure that all 'hot boxes' are returned to the front hallway of the school for pick-up by the catering company. The participants will require a Criminal Record Check to be done at the beginning of each school year.

2c. Fundraising – Catered Lunch MunchaLunch Admin and Billing:

Participants are required to perform those duties as outlined by the PEC Fundraising Coordinator. The Responsible for inputting all catered lunch information into the system (building the weekly menus). Coordinates with the school office staff and catered lunch lead to ensure term dates, field trips, breaks, pro d's, half days, etc. are reflected in MunchaLunch. Communicate with vendors to ensure the lunch dates we select can be fulfilled by their restaurants. Once the vendors agree to dates, the MunchaLunch system is tested by the catered lunch lead and ordering is opened to families. Open and Close ordering when necessary. These duties will occur three times per year (Fall, Winter, and Spring). Prints all year end documentation (coordinates with school admin). Once ordering has closed to families, they are responsible for emailing out all school orders to all vendors by specific lunch date. They obtain all vendor invoices and ensure pricing matches our MunchaLunch invoice and agreed upon rates. Once the vendor invoices are received and thoroughly reviewed, they are given to school admin for cheque processing. They are also responsible for communicating any "invoice" related concerns to vendors. (i.e. missing food items, late payment requests-when cheques have not been signed on our end, etc.).

2d. Fundraising – Catered Lunch Purchaser:

Participants are required to perform those duties as outlined by the PEC Fundraising Coordinator. The Responsible for purchasing/ordering items outside of what our vendors provide. This includes all Costco "side" items (cheese string, yogurt tubes, banana bread, juice, etc.) and ordering milk and coconut water from respective suppliers. Weekly communications with the catered lunch distribution team on inventory status and expiration dates. Prints classroom distribution lists for each term and updates catered lunch binder. Is required to pay for items using their own personal card and is responsible for keeping receipts and providing them to office admin to be reimbursed.

3. Library:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. Participants are to be available for a regularly scheduled library period each week and perform tasks outlined by the teacher librarian. Tasks include book processing, shelving, cleaning, reading stories, helping students to find books. The job changes as the needs of the classes change. The participants will require a Criminal Record Check to be done at the beginning of each school year.

4a. Maintenance – Building & Trades Lead:

Participants are required to perform those duties as outlined by the PEC Maintenance Coordinator. Duties include receiving confirmed team list from the PEC Parent Participation Coordinator, contacting families (email or WhatsApp) with assignment and confirm assignment, follow up on weekly, monthly, yearly or one-time tasks, run activity hours report to monitor completion levels, approve/decline adhoc requests weekly Monday or Tuesday, schedule yearly plumbing inspection, and schedule any emergency services as necessary.

4b. Maintenance – Building & Trades:

Participants are required to perform those duties as outlined by the PEC Maintenance Coordinator. There is a need for “specialists” in the Maintenance category. The “specialist” positions include, but are not exclusive to, electrical, plumbing, painting, carpentry, heating, and ventilation preferable with journeyman status. Maintenance workers in most cases will supply their own tools. These specialists will be called when their trade is needed in the upkeep of the school. They will also be called upon for general maintenance of the school, which may include but are not exclusive to landscaping, painting, dry walling, shoveling of snow or any other unforeseen repairs as instructed by the Principal, Pastor or Education Committee Chairperson.

4c. Maintenance – Classroom Cleaning Lead:

Participants are required to perform those duties as outlined by the PEC Maintenance Coordinator. Duties include receiving confirmed team list from the PEC Parent Participation Coordinator, contacting families (email or WhatsApp) with assignment and confirm assignment, follow up on weekly, monthly, yearly or one-time tasks, run activity hours report to monitor completion levels, approve/decline adhoc requests weekly Monday or Tuesday, send update with preliminary schedule for the weekend, check cleaning supplies, make any roster adjustments if necessary, send Final Schedule on Friday, and train families as necessary with video or one-on-one.

4d. Maintenance – Classroom Cleaning:

Participants are required to perform those duties as outlined by the PEC Maintenance Coordinator. The participants will complete duties required which will include vacuuming floors and carpeting, sweeping floors in classrooms, clean sink area, clean walls around the garbage cans, dust counter tops and book shelves, wipe down desktops, remove cobwebs (generally in corners of classroom), wipe down window sills, dusting window ledges and door frames, cleaning school windows, disinfecting classroom and office door knobs etc. at the direction of the principal and the maintenance person.

There may be some parents asked to clean other areas within the school, such as the school kitchen, staff room, and gym. The Kitchen cleaning duties include cleaning all stainless-steel countertops, stovetops and refrigerator doors/shelves. Any recycling materials (boxes, cartons, cardboard, etc.) must be taken to the 'big blue' recycle bin at the back of the school and deposited INSIDE this bin. The kitchen floor should be swept (and washed if necessary) on a weekly basis. A list of specific duties is posted on the wall of the school kitchen. Garbage And Recyclable Materials must be removed and placed INTO designated bins. The participant will communicate to the school Principal any areas of concern observed when cleaning the school kitchen. The Gym cleaning duties include sweeping and washing floors. Garbage And Recyclable Materials must be removed and placed INTO designated bins.

4e. Maintenance – Grounds Lead:

Participants are required to perform those duties as outlined by the PEC Maintenance Coordinator. Duties include receiving confirmed team list from the PEC Participation Coordinator, contact families (email or WhatsApp) with assignment and confirm assignment, follow up on weekly, monthly, yearly or one-time tasks, run activity hours report to monitor completion levels, approve/decline adhoc requests weekly Monday or Tuesday, train families as necessary with video or one-on-one, check tools and supplies, snow removal - follow up with contractor for service start and confirm services, and plan for one-time projects.

4f. Maintenance – Grounds:

Participants are required to perform those duties as outlined by the PEC Maintenance Coordinator. The participants will complete duties required to grounds maintenance. They will also be called upon for general grounds maintenance of the school, which may include but are not exclusive to, landscaping, mowing, shoveling of snow or any other unforeseen repairs as instructed by Principal, Pastor or Education Committee Chairperson.

5. Noon Hour Supervision:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. They must be available for duty at 12:00pm noon until 1:00pm as assigned. Kindergarten Noon Hour Supervisors must be available for duty at 12:00pm noon until 1:15pm. During this hour, supervisors are to observe children at play, take preventative action before problems arise, and intervene when problems do arise. Noon hour supervisors are to be available to attend a training meeting on the role of a supervisor. Each supervisor must be aware of any student who may require an Epi-Pen due to severe allergies and students with serious medical concerns. This Medical Alert information can be found in the school office. The participants will require a Criminal Record Check to be done at the beginning of each school year.

6. Parish Education Committee (PEC):

Parents elected or appointed to the Education Committee are obligated to attend meetings once a month. It is the responsibility of the Education Committee to co-operate in Archdiocesan programs and implement policies developed by the CISVA. After being elected/appointed in May, each member will be given copies of the last two (2) years of PEC minutes and financials to review before the August PEC Meeting.

Duties include, developing and implementing the school budget, overseeing the maintenance of the school, liaising with the Parent Support Group (PSG), developing school policy, hiring staff, and overseeing the day-to-day operation of the school and participation on sub-committees as required (see Reference: CISVA Policy Manual: Section 100 - Governance; Policy #110 - Responsibilities of Education Committees).

Parish Education Committee includes: Chairperson; Vice Chair; Treasurer; Secretary; Parent Participation; Maintenance; Fundraising; and Projects.

7. Parish Centre Cleaning:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. The Parish Centre kitchen must be cleaned on a weekly basis. Duties for the Main Area include vacuuming and washing floors, dusting window ledges, door moldings, etc. on both levels of the Centre, and windows should be cleaned on a bi-monthly basis. Duties for the Kitchen include vacuuming and washing floors, and counters, sinks, and appliances must be

washed down. Dishwasher must be empty and all dishes returned to the cupboards. The refrigerator shelves must be cleaned, and ALL expired food items removed and put into the garbage. Duties for the Bathrooms include vacuuming and washing the floors. Garbage and Recyclable Materials must be removed and placed INTO designated bins. Cleaning Supplies are to be ordered through the parish office.

8. Parish Coffee & Donuts:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. The participant is required to serve coffee and donuts after mass on the fourth Sunday of each month. Participants must pick up donuts, serve donuts, make coffee and tea, and place dirty dishes into dishwasher, wipe down all surfaces and clean the location after each event. Garbage And Recyclable Materials must be removed and placed INTO designated bins.

9. School Emergency Preparation Coordinator:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. The participant will be required to purchase emergency supplies, maintain emergency class packs and outdoor emergency container - this includes maintaining an up-to-date inventory of these supplies and replacing all supplies whose shelf life is expiring. The participant is also responsible to keep the First Aid Room in the school fully stocked with emergency supplies and give the school secretary a list of supplies that will need to be purchased. The participant will, on a weekly basis, keep the freezer in the staff room stocked with small plastic zip lock bags of ice cubes (for injuries).

10. School Office Assistant:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. The participant will assist with light administrative duties such as, organize the photocopier room, organize lost and found, keep the freezer in the staff room stocked with small plastic zip lock bags of ice cubes (for injuries) and other duties as assigned by school office manager.

11. School Uniform/Lost and Found Coordinator:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. The participants will work with the school office administrators to holding uniform orders days, completing the paperwork associated with ordering, sorting uniforms when received, communication with parents and uniform companies and other miscellaneous duties related to new or used uniforms. The participant is also responsible for placing the Lost and Found items on a table in the front hallway of the school during the last week of each month. The participant will, at the end of the month, bag all nonuniform items and deliver these items to a charitable organization.

12. Traffic Duty:

Participants are required to perform those duties as outlined by the PEC Parent Participation Coordinator. The participants in this category must be available at least one day per week either before school starts or after school dismisses. Duties include traffic control of cars entering the "Pickup and Drop-off" areas and ensuring the safety of students who are exiting cars and entering the school building. Please wear provided safety vest and do not use cell phones during scheduled time.

510.6 Digital Etiquette for Remote Learning – Students

Digital Etiquette for Remote Learning – Students

Dear Parents/Guardians,

In an effort to provide the best remote learning opportunities for your child, our staff will be using Microsoft Teams as our primary digital learning platform for instruction and support. In order to proceed with our program, we require you to review the code of conduct outlined below.

Please take some time to review these expectations carefully. If you have any questions or concerns regarding any of the points outlined below, please contact school administration.

1. **A parent/adult should be present at the student’s home when a live session is occurring.** This includes all live lessons, meetings and discussions with staff members. If a parent is unable to be home due to their work schedule, the student may still take part in live sessions as long as the parent provides advance written consent via email to the school office.
2. **Parents/adults present in the home should not actively participate in live lessons, meetings or discussions** unless invited by the staff member facilitating the session.
3. During a session, **should a child not be following the guidelines that are set out in this document, a session may be terminated by the facilitating staff member.** In such an instance, parents will be notified by their classroom teacher and the child may be removed from any future sessions until a resolution is found.
4. **School uniform is not required**, but students must wear modest, appropriate clothing that conforms to school non-uniform day guidelines (no inappropriate graphics / language on shirts and no tank tops).
5. When a student is able to attend a live lesson, meeting or discussion, they should **log into the assigned platform** (most commonly Microsoft Teams, but may include other platforms) **a few minutes before the scheduled time** to ensure they are ready. Students should ensure they have all the appropriate school supplies (textbook, workbook, papers, writing utensils etc) before the start of the sessions where possible.
6. **Parents are requested to ensure students can participate in live lessons, meetings or discussions in a place where distraction and extra noise are limited.** Where possible, participation in live sessions should not take place in student’s bedrooms. Siblings who are not members of the class or group invited to a session may not participate.
7. **Where possible, students are asked to blur their background during live lessons, meetings or discussions.** If it is not possible to use the blur background feature on Microsoft Teams, please ensure that the student’s background is appropriate for others to see and does not include photographs of friends or family for whom you do not have the express permission to post online.
8. **All students are expected to engage in respectful communication** (including audio and text communication in “chat” features) when engaging in school related activities online.
9. **Online class and session behaviour should reflect expected classroom behaviour.**
10. **There will be NO recording of any lesson, meeting or discussion in any format by a student.** Students who film, take screenshots or photograph and forward images of another student or teacher will face immediate disciplinary action and may result in removal from future sessions.

510.7 Long Term Medication Administration Authorization



OUR LADY OF THE ASSUMPTION SCHOOL

2255 Fraser Avenue, Port Coquitlam, BC V3B 6G8 Telephone: 604-942-5522

Principal: Ms. R. Heffernan www.assumptionschool.com office@olapoco.ca

LONG-TERM MEDICATION ADMINISTRATION AUTHORIZATION FORM

SECTION I - STUDENT INFORMATION Student's Full Name: _____

SECTION II - MEDICATION INFORMATION (To Be Completed By Prescribing Physician/Licensed Medical Professional)

Condition(s) which make medication necessary: _____

Name of Medication	Dosage	Times	Direction for Use
1.			
2.			
3.			
4.			
Additional Comments (possible reactions, consequences of missing medication, storage duration):		Physician's Name:	
		Physician's Signature:	
		Date:	
		Office Stamp:	

SECTION III - To Be Completed By Parent/Guardian — Informed Authorization & Release

I request that staff give medication, as prescribed on this consent form to my child. I understand that:

- I agree to supply the medication to the school, in the original container with the child's name, prescribing physician and pharmacist's direction for use including dosage.
- If changes occur, I will contact the school and provide revised instructions.
- I am aware I am required to update this information each September.
- I am aware that staff and other personnel working with my child will need to know of my child's condition and the medication required and may contact me directly as necessary.
- If non-prescription medication is given, a note from the parent must be provided.

Parent/Guardian Name (Please Print)	Parent/Guardian Signature	Date	Principals Initials
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510.7 FORM - Long-Term Medication Administration Authorization Form.docx

510.8 Short Term Medication Administration Authorization



OUR LADY OF THE ASSUMPTION SCHOOL

2255 Fraser Avenue, Port Coquitlam, BC V3B 6G8
Telephone: 604-942-5522 Principal: Ms. R. Heffernan
www.assumptionschool.com office@olapoco.ca

SHORT-TERM MEDICATION ADMINISTRATION AUTHORIZATION FORM
(Valid for Medication Administration for 7 Days Only)

SECTION I – STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____

SECTION II – MEDICATION INFORMATION

Name of Medication: _____
Dosage: _____
Route (e.g., oral pills/oral liquid/puffer/etc): _____
Time(s) to be Administered at school: _____
Start Date: _____ End Date: _____
Reason for Medication: _____

Other Notes: _____
Example: Does the medication need to be taken with food; water, etc.

SECTION III – PARENT/GUARDIAN AUTHORIZATION

I, the undersigned, authorize a designated teacher or staff member at Our Lady of the Assumption school to administer the above-named medication to my child according to the provided instructions. I understand:

- The medication must be provided in the original container, clearly labeled with the student's name, dosage, and time(s) to be given.
- This authorization is valid for up to seven (7) days and does not apply to long-term or daily medications.
- I release the school and its personnel from any liability in the event of adverse reactions resulting from the administration of the listed medication.
- I understand it is my responsibility to retrieve any unused medication at the end of the administration period.

Parent/Guardian Name (print): _____ Signature: _____
Date: _____ Phone Number (Daytime): _____

SECTION IV – SCHOOL ACKNOWLEDGEMENT

Teacher/Staff Name Assigned to Administer Medication: _____
Principal: _____ Date: _____

Note: If the medication schedule changes or if the medication needs to be administered beyond seven (7) days, a physician's note and additional forms may be required.

510.8 – Updated 2025Sept12

510.9 Response to Intervention – Behaviour

OLA Response to Intervention (Rtl)

Area of Focus	Tier 1 - UNIVERSAL "ALL THE STUDENTS, ALL OF THE TIME"	Tier 2 - TARGETED "SOME OF THE STUDENTS, SOME OF THE TIME"	Tier 3 - FOCUSED SUPPORT OUTSIDE OF THE CLASSROOM	Tier 4 - SPECIALIZED OFFERED OUTSIDE OF THE SCHOOL
	Effective instruction is key to student success and school-based interventions. Case manager - no Parent meeting - no 80-85% of students	Interventions at Tier 2 are classroom-based, providing an additional level of support by the classroom teacher or the EA (under the direction of the teacher). Case manager - as appropriate Parent communication - yes 10-15% of students	Interventions at Tier 3 are school-based, providing an additional level of support that is coordinated by someone other than the classroom teacher. Case manager - yes Parent meeting - yes 3-5% of students	Interventions at Tier 4 are intensive. Case manager - yes Parent meeting - yes Other professional/CISVA support staff - yes
Executive Functioning	<input type="checkbox"/> Establish classroom routines to manage work: handing in etc. (label - homework area, work area) <input type="checkbox"/> Build in fun activities following effortful classroom activities <input type="checkbox"/> Working Clock <input type="checkbox"/> Get Ready Do Done activity expectations <input type="checkbox"/> First, Next, Then wording to shorten instructions for activities <input type="checkbox"/> Shape of the Day <input type="checkbox"/> Flexible Seating - standing, back table, front/back of the class, homebase, staffroom/LRC/Eagles Nest <input type="checkbox"/> Distinguish between "Me" (by myself) and "We" activities (with a partner or group) <input type="checkbox"/> Provide a routine, structure, and repeated positive experiences. <input type="checkbox"/> Structure everyday experiences to have three distinct phases of activities to support arousal (brain breaks) <input type="checkbox"/> regulation: 10 minutes excitement - 10 minutes	<input type="checkbox"/> Modify assignments to increase likelihood of success (shorten, build in choice, make it more close ended) <input type="checkbox"/> Provide weekly progress reports to inform parents and students of missing assignments, upcoming projects <input type="checkbox"/> Small group coaching to make homework, project plans <input type="checkbox"/> Include student in creating a "work" plan - Me activity/we activity - sharing jobs in activities (printer, drawer, colourer) <input type="checkbox"/> Frequent check-ins <input type="checkbox"/> Privacy screens <input type="checkbox"/> Noise cancelling headphones <input type="checkbox"/> Small group support <input type="checkbox"/> Sensory devices (fidgets) <input type="checkbox"/> Break down activities into First and Then steps -one clear direction for each step <input type="checkbox"/> Build in a preferred activity after completing a non-preferred <input type="checkbox"/> Assist in making a plan for homework (get ready, do, done, get done) <input type="checkbox"/> Visuals of what activity will look like when done, materials needed) <input type="checkbox"/>	<input type="checkbox"/> Shorten assignment (ie do odd numbered) <input type="checkbox"/> Build in breaks (show work every ten minutes, send students on errand etc.) <input type="checkbox"/> Allow choice - create a menu of activities students can choose ones that fit his or her learning style <input type="checkbox"/> Provide templates - partially completed outlines, graphic organizers <input type="checkbox"/> Make tasks more close ended - ie have student write spelling word 3 times rather than use in a sentence Give student highlighted text to help with locating answers <input type="checkbox"/> Work with student to make their shape of the day, offering choice for type of break time and after which activities <input type="checkbox"/> Take pictures of their daily routine to see what it looks like (ie hanging up a backpack, handing in work, desk top, inside desk, breaks available, places to work etc.)	Resources Executive Functioning Program - 360 Thinking

	<p>calming – 30 minutes concentration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporate regular relaxation activities into class time. <input type="checkbox"/> Provide calming boxes or calming zones where children can have the opportunity to ground and experience tactile sensations. <input type="checkbox"/> Introduce the concept of Time Robber to the class for time management 				
Social Emotional	<ul style="list-style-type: none"> <input type="checkbox"/> Social thinking curriculum <input type="checkbox"/> Self advocacy <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Promote student engagement <input type="checkbox"/> Project-based learning <input type="checkbox"/> Offer student choice <input type="checkbox"/> Classroom Environment (assign areas - gathering area, work area, helping area, handing in area) <input type="checkbox"/> Supportive peers (happy friends) <input type="checkbox"/> Strong teacher/student relationship <input type="checkbox"/> Quiet - noise level monitoring systems <input type="checkbox"/> Allow for movement <input type="checkbox"/> Proximity to the teacher <input type="checkbox"/> Desk preferred location <input type="checkbox"/> Noise sensitivity <ul style="list-style-type: none"> <input type="checkbox"/> Be a "Turn-around teacher" by consistently acting and responding with positive regard. <input type="checkbox"/> know the child's history and understand where behaviors are coming from. This understanding can increase empathy for the teacher and let the child know they are 	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with the student <input type="checkbox"/> Meet with the parents <input type="checkbox"/> Frequent check-ins <input type="checkbox"/> Social Stories <input type="checkbox"/> Soft start to the day <input type="checkbox"/> Scheduled breaks <input type="checkbox"/> Small group support <input type="checkbox"/> Sensory devices (fidgets) <input type="checkbox"/> Spatial awareness <input type="checkbox"/> Provide/allow time for snacks <input type="checkbox"/> Noise-cancelling headphones <input type="checkbox"/> Allow music <input type="checkbox"/> Supportive Peers <input type="checkbox"/> Teach Replacement Behaviors - Instead of. Next time <input type="checkbox"/> Do ABC data collection of behaviors <input type="checkbox"/> Document Sleep challenges <input type="checkbox"/> Provided Self-calming strategies <input type="checkbox"/> Allow the student to leave the class to reset <input type="checkbox"/> Ignoring small behaviours - forfeit the power to struggle <input type="checkbox"/> Set bottom lines <input type="checkbox"/> Empower. Never Disempower <input type="checkbox"/> Giving space/left alone <input type="checkbox"/> Time in the Eagles Nest <input type="checkbox"/> Get assistance with behaviors that are a Risk to self <input type="checkbox"/> Get assistance with behaviors that are a Risk/physical with others <input type="checkbox"/> Impulsive/disruptive 	<ul style="list-style-type: none"> <input type="checkbox"/> Social skills group <input type="checkbox"/> Social Stories <input type="checkbox"/> Recess buddy <input type="checkbox"/> Lunch bunch <input type="checkbox"/> Plan for breaks <input type="checkbox"/> Targeted group programming <input type="checkbox"/> Family-school liaison counsellor <input type="checkbox"/> Positive Behaviour support meeting <input type="checkbox"/> Assist in establishing Play Plans <input type="checkbox"/> Priority Behavior Plans - priority checklist for behaviors identify which student behaviors to address first, especially when dealing with challenging behaviors in the classroom. The goal is to focus on the most disruptive or unsafe behaviors while maintaining a supportive, proactive environment. <input type="checkbox"/> "Me" Binders - customized binder that includes personal strategies, visuals, checklists, and reflections to help students. <ul style="list-style-type: none"> <input type="checkbox"/> Understand their own emotions, behavior triggers, and regulation strategies <input type="checkbox"/> Track their goals and progress <input type="checkbox"/> Organize daily schedules and routines <input type="checkbox"/> Access social thinking tools 	<ul style="list-style-type: none"> <input type="checkbox"/> ALERT Program <input type="checkbox"/> Social Thinking Program <input type="checkbox"/> BI <input type="checkbox"/> Behaviour Consultant <input type="checkbox"/> EA support <input type="checkbox"/> Trauma Informed Learning <input type="checkbox"/> Behavior Code Resource Program <input type="checkbox"/> Pathological Avoidance Syndrome Resource Program 	<ul style="list-style-type: none"> <input type="checkbox"/> Counsellor <input type="checkbox"/> Psychologist <input type="checkbox"/> Behaviour specialist program

	<p>understood and valued.</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Time in" - instead of taking the student out, ask them to join you, or sit next to you. If the rest of class is participating in an activity, talk to the child about how fun it could be to join them, ask what they need to do to do that. <input type="checkbox"/> Introduce Engine levels - too fast, just right, too slow to match activities <p>Classroom systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear routines, rules and expectations, posted and taught <input type="checkbox"/> Provide motivation/reinforcement for doing activities (behavior-specific praise, token/points systems etc.) <input type="checkbox"/> Opportunities to respond and assist in making group plans <p>Predictable routines and schedules</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher routines <input type="checkbox"/> Student routines <input type="checkbox"/> Smooth rapid transitions, teach transition behaviors <p>Predictability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shape of the day <input type="checkbox"/> Establish routines (first, then) <input type="checkbox"/> Define and teach expected and unexpected behaviors through examples (social mapping) <input type="checkbox"/> Develop classroom rules display and practice reinforce in context 	<ul style="list-style-type: none"> <input type="checkbox"/> Growth mindset planning <input type="checkbox"/> EA support <ul style="list-style-type: none"> <input type="checkbox"/> Modify the schedule. <input type="checkbox"/> Arrange an alternative recess with fewer students that involves a quiet, highly structured activity. <input type="checkbox"/> Embed choice, such as allowing the student to pick the order of assignments, the materials to use, or the place to sit to work. <input type="checkbox"/> Give open-ended, flexible assignments. <input type="checkbox"/> Offer hands-on experiential lessons. <input type="checkbox"/> Encourage daily self-calming practice. <input type="checkbox"/> Avoid yes-or-no questions or saying, "OK?" when making a demand. <input type="checkbox"/> Give a demand and move away, avoid making eye contact or hovering. <input type="checkbox"/> Use natural consequences as a motivator (instead of saying, "Do your spelling," ask, "Oh, I wonder whether you'll do well on the quiz if you don't do your spelling today?"). <input type="checkbox"/> If a student asks a challenging question (such as, "Why do I have to do this stupid worksheet?"), set a limit (such as, "You need to finish this worksheet before you can play the math game"). <input type="checkbox"/> Use incremental rewards and consequences (such as offering the student two free breaks per day). 	<p>and language they are learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive Behaviour Plan (FAIR Plan) <input type="checkbox"/> Safety Plan 		::: ⌵ +
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510.10 Response to Intervention - Academic

OLA Response to Intervention (Rtl)

Area of Focus	Tier 1 - UNIVERSAL 'ALL THE STUDENTS, ALL OF THE TIME'	Tier 2 - TARGETED 'SOME OF THE STUDENTS, SOME OF THE TIME'	Tier 3 - FOCUSED SUPPORT OUTSIDE OF THE CLASSROOM	Tier 4 - SPECIALIZED OFFERED OUTSIDE OF THE SCHOOL	
	Effective instruction is key to student success and school-based interventions. Case manager - no Parent meeting - no 80-85% of students	Interventions at Tier 2 are classroom-based, providing an additional level of support by the classroom teacher or the EA under the direction of the teacher. Case manager - as appropriate Parent communication - yes 10-15% of students	Interventions at Tier 3 are school-based, providing an additional level of support that is coordinated by someone other than the classroom teacher. Case manager - yes Parent meeting - yes 3-5% of students	Interventions at Tier 4 are intensive.	
Reading	<input type="checkbox"/> Access to print <input type="checkbox"/> Read alouds <input type="checkbox"/> Explicit instruction <input type="checkbox"/> Sight words <input type="checkbox"/> Daily reading <input type="checkbox"/> Vocabulary <input type="checkbox"/> Phonological awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Comprehension strategies <input type="checkbox"/> Levelled reading groups	<input type="checkbox"/> One-to-one reading <input type="checkbox"/> Repetition of reading lessons <input type="checkbox"/> Small group support related to class lessons <input type="checkbox"/> Sight word practice <input type="checkbox"/> Support during DEAR time <input type="checkbox"/> Comprehension scaffolding <input type="checkbox"/> Audio books or shared reading <input type="checkbox"/> Extra work sent home <input type="checkbox"/> Vocabulary at the beginning of lessons <input type="checkbox"/> Send novel/reading home ahead of time <input type="checkbox"/> Allow extra time <input type="checkbox"/> Simplify the reading text level <input type="checkbox"/> Read the reading to the student <input type="checkbox"/> Home/School communication	<input type="checkbox"/> Psychoeducation assessment <input type="checkbox"/> Fluency practice <input type="checkbox"/> small group <input type="checkbox"/> One-to-one <input type="checkbox"/> Remedial reading plan <input type="checkbox"/> Intervention reading program	<input type="checkbox"/> UFLI <input type="checkbox"/> Orton Gillingham <input type="checkbox"/> Read Well <input type="checkbox"/> Smarter Intervention <input type="checkbox"/> Readworks	<input type="checkbox"/> Tutor <input type="checkbox"/> Other

Writing	<input type="checkbox"/> Daily writing <input type="checkbox"/> Systematic and explicit instruction <input type="checkbox"/> Writing instruction <input type="checkbox"/> Grammar <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Fine motor <input type="checkbox"/> Editing <input type="checkbox"/> Criteria <input type="checkbox"/> Teacher feedback	<input type="checkbox"/> Offer small group instruction focused on classwork <input type="checkbox"/> Provide support when using a graphic organizer (fill in the blank if necessary) <input type="checkbox"/> Provide criteria specific to the child <input type="checkbox"/> Provided notes instead of copying off the board <input type="checkbox"/> Sentence starters <input type="checkbox"/> Choice/flexibility in assessment <input type="checkbox"/> Allow for extra time <input type="checkbox"/> Presentation/Speech support <input type="checkbox"/> Help getting started <input type="checkbox"/> Home/School communication	<input type="checkbox"/> Psychoeducation assessment <input type="checkbox"/> Targeted lessons in writing instruction/remedial writing plan <input type="checkbox"/> One-to-one support <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Show learning in alt. ways <input type="checkbox"/> Fill in the blanks <input type="checkbox"/> Multiple choice <input type="checkbox"/> Use of a scribe <input type="checkbox"/> Talk to text <input type="checkbox"/> Tell your learning <input type="checkbox"/> Drawing <input type="checkbox"/> Work Samples <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Send writing topics home for front-loading <input type="checkbox"/> Presentation/Speech support	<input type="checkbox"/> Orton Gillingham <input type="checkbox"/> Smarter Intervention <input type="checkbox"/> Printing without tears <input type="checkbox"/> Typing without tears <input type="checkbox"/> The Writing Revolution 2.0	<input type="checkbox"/> Tutor <input type="checkbox"/> OT <input type="checkbox"/> Other
Spelling	<input type="checkbox"/> Whole-class instruction <input type="checkbox"/> Word work <input type="checkbox"/> Systematic and explicit instruction <input type="checkbox"/> Sound wall <input type="checkbox"/> Word glossary	<input type="checkbox"/> Use of a computer <input type="checkbox"/> Small group instruction <input type="checkbox"/> Extra work sent home	<input type="checkbox"/> Psychoeducation assessment <input type="checkbox"/> One-to-one support <input type="checkbox"/> EA support <input type="checkbox"/> Targeted lessons on spelling <input type="checkbox"/> Targeted lessons on sight words <input type="checkbox"/> Individual intervention <input type="checkbox"/> Small group intervention	<input type="checkbox"/> Orton Gillingham <input type="checkbox"/> Read Well <input type="checkbox"/> Words Their Way	
Math	<input type="checkbox"/> Explicit instructions <input type="checkbox"/> Math facts and fluency <input type="checkbox"/> Computation <input type="checkbox"/> Math Glossary <input type="checkbox"/> multiplication charts <input type="checkbox"/> Growth mindset <input type="checkbox"/> Instructions on setting up the page and equations	<input type="checkbox"/> Use of a calculator <input type="checkbox"/> Number charts (addition and multiplication) <input type="checkbox"/> Small group to complete classwork <input type="checkbox"/> Teacher check-ins <input type="checkbox"/> Allow for extra time <input type="checkbox"/> Extra work sent home <input type="checkbox"/> Executive functioning <input type="checkbox"/> Reduce workload <input type="checkbox"/> Math Glossary <input type="checkbox"/> Present lessons sequentially <input type="checkbox"/> Home/School communication	<input type="checkbox"/> Psychoeducation assessment <input type="checkbox"/> 11 explicit teaching <input type="checkbox"/> Small Group instruction <input type="checkbox"/> Reduced workload <input type="checkbox"/> Remedial Math Plan/Intervention <input type="checkbox"/> Repeat the lesson to the student		<input type="checkbox"/> Tutor
Social Emotional	<input type="checkbox"/> Social thinking curriculum <input type="checkbox"/> Self advocacy <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Promote student engagement	<input type="checkbox"/> Meet with the student <input type="checkbox"/> Meet with the parents <input type="checkbox"/> Frequent check-ins <input type="checkbox"/> Social Stories	<input type="checkbox"/> Social skills group <input type="checkbox"/> Social Stories <input type="checkbox"/> Recess buddy <input type="checkbox"/> Lunch bunch	<input type="checkbox"/> ALERT Program <input type="checkbox"/> Social Thinking Program <input type="checkbox"/> BI <input type="checkbox"/> Behaviour	<input type="checkbox"/> Counsellor <input type="checkbox"/> Psychologist <input type="checkbox"/> Behaviour specialist program

	<input type="checkbox"/> Project-based learning <input type="checkbox"/> Offer student choice <input type="checkbox"/> Growth mindset teaching <input type="checkbox"/> Classroom Environment <input type="checkbox"/> Supportive peers <input type="checkbox"/> Strong teacher/student relationship <input type="checkbox"/> Quiet <input type="checkbox"/> structured <input type="checkbox"/> Allow for movement <input type="checkbox"/> Proximity to the teacher <input type="checkbox"/> Desk preferred location <input type="checkbox"/> Noise sensitivity <input type="checkbox"/> Simple, predictable directions and rules <input type="checkbox"/> Prearrange partner work <input type="checkbox"/> Praise and build positive rapport <input type="checkbox"/> Calm space in the classroom	<input type="checkbox"/> Soft start to the day <input type="checkbox"/> Scheduled breaks <input type="checkbox"/> Small group support with SEL teacher <input type="checkbox"/> Sensory devices (fidgets) <input type="checkbox"/> Spatial awareness <input type="checkbox"/> Provide/allow time for snacks <input type="checkbox"/> Noise-cancelling headphones <input type="checkbox"/> Allow music <input type="checkbox"/> Supportive Peers <input type="checkbox"/> Teach self-calming strategies <input type="checkbox"/> Allow the student to leave the class to reset <input type="checkbox"/> Ignore behaviours <input type="checkbox"/> Giving space/left alone <input type="checkbox"/> Time in the Eagles Nest <input type="checkbox"/> Risk to self <input type="checkbox"/> Risk/physical with others <input type="checkbox"/> Impulsive/disruptive <input type="checkbox"/> Growth mindset planning <input type="checkbox"/> EA support <input type="checkbox"/> Calm space outside of the classroom <input type="checkbox"/> Check in with the adult in the morning <input type="checkbox"/> Front loading <input type="checkbox"/> Home/School communication	<input type="checkbox"/> Plan for breaks <input type="checkbox"/> Targeted group programming <input type="checkbox"/> Behaviour support meeting <input type="checkbox"/> Play Plan <input type="checkbox"/> Behaviour Plan <input type="checkbox"/> Safety Plan	Consultant <input type="checkbox"/> EA	
Executive functioning	<input type="checkbox"/> Clear expectations <input type="checkbox"/> Transitions <input type="checkbox"/> Reduce distractions <input type="checkbox"/> Focus/Distractability <input type="checkbox"/> Homework process <input type="checkbox"/> Shape of the day <input type="checkbox"/> Flexible Seating <input type="checkbox"/> Explicitly teach skills and provide time for: <input type="checkbox"/> Setting up a page <input type="checkbox"/> Desk organization <input type="checkbox"/> Planner <input type="checkbox"/> Gathering materials <input type="checkbox"/> Papers in duotang	<input type="checkbox"/> Noise-cancelling headphones <input type="checkbox"/> Frequent check-ins <input type="checkbox"/> Sensory devices (fidgets) <input type="checkbox"/> Small group support <input type="checkbox"/> Transition period to the new classroom <input type="checkbox"/> Scheduled check-ins <input type="checkbox"/> Alternate workspace (in or out of the classroom) <input type="checkbox"/> Levels of prompting <input type="checkbox"/> Avoidance/non-preferred <input type="checkbox"/> Homework process <input type="checkbox"/> Reduce homework or workload <input type="checkbox"/> Work/break schedule <input type="checkbox"/> Getting started with an activity <input type="checkbox"/> Visuals <input type="checkbox"/> Ready-do-done/ checklists <input type="checkbox"/> Personal Schedule	<input type="checkbox"/> Checklists <input type="checkbox"/> Executive Functioning Plan <input type="checkbox"/> Executive functioning intervention group <input type="checkbox"/> Home/School communication		

		<input type="checkbox"/> Support in executive functioning skills -----			
Life skills		<input type="checkbox"/> Life Skills teaching <input type="checkbox"/> Community Safety teaching <input type="checkbox"/> Hearing equipment <input type="checkbox"/> Responsibility Checklists <input type="checkbox"/> Home/School communication	<input type="checkbox"/> Life Skills teaching <input type="checkbox"/> Community Safety teaching <input type="checkbox"/> Personal care <input type="checkbox"/> Health care plan		<input type="checkbox"/> Nurse <input type="checkbox"/> Team outside of school
Communication	<input type="checkbox"/> Visuals Aids <input type="checkbox"/> Building vocabulary activities <input type="checkbox"/> Word wall <input type="checkbox"/> Modelling think-alouds <input type="checkbox"/> Using hand gestures	<input type="checkbox"/> Visuals <input type="checkbox"/> Frequent check-ins <input type="checkbox"/> Modified activities <input type="checkbox"/> Small group support <input type="checkbox"/> Translation tools <input type="checkbox"/> Language Learning Apps <input type="checkbox"/> Extra time <input type="checkbox"/> Simplify directions and instructions	<input type="checkbox"/> Use of AAC (Augmentative and Alternative Communication) devices <input type="checkbox"/> Interventions ELL Program <input type="checkbox"/> SLP	<input type="checkbox"/> SLP	

510.11 APPENDIX – STUDENT CODE OF CONDUCT

Introduction

Our school is committed to providing a safe and respectful environment in which all students can strive for academic excellence, personal growth (spiritually, emotionally and physically) and responsible citizenship. Responsibility to promote Christian conduct is shared by students, staff and parents. A safe and respectful environment is fostered when:

- Students feel safe;
- There is mutual respect among staff, students and parents;
- Parents, students and staff take an active role in promoting acceptance and tolerance of all persons;
- Appropriate conduct is taught and modeled;
- Disciplinary action is to be restorative in nature and just;
- Diagnosed disabilities are taken into consideration;
- Family special circumstances are considered.

The staff at Our Lady of the Assumption is committed to ensuring that our school environment is safe and non-threatening. All students are valued and treated with respect and dignity. All students should be able to learn in an atmosphere free from fear, hatred, harassment, bullying and intolerance.

At Our Lady of the Assumption, we believe that all children have the right to learn in a safe, caring, accessible and orderly environment, anchored in Catholic social teaching and the inherent dignity of the human person. The Catholic conception of dignity recognizes that all human beings are profoundly different from each other and, for this reason, are provided with support and accommodation according to individual need while being held accountable to individual capacity.

Students are expected to follow four basic principles to help ensure that our school is a safe, caring and respectful environment:

1. Treat others in a respectful and Christ-like manner.
Jesus was the greatest teacher of kindness and tolerance towards others.
2. Respect the property of others.
Personal and shared property needs to be treated with care and respect.
3. Follow school rules and play safely.
The school must be a place where all students feel safe.
4. Take responsibility for your actions and your learning.
Throughout life, we all make daily decisions and must take responsibility for those decisions. Therefore, we expect Our Lady of the Assumption's students will do the right thing, even if a teacher or parent is not present. This is called acting responsibly.

These fundamental obligations are intended to ensure that students learn in a safe environment free from threats to their physical and emotional welfare, and that the time for teaching and learning is optimized.

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. The School Code of Conduct will apply to students while at school (including before and after school), while going to and from school, and while attending school curricular or extra-curricular functions or activities at any location.

Behavioural expectations outlined in this code of conduct are consistently taught and actively promoted. It is the intent of this Code of Conduct to encourage and reinforce positive behaviour. It is expected that students follow the Our Lady of the Assumption's Code of Conduct and that school administration, staff, and parents work together to support learning and a positive school climate.

Code of Conduct

1. Safety

All students and staff have the right to a safe school environment.

Students are expected to:

- behave in a safe manner (play without harming or threatening others)
- inform an adult, in a timely manner, of incidents of bullying, cyber bullying, harassment or intimidation.
- arrive at school no earlier than 8:30am unless involved in an extracurricular activity.
- remain on the school grounds, in the designated areas, at recess and lunch.
- provide written permission from a parent or guardian to leave the school grounds during the school day.
- bicycles, scooters, skateboards, etc. are not to be used on the school grounds (bicycles must be walked onto the school grounds).
- use all playground equipment as it is meant to be used.
- play in designated playground areas as per the playground schedule.
- walk in the hallways.

2. Respect

All students and staff have a right to be respected. Students are expected to:

- demonstrate empathy towards others.
- be considerate of everyone's feelings.
- listen to the ideas and opinions of others.
- behave in a non-disruptive manner.
- follow staff directions co-operatively.
- when transitioning between classrooms, walk quietly in the hallway.
- come to school wearing the school uniform properly.
- care for the property of others.
- care for the school and community environment.

Every act of physical, verbal, emotional, or psychological abuse is not acceptable. Every act of violence against property is not acceptable. This includes, but is not limited to, fighting, bullying, cyber bullying, profanity, belittling, name-calling, intimidating, stealing, threatening, retribution for reporting and damaging property. Failure to respect the authority of Our Lady of the Assumption's staff members is also unacceptable.

3. Responsibility

All students have a right to learn. Students are expected to:

- be on time.
- be attentive.
- be ready to work and engage in purposeful learning.
- complete school and home assignments to the best of their ability.
- seek help when needed.
- use problem-solving skills to settle differences.
- eat in their classroom, sitting quietly. Demonstrate responsible behaviour during lunch to ensure a safe and respectful environment for everyone.
- support others and be positive role models.
- be accountable for personal property.
- increase personal responsibility and self-discipline as they become older and move through successive grades.
- leave all personal electronic devices (PED) at home.

Inappropriate clothing on non-uniform days (i.e. clothing with offensive words/graphics/logos, bare shoulders, bare midriff (front and back must be covered at all times, even with arms raised), shorts or skirts that are too short (i.e. length must reach or exceed the fingertips when arms are fully extended beside the leg) is not to be worn.

Prohibited items include, but are not limited to knives, fireworks, items which are weapon like or intended to be used as a weapon (including toy knives and guns). Inappropriate items will be confiscated. A meeting with the parents, administrator, and when required the RCMP will take place.

Our Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function.

Inappropriate behaviour can consist of, but is not limited to:

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others, taunting
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- running in the halls
- unauthorized leaving of school grounds
- littering

Consequences

Consequences will be applied in a fair and consistent manner, respecting individual capacity, rights, responsibilities, age and maturity; and be restorative rather than punitive in nature. The staff will recognize students who consistently display appropriate conduct. Students will be taught and encouraged to use proactive and appropriate decision-making and social skills. The classroom teacher has primary responsibility for correcting and documenting unacceptable behaviour and minor incidents. In common areas such as playgrounds and hallways, the classroom teacher and supervising adults share this responsibility.

Level 1

For behaviours that are minor violations of the Code of Conduct, a staff member will speak directly to the student. The following consequences may be used to encourage more positive behaviour:

- Reminder/informal discussion
- Use of problem solving techniques
- Verbal or written warning
- Contact with parents/guardian by the classroom teacher
- Separation from peers
- Written or verbal apology
- Restitution for damage

Level 2

For behaviours that are repeated or are more serious, a staff member will speak directly to the student. An incident report may be sent home to parents with a request to review the Code of Conduct and to return the signed sheet back to the school. The following consequences may be used to encourage more positive behaviour:

- Any from Level 1
- Verbal or written warning
- Contact with parents/guardian by the teacher and/or administration
- Creation of behaviour contract or plan
- Removal from the classroom/situation

Level 3

For incidents of a more serious nature, students will be referred to an administrator. The nature and severity of the infraction, the intent behind the infraction and the frequency of the infraction will be considered when determining the level of consequence. It should also be noted that all disciplinary decisions are made in consideration of individual circumstances. The following consequences may be used to encourage more positive behaviour:

- Any from Level 1 and/or Level 2
- Administration involved in discussion/planning consequences
- Official written documentation of the incident
- Directly supervised recess/lunchtime activity
- Lunchtime suspensions
- In school suspensions

Level 4

In accordance with the School Act, the CISVA authorizes the principal to suspend a student. Students may be suspended because their behaviour has a harmful effect on the character or persons of other students, e.g. physical fighting or name calling; or because of vandalism to the school, student or staff property. The Parent or Guardian will be asked to return with their child to meet with the administration and make a commitment to improve behaviour. Some of the consequences from Level 3 may apply.

Please note that if there is a violation of a very serious nature, suspension will be immediate. Parents will be contacted by phone and letter.

It is hoped that this system will encourage students to monitor their behaviour, know what is expected of them, and strive toward maintaining and/or improving their academic and social skills.

Our Lady of the Assumption's School's Code of Conduct has been structured to align with and adhere to the standards outlined in:

- The School Act 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007
- B.C. Human Rights Code, (SD 36 Policy No. 10900 and Regulation No. 10900.1)
- CISVA Policy Manual – General School Administration Student Code of Conduct #407
- CISVA Policy Manual – General School Administration Anti-Bullying #408
- B.C. Ministry of Education: Safe, Caring and Orderly Schools A Guide (Nov. 2008) and Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007), both found at <http://www.bced.gov.bc.ca/sco/>

Approved: OLA Parish Education Committee

Date Approved: Dec 16, 2025