

**Policies of St. Joseph the Worker School  
Parish Education Committee  
(2024-25)**

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## **ADMISSION POLICY**

*Approved: 2009; Revised: January 24, 2012, Revised: November 21, 2023*

St. Joseph the Worker School primarily serves the parishioners who support and participate in the life of the Parish. Our priority of registration, including the acceptance of siblings, will be given to the child or children of parents who meet the criteria of "supporting parishioners" in the Parish of St. Joseph the Worker.

Admission to St. Joseph the Worker School is granted by the Parish Education Committee acting upon recommendations of the Pastor and School Principal.

- a) The Pastor determines who is supporting and participating in the life of the Parish and will make recommendations based on his pastoral judgment.
- b) The Principal takes into consideration the academic, learning and social abilities of the child and the approach of parents towards Catholic education. The Principal will make recommendations in view of the objectives and capacity of the school.

The Education Committee affirms that the School of St. Joseph the Worker is one with the Parish of St. Joseph the Worker. Therefore, it is our belief that the home, the school and the Parish must cooperate in the Christian education and formation of your child or children. Hence, we encourage all parents to involve themselves, if possible, in the monthly school masses. More importantly we expect that the entire family participates in the Sunday liturgies and the life and activities of the Parish.

Families must read and sign the Statement of Commitment prior to being accepted into the school. For purposes of this policy, "practicing Catholics" shall mean those individuals who are registered in a parish and attend Sunday Mass regularly; "active in a parish" shall mean those who support the parish by using envelopes (no minimum amount specified) and participate in the work activities required of them.

Registration packages for new families are available in mid-January. Re-registration packages are sent home for returning students at the P.E.C. annual general meeting, which is held in February. It is mandatory that all families attend this meeting.

Priorities for admittance into elementary schools (new enrollment and re-enrollment) are as follows:

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

**CLASS SIZE:**

Class size will be determined by consultation between the Principal, Staff and PEC.

**ANTI-SMOKING AND TOBACCO POLICY**

*(includes prohibition of vapour products)*

*Approved: Pre-2000; Revised: May 16, 2017, November 21, 2023*

**Policy:**

St. Joseph the Worker School will take reasonable steps necessary to ensure that students, employees and parents are protected from harmful chemicals present in all smoking materials.

**Procedure:**

- The school will post signs that clearly say “SMOKING & VAPOUR PRODUCTS PROHIBITED ON SCHOOL GROUNDS AT ALL TIMES.”
- The use of vapour and all cannabis products is banned on St. Joseph the Worker School property, including in vehicles on school property.

- Information will be included in the Parent Handbook as well as announced at Meet the Teacher Night in September and at the P.E.C. Annual General Meeting as needed.
- Further communication will occur in the monthly newsletters as needed.

### **Communication and Reporting Requirements:**

Staff, students, P.E.C. members and parents have all been made aware of laws regarding smoking in public areas as well as the use of vapour products. The Parish community has also been informed and signs have been posted throughout the property. Communication will be ongoing in newsletters and handbooks, etc., verbally through parent meetings and to an individual personally if seen smoking or using vapour products on school property.

## **ATTENDANCE POLICY**

*Approved: November 17, 2009*

In order for the school to receive the Provincial Government Grant, a child must be in attendance for a specified minimum number of hours during the year. If the minimum of 600 hours (approx. 135 days attendance for Grade 1 – 7 students) and 320 hours (approx. 135 days attendance for Kindergarten students) between September and May 15 is not reached and the Provincial Government Grant is lost, in whole or in part, the parents will be held responsible to pay the balance and will reimburse the school for the amount lost.

Absences for reasons other than illness must be kept to a minimum. Loss of school time may jeopardize the child's year and usually results in missing new concepts taught during his/her absence. Please try to schedule holidays during school breaks.

## **ADULTS WORKING WITH CHILDREN UNDER THE AGE OF 19 POLICY**

*Approved: December 15, 2009*

St. Joseph the Worker School encourages and relies upon the help of the parents as part of Parent Participation and as volunteers. As such, we have many parents functioning in supervisory roles within the school. It is imperative that parents realize the responsibility they have in carrying out those participation roles that involve contact with our children. Parents will assume they are representatives of the school and are in a position of authority when fulfilling these types of duties.

For those Parent Participation workers and volunteers who work directly with students in an unsupervised capacity a criminal record check will be required, and these adults must also sign a Catholic Code of Conduct.

Please refer to the CISVA Policy Manual, Policy #425 Volunteers for complete details ([www.cisva.bc.ca](http://www.cisva.bc.ca)).

## **BUS RENTAL - SAFETY PROTOCOL POLICY**

*Approved: November 2017*

### **Rationale:**

St. Joseph the Worker Elementary School is committed to the safe transportation of students when using private bus services.

### **Policy:**

When a private bus has been secured for transportation of students a teacher shall, before allowing students to enter the bus, confirm that the inspection decal on this bus is current.

Once students are aboard and, prior to the departure, the teacher shall ensure that all students are made aware of the emergency exit locations and the emergency exit protocol.

## **CHILD ABUSE AND NEGLECT POLICY**

*Approved: Pre-2000; Revised: January 14 2020; November 21, 2023*

[Child Abuse and Neglect Policy](#)

## **COACHING POLICY**

*Approved: June 19, 2012*

### **Summary:**

Create a pool of certified coaches for current and future requirements.

On the Principal's approval and on meeting coaching criteria, coaching will be counted towards parent participation hours.

### **Coaching Criteria:**

1. Coaches must attend in-house training sessions provided by a certified coach.
2. Coaches must have prior experience with either coaching or playing the sport.
3. Criminal Record Check.
4. First Aid Certification is preferred but is not a mandatory requirement.
5. Coaches must be actively involved with the children, working on skill development and game strategy.

### **Hours available:**

20 hours for (coaching an entire season of) each Volleyball and Basketball

### **Current requirement for coaches:**

6 parent coaches for volleyball (3 teams) & 12 parent coaches for basketball (potentially all 6 teams). These requirements will be reviewed annually by the principal depending upon teacher resources and coach availability.

### **Procedure:**

The in-house training session will take place in August. An announcement will be sent out in June.

Parents interested in coaching volleyball and basketball must attend the session where training will be provided by a certified coach.

Parents must then contact the school office in early September to book a meeting with the Principal regarding their intent to coach the sport.

At the meeting, the Principal will provide information on coaching policy, required commitment and qualifications for parent participation hours.

Selection will be based on the coach's skill set and commitment.

Parents who wish to count their coaching hours towards their parent participation hours will need to sign a commitment form.

Only on approval from the Principal, coaching will be counted towards parent participation hours.

At all times, coaches must abide by the philosophy of St. Joseph the Worker School.

## **COLLECTION OF UNPAID BILLS AND BAD DEBTS POLICY**

*Approved: Pre-2000; Revised: December 2000 and March 2014*

1. Tuition fees are collected either by cheque or pre-authorized electronic withdrawals (EFT) on the first of the month.
2. The preauthorized payment form informs families of a \$10 administration charge for items that are returned as non-sufficient funds (NSF).
3. The school bookkeeper informs the PEC Treasurer/Tuition Representative of any unpaid bills or outstanding debts. These include tuition and book fees.
4. The PEC Treasurer/Tuition Representative sends a letter to the family informing about the outstanding items and requesting payment (appendix 1).
  - a. Outstanding items may be paid by cash or cheque
  - b. The \$10 admin fee will not be applied if the outstanding items are paid within seven (7) days from the receipt of the letter
  - c. The \$10 admin fee will be applied if payment is made after seven (7) days from the receipt of the letter.
  - d. The letter will be copied to the Pastor
5. If after the letter there is no response within fourteen (14) days from receipt of letter, the PEC Treasurer/Tuition Representative shall contact the family in confidence by phone and send a letter by mail/email to the family home (appendix 2).

6. If there is no response to the second letter (appendix 2), or no resolution has occurred, the matter will be referred to the next in-camera session of the PEC.
7. After discussion at the in-camera session, the PEC will decide on the action to be taken. Any decision made by the PEC may be appealed to the Pastor.

**Please note that all discussions and correspondence will be considered confidential.**

### **Notice of Arrears**

Dear

Re: Student Name – Notice of Arrears

Our records show that tuition for the month of \_\_\_\_\_ is outstanding as the bank returned the cheque/electronic withdrawal as NSF.

Please bring in your \_\_\_\_\_ tuition in cheque or cash to the school office at the earliest.

An admin fee of \$10 is applicable to items returned as NSF. However, this admin fee will be waived if the payment is made within seven days from the receipt of this letter.

As we wish to settle all accounts by the end of each month, your prompt attention to this matter would be appreciated.

In case of any questions, please do not hesitate to contact <First Name> <Last Name>, PEC Treasurer/Tuition Representative at 604 XXX XXXX or by email at \_\_\_\_\_.

Sincerely,  
PEC Treasurer/Tuition Representative  
St. Joseph the Worker School

cc: Pastor

### **Notice of Delinquent Bills**

Dear

Re: Student Name – Notice of Delinquent Bills

Our records show that there is an outstanding amount of \$\_\_\_\_\_ (amount will now include the \$10 admin fee) against your account for tuition for the month of \_\_\_\_\_.

You are requested to bring your tuition account up to date at the earliest possible.

In case of any questions please do not hesitate to contact <First Name> <Last Name>, PEC Treasurer/Tuition Representative at 604 XXX XXXX or by email at \_\_\_\_\_.

Please note that as per policy (page B6), if no response or payment is received within seven days from the receipt of this letter, this matter will be referred to the in-camera session of the upcoming PEC meeting for a resolution.

Sincerely,

PEC Treasurer/Tuition Representative  
St. Joseph the Worker School

cc: Pastor

## **DAILY DISMISSAL POLICY**

*Approved: Pre-2000*

When children are repeatedly left after dismissal or picked up after supervision has ended, the parents/guardians will be contacted by the principal.

## **EMERGENCY DRILLS POLICY**

*Approved: November 21, 2023*

St. Joseph the Worker School will conduct regular emergency drills throughout the year to ensure the safety of all students and staff. The frequency will be in compliance with the Ministry of Education.

## **FIRE PROCEDURES**

**Fire drills are practiced a minimum of six (6) times throughout the school year.**

- The fire panel is located in the main foyer by the front door. The key to the panel is kept in the top right-hand drawer of the secretary's desk.
- The school secretary calls SecurTek to inform them that the drill will be taking place.
- When the fire bell rings, the teacher instructs students to stop what they are doing and line up single file at the door. If the main classroom door is unsafe, students will line up at the interior door and exit through the adjoining classroom.
- The teacher takes the emergency bag from the hook near the door and leads the students out of the classroom directly outside. Students are to walk quickly and silently. If another adult is in the classroom, that adult follows the line. The last person out closes the door.
- Classes line up in the muster area that is coned off in the parking lot.
- Students out of the classroom at the time of the alarm should exit the school by the nearest door and meet their class at the designated meeting area.
- Any parents/visitors/office staff exit the building by the closest exit.
- Immediately upon arrival at the assembly area, the teacher takes attendance and sends a student to report to the Principal (or person in charge), identifying whether all students are present or any are missing.
- The Principal records data by class in the EMERGENCY DRILLS log book.
- Once roll call is completed and all students are accounted for, the Principal or secretary enters the building, resets the fire drill panel and blows the air horn 3 times to signify that it is safe to reenter the building.
- Students and staff walk silently back into the building.
- A debrief of the fire drill will be included in the next staff meeting agenda.

### **Drill Procedures for Administrator:**

- Fire drill panel by the front door is activated.
- Students, staff, and visitors evacuate the building.



- Attendance is taken for each class.
- Secretary or Principal enters the school and resets the alarm switch.
- Principal announces that it is safe to re-enter the building.
- Fire alarm log book is filled out to show date of drill and comments

## **EARTHQUAKE PROCEDURES**

**Earthquake drills are practiced a minimum of four (4) times throughout the school year (including a full release drill).**

- The Earthquake Early Warning System (EEWS) is set up at St. Joseph the Worker School to warn if an earthquake is about to occur.
- When the early warning alarm sounds, students and staff should:
  - DROP to the floor, taking cover under a desk, facing away from windows.
  - COVER head and neck with one arm
  - HOLD on to whatever is providing cover to prevent it from falling away during shaking.
- When the shaking stops, instruct students to stay in their safe spot, with their head covered.
- Count to 60 in a loud voice. Determine safety after this count. Count to 60 again if it is not safe.
- Instruct students to come out from under their safe spots and do a rapid body survey. Look to see if others are in need of assistance. Report any injuries.
- Instruct students to get backpacks and coats if possible and line up, silently and single file, and prepare for evacuation. Take an emergency backpack from the hook near the door.
- Determine the safest exit route and proceed to the designated area outside.
- Teachers count students/take attendance and report to the Principal.
- The Principal records data by class in the EMERGENCY DRILLS log book.
- In the event of an earthquake, emergency ID tags are distributed, students are directed to their colour stations (grouped according to last name so siblings are together), and staff members report to designated stations to assume emergency roles and duties.
- NOTES:
  - Students out of the classroom at the time of an earthquake should take cover under the nearest table or desk and follow the procedure, meeting their class at the designated meeting area.
  - Classes in the gym or music room will follow the same procedures and meet the rest of the school at the assembly area after evacuating from the Parish Centre.
  - If an aftershock occurs while exiting the building, students will Drop, Cover and Hold until the shaking stops, crouching rather than dropping to knees to avoid injury from debris.

Drill Procedures for administrator:

- Students, staff, and visitors evacuate the building.
- Attendance is taken for each class.
- Log book is filled out to show the date of drill and comments.
- EEWS report is filled out and sent to CISVA if necessary.

## **LOCKDOWN PROCEDURES**

**Lockdown drills are practiced a minimum of three (3) times per school year.**

- Anyone discovering an intruder in the building gets the information to the school office immediately.
- Lockdown notification is issued over the P.A. system by pressing “Page” on the office phone. Students, staff and visitors in the hallway, washrooms, and other unsecured areas should be directed to the nearest classroom or secured space.
- Principal or designate calls 911.
- Teachers lock classroom doors, close and lock windows, close blinds and turn out lights.
- Students sit close together underneath windows as close to the outside wall as possible.
- Teacher reassures students and keeps them as quiet as possible. If movement is necessary, teacher crawls as low to the ground as possible.
- Teacher takes attendance and prepares a list of missing and extra students in the room.
- All stay in position until instructed by police or school official to move. Teacher reports attendance to office or person in charge.
- Any students and staff who are caught outside when it is not safe to enter the building should proceed to the parish office and remain there until instructed to return to the school
- NOTE: In the case of an emergency situation in the area but outside of the building, a non-emergency preventive lockdown may be held. In this case, doors and windows would be locked and blinds would be closed, and teachers would continue teaching. Everyone would remain inside the school building.

## **FIELD TRIP POLICY**

*Approved: November 21, 2023*

Field trips related to curriculum studies are an integral component of education. Teachers and supervisory parents will closely supervise all activities outside of the school. All information, including time and place of the field trip will be provided by the school prior to any such event.

All students must have written parental consent prior to participating in a field trip. Parental consent forms will be kept at the school office. All students are required to be in uniform unless otherwise informed by the teacher. Students must have the required clothing and supplies in order to participate in the field trip.

### **Parent Drivers and Supervisors**

If possible, buses will be used to transport students to and from venues. When parent drivers are used, teachers will assign students into cars. Parents may **not** organize which students they will drive, or which car their child will go in without prior teacher approval for special circumstances.

As these are school functions, a designated number of parent supervisors may be required. Teachers will take the number of parents required for effective supervision and transportation.

Parent helpers may be assigned a group of students for supervision. Students are expected to respect parents in this role as the “adult in charge.” Parent supervisors should devote their undivided attention to the students in their care, and are responsible for the safety, supervision and behaviour of the students. They should report all concerns to the teacher-in-charge.

In the event a student breaches school guidelines for appropriate behaviour during a field trip, parents and school administration will be notified and the student transported home or to school as soon as possible.

### **In cases where private drivers are required to transport students, the following will apply:**

- Volunteer drivers must have an up-to-date Criminal Records Check completed through the parish.
- Volunteer drivers must complete the volunteer driver form and submit it to the school office.
- Volunteer drivers are covered by an additional Archdiocesan insurance for excess third-party liability. They must have a valid driver’s license and insurance on the vehicle; a copy of which must be submitted to the school office before the field trip.
- The mechanical condition of the vehicle is the responsibility of the parents who volunteer its use.
- The vehicle will only carry the allowed number of passengers.
- Every passenger must wear a seat belt.
- No child may be in a front seat with an airbag.
- Students under 12 years old must not travel in the passenger front seat of a vehicle.
- A child who requires a car seat or booster seat should bring it to school and use it for their field trip.

- Parent drivers are to drive directly to and from the destination without stops for shopping or snacks.
- Parent drivers are to refrain from purchasing treats for the children in their group unless directed by the teacher
- All drivers must carry emergency contact information for the duration of the field trip.
- Drivers are responsible for supervision of students traveling in their vehicles at all times.
- Drivers must not bring along babies or toddlers when transporting students on field trips.

### **Ski Program (Grades 5, 6, and 7)**

The Grades 5, 6, and 7 classes will participate in a four session ski program in January on one of the local mountains. Students will have the opportunity to choose either skiing or snowboarding and can rent the required equipment if needed. All students will participate in lessons and will be grouped based on their abilities. As such, beginners, intermediate and advanced skiers and snowboarders will all learn at the appropriate level. Students will spend half of the session in lessons with qualified instructors, and will spend the other half of the session in small groups supervised by parents or teachers.

### **Outdoor Education (Grade 7)**

The outdoor education program is an integral part of the Grade 7 curriculum at St. Joseph the Worker School. It is a four-day camp that usually takes place in April. The trip is an introduction to outdoor and experiential education with a focus on both individual challenges and team building. Through a range of outdoor activities such as archery, rock climbing, the low ropes course, the high ropes course, canoeing, wilderness learning, campfires, prayer services and wide games, students support their classmates and bond through shared experiences and challenges. The objective of the outdoor education program is to encourage confidence, cooperation, responsibility and leadership.

Students will sign a code of conduct contract before participating in the outdoor ed program. In the event of a student breaching the terms of the code of conduct, parents and school administration will be notified and the student will be transported home as soon as possible. Behavioural expectations will be reviewed at length in class before the trip.

## **FILING PEC DOCUMENTS POLICY**

*Approved: December 2000*

The PEC of St. Joseph the Worker School must retain one copy of each financial statement and financial information for a period of seven (7) years. The PEC will keep one copy of the approved minutes of each PEC meeting (in and out of camera) indefinitely. A copy of each member's report will be kept with these approved minutes. The PEC will keep all original correspondence received by the PEC indefinitely. All the above-mentioned files will be kept in St. Joseph the Worker School in a secured filing cabinet. All documents produced and received by the PEC representatives are the property of St. Joseph the Worker School.

## **FIRST AID TRAINING AND RETRAINING OF STAFF MEMBERS POLICY**

*Approved: November 2017*

Rationale:

St. Joseph the Worker Elementary School is committed to ensuring that staff members are qualified to administer emergency first aid - level one - to students.

Policy:

All staff members are to be trained in first aid within the first two years of permanent employment. Once a staff member is initially trained, the school will provide and the staff member will take first aid retraining every three years ("the retraining requirement"). The school will have complied with the retraining requirement if the retraining is completed within the academic year of the third year since a staff member was initially trained or subsequently retrained.

## **HANDLING FUNDRAISING MONEY POLICY**

*Approved: January 2001*

All money collected by the fundraising committee must be deposited immediately into the bank or stored in the Parish Office until a bank deposit can be made. All collected fundraising money must remain on the parish property until deposited into the bank.

## **HARASSMENT AND BULLYING PREVENTION POLICY**

*Approved: February 11, 2014; Revised: January 14, 2020*

### **Rationale**

St. Joseph the Worker School strives to create a positive school environment thereby lowering psychological and physical aggression leading to prevention and control of bullying behavior.

1. St. Joseph the Worker believes in the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.
2. St. Joseph the Worker outlines in this policy what is considered unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
3. There are clearly outlined consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any.

Strategies to teach and support bullying prevention include:

- a) differentiated learning (listening, role-playing, retelling);
- b) a variety of opportunities for achievement and success – in particular the “Positive Schools” in the K-7 programming and strategies;
- c) positive teacher/student/parent relationships;
- d) social commitment (e.g. Understanding the “bigger picture” of how we relate to each other);
- e) clear expectations of behavior and personal responsibility;
- f) specific classroom lessons devoted to teaching acceptance and tolerance;
- g) positive teacher role models who display consistently appropriate behaviours and attitudes favoring a culture of respect.

Bullying is taken seriously and will not be tolerated in the classroom or on the school grounds of St. Joseph the Worker School. We encourage all students to report all acts of bullying to staff members, teacher, parent supervisor or Principal. Teachers and/or administrators will inform parents of actions to be taken. Repeated verified acts of bullying can result in suspension and may lead to expulsion (please refer to Step 2 of Procedure for details).

## **Definition of Bullying (as per CISVA Policy 408)**

**“Bullying is a pattern of repeated actions targeted at a person in a deliberate manner, intended to reduce the perceived power that person has over the situation or to harm that person.”** All acts of bullying have the characteristics of being dehumanizing, intimidating, humiliating, threatening, and evoke fear of physical harm or emotional distress in the person being targeted.

Bullying encompasses a wide range of behaviours within a relationship between a dominant and a less dominant person or group where:

- an imbalance of the perceived power is manifested through aggressive actions.
- repeated physical or psychological (verbal and social) abuse occurs.
- continuous and targeted negative interactions occur either directly (face-to-face) or indirectly (gossip, exclusion).
- repeated and directed negative actions occur with intent to harm, which can include some or all of the following:

i. Physical actions

Physical actions are described as punching, kicking, biting and initiating unwanted actions intended to hurt the person’s body, damage belongings or make the person feel badly about himself or herself;

ii. Verbal actions

Verbal actions can take the form of threats, name calling, insults, racial and cultural slurs or inappropriate jokes and/or comments. Also includes sexual harassment such as when a person or group hurts another person by taunting or discussing sensitive sexual issues, creating sexual rumours or messages, and making derogatory comments on a person’s perceived sexual identity;

iii. Social exclusion

Social exclusions can manifest itself in such actions as spreading rumours, gossiping, and targeted physical exclusions.

iv. Cyber bullying

Cyber bullying can be defined as the use of Information and Communication Technologies (ICT), particularly social media websites, mobile phones, text messages, photographs, the internet, or email, deliberately to upset or target someone else. It can be an extension of face to face bullying, providing the bully with anonymity. It is important that awareness is raised of this type of bullying and that there is an understanding of what cyberbullying is and how it differs from other forms of bullying. It is important that, as with all issues of bullying, this issue is dealt with sensitively.

There are action areas that may help in the prevention of cyberbullying:

- Understanding and talking in both home and at the school about what cyberbullying is
- Promoting the positive use of technology both in schools and at home
- Evaluating the impact of prevention activities and adjusting as needed

For resources on cyberbullying and strategies to create safe Internet practices in the home, see school administration.

## **GUIDELINES - Roles and Responsibilities**

### **St. Joseph the Worker Students are expected to:**

- promote a positive and caring environment by following the Positive Schools guidelines and rules
- refuse to bully others or to be a bystander to acts of bullying
- actively participate in school-wide and classroom Erase Bullying initiatives that currently exist in all classrooms (taught through Health and Career Education and Religion)
- report all acts of bullying they may experience or observe to appropriate school personnel

### **St. Joseph the Worker School Staff are expected:**

- provide a supportive environment that upholds Gospel values and encourages positive relationships between students, staff, and parents/guardians
- address bullying behaviour in a time and age-appropriate manner;
- implement classroom and school-wide bully-free strategies comprised of bully prevention programs, investigation of reports of bullying, intervention and follow-up;
- keep lines of communication open between home and school;
- encourage and teach students to report incidents of bullying behaviour;

### **Parents, Guardians, Parish and Community Members of St. Joseph the Worker School are expected to:**

- contribute to a safe, caring and respectful school community;
- educate themselves as to what bullying behaviour is and is not
- educate and promote responsible use of technology at home
- appropriately model and monitor use of technology at home (e.g. know all passwords of child(ren)'s social media platforms)



- inform the school, via the classroom teacher, if bullying actions are suspected;
- work collaboratively and cooperatively with the school to resolve identified incidents of bullying.

### **Safety and Students with Special Needs**

Some students with special needs present particular challenges because of the nature of their disabilities. Although their actions may initially present themselves as fulfilling some of the above-mentioned criteria for bullying, it is important to note that students with severe needs may be unable to comply with the code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature. These behaviours should be overseen by school staff in the form of an individualized safety or behaviour plan for that particular student. It should be noted that Safety Plans include not only the safety of the particular student, but the safety of all students and staff.

### **Policy Communication:**

The school administration will review this policy at the beginning of each school year with all staff members and with parents/guardians during school-wide gatherings, such as Meet the Teacher Evenings and Parish Education Committee AGMs.

## **HEAD INJURY OR SERIOUS INJURY POLICY**

*Approved: Pre-2000*

1. Do not move child if severely injured. Send for first aid person immediately. Control any bleeding with pressure, cover child and reassure him/her. Call 911 from Religious Education Office. (Keep calm).
2. If a child has been injured and medical attention is required:
  - a) first call parents or emergency contact.
  - b) call family doctor to advise if parents or emergency contact cannot be reached.
  - c) if the parents or emergency contact is not available the child will be taken to the Richmond Hospital Emergency or the family physicians office on the advice of the family doctor. In the event of a serious injury then 911 will be contacted to assess and transport the patient to the nearest emergency room (Richmond Hospital).

## **HOMEWORK POLICY**

*Approved: Pre-2000; Revised: November 21, 2023*

Homework is an important skill that needs to be developed gradually over the elementary years. It will consist of unfinished class work, studying for tests and reinforcing skills taught in class. Projects will be assigned not only as an enrichment tool but also to help students learn organizational and long range planning skills. Students should always challenge themselves to use their time and effort wisely to produce quality work.

### **Homework in the Primary Grades**

Homework is an important skill that needs to be developed gradually over the elementary years. It can consist of reading aloud, assignments or learning tasks to reinforce concepts taught in class, (i.e. spelling, math facts, games) and it may also include unfinished class work.

### **Homework in the Intermediate Grades**

Homework times may vary depending on the individual student. Time management is important both in class and in completing multi-day assignments so that the time to complete this work does not add up and become unmanageable by the due date. If a parent finds that the length of time that a student is spending on homework is of concern or is consistently outside these time expectations, the classroom teacher should be contacted to discuss the situation.

### **Student Planners**

Each student in Grade 1-7 has an individual student planner in which he or she records homework assignments and due dates. Parents are encouraged to monitor their child's planner to see that it is being used effectively since the planner is an excellent communication tool between the school and home.

### **Illness**

When a child is absent due to extended illness, parents should contact the classroom teacher to make plans for the completion of missed work. Students in turn then should make a reasonable effort to complete as much as missed work as possible.

### **Vacation**

Parents are strongly discouraged from taking their child on vacation during school time. In the event a child is missing due to vacation, assignments will not be given ahead of time. Upon the return of the student, some school work will be required for assessment purposes and students will receive the accumulated missed school work. In some cases, concepts will be missed and the student's progress may be affected. Parents or a tutor will be required to teach missed concepts outside of school time.

## **HOT LUNCH POLICY**

*Approved: Pre-2000*

The hot lunch team is made up of one Hot Lunch Coordinator and seven Hot Lunch team members.

- One member of the hot lunch team must be Food Safe Certified. This individual/s must be present on any hot lunch day in order to ensure that safe food handling practices are observed.
- The hot lunch team must be **aware of the food allergies/restrictions for specific children**, as documented on the food allergy list obtained from the school office.
- All food sold within the school must conform to the BC Provincial Guidelines for Food and Beverage Sales in BC Schools 2007.
- Parents are responsible for not ordering hot lunches that may potentially cause a reaction for their children. Parents are responsible for forwarding any queries regarding the food being served to the Hot Lunch Coordinator, care of the school office.
- For school lunch events (i.e. Walkathon lunch, Hunger lunch, and Fun Day lunch), parents of children with allergies/food restrictions are responsible for providing the Hot Lunch Coordinator with instructions on the type of food to serve their child during the event. The hot lunch team is responsible for carrying out these instructions, as long as it is within reason and fits into the scope of the event. If the instructions are outside of the scope (i.e. requires a lengthy time to prepare given the hot lunch team's resources) for the hot lunch team, it is the parent's responsibility to attend the event and oversee their child's lunch personally.
- It is the policy that any hot lunches for children not served on the day as a result of absence from school will be given away or sold to others who want it. The hot lunch will not be saved or given to a sibling of the absent child.

### **Responsibilities**

The Hot Lunch Team comprises the Hot Lunch Coordinator and the Hot Lunch Team Members. Their duties are outlined as follows.

The Hot Lunch Coordinator is responsible for:

- Liaising with the Principal and Staff to determine and schedule hot lunch dates for the school year.
- Acquiring the food allergy/restrictions list from the school office at the beginning of the school year and informing each member of the hot lunch team, including student helpers, of those affected students.
- Organizing and attending Walkathon, Hunger and Fun day lunches and delegating specific tasks to each Team Member per event.
- Acting as a parent contact on any hot lunch related matter.
- Ensure that each Hot Lunch Team Member review guidelines and procedures at least annually.

- Maintaining the hot lunch coordinator binder, ensuring it has up-to-date information (i.e. current menu item pricing) at all times and removing any irrelevant or outdated information.

A Hot Lunch Team Member is responsible for:

- Attending the hot lunch meetings.
- Attending each hot lunch date and serving the hot lunch to an assigned grade.
- Performing assigned or chosen tasks as directed by the Hot Lunch Coordinator.

## **MEDICATION POLICY**

*Approved: Pre-2000*

If any child needs to receive medication at school it should be put in a plastic bag (with a spoon if required) and left with the secretary at the office and she will administer it to them at the appropriate time.

EpiPens will be kept in a central location - at the office. Parents must supply the school with a child's EpiPen with their name and picture in a plastic bag (it is the parents responsibility to ensure that the EpiPen is current). Students with EpiPens or other serious medical conditions will have their pictures posted in the Staff room for emergency identification purposes unless the parent requests otherwise in writing.

Students with inhalers will be permitted to keep their medication with them during the school day. All other medication must be reported to the teacher and secured in the office.

It is the parent's responsibility to inform the school of any changes to the medication needs of their child. If necessary, parents must update information contained on emergency form kept on file in the school. Parents are responsible for ensuring that when their child is on a field trip they have their medication needs discussed with and provided to the teacher.

## **PARENT PARTICIPATION POLICY**

*Approved: Pre-2007;*

*Revised: June 2007, November 17, 2009, March 6, 2018, November 21, 2023*

### **Rationale:**

As an independent Catholic school, St. Joseph the Worker Elementary School ("the School"), is dependent upon funding from a number of sources in order to operate. The main sources of funding are government grant, parish subsidy and tuition fees. As the total amount of funding from these three sources is not sufficient to balance the School's budget, the School requires funding from other sources, one of which is the Parent Participation program ("the Program").

The main purpose of the Program is to save or make money for the school and to support some of the school and joint parish-school programs. A secondary and equally important purpose of the Program is to promote active participation by parents in the day-to-day operation of the School thereby fostering a spirit of community amongst parents and staff.

**Policy:**

Parents are required to participate in the operation of the School through the Parent Participation program (“the Program”). The School will provide to the Parents various opportunities for service, either through a year-long permanent job or through the completion of a minimum of 40 hours of service by performing specific jobs individually or in a work team.

Completed hours will be recorded by the Parents on a regular basis. The Parish Education Committee (“the PEC”) is responsible for monitoring the Program, including being responsible for approval of and direction of any parent or parent group working or acting on behalf of the school.

*Non-compliance*

To ensure fairness and to protect the integrity of the Program, families that do not complete the required 40 hours are billed \$20 per hour. A family that does not complete any hours will be billed \$800. Please note, however, that parents’ participation in this program is mandatory and becomes one of the criteria for re-enrollment.

*Appeals*

When a family has received a bill for incomplete parent participation hours, an appeal may be made to the PEC. In order to commence an appeal, a letter setting forth the grounds must be submitted to the Chairperson of the PEC no later than seven (7) days after receiving the notice of forfeiture. The matter will be discussed at the in-camera portion of the next meeting of the PEC at which time a decision will be made. Once said decision receives approval by the Pastor, it will be considered final.

*Substitution*

If a parent is unable to perform the assigned Parent Participation duty the parent is required to arrange for a qualified substitution. The PEC has determined that the only acceptable substitutions are as follows: a spouse, another parent who will exchange days, or a substitute that has been pre-approved by the principal for school assignments. Note that family employees and extended family are not acceptable substitutions. The school shall dismiss an unsuitable substitute and the family will then have failed to complete the scheduled parent participation duty, triggering forfeiture of the applicable amount of the deposit.

The funds received as a result of incomplete parent participation hours will be allocated by the PEC to be used for purposes that are considered a priority.

## **Changing Between Hourly and Assigned Parent Participation Positions**

*Approved: January 18, 2011*

When a parent leaves an assigned job during the course of the school year (e.g. lunch supervisor, office aid ...) to move to an hourly worker position, the family will be required to complete the percentage of 40 hours that equals the percentage of months remaining from the last day of their job to June 30. For example, a library aid leaves the library position at the end of December. Six of ten months remain until June 30, so the family is required to fulfill 60% of the 40 hours, which is 24 hours. In reverse, if a parent leaves an hourly worker position for an assigned job the combination of total hours must equal or exceed 40 hours.

## **PERSONAL ELECTRONIC DEVICES POLICY**

*Approved: November 15, 2011*

To promote respect for the dignity of all members of our school community and to enhance student achievement and safety, the use of a personal electronic device (PED) by students is strictly prohibited in the school or during school related activities (such as retreats, field trips, sports events, etc.), unless explicitly given permission by a staff member.

Failure to comply with this policy may result in the confiscation of the PED and/or disciplinary action. The school assumes no responsibility for the loss, recovery, repair or replacement for any PED brought onto school property.

PEDs are to be kept out-of-sight, turned off and not used within school premises or during school-sanctioned events. To prevent the loss or damage of PEDs, the school encourages students to leave their PEDs at home.

Personal Electronic Devices (PEDs), for the purpose of this policy, are wireless and/or portable electronic handheld equipment that include, but are not limited to, existing and emerging Mobile Communication Systems and Smart Technologies (cell phones, smartphones, walkie-talkies, pagers, etc.), portable internet devices (mobile managers, mobile messengers, BlackBerry™ handsets, etc.), PDAs (Palm® organizers, pocket PCs, etc.), handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods®, Walkman™, etc.), digital or film cameras, digital or analogue audio recorders or video recorders (tape recorders, camcorders, etc.), spy gadgets (spy cameras, covert listening devices, etc.), and any other convergent communication technologies that do any number of the previously mentioned functions.

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

## **PERSONAL HARASSMENT POLICY**

*Approved: Pre-2000; Revised: June 29, 2012*

St. Joseph the Worker recognizes the rights of its staff, students and parents to function in an environment free from personal harassment.

Personal harassment means engaging in behaviour that is known or ought reasonably to be known to be unwelcome and shall include, but not be limited to, direct or indirect conduct, comment, suggestion, gesture, communication or physical contact which:

- i) is likely to cause offense, humiliation or intimidation to any person;
- ii) is unwanted or unwelcome, whether deliberate or unknowing;
- iii) interferes with an individual's job performance or learning environment;
- iv) has the effect of creating a hostile work or classroom environment

When the harassment is targeted and ongoing, it is often referred to as "bullying." The above conduct is separate and distinct from the normal discipline and evaluation that occurs within the daily operation of an elementary school.

### **Complaint Resolution and Grievance Procedure:**

#### **Student to Student**

- 1a. If a student believes that the conduct of a fellow student is inappropriate, even if that person did not intend his/her behaviour to be considered inappropriate and/or hurtful, then the injured person should tell the individual in what way their behaviour was inappropriate to them and ask them not to repeat it in future.
- 1b. If the student is uncomfortable speaking to his/her fellow student directly, then the complaint should be brought to the attention of their teacher. At the discretion of the teacher, they will work with the student to speak to his/her fellow student directly and their teacher may intervene on the person's behalf.
- 1c. If the student or their parent feels that their teacher is not responding in a manner that indicates that they are dealing with the issue in a reasonable amount of time (up to one week), then the complaint should be brought to the attention of the principal.

#### **Student to Adult**

- 2a. If a student believes that the conduct of a staff member or parent on school business is inappropriate, even if that person did not intend his/her behaviour to be considered inappropriate and/or hurtful, then the injured person should tell the individual in what way their behaviour was inappropriate to them and ask them not to repeat it in future.
- 2b. If the student is uncomfortable speaking to the staff member or parent directly, then the complaint should be brought to the attention of their teacher. At the discretion of the teacher, they will work with the student to speak to the staff member or parent directly and their teacher may intervene on the person's behalf.

2c. If the student or their parent feels that their teacher is not responding in a manner that indicates that they are dealing with the issue in a reasonable amount of time (up to one week), then the complaint should be brought to the attention of the principal.

### **Adult to Adult**

3a. If an adult believes that a staff member's or parent's conduct is inappropriate, even if that person did not intend his/her behaviour to be considered inappropriate and/or hurtful, then the injured person should tell the individual in what way their behaviour was inappropriate to them and ask them not to repeat it in future.

3b. If the adult feels that the staff member or parent is not responding in a manner that indicates that they are dealing with the issue in a reasonable amount of time, then the complaint should be brought to the attention of the principal.

If the harassment is deemed too serious to be dealt with on an informal basis the injured person should immediately document the incident(s) in writing and provide details regarding the harassment incident(s), including date, time and place. The injured person should bring the formal complaint, within one week, complete with the documentation to the teacher and the principal.

If the harassment is ongoing, or if a satisfactory resolution is not attained, the injured person should continue documenting the incident(s) in writing, providing details regarding the harassment incident(s), including date, time and place and provide the documentation to the principal. The injured person and the principal should work together to establish a reasonable timeline for a resolution.

If the injured person feels that the principal is not dealing with the issue within this established amount of time, then the injured person should bring the formal complaint, in a timely manner, complete with the documentation, to the PEC.

Once such a formal complaint is received, the PEC will investigate the complaint. While steps will be taken to preserve the confidentiality of the complainant, the complainant should understand that the alleged harasser(s) will be made fully aware of the details of the complaint and will be given an opportunity to respond. In addition, other persons who may have pertinent information may be interviewed. The complainant will be advised of the outcome.

Where the allegations of the harassment are found to be valid the PEC and Principal will determine what action should be taken against the harasser and what remedial steps if any should be implemented. Disciplinary action against the harasser may range from a reprimand to dismissal.

A complaint of harassment that is found to be initiated for malicious, frivolous or vexatious reasons will lead to disciplinary action against the complainant.



Where a complaint is found to be not substantiated, the PEC will privately inform the complainant and all other parties involved that the complaint was found not to be substantiated. No further action will be taken.

### **Responsibility:**

The responsibility of creating and maintaining a positive environment rests with all persons sharing the workplace. Staff, students and parents are expected to recognize and refrain from actions, which offend, embarrass or humiliate others, whether deliberate or unintentional.

All members of the community have an ongoing responsibility to respond immediately to stop an activity which undermines this policy, whether or not there has been a complaint. All members of this community have an equal responsibility not to make frivolous or vindictive accusations.

### **Addendum:**

Nothing in this policy is intended to preclude an individual's right to file a complaint with the Human Rights Commissioner.

Nothing in this policy is intended to deal with adult to adult assault which should be dealt with by the law.

## **PERSONAL INFORMATION PRIVACY POLICY FOR PARENTS AND STUDENTS**

*Approved: November 2017; Revised: November 21, 2023*

[Personal Information Privacy Policy](#)

## **PLAYGROUND EQUIPMENT SAFETY POLICY**

*Approved: January 2006*

The playground equipment will be inspected on a regular basis with defects being repaired before student use is permitted.

## **POTABLE WATER TESTING POLICY**

*Approved: May 16, 2017*

The Ministry requires that schools have their potable water tested bi-annually to ensure that its quality complies with water management best practices and the Drinking Water Protection Act. Schools are required to work with our local Health Authority to complete

initial water testing to ensure potability. Testing should be for metals, and in particular, lead. Testing will be coordinated bi-annually by PEC Maintenance.

Procedure:

1. Contact the testing lab. The lab will send the bottles for samples of the water along with specific instructions on how to collect the samples.
  - a. Caro Labs has worked with CISVA schools in the past to provide this testing (<https://caro.ca/water-testings/>).
2. Secure sample of water from all water fountains and taps.
3. Once samples are collected, they must be sent to the Lab.
4. Share the results with your local Health Authority.
5. Tests should be conducted in May.

## **PROMOTION POLICY**

*Approved: Pre-2000*

All students in K-7 are automatically promoted to the next grade following the completion of assigned curriculum in their designated grade. Exceptions may occur when both parents and school agree it is in the best interests of the child to be assigned to another grade. Educational testing would be necessary in order to support such a decision.

## **REPORTING PERIODS POLICY**

*Approved: Pre-2000; Revised: January 2022*

There are two formal reports written for each student: in January and in June. There is an interim report sent out to parents in either late October or early November. Formal reports for students in Kindergarten - Grade 3 are written reports that include Proficiency Levels for all reported subjects. Reports for students in Grades 4-7 are a combination of written comments as well as Proficiency Levels for all reported subjects. The School also holds Parent/Teacher Conferences in the Fall and again in the Spring in order to facilitate discussions on student progress.

## **SAFE SCHOOLS COORDINATOR POLICY**

*Approved: May 16, 2017*

### **Rationale:**

Every child deserves an education free from discrimination, bullying, harassment, intimidation and other forms of violence. Student safety is paramount and can only be realized through ongoing focus on fostering safe and caring school communities and ensuring schools have appropriate prevention and intervention strategies in place.

**Policy:**

St. Joseph the Worker School will have a Safe Schools Coordinator monitoring the Online reporting of bullying and discrimination. The Safe School Coordinator is the Principal, Andrea Prout- Bernett.

The Safe Schools Coordinator will ensure that St. Joseph the Worker School has procedures in place to ensure all students are being educated in an environment that strives to be free from discrimination, bullying, harassment and other forms of violence.

The school has a variety of administratively vetted programs that promote Safe Schools. These programs may include but are not limited to:

- WITS Program (RCMP)
- Internet Safety (RCMP)
- DARE (RCMP)
- FRIENDS for Life (Mental health)
- Fin's Friends (CAN)
- I'm a Gift from God (CISVA)

St. Joseph the Worker School follows the BC Government program listed in following website: <https://www.bced.gov.bc.ca/sco/>

**SCHOOL FEES POLICY**

*Approved: Pre-2009*

As a member of the St. Joseph the Worker community we have the privilege of participating in both a vibrant parish and an excellent school. It is through the commitment and sacrifices of all parishioners that we can send our children to a Catholic School.

It is in the spirit of community building that all parents are expected to be participating members of the parish. Participation not only includes weekly use of offertory envelopes but also participation in the various ministries of the parish. Each family is encouraged to contribute by use of the offertory envelopes according to their financial means. Families who cannot afford to contribute should speak to the pastor.

School fees are paid on an in-parish or out-of-parish basis. **Families who are not using offertory envelopes on a regular basis and have not spoken to the pastor will be assessed out-of-parish fees.** All information concerning contributions is held in confidence by the pastor.

It is hoped that all parishioners will gladly share their time, talents and resources as we continue to build our Catholic community.

## **SERIOUS MISCONDUCT POLICY**

*Approved: Pre-2000; Revised: February 12, 2013*

Where a child is guilty of serious misconduct, the matter shall be reported to the Principal who shall take appropriate disciplinary action, which may include:

### **Suspension**

The parents will be called and the child sent home. The child may not return until the parents and Principal have met and agreed upon a suitable punishment. The suspension will be recorded and remain in the student's permanent file.

### **Expulsion**

The Principal must call the Chairperson of the Education Committee and the Pastor for the approval of the decision to expel.

Please refer to CISVA Policy 426 Suspensions and Expulsions for added information and legalities. ([www.cisva.bc.ca](http://www.cisva.bc.ca))

## **SPECIAL EDUCATION AND LEARNING ASSISTANCE POLICY**

*Approved: November 2017, Revised: November 21, 2023*

### **Rationale**

The Catholic School is a Christian community committed to students with special needs. 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." Our commitment is rooted in the fact that we are all God's children. (CISVA Policy Manual, section 421)

### **Inclusion**

St. Joseph the Worker School promotes an inclusive education environment in which students with special needs are fully participating members of a community of learners. 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 educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others. Students with categorical designations, including those with disabilities/diverse abilities in Categories K, P, Q, and R, will be provided with the services and support they need.

## **Placement**

**St. Joseph the Worker School** consults with the parents of a child who has special needs regarding the student's placement in an educational program. **St. Joseph the Worker School** will provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs indicate that his or her educational program should be provided otherwise. The emphasis on educating students with special needs 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.

## **Rationale**

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

## **Student Identification & Referral**

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 Activities**

For most students, the identification/assessment phase begins in the classroom, as the teacher observes possible learning and behavioural issues. The classroom teacher begins the first phase of the process, initiating in-depth, systematic classroom observation and evaluation. While beginning a comprehensive assessment of learning, the classroom teacher communicates informally with previous teachers or other colleagues who are familiar with the student's learning.

## **Student Referral**

If the pre-referral activities do not meet the learning needs of the student, the classroom teacher refers the student to Learning Resource. The case manager will conduct her/his own observations and assessments. This information is then used to develop a plan to support the student. A consent form is sent home to the parents.

Through consultation with the SBT, the classroom teacher may implement and assess new strategies within the classroom. If the student's needs are met, the classroom teacher documents the support the student requires and the referral process ends.

If the interventions are not sufficient, involvement of the Learning Resource department, which may include support from Learning Resource, is initiated. This may include further assessment.

## Individual Education Plans

Development of an Individual Education Plan (IEP) is required for any student who has a categorical designation through a psychoeducational assessment.

The following steps will be taken: Communication between school and home regarding the cause for concern and the need for further planning and development. This initial step should first be done in a meeting with the classroom teacher and parent(s). A SBT will be established, consultation between the members of the SBT will be ongoing, and assessment and evaluation will be ongoing.

Any student who has been identified as having a specific learning need and meets the criteria for a ministry designation **must** have an IEP.

At **St. Joseph the Worker School**, we invite parents to collaborate with the school to develop the IEP. Prior to the IEP meeting, a questionnaire is provided to the parents that aids them in sharing information concerning their child (parent voice). Their input is considered, along with input from the SBT and the student, when the classroom teacher and case manager draft the IEP. Once this process takes place, a copy of the IEP is sent to the parents as soon as it is practical.

## Reviewing the IEP

**St. Joseph the Worker School** meets with parents three times per academic year. Minutes are taken at each meeting and kept in the student's Special Education file in the office. 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. A note is made on the student's permanent record card.

## Communication and the Role of the Education Assistant

**St. Joseph the Worker School** employs Education Assistants (EAs) to support student learning. EAs work under the direction of the classroom teacher and the Learning Resource teacher. Teachers are expected to design programs for students with special needs. EAs play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Under the direction of a teacher, EAs may play a key role in implementing the program. While EAs may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents. EAs **do not** communicate student progress to parents. Communication about a student's progress and the student's day-to-day behaviours is the responsibility of the classroom teacher. In the event that it has been established by the SBT that an EA is to provide written information to the parents (e.g. Communication Book), the classroom teacher must review the content and

initial before sending it to the parents. Parents are to communicate directly with the classroom teacher if they have questions or concerns about their child's progress.

### **Additional Services**

The school will support students with diverse needs by accessing, as appropriate, specialists to work with students in different areas (speech/language pathologists, occupational therapists, etc.). Parents may be asked to share the cost of these services and/or use any extended medical or outside funding if possible.

Resources:

- British Columbia Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines
- Special Education Handbook, CISVA Policies, Procedures and Guidelines

## **SPORTS UNIFORMS POLICY**

*Approved: June 20, 2017*

### **Rationale**

The policy will assist in accounting for sports uniform distribution.

### **Policy**

All students participating in a school sports program must provide a deposit prior to the receipt of a sports jersey.

### **Procedure**

At the beginning of each sports season, the deposit is submitted to the school sports uniform coordinator. The deposit will be held during the season and will be returned to the school family when the uniform is returned to the school sports uniform coordinator. If the sports uniform is not returned by the date specified by the school sports uniform coordinator, the deposit will be forfeited.

## **STUDENT RECORDS POLICY**

*Approved: Pre-2000; Revised: January 2020, January 2022, November 21, 2023*

[Student Records Policy and Procedures](#)

## **SUPERVISION POLICY & PROCEDURES**

*Approved: November 2017, Revised; November 21, 2023*

### ***Student Absence and Attendance***

Teachers must take attendance and enter it online before 9:00am every morning and right after lunch. If a student will be absent from school, parents are asked to call or email the school office. If the school has not been contacted by the parents, a call will be made home by the office or a parent volunteer to determine the whereabouts of the student. This must be done in a timely manner with the aim of all phone calls to be completed by 9:30 am. If the school is unable to contact a parent, the emergency contact for the student will be phoned. If it cannot be reasonably assumed that the student is safe at home, the missing student protocol will be enacted.

### ***Missing Student Protocol***

If a child is found missing from the class, the following procedures will be followed by the teacher or other staff member:

1. Teachers and staff will immediately inform the Principal and search the immediate area, classrooms, hallways, washrooms and office area.
2. If the child has not been located, an announcement will be made to inform the staff that the child is missing.
3. If the child is still not located, the Principal will contact the RMP to report the child missing. A detailed description and picture of the student will be provided.
4. The Principal will contact the parents to inform them that their child is missing.
5. All non-essential staff will continue to search the school and school area.
6. An Incident Report must be completed by the adult who is responsible for supervision of the child.

### ***Student Sign In/Out***

Students who are arriving late (after 8:45 am) or leaving early must be signed in or out from the office.

### ***Before and After School Supervision Protocol***

Supervision begins at 8:25 am each school day. Assigned staff should be outside at that time. Staff have designated positions at which they are expected to supervise. The school doors open at 8:30 am and at that time students can enter and proceed directly to class. Staff supervisors should remain outside until 8:50 am, after which the doors will be closed and locked. All students arriving late will need to enter through the school main entrance and inform the receptionist that they are present.

After-school supervision begins at 2:50 pm and students are supervised until 3:05 pm (2:15 pm on Wednesdays). Once parents have arrived, they are responsible for the supervision of their child.



Parents are required to send the school an email or written notice if someone other than the parent or immediate family member will be picking up their child. If an unauthorized person comes to pick up a student, the student will remain under the supervision of the school until the parents are contacted. The school staff will release a student to a person who has been authorized by the parent through a phone call if the person is able to provide picture identification.

Each year, all staff will be made aware of any custody orders which are in place to ensure students are not released to the non-custodial parent without specific written permission.

All students who have not been picked up by their parents by 3:05 pm will be brought to the school office and their parents will be contacted.

### ***Student Conduct Before and After School***

Students must follow the same school rules on the playground before and after school as they do during school hours.

### ***Recess Break and Lunch Hour Supervision***

The supervision of our students is of the utmost importance and must be taken seriously. It is important that staff review the supervision schedule when a revised one is published. Both parent and school staff must be vigilant at all times and actively supervise students. Supervisors will ensure that they move around in order to see any students who may be behind play structures. Peer helpers in Grades 6 and 7 will assist outside during all recess periods and have a posted schedule.

## **TECHNOLOGY ACCEPTABLE USE POLICY**

*Approved: November 21, 2023*

[Technology Acceptable Use Policy](#)

## **THEFT AND VANDALISM POLICY**

*Approved: Pre-2000*

The Principal will deal with incidents of theft and vandalism. If a student is found to have committed either theft or vandalism, retribution to the victim will be made by the student who committed the act, and suspension will be considered at the discretion of the Principal.

## **TUITION REFUND POLICY**

*Approved: Pre-2009; Revised: November 21, 2023*

If you choose to withdraw your child from St. Joseph the Worker School once you have registered or re-registered your child, the school may lose all or part of the Government Grant, as well as the tuition with respect to your child.

The intention to withdraw must be submitted to the School Principal or P.E.C. Chair in writing, and must stipulate the last day that the child will be attending the school. This official notice of withdrawal must be dated, and signed by the parent(s) or legal guardian(s).

The first monthly tuition payment is made on June 1<sup>st</sup>, or for late registrants, after the completed registration form is submitted. This payment is non-refundable. If a student withdraws from the school by September 1<sup>st</sup>, no additional tuition payments will be deducted. During the school year, a student must give 30 days notice to withdraw from the school. Requests must be made by the 1<sup>st</sup> of the month to avoid paying tuition the following month. (For example, students must withdraw by October 1<sup>st</sup> to avoid paying tuition on November 1<sup>st</sup>).

When tuition has been paid on an annual basis, the same terms will apply, and the appropriate portion of tuition will be refunded.

## **UNIFORM POLICY**

*Approved: January 2001; Revised: February 9, 2016, Revised: November 21, 2023*

Our uniform supplier is **Neat Uniforms**, located at 1050 Boundary Road, Burnaby, B.C. V5K 4T3 Tel: 1-800 668-8261 or 604-205-7560 [www.neatuniforms.ca](http://www.neatuniforms.ca)

All uniform articles **must be purchased at this supplier's store to keep the uniform consistent** with the exception of socks and tights, which can be purchased wherever you like, but must conform to our uniform standard of being plain or cabled. The plain white standard golf shirts (no cresting or logo, sleeve length should be midway between elbow and shoulder) can be purchased at the store of your choice. Logo'd gym shorts and t-shirts are ordered through the school office.

The uniform requirements are as follows:

### **Boys:**

The boys must wear grey twill pants, crested or plain white standard golf shirt, grey or white trouser or crew length socks with no logo, all black shoes that sit below the ankle, closed toe, no high tops, boots, lights or wheels and school sweater (cardigan, pullover or vest).

### **Girls:**

The girl's uniform for Grades Kindergarten to Grade Three consists of a plaid tunic or grey twill trousers, crested or plain white standard golf shirt, white or grey knee high socks with no logo or white or grey tights, all black shoes that sit below the ankle, closed toe, no heels, high tops, boots, lights or wheels and school sweater (cardigan recommended, pullover or vest).

The Grade Four to Grade Seven girls must wear the plaid kilt instead of the tunic or grey twill trousers, crested or plain white standard golf shirt, white or grey knee high socks with no logo or white or grey tights, all black shoes that sit below the ankle, closed toe, no heels, high tops, boots, lights or wheels and school sweater (cardigan, pullover or vest).

Tunics and kilts must not be more than 3 inches above the knee or 1 inch below the knee. Girls are strongly encouraged to wear gym shorts under their tunics or kilts.

**Dress Requirements:** Students must have their uniform sweater, cardigan or vest with them at school at all times. The Grade 7 students may wear their grad hoodie in place of the uniform sweater.

### **Gym Strip:**

Kindergarten gym strip consists of school uniform and indoor runners. Girls must wear burgundy logo'd shorts under their tunic.

Grades One to Three gym strip consists of uniform golf shirt, burgundy logo'd shorts, socks and indoor runners.

Grades Four to Seven gym strip consists of white logo'd t-shirt, burgundy logo'd shorts, socks and indoor runners.

Children may come to school with gym strip under their uniform but must wear their regulation shoes in class and change into runners at gym time and for Assembly.

The logo'd gym shorts and t-shirts are ordered through the School Office.

### **Extra-Curricular Sports:**

Volleyball, basketball and track & field athletes are provided with team uniforms to be worn to all games. School gym t-shirts may be worn underneath the team uniforms.

School golf shirts are not to be worn under the team uniforms.

Cross-Country and Track athletes must wear burgundy logo'd shorts, white logo'd t-shirts, socks and runners to all meets.

### **Outdoor Recess:**

Non-gym runners may be worn at recess. There will be days when only boots will be acceptable outside wear. On hot sunny days and cold days the use of hats is encouraged at recess.

### **Accessories:**

Only burgundy, white, grey, black or hair colour discreet hair bands, barrettes, etc. are acceptable. No jewellery except for small watches and/or small simple discrete

bracelets, simple religious necklaces and stud or small discreet hoop earrings are permitted. Non dangly. This applies to both girls and boys.

**Hair:**

Kept neat and tidy and in keeping with the spirit of the school uniform. When participating in gym or extra-curricular sports, the teacher or coach may require longer hair be tied back from the student's face. Hair colour should be that of a natural colour (ie a colour a person could naturally have).

**Summer Uniform: (optional)**

**Boys:** Grey shorts, crested or plain white standard golf shirt, grey or white trouser or crew length socks with no logo.

**Girls:** Grey skort, crested or plain white standard golf shirt, white or grey knee high socks with no logo.

The summer uniform may be worn from Spring Break to Thanksgiving Weekend, unless otherwise specified in writing by the Principal.

The summer uniform shorts or skorts may be worn as gym strip during the time they are allowed as summer uniform.

**Additional Requirements:**

- Appropriate outerwear (raincoat, boots, mittens, etc.) is required on cold and rainy days as students will be sent out to play whenever possible
- When in school, all sweatshirts, jackets and any other non-dress code clothing must be removed
- Hats are not to be worn in the building
- Students must not wear make-up, nail polish or tattoos
- Jewelry is discouraged; small earrings that do not dangle below the ear may be worn
- Please consider the school a perfume-free area out of respect for those with allergies

Thank you for ensuring that your child is wearing the correct uniform, which is cleaned and in good repair. Please remember to label all clothing and supplies with your child's name.

If your child is out of uniform, you will be sent a note, which we ask you to return, signed so that we know you have received it. We thank you for ensuring that your child has the correct uniform.

## **USE OF THE ST. JOSEPH THE WORKER SCHOOL NAME, LOGO AND CREST POLICY**

*Approved: December 2000*

The St. Joseph the Worker School name, logo and crest are not to be embroidered, stenciled, screened and/or reproduced onto any unauthorized items. Only PEC approved items will bear the St. Joseph the Worker School name, logo and crest.

## **WEAPONS POLICY**

*Approved: Pre-2000*

Our policy concurs with the definition of a weapon in The Criminal Code of Canada, Sec. 82 "Weapon" means

- a) anything used or intended for use in causing death or injury; or
- b) anything used or intended for use for the purpose of threatening or intimidating any person.

Consequences:

Weapons of any kind are prohibited on any school premises and students who are found with weapons on their person or in their desk will be subject to severe disciplinary action.

1. When a principal has reasonable grounds to believe that a student has on either his/her person, or in a locker or desk, the principal will:
  - a) locate and confiscate the weapon;
  - b) inform the parents/guardians;
  - c) begin disciplinary action.
2. When a principal has reasonable grounds to believe that a student has displayed or brandished a weapon in a threatening or intimidating manner or assaulted another person with a weapon the principal will notify the parents/guardians, begin disciplinary procedures and may refer the matter to the police.