

OUR LADY OF THE ASSUMPTION SCHOOL



Student /Parent Policy & Procedures Manual

Section 500

– Revised 2026-September-16

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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.

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.

503.6 (b) – Student Records

The School benefits from well-developed policies and procedures regarding student records which provide guidance for the collection, storage, use, disclosure, transfer, and protection of student information. Legal requirements and public expectations regarding the confidentiality, disclosure, and transfer of student records have increased, alongside growing societal concerns about responsible record management.

The *Independent School Act* (section 6.1), sections 9 and 10 of the *Independent School Regulation* (the *Regulation*), the *Student Records Order* (the *Order*) and the *Permanent Student Record Instructions* (the *Instructions*) provide a legal framework for student records.

Section 9 (2) of the *Regulation* requires independent school authorities to “establish and maintain a record for each student and for each child registered with the independent school of the authority.” Additionally, “an authority must

- a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and
- b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.”

“An authority must permit a person providing health services, social services or other support services access to information in student records required to carry out those services.”

Scope:

This policy applies to all School employees, including persons who require access to information contained in a student record to support the planning and delivery of education, health, social, or other services.

Policy:

All School employees will follow the School's procedures for the collection of student information and its storage, use, disclosure, transfer, and protection.

Definitions:

IEP - Individual Education Plan as defined in *Ministerial Order 41/91*, the *Educational Standards Order*.

Inclusions – Documents (or copies of documents) that are used to help plan or support the individual student's education program. Not all students will have inclusions.

The following inclusions **must** be listed on form 1704 (PSR card):

- Health services information as indicated by a medical alert
- Support services information (e.g., psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- Court orders as indicated by the legal alert
- Other legal documents e.g., name change or immigration document
- Notification that a student is on an Individual Education Plan (IEP)
- Notification that a student is registered as a Home Schooler

The following inclusions are considered optional and **may** be listed on form 1704 (PSR card):

- Records of information which an educator deems relevant to the educational program of the student
- Award information (Ministry awards information must include year, date, and serial number).

Permanent Student Record (PSR) – The Permanent Student Record consists of the following two parts:

- (i) Form 1704 (PSR card), and
- (ii) A minimum of the two most recent years of Student Progress Reports or a copy of the Transcript of Grades issued by the Ministry.

School of Record - Commonly used term for the school responsible for the Student Record and Student File as required under the *Permanent Student Records Instructions*. Each student has a single school that is responsible for maintaining and reporting the required records. When a student is cross-enrolled, unless the schools involved resolve it differently, the School of Record is the school where the student receives most of their educational program.

Student File – The physical or digital file for each student which contains copies of current records used in the planning and administration of the student’s education program. The content of a Student File will differ with each individual student. However, at a minimum, the *Order* requires the Student File to contain the following:

- (i) all documents listed as inclusions on Form 1704,
- (ii) a document, in the form required by the inspector, verifying the information about the student’s parent/guardian in respect of students eligible for funding,
- (iii) a copy of the student’s current Student Learning Plan, if any, and
- (iv) a copy of the student’s current IEP, if any.

Sensitive Information - Though the term is not defined in legislation, “sensitive information,” from the perspective of independent schools, may include information which by its nature requires that school staff observe a high level of confidentiality. Examples information that could be seen as “sensitive”

- psychiatric reports;
- family assessments;
- referrals to or reports from school arranged counseling services;
- records of reports made under the Child, Family & Community Service Act or information that forms the basis of a child abuse report under this Act.

Procedures:

The Principal is responsible for the establishment, security and maintenance of the Permanent Student Record and Student File for each student enrolled in the School or registered as a homeschooler.

A Permanent Student Record and Student File will be created for each enrolled student and registered homeschooler at the School.

The School will consider consent regarding student information. Where consent to collect student record data is an issue, multiple 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(s)/guardian(s) in relation to collection of personal information about the student.

1. Creation of Permanent Student Records and Student Files

- a) The School will ensure the **required elements** are included in each Student File:
 - (i) Permanent Student Record (PSR) as per definition above
 - (ii) Minimum elements of a Student File as per definition above
 - (iii) Inclusions as per definition above.
- b) The School will adhere to the Ministry's **Permanent Student Record Instructions** for the completion of form 1704 (PSR card) for each student.

Form 1704 (PSR Card) Inclusions:

- (i) Documents listed as inclusions must be kept in the Student File and will be transferred if the student moves to another school.
- (ii) For all inclusions the School must list the document date, title, and expiry date or date rescinded (if applicable).
- (iii) If the space for inclusions becomes full, the School will create a second portion and attach it to the form for future additions.
- (iv) The School will indicate when a **Medical Alert** is in effect, and:
 - List the medical alert and the expiry date (if applicable) under the "Inclusion" section on the form 1704 (PSR card)
 - Attach an emergency procedure plan/medical response plan (if applicable)
 - The following medical alert conditions (if applicable) will be entered:
 - diabetes
 - epilepsy with a history of seizures in the past two years
 - allergy (only those which produce an anaphylactic type of response, needing hospitalization and/or adrenaline at once by school staff)
See Anaphylaxis Protection Order
 - blood clotting disorders
 - serious heart conditions
 - Any other condition which may require emergency care may be added after consultation with the senior public Health Nurse, supervisor, or Medical Health Officer.
 - Situations that may interfere with student performance, health or behaviour will be included: i.e., hearing aids, medication prescribed by the doctor (asthma, hyperactivity), cerebral palsy, cystic fibrosis.

- Students in Kindergarten to Grade 3 with **severe** allergies to substances found in the school environment that require preventive and/or treatment action by school staff should be included.
 - A red sticker will be added to the student file and PSR to identify a Medical Alert. Students will also be noted in MyEd as having a medical alert.
- (v) The School will indicate when a **Legal Alert** (Court Order is in effect), and:
- List the court order and the expiry date (if applicable) under the under the “Inclusion” section on Form 1704 (PSR card) (e.g., custodial rights, restraining orders, instructions re: access to student and/or student records).
 - When a court order is no longer in effect enter the date the order was rescinded in the expiry space.
 - A blue sticker will be added to the student file and PSR to identify a Legal Alert. Students will also be noted in MyEd as having a legal alert.
- (vi) The School will indicate **Additional Required Inclusions**, and:
- List any of the following documents and expiry date (if applicable) under the under the “Inclusion” section on Form 1704 (PSR card)
 - Support services information (e.g., psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
 - Other legal documents (e.g., name change or immigration documentation)
 - Notification each year that a student is on an Individual Education Plan (IEP)
 - Notification each year that a student is registered as a Home Schooler.
- (vii) The School may list the following **optional inclusions** on Form 1704 (PSR card):
- Records of information which an educator deems relevant to the educational program of the student
 - Award information (Ministry awards information must include year, date, and serial number)
- (viii) **Student Progress Reports** and **Student Learning Plans** will be kept in the Student File but are **not** to be listed on the PSR form in the inclusion section.
- c) The School will ensure the **required items in respect to student eligibility for funding** are included in each Student File.
- (i) verification of the student’s name(s), birthdate, and placement data
 - (ii) verification of the official name(s) of parent(s)/guardian(s) and that at least one parent or guardian is lawfully admitted to Canada and is ordinarily resident in British Columbia if funding will be claimed.

Acceptable documents for verification include:

- (i) a copy of the parent/guardian’s Canadian birth certificate, or Canadian passport, or permanent residency card, or work permit or study permit, or documentation from CIC (for being lawfully admitted to Canada).

- (ii) a copy of the parent/guardian's BC driver's license or utility bill (for being a resident in BC)

The School will retain a copy of the parent/guardian's documents.

- d) The School may include **optional elements** in the Student File; such as:
 - (i) student registration form
 - (ii) care card number
 - (iii) emergency contact numbers;
 - (iv) doctor's name and contact information;
 - (v) allergies, medication and/or other health concerns (other than those required to be listed on Form 1704 (PSR card);
 - (vi) previous Student Progress Reports (other than the two most recent years required);
 - (vii) serious student discipline reports (e.g., copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
 - (viii) reports of important meetings/discussions relating to the student;
 - (ix) standardized test scores;
 - (x) *Sensitive Student Record Information*

When sensitive information is placed in a school record, the School will consider the following handling procedures:

- obtain parental consent for collection, use, and disclosure of psychiatric reports and family assessments (written, dated and signed consent is best);
- store where only the Principal or persons authorized by the Principal can access such information; and/or
- disclose or transfer only according to law or with parent/guardian consent.

The guiding question to determining whether optional information should be included in the Student File will be: "Is this information necessary or clearly helpful for educators working in the best interests of the student?" Information that does not meet this criterion but is required for other purposes will be maintained separately from the Student File in an appropriate and secure location.

All optional elements in a Student File will indicate the date and year when the record was created.

- e) Records of reports made under the Child, Family & Community Service Act or information that forms the basis of an alleged child abuse report under this Act are not part of the Student File but will be maintained separately in a secure location.
- f) Counselling files will not be included and/or placed in a Student File but will be maintained separately in a secure location.

2. *Currency and Format of Student Records*

Student information will be updated as it changes as the student progresses through the School. The Principal or a designate will be responsible for updating and ensuring the accuracy of form 1704 (PSR card) with its inclusions. Such updates will take place upon receipt of new or revised information regarding required inclusions (including immediate

updates for Legal and Medical Alerts); at the end of each school year for Achievement/Attendance information; before required Student Records are transferred to another school; and when a student graduates or leaves the BC education system. A completed, current form 1704 (PSR card) will be in every student's Permanent Student Record, or available to be printed from the School's Student Information System.

Data for form 1704 (PSR card) may be stored in electronic and/or paper format. If form 1704 (PSR card) data is stored in electronic format, the school will be capable of recreating the data in case of a system failure. If the school does not use the Ministry's form 1704 (PSR card), and develops its own, the school's version will represent the same fields in the same format as on the Ministry's form 1704 (PSR card).

3. *Storage and Retention of Student Records*

a) Storage

- (i) Student Records will be stored securely and in a manner that ensures the record's preservation from calamity (fire, flood, etc.).
- (ii) Where all or elements of Student Records are only stored digitally, the School will ensure secure storage and the ability to retrieve student information in the case of a system failure.
- (iii) Where elements of a student's file exist outside the Student File, the Student File will indicate there are additional elements securely stored elsewhere in the School (i.e., IEP stored in the Inclusive Education office).
- (iv) Student Records will be maintained in a manner that ensures the confidentiality of information to ensure privacy for students and their families, and compliance with the *Independent School Act* and the *PIPA*. Furthermore, as per Section 34 of the *PIPA*, the School will protect personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks.

b) Retention

- (i) The Permanent Student Record (PSR) will be retained for all students for which the School is the "School of Record" until another BC school requests it or for 55 years after a student has withdrawn and not enrolled in another school or graduated from the School. The School may choose to store all PSRs digitally. In doing so, the School will ensure secure long-term storage and the ability to retrieve student information upon request. A digital PDF is considered "printed."
- (ii) If a student withdraws from the School or enrolls in another BC school, the School will, upon request from the enrolling school transfer the Permanent Student Record, the current Student Learning Plan, if any, and the current IEP, if any.
- (iii) Non-transferred student records and/or items not required to be retained will be returned to the student/parent, securely destroyed, or retained by the School only to the extent required by law or needed for legal, administrative, and/or operational purposes. When the retained items are no longer needed for these purposes, they will be securely destroyed.

1. *Examination of, Access to, and Disclosure of Student Records*

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

- a) A student (capable of exercising their *PIPA* rights) and parents/guardians of a student will be permitted (unless restricted by a court order) to:
 - (i) receive a copy of any student record.
 - (ii) 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. Prior arrangement shall be required in order to give the Principal adequate opportunity to arrange for the examination of the student's record.

A non-custodial parent who is not a guardian may attain access to their child's student records only if:

- (i) the custodial parent has consented in writing; or
- (ii) the non-custodial parent who is not a guardian is granted access to the student records by court order.

If School officials are unsure as to the legal entitlements of the non-custodial parent who is not a guardian or if there is serious conflict between the parents with respect to student record requests, then the School officials may consider seeking legal counsel.

Graduating students will be provided with interim and/or final transcripts of Grades 10, 11 and 12 courses and marks upon request of the graduate. Copies will be sent directly to institutions of higher learning when requested by the student. Summaries of students' school progress may be provided to prospective employers upon the written request of a former student.

- b) Under section 9 of the *Independent School Regulation*, the School must permit access to a student's records to a person who is planning for the delivery of, or delivering, health services, social services or other support services to that student. Subject to any other legal authority or requirement that authorizes or requires disclosure, any person who receives information from a student record, must not disclose that information to any other person except for the purposes of delivering or planning the delivery of the services referred to above.
- c) Copies of student progress reports, academic transcripts and statements of standing may be provided to other parties where a written request has been made by a parent/guardian, legal representative of the student, or by the student if they are a mature minor or an adult. However, copies of documents requiring interpretation shall not be provided to other parties except where the Principal has granted permission or where the release of such records is required by law (e.g., court order, subpoena).
- d) The School may grant access to student records to the extent necessary to meet any claims being made against the insurance provided to the School by that insurer. Such records are released on the understanding that the person receiving such information shall not disclose it except for the purpose intended.
- e) School employees will access student records on a 'need to know' basis only in order to fulfill the duties of their position. Board Authority members/directors shall not access personal student information without consent of the student's parent/guardian.
- f) Records of reports made under the Child, Family & Community Service Act or information that forms the basis of an alleged child abuse report under this Act will

be retained only for the purpose of the child protection services or proceedings. This information will not be disclosed to parents/guardians, third parties or transferred to other schools unless directed to do so by a child protection worker. Such reports are strictly confidential and will be stored where only the Principal or people authorized by the Principal can access them.

5. *Transfers of Student Records*

The School will adhere to the requirements for transferring Permanent Student Records established by the Ministry of Education and Child Care.

- a) Upon request from the enrolling institution, the School will transfer the Permanent Student Record, consisting of Form 1704 (PSR card), and the two most recent years of Student Progress Reports or a copy of the Transcript of Grades issued by the Ministry; the current Student Learning Plan, if any, and the current IEP, if any, for a student, to the BC independent school authority or BC public school board where the student is enrolled.
- b) Where a former student is enrolled with an educational institution outside of the Province the school will transfer the current Student Learning Plan, if any, the current IEP, if any, and a COPY of the Permanent Student Record of the student to the enrolling institution.
- c) If the School permanently closes, the School Authority will take responsibility and provide for arrangements to ensure that the required Student Records are transferred to the receiving schools in which students will be enrolled. In the event that a student will be homeschooled, the required Student Records will be transferred to the School registering the child as a homeschooler. Within 60 days of the closure of an independent school, the School Authority must transfer to the inspector the Permanent Student Record of any student that has not been forwarded to another authority or board in British Columbia.

Additionally, as matters of good practice, the School will adhere to the following practices:

- d) A tracking system will be maintained by the School for the purpose of recording all Student Record transfers. The tracking will consist of the date of transfer, student name, date of birth, Personal Education Number (PEN) and destination.
- e) Before a Student Record is transferred, the Principal or designate will review the Student File, and any information that is not legally required to be transferred will be removed, unless a parent/guardian has consented for an additional item(s) to be transferred.

Reference(s): - Independent School Act - Independent School Regulation (the <i>Regulation</i>) - Student Records Order (the <i>Order</i>) <i>Permanent Student Record Instructions</i> (the <i>Instructions</i>) <i>Personal Information Protection Act</i> (the <i>PIPA</i>)	Approved by: OLA PEC Date Approved: September 15, 2026
Cross-reference(s): Privacy Policy 510.3	Date(s) revised:

- | | |
|--|--|
| <ul style="list-style-type: none">• Student Records Policy 503.6• Student Records Reference Guide (FISA April 2026) | |
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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: GENERAL SCHOOL ADMINISTRATION ADMISSIONS 401

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, CKNW 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 diverse 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
• 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	• Cookies • Cakes • Cereals • Granola bars • Candies	• 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 aid 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 aid 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 Policies 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 support 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 support 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 Inclusive Education and Learning Support

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

Inclusive education programs and services empower students with disabilities or diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

Definitions

Students with disabilities or diverse abilities: 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 *Inclusive Education Services – A Manual of Policies, Procedures and Guidelines*.

Individual Education Plan (IEP) is a plan designed for a student that includes one or 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 diverse 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

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.

Early identification is an essential element of successful program planning for all students. Students may be identified as requiring extra support before they enter the school. In this case, assessment and recommendations from qualified professionals are necessary and required in order to plan and best meet the needs of the student.

Pre-referral

For most students, the identification/assessment phase begins in the classroom, as the teacher observes possible learning and behaviour issues. The classroom teacher (CT) begins the first phase of the process initiating in-depth, systematic classroom observation and evaluation. While beginning and comprehensive assessment of learning, the CT communicates informally with previous teachers or other colleagues who are familiar with the student's learning. Consultation with parents will also take place, including the discussion of a referral to a physician for a comprehensive medical examination to rule out medical concerns if necessary.

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

Our support system follows a **multi-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)*.

Student Referral

If the pre-referral strategies (Tier 1 and 2 above) do not meet the learning needs of the student, the CT refers the student to the School Based Team (SBT) by completing a Referral for Support Services Form (Appendix 611.12 and also located on OLA Staff Bookmarks). This form should include what has already been implemented in the classroom. The Learning Support Teacher (LST) will conduct observations and assessments. This information is then used to develop a plan to support the student.

Through consultation with the SBT, the CT may implement and assess new strategies within the classroom. If the student's needs are met, the CT documents and the support the student requires and the referral process ends. If the interventions are not sufficient, short term involvement of the Learning Support Department is initiated.

Depending on the identified needs, support may be offered by a learning support 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.

Individual Education Plans

An IEP is a documented plan for a student with disabilities or diverse abilities (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 Support 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 disabilities or diverse abilities. 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.

Reviewing the IEP

OLA staff meet with parents at least twice per academic year. Minutes are taken at each meeting and kept in the student's Inclusive Education file. In order to keep the parents informed progress and achievement are updated, strategies are reviewed and observations are shared. A follow-up date is also determined. If a student no longer needs additional support, the parents are informed. The SBT will provide the parent with a letter of acknowledgment to get signed and returned to the school. This is added to the student's file.

See Appendix 510.12 CISVA/OLA Inclusive Education Services for details regarding placement, referrals, reporting, complaints and appeals procedures.

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 on Friday 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

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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

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Principal: Ms. R. Heffernan

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

510.2 – Version 2025Sept12



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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:

Expiry Date:

☐ EpiPen auto-injector

☐ Other _____

Reason for medication:

Method of Administration (*dosage, time of administration*)

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

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 occur 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.

I authorize and request the administration of the above medication by the school and its employees.

Signature

Date

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 and Privacy Policy for Students and Parents

Rationale:

Safeguarding the personal information of parents/guardians and students is of fundamental importance to the School. The School is committed to meeting the privacy standards established by applicable privacy laws, including the BC *Personal Information Protection Act* and other applicable legislation.

This policy outlines the School's policies and practices regarding the collection, use, disclosure, and protection of personal information, including the steps the School will take to ensure such information is handled appropriately and securely.

Scope:

This policy applies to all employees, contractors, and volunteers of the School ("Staff"). All Staff are to recognize the importance of privacy in relation to personal information the School receives and maintains about students, their parents/guardians, and family members.

Policy:

The School is committed to meeting or exceeding the privacy standards established by the BC *Personal Information Protection Act* (PIPA) and any other applicable legislation.

All staff of the School are expected to protect the personal information of students and parents/guardians by following the procedures outlined in this document.

Definitions:

Mature Minor – for school purposes as it relates to this policy, is a minor over the age of 14 and under the age of 19 who demonstrates capacity to understand the information and the consequences of a decision.

Personal information - refers to any information about an identifiable individual that is collected, used, disclosed, or processed by the School in connection with its services, operations or administration, and includes information about the School's past, present, and prospective students and their parents/guardians and family members. Examples of personal information include name, grade, contact information, educational history, and individual financial information.

Parent - means the parent, guardian, or other legal representative of a student.

Privacy Breach - means the theft or loss of or the collection, use, or disclosure of Personal Information not authorized by the BC *Personal Information Protection Act* (PIPA) and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.

Student – means a prospective, current, or former student for whom the School has personal information in its control.

Privacy Officer - is the first point of contact in an organization when privacy issues arise. The person has the authority to intervene on privacy issues relating to any of the organization's operations.

Staff – For this purpose of this policy, "Staff" refers to employees, volunteers, and contracted service providers of the School.

Procedures:

The Privacy Officer appointed by the Authority/Board is the Principal

1. The School's Accountability for Personal Information and Privacy

Maintaining the privacy and security of personal information is important to the School. The School and its Staff are accountable for the protection of the personal information within the School's control, and the School will have a Privacy Officer who is responsible for implementing the School's privacy management program and ensuring it complies with the PIPA and other applicable privacy laws.

Anyone with questions about how the School uses, processes, manages, and protects personal information may contact the School's Privacy Officer for more information. The Privacy Officer can be reached at the School via the School's phone number 604.942.5522 or email address office@olapoco.ca.

2. The Privacy Officer

The School's Privacy Officer is responsible for:

- conducting privacy audits and self-assessments;
- developing the School's Privacy Policy/ies;
- implementing and maintaining the Privacy Policy/ies;
- managing privacy training;
- responding to requests for access to and correction of personal information; and,
- working with the BC Privacy Commissioner in the event of an investigation.

The Privacy Officer shall be familiar with the *Personal Information Protection Act* and the ten principles of privacy protection.

3. The Basis/Purpose for Which the School Collects Personal Information

The School collects, uses, and discloses personal information about parents/guardians or students for the following:

a) Management Purposes

- registration, enrollment, and transfer of students;
- financial information for tuition or other payments, collections, and fundraising purposes;
- to prepare and provide assessments of student performance;
- to provide and deliver educational programs and services;
- to accommodate students who have disabilities/diverse abilities;
- to facilitate students in making applications to post-secondary institutions, such as by supplying transcripts;
- to keep student and parents/guardians informed about school events and activities;
- to communicate with parents/guardians or students and respond to inquiries or complaints;
- for recruiting volunteers and for fund-raising activities;
- for producing year books, class pictures and memorabilia;
- to assess a student's eligibility for scholarships, bursaries and awards;
- to facilitate the transfer of students to or from the School, including to support eligibility assessment and ensure a smooth transition.

b) Investigation, Disciplinary and Compliance Purposes

- to investigate and respond to accidents, safety events, misconduct, and similar incidents;
 - to respond to student conduct issues; and
 - to ensure compliance with applicable school policies, rules, and other laws.
- c) Safety, Well-being, and Security Purposes
- to supervise and ensure the safety, security, and well-being of students and staff; and
 - to facilitate the provision of medical care and other services to students.
- d) Administrative Purposes
- to make all required reports and filings required by the government and other regulatory agencies; and
 - for other purposes required for administrative, legal, or operational purposes,

The personal information that the School collects for the above purposes may include the following.

- name, contact information, and identity information, including documentation required to assess eligibility for funding;
- emergency contact and medical information;
- academic history information, academic performance information, and achievement information;
- information that parents/guardians supply to the School about the parent/guardian or the student's health, learning needs, or accommodations that one may require;
- information necessary to provide educational services, including in relation to the use of school facilities and equipment (e.g. computers) and participation in clubs and extra-curricular activities;
- information collected in connection with the School's security and video surveillance systems; and
- financial and payment information, where needed to process tuition and other payments, for fund-raising, and to assess eligibility for financial aid, bursaries, and scholarships.

The School may also produce and share a parent directory to facilitate communications between students and parents/guardians, but consent will be sought before contact information is included in such documents.

4. *How the School Will Use and Disclose Personal Information*

The School limits the personal information it collects to information that is related to and necessary in order to carry out its programs and activities or for other purposes authorized by applicable laws. The School seeks to collect personal information by fair, lawful, and transparent means, including by collecting personal information directly from the individual, except where otherwise authorized by applicable laws.

5. *Who the School Shares Personal Information With*

The School limits the internal and external use and sharing of personal information to what is required or authorized in the circumstances. The School only uses or discloses personal

information for the purposes for which it was collected, except with the individual's consent, or as otherwise required or permitted by applicable laws.

The School may share personal information with school staff and service providers to support the delivery of services or school management and administration. The School will do so on a confidential and need-to-know basis.

When a student transfers to a new school, it is common for schools to communicate with each other in order to facilitate a smooth transition of educational services. Parents/guardians are required to notify the School if they do not want this type of communication sharing to take place.

Some information is required by law to be disclosed to a new school regardless of parental preference (e.g., Permanent Student Record [PSR] including documents listed as inclusions, the current Student Learning Plan, if any, and the current Individual Education Plan [IEP], if any.)

Some of the School's service providers, including online service providers, may store personal information using cloud services inside or outside of Canada.

6. *The Accuracy of a Person's Information*

The School will make reasonable efforts to ensure that personal information is accurate and current and may contact parents/guardians or mature students from time to time to ensure personal information is complete and up to date. The person has the right to request the correction of their personal information by contacting the School's Privacy Officer, and the School will respond to such requests in accordance with the requirements of the PIPA.

7. *How Long the School Will Retain Personal Information*

The School will retain personal information only to the extent required by law or needed for legal, administrative, and operational purposes. When it is no longer needed for these purposes, it will be securely destroyed.

8. *How the School Will Protect Personal Information*

The School is committed to protecting the personal information that it collects, uses, shares, and stores about students and parents/guardians. The School will maintain safeguards that are appropriate to the sensitivity of the personal information it collects, uses, and maintains. Such security safeguards include physical, organizational, and technological security.

9. *Accessing Personal Information*

Under the PIPA, a student or parent/guardian has the right to request access to their own personal information. Requests may be submitted in writing to the Privacy Officer. The School will receive and respond to such requests in accordance with the requirements of the PIPA or, where applicable, other comparable laws.

In addition, parents/guardians and students also have the right of access to their student's educational record. Such requests should be submitted in writing to the Principal and the Privacy Officer if the Principal is not the Privacy Officer.

The School reserves the right to deny access to personal information or records where permitted under applicable laws, such as where the disclosure of information may threaten someone else's safety, mental or physical health, where disclosure could be harmful to the

personal privacy of a third party, or where the disclosure contains personal information of other individuals.

10. Breach Notification

The School has procedures in place to address and respond to any actual or suspected privacy breaches and will provide appropriate notices of any such incidents as required and in accordance with applicable privacy laws.

11. Who To Contact If One Has Questions, Concerns Or Complaints

Questions, concerns, and complaints about privacy, confidentiality, and personal information handling policies and practices of the School are to be directed to the School's Privacy Officer. The Privacy Officer will respond to and, where applicable, will investigate all complaints or concerns about violations of this Policy or other applicable privacy laws.

12. Update to This Policy

This Privacy Policy may be updated from time to time or as the School's review cycle.

Reference(s): • <i>Personal Information Protection Act (PIPA)</i> • <i>A Guide to B.C.'s Personal Information Protection Act for Businesses and Organizations</i>	Approved by: OLA PEC Date Approved: September 15, 2026
Cross-reference(s): • <i>Employee Expectations in Regard to Protecting Others Personal Information and Privacy Policy 610.10</i> • <i>Critical Incident and Privacy Breach Response Policy 610.11</i>	Date(s) revised:

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. 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 Coordinator 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. Complete a Change of Category Request Form (the link for the online form will be provided from the parent participation coordinator upon request or is also made available in the weekly newsletter during registration months).
2. The Parent Participation Coordinator will contact you via email 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 (\$40 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 \$40.00 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	Principal's 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 (RtI)

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 Resources	Interventions at Tier 4 are intensive. Case manager - yes Parent meeting - yes Other professional/CISVA support staff - yes
Executive Functioning	☐ Establish classroom routines to manage work: handing in etc. (label - homework area, work area) ☐ Build in fun activities following effortful classroom activities ☐ Working Clock ☐ Get Ready Do Done activity expectations ☐ First, Next, Then wording to shorten instructions for activities ☐ Shape of the Day ☐ Flexible Seating - standing, back table, front/back of the class, homebase, staffroom/LRC/Eagles Nest ☐ Distinguish between "Me" (by myself) and "We" activities (with a partner or group) ☐ Provide a routine, structure, and repeated positive experiences. ☐ Structure everyday experiences to have three distinct phases of activities to support arousal (brain breaks) ☐ regulation: 10 minutes excitement - 10 minutes	☐ Modify assignments to increase likelihood of success (shorten, build in choice, make it more close ended) ☐ Provide weekly progress reports to inform parents and students of missing assignments, upcoming projects ☐ Small group coaching to make homework, project plans ☐ Include student in creating a "work" plan - Me activity/we activity - sharing jobs in activities (printer, drawer, colourer) ☐ Frequent check-ins ☐ Privacy screens ☐ Noise cancelling headphones ☐ Small group support ☐ Sensory devices (fidgets) ☐ Break down activities into First and Then steps - one clear direction for each step ☐ Build in a preferred activity after completing a non-preferred ☐ Assist in making a plan for homework (get ready, do, done, get done) ☐ Visuals of what activity will look like when done, materials needed ☐	☐ Shorten assignment (ie do odd numbered) ☐ Build in breaks (show work every ten minutes, send students on errand etc.) ☐ Allow choice - create a menu of activities students can choose ones that fit his or her learning style ☐ Provide templates - partially completed outlines, graphic organizers ☐ 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 ☐ Work with student to make their shape of the day, offering choice for type of break time and after which activities ☐ 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.)	Executive Functioning Program - 360 Thinking

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	☐ Access to print ☐ Read alouds ☐ Explicit instruction ☐ Sight words ☐ Daily reading ☐ Vocabulary ☐ Phonological awareness ☐ Phonics ☐ Comprehension strategies ☐ Levelled reading groups	☐ One-to-one reading ☐ Repetition of reading lessons ☐ Small group support related to class lessons ☐ Sight word practice ☐ Support during DEAR time ☐ Comprehension scaffolding ☐ Audio books or shared reading ☐ Extra work sent home ☐ Vocabulary at the beginning of lessons ☐ Send novel/reading home ahead of time ☐ Allow extra time ☐ Simplify the reading text level ☐ Read the reading to the student ☐ Home/School communication	☐ Psychoeducation assessment ☐ Fluency practice ☐ small group ☐ One-to-one ☐ Remedial reading plan ☐ Intervention reading program	☐ UFLI ☐ Orton Gillingham ☐ Read Well ☐ Smarter Intervention ☐ Readworks ☐ Tutor ☐ Other:

Writing	☐ Daily writing ☐ Systematic and explicit instruction ☐ Writing instruction ☐ Grammar ☐ Graphic organizers ☐ Fine motor ☐ Editing ☐ Criteria ☐ Teacher feedback	☐ Offer small group instruction focused on classwork ☐ Provide support when using a graphic organizer (fill in the blank if necessary) ☐ Provide criteria specific to the child ☐ Provided notes instead of copying off the board ☐ Sentence starters ☐ Choice/flexibility in assessment ☐ Allow for extra time ☐ Presentation/Speech support ☐ Help getting started ☐ Home/School communication	☐ Psychoeducation assessment ☐ Targeted lessons in writing instruction/remedial writing plan ☐ One-to-one support ☐ Progress Monitoring ☐ Show learning in alt. ways ☐ Fill in the blanks ☐ Multiple choice ☐ Use of a scribe ☐ Talk to text ☐ Tell your learning ☐ Drawing ☐ Work Samples ☐ Progress Monitoring ☐ Send writing topics home for front-loading ☐ Presentation/Speech support	☐ Orton Gillingham ☐ Smarter Intervention ☐ Printing without tears ☐ Typing without tears ☐ The Writing Revolution 2.0	☐ Tutor ☐ OT ☐ Other:
Spelling	☐ Whole-class instruction ☐ Word work ☐ Systematic and explicit instruction ☐ Sound wall ☐ Word glossary	☐ Use of a computer ☐ Small group instruction ☐ Extra work sent home	☐ Psychoeducation assessment ☐ One-to-one support ☐ EA support ☐ Targeted lessons on spelling ☐ Targeted lessons on sight words ☐ Individual intervention ☐ Small group intervention	☐ Orton Gillingham ☐ Read Well ☐ Words Their Way	
Math	☐ Explicit instructions ☐ Math facts and fluency ☐ Computation ☐ Math Glossary ☐ multiplication charts ☐ Growth mindset ☐ Instructions on setting up the page and equations	☐ Use of a calculator ☐ Number charts (addition and multiplication) ☐ Small group to complete classwork ☐ Teacher check-ins ☐ Allow for extra time ☐ Extra work sent home ☐ Executive functioning ☐ Reduce workload ☐ Math Glossary ☐ Present lessons sequentially ☐ Home/School communication	☐ Psychoeducation assessment ☐ 1:1 explicit teaching ☐ Small Group instruction ☐ Reduced workload ☐ Remedial Math Plan/Intervention ☐ Repeat the lesson to the student		☐ Tutor
Social Emotional	☐ Social thinking curriculum ☐ Self advocacy ☐ Growth Mindset ☐ Promote student engagement	☐ Meet with the student ☐ Meet with the parents ☐ Frequent check-ins ☐ Social Stories	☐ Social skills group ☐ Social Stories ☐ Recess buddy ☐ Lunch bunch	☐ ALERT Program ☐ Social Thinking Program ☐ BI ☐ Behaviour	☐ Counsellor ☐ Psychologist ☐ Behaviour specialist program

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

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

510.12 CISVA/OLA Inclusive Education Services (September 2026)

Rationale:

The Catholic Independent Schools of the Vancouver Archdiocese (CISVA) are committed to supporting the education and inclusion of students with disabilities or diverse abilities. Inclusive Education programs and services enable students with disabilities or diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs. We recall the words of Pope John Paul II at B.C. Place in 1984, "the value and dignity of the human person does not arise from the physical or mental qualities, from efficiency, productivity, or speed in one's actions. It comes rather from the fundamental fact that each individual is created by God and redeemed by the blood of his Son, Jesus Christ; every person possesses an intrinsic dignity which must always be respected." Our commitment is rooted in the fact that we are all God's children.

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

Policy:

Our Lady of the Assumption School is committed to fostering the holistic development of children, nurturing their spiritual, social-emotional, intellectual, artistic, and physical growth. **Our Lady of the Assumption School** inclusive education policy reflects our commitment to fostering inclusion and supporting students with disabilities or diverse abilities.

Definitions:

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

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

Placement:

Our Lady of the Assumption School will consult with the parent(s)/guardian(s) of a child who has a disability or a diverse ability regarding the student's placement in an educational program. **Our Lady of the Assumption School** will provide a student who has a disability or diverse ability with an educational program in a classroom where the student is integrated with other students who do not have disabilities or diverse abilities, unless the educational needs of the student with a disability or diverse ability indicate that his or her educational program should be provided otherwise. The emphasis on educating students with disabilities or diverse abilities in the classroom with their same age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

Identification & Referral:

Early identification is an essential element of successful program planning for all students, particularly those with disabilities or diverse abilities. Students may be identified before they enter the school system. In such cases, assessments and recommendations from qualified professionals are necessary and required for effective planning and to best meet the student's needs. To support this process, existing assessment and programming information should be submitted without undue delay. It is important that parents provide all relevant documentation in a timely manner so that the school can begin appropriate planning and ensure the necessary supports are in place as early as possible.

Pre-referral Activities:

For most students, the identification and assessment phase begins in the classroom, where the teacher observes exceptionalities in learning and behaviour. In response, the teacher initiates systematic classroom observation and evaluation. As part of this process, the teacher may also vary instructional approaches and assess the effectiveness of specific strategies and materials. The teacher should consult with the parent and, when appropriate, the student to discuss concerns and progress. This may include conversations about the appropriateness of referring the student to a physician or health care professional to rule out medical factors affecting learning or development.

If these classroom-based efforts do not sufficiently meet the student's needs, the teacher should consult with school-based resource personnel. This collaboration may involve additional observations, assessments, and the implementation of targeted intervention strategies. For many students, such planning and interventions effectively address their learning needs. If further support is necessary, the teacher may bring the case to the school-based team for additional guidance and planning.

At Our Lady of the Assumption School, the Multi-Tiered System of Supports (MTSS) framework is implemented school-wide, providing a continuum of instructional strategies and targeted interventions to support diverse learners. Ongoing communication with parents or guardians regarding student progress and emerging concerns is integral to this approach.

Referral Process for School-Based Team (SBT)

[Each school establishes procedures for referring students to the SBT. Schools create their own referral form to meet the unique needs of their SBT process or schools may use the CISVA template. When schools are developing their own forms, include spaces to record:]

- Information about the student's history and current assessments, previous school records, reports, etc. that are objective
- Reason for referral

- Specific tier one and/or two interventions that have already been tried, with information on the success of these interventions
- Previous instructional strategies and interventions
- Communication with parents
- Involvement of community agencies and/or consultations with health care professionals
- Identification or conversation, around addressing learning barriers in the context of school-wide initiatives and classroom instruction and participation

Following consultation with the SBT, the classroom teacher may implement and evaluate new strategies within the classroom. If these strategies successfully meet the student's needs, the classroom teacher will document the required support.

The SBT may recommend short-term involvement by the Learning Support Department. When school-based supports require further guidance, schools may request support services from the superintendent's office. This can include consultation from a member of the 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.

Individual Education Plans (IEPs)

An Individual Education Plan (IEP) is a collaborative, documented plan developed to support students with disabilities or diverse abilities. It outlines individualized goals and objectives universal and/or essential supports, and services provided, and includes measures to track achievement. The IEP serves as a planning tool that involves input from parents, students (where appropriate), school staff, and, when applicable, community agencies and/or health care professionals.

Purpose of the IEP

The IEP formalizes planning decisions and links assessment with programming.

It provides:

- A record of the student's educational program, including supplemental and/or replacement goals, universal and/or essential supports.
- A tool for tracking and reporting progress toward individualized goals.
- A means for documenting support services related to the student's educational program.
- A collaborative mechanism for input from parents, students, and other stakeholders.

An IEP includes:

- Individualized Goals and Objectives: Goals set at a high but attainable level, accompanied by measurable objectives.
- Support Services and Adaptations: A description of required services and adaptations to materials, instructional strategies, or assessment methods.
- Educational Performance: The student's present level of performance.
- Personnel: Names of individuals providing educational programs and support services.
- Review Process: A timeline and procedure for IEP reviews, including evidence of evaluation and revisions.
- Transition Planning: Plans for transitions within school and beyond graduation.

Development and Collaboration:

The principal ensures the assignment of a case manager who is responsible for coordinating the development and implementation of the IEP. Planning is collaborative and involves:

- **Parents and Students:** Parents must be consulted, receive a copy of the IEP, and have opportunities to provide input as part of the IEP planning process and thereafter. Students participate to the extent possible. In accordance with the CISVA Parent Code of Conduct, parents are expected to collaborate meaningfully in the development of the IEP and support the school throughout the pre-referral and referral processes. Their active participation plays a key role in achieving the best possible outcomes for their child.
- **School-Based Teams (SBTs):** Teachers, learning support staff, and other professionals collaborate to develop and implement the IEP.
- **Community Agencies/Health Care Professionals:** Involvement of outside professionals as appropriate to support the students' goals.

If the school determines that further information or inquiry is necessary to best support the child, parents are required to cooperate. The school holds a legal, ethical and moral responsibility to provide meaningful access to education for the student, which may require additional assessments or professional input. Parents have a responsibility to support the education of their children.

Eligibility for an IEP

An IEP is required for students who have been identified as having disabilities or diverse abilities. The only instances in which an IEP is not required are when:

- the student with disabilities or diverse abilities requires little or no adaptations to materials, instruction or assessment methods;
- the expected learning outcomes have not been modified; or
- The student requires 25 or fewer hours of remedial instruction by someone other than the classroom teacher, in a school year. **IEP Review and Accountability**

The IEP must be reviewed at least [**once annually**] (each school year) to track progress, update goals, and evaluate support strategies.

Documentation ensures that:

- Parents and students, where appropriate, were offered the opportunity to be consulted in the IEP process.
- Learning activities align with the IEP goals.
- Revisions are made as necessary to reflect the students' changing needs.

Evaluation of Student Learning

Students are to be taught and evaluated based on the BC curriculum's Learning Standards whenever possible. Evaluation and reporting should accommodate adaptations and modifications to recognize diverse abilities. Students may:

- Participate in the regular program with adaptations (e.g., adjusted assessment methods).
- Follow the regular program with some replacement components based on their IEP.
- Engage in a fully replacement program focused on individualized learning goals (e.g., life skills development).

All students can use universal assessment support. Most students with disabilities or diverse abilities will work within the BC curriculum and may require adapted assessments, while a few

with significant cognitive disabilities will follow IEP-based goals and require modified assessments. Adaptations and modifications should be documented in the IEP.

Reporting Student Progress

As outlined in the Inclusive Education section of the K-12 Student Reporting Policy, regular reporting procedures are used to communicate student learning for a student with a disability or diverse ability who is following the Learning Standards, the provincial curriculum or a local program. There will be rare occasions where students with significant cognitive disabilities or diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled.

Education Assistant

Our Lady of the Assumption School employs Education Assistants (EAs) to support student learning. EAs work under the direction of a teacher and are under the supervision of the classroom teacher, learning support teacher and/or school principal. Teachers are expected to design programs for students with a disability or diverse ability. Under the direction of a teacher, EAs may play a key role in implementing the program.

(Understanding the Roles and Responsibilities of Education Assistants in the CISVA Schools, 2024)

Major Complaints and Appeals: Resolution of Conflicts

Our Lady of the Assumption School recognizes that parents, students, teachers, and support staff form an integral part of the Catholic school community. From time to time, issues may arise where members of the community may differ in their perspectives. If parents are not satisfied with decisions made by school officials that significantly affect the education, health or safety of a student, they can raise their concerns using the applicable procedures. Within CISVA, all complaints must be dealt with in a timely manner. Each member of the community is expected to follow the appropriate complaint procedure as described in the CISVA Major Complaints Policy 302. All parties involved must maintain confidentiality with respect to all aspects of this procedure and conduct themselves with Christian charity.

(CISVA Major Complaints Policy 302)

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

Resources:

CISVA Inclusive Education Policy 421

British Columbia Ministry of Education Inclusive Education Services: A Manual of Policies, Procedures and Guidelines 2024

Ministerial Order 638/95

Ministerial Order 184/23

Understanding the Roles and Responsibilities of Education Assistants in the CISVA Schools, 2024

CISVA Student Code of Conduct 407

CISVA Parent Code of Conduct 412

CISVA Major Complaint Policy 302

Policy Section 500 – Version 2026-SEPT-16

