



# VANCOUVER COLLEGE

ELEMENTARY SCHOOL  
Student Handbook and Planner  
2019-2020

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This Planner Belongs to:

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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FACULTY & STAFF DIRECTORY  
2019-2020

**Administration**

John Nixon	<i>President</i>	Kelly Lattimer	<i>Business Manager</i>
Johnny Bevacqua	<i>Principal</i>	Michael Potusek	<i>Registrar</i>
Daryl Weaver	<i>Assistant Principal, Senior School</i>	Ronith Cogswell	<i>Director of Advancement</i>
John-Paul Cavalluzzo	<i>Assistant Principal, Middle School</i>	Anthony Murphy	<i>President Emeritus</i>
Barbara Seppelt	<i>Assistant Principal, Elementary School</i>		

**Department Chairs**

Larry Olson	<i>Applied &amp; Fine Arts</i>	Maureen Wicken	<i>Religion</i>
Scott Vass	<i>Athletics</i>	Juan Pineda	<i>Sciences</i>
Andrea Prout-Bernett	<i>Campus Minister</i>	Henry Budai	<i>Second Languages</i>
Michele Ozdogan	<i>English</i>	Matt Esaw	<i>Social Studies</i>
Cliona Ryan-Glennon	<i>Learning Centre</i>	Monica Beck	<i>Student Services</i>
Fani Zelis	<i>Mathematics</i>	Juan Pineda	<i>Technology</i>
Marilia Marghetti	<i>Physical Education</i>		

**Elementary School**

May Fu	<i>After School Care</i>	Karen Phee Hale	<i>Kindergartenden &amp; Learning Resource Teacher</i>
Br. Ed Conti	<i>Enrichment</i>	Megan Seraphim	<i>Kindergarten</i>
Stephanie Dong	<i>French</i>	Cathy Wolfman	<i>Kindergarten</i>
Paige Skinner	<i>Learning Resource Teacher</i>	Taylor Cherris-Wilding	<i>Education Assistant</i>
Sal Giacomazza	<i>PE &amp; Intramural Coordinator</i>	Nguyet Duong	<i>Education Assistant</i>
Lori Olson	<i>Music &amp; Library</i>	Niamh Ferguson	<i>Education Assistant</i>
Victoria Stelzig	<i>Grade 6</i>	Aoife Finlay	<i>Education Assistant</i>
Tricia Listecki	<i>Grade 5</i>	Holly Haughian	<i>Education Assistant</i>
Katerina Karidas	<i>Grade 4</i>	Allison Margharitis	<i>Education Assistant</i>
Lorida Robles	<i>Grade 3</i>	Lucy Rocha	<i>Education Assistant</i>
Nicolette Perry	<i>Grade 2</i>		
Sarah Parker	<i>Grade 1</i>		

### Middle School

Milan Milosevic	<i>Fine Arts (Band)</i>	Jacqueline Stewart	<i>Humanities</i>
Nicole McDonald	<i>Fine Arts (Drama)</i>	Cynthia Accili	<i>Mathematics</i>
Anthony Small	<i>French</i>	Fiona Li	<i>Mathematics, Sciences</i>
Todd Bernett	<i>Humanities</i>	JP Planta	<i>Mathematics, Sciences</i>
Marc Addison	<i>Humanities</i>	Michael Roselli	<i>Physical Education</i>
Kelly Bates	<i>Humanities</i>	Rob Kozikowski	<i>PE &amp; Middle School Coordinator</i>
Ryan Shams	<i>Humanities</i>	Michael Balogh	<i>Religion</i>
Carol Trentadue	<i>Humanities</i>	Chris Povey	<i>Sciences</i>
		Henry Budai	<i>Second Languages</i>

### Senior School

Herb Sommerfeld	<i>English &amp; Physical Education</i>	Killian Ryan	<i>Physical Education</i>
Michele Ozdogan	<i>English &amp; Religion</i>	Marilia Marghetti	<i>Physical Education &amp; Science</i>
Maureen Wicken	<i>English &amp; Religion</i>	Brian Taggart	<i>Planning &amp; IT Catalyst</i>
Simak Salehi	<i>English &amp; Social Studies</i>	Michael Balogh	<i>Religion</i>
Larry Olson	<i>Fine Arts (Band)</i>	Br. Charles Gattone	<i>Religion &amp; French</i>
Nicole McDonald	<i>Fine Arts (Drama)</i>	Laura Laberge	<i>Science &amp; Chemistry</i>
Euphemia Redden	<i>Fine Arts (Visual Arts)</i>	Marc de Asis	<i>Science &amp; Religion</i>
Michelle Rapier	<i>French &amp; Social Studies</i>	Sarah Wong	<i>Sciences</i>
Lilian Vernier	<i>Geography, French, Religion &amp; Grade 10 Coordinator</i>	Juan Pineda	<i>Sciences</i>
Paul Legg	<i>Humanities &amp; Career Education Coordinator</i>	Andrea Prout-Bernett	<i>Sciences, Religion &amp; Grade 12 Coordinator</i>
Christopher Seppelt	<i>Humanities &amp; Religion</i>	Shireen Cotterall	<i>Second Languages</i>
Lloyd Scrubb	<i>Information Technology</i>	Randy Duggan	<i>Senior Library</i>
Jason Lam	<i>Mathematics</i>	Matt Esaw	<i>Social Studies</i>
Paul Shin	<i>Mathematics</i>	Michael Mete	<i>Social Studies &amp; English</i>
Fani Zelis	<i>Mathematics</i>	Scott Vass	<i>Strength Training</i>
Enzo Nardi	<i>Mathematics &amp; Grade 11 Coordinator</i>		

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### Student Services

Monica Beck	<i>Personal Counsellor</i>
Greg Accili	<i>Academic &amp; Post-Secondary Counsellor</i>
Brian Taggart	<i>Academic &amp; Post-Secondary Counsellor</i>

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### The Learning Centre

Cliona Ryan-Glennon	<i>Learning Centre, Director</i>
Trixie Cruz	<i>Learning Resource Teacher</i>
Michael Balogh	<i>Education Assistant</i>
Nina Greaves	<i>Education Assistant</i>
Sally McCandless	<i>Education Assistant</i>
Patricia Silva	<i>Education Assistant</i>
Donna Trasolini	<i>Administrative Assistant, Learning Centre</i>

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### Support Staff

April Deutsch	<i>Administrative Assistant, Assistant Principals</i>
Catherine Cleveland	<i>Administrative Assistant &amp; Secretary to the Board of Directors</i>
Linda Foster	<i>Advancement &amp; Major Giving Officer</i>
Joanne Lin	<i>Advancement Services &amp; Alumni Relations Officer</i>
Chantal Coschizza	<i>Communications Officer</i>
Frances George	<i>Database Administrator</i>
Br. John Thorne	<i>Groundskeeper</i>
Rick Gazzola	<i>Maintenance</i>
Nenad Torbica	<i>Maintenance</i>
Lydia Yu	<i>Office Coordinator</i>
Mike Li	<i>Senior Accountant</i>
Jane Wong	<i>Senior Controller</i>

## **VANCOUVER COLLEGE: MISSION STATEMENT**

Vancouver College is a Catholic faith and learning community educating young men from diverse backgrounds in the tradition of Blessed Edmund Rice. Through its commitment to the Essential Elements of an Edmund Rice Christian Brother Education and being at one with the mission of the Church, Vancouver College focuses on the formation of the whole person, mind, body and soul, preparing students for lives dedicated to excellence, leadership, and service to Church and community.

## **VANCOUVER COLLEGE: VISION STATEMENT**

At Vancouver College, our vision as a Catholic faith and learning community is to strengthen the development of the whole person by enhancing opportunities in faith formation, academics, and extra-curricular and co-curricular activities. Committed to continuous improvements and innovation and supported by prudent financial stewardship, Vancouver College provides a safe and modern learning environment where faculty and staff create inspired, enriched and meaningful experiential learning opportunities that engage all learners. In the tradition of Blessed Edmund Rice and finding strength and support in community, we will more fully develop each student's moral and social conscience and leadership skills by fostering increased opportunities for meaningful service with our own local and global community.

## **THE CHRISTIAN BROTHERS: MISSION STATEMENT**

We, the Christian Brothers of St. Joseph's Province, Canada, gifted and called by the Spirit, experience the deep presence of Christ in ourselves, in each other in a caring community, and in those we serve in our mission of evangelization. We are sent by the Church to proclaim the Good News of the Kingdom to the People of God, particularly to today's youth; to the poor, especially to the materially poor; so that by our lives and apostolate of Christian education we may develop the awareness within them of God's loving presence.

## **THE ESSENTIAL ELEMENTS OF AN EDMUND RICE CHRISTIAN BROTHER EDUCATION AT VANCOUVER COLLEGE**

### **Introduction**

Blessed Edmund Rice received a unique gift from God: a Gospel that reveals Jesus Christ as present and appealing to him in the poor. Young men were among the poor people of nineteenth century Ireland without access to basic education and religious instruction. Edmund responded to this need by establishing schools as well as founding the Congregation of Christian Brothers in 1802. Schools conducted by the Congregation of Christian Brothers are now established throughout the world. Vancouver College was established in 1922.

Today, the Edmund Rice Christian Brothers of North America and their colleagues at Vancouver College reaffirm the essential characteristics of an Edmund Rice Christian Brother Education. Edmund Rice Christian Brother educational ministries, including Vancouver College, continue to assure mission effectiveness because they can test their faithfulness to Edmund's vision and their basic educational values against the background of clearly stated Essential Elements.

The Essential Elements of an Edmund Rice Christian Brother Education at Vancouver College find their source in ministry begun by Jesus Christ and their inspiration in the vision of Blessed Edmund Rice. These Essential Elements serve as a guide and standard at Vancouver College.

### **Preamble**

Blessed Edmund Rice was given the grace to respond to the call of Jesus by identifying with Christ in the poor. His example evoked a deep awareness of God's loving presence in all with whom he came in contact. He also awakened within them a consciousness of their dignity as children of God. He invited his followers to share the Gospel insight to reach out to the needy, especially the materially poor. The life of Blessed Edmund Rice – businessman, husband, father, widower, religious brother, teacher, and founder – challenges all involved in Christian Brother Education to live and teach Gospel values. His vision inspires the Essential Elements of an Edmund Rice Christian Brother Education at Vancouver College:

*"Edmund Rice was moved by the Holy Spirit to open his whole heart to Christ present and appealing to him in the poor." (1984 General Chapter).*

**In Ministry begun by Jesus Christ and inspired by the vision of Blessed Edmund Rice, a Catholic education at Vancouver College calls our faith and learning community to:**

*\*\*The sub-headings below have been enhanced for Elementary Students' understanding\*\**

### **1. EVANGELIZE YOUTH WITHIN THE MISSION OF THE CHURCH**

#### **Share his learned faith.**

- Proclaim the Good News of Jesus Christ in word and deed
- Permeate the entire curriculum, activities, and all other aspects of education at Vancouver College with the Gospel Message of Jesus Christ
- Encourage young people to a deeper relationship with Jesus Christ
- Provide opportunities for liturgies, retreats, vocation awareness workshops, and daily prayer.

### **2. PROCLAIM AND WITNESS TO ITS CATHOLIC IDENTITY**

#### **Demonstrate the desire and willingness to follow in Jesus' footsteps through his words and his actions.**

- Give priority to religious instruction with opportunities for faith formation and theological understanding
- Participate in the sacramental life of the Church and model a living faith through the prominent use of signs and symbols
- Foster devotion to Mary and the communion of saints
- Ensure that Catholic identity permeates all endeavours: all classes and activities, procedures and policies, services and programs

### **3. STAND IN SOLIDARITY WITH THOSE MARGINALIZED BY POVERTY AND INJUSTICE**

**Come to the aid of all those in need.**

- Promote policies and structures that reflect a climate of compassion for the poor and disadvantaged
- Include education and advocacy for peace, justice, global awareness, and care for the Earth
- Prepare students to work toward the creation of a just society
- Encourage ministry experiences that work with and serve the poor and marginalized
- Support mission areas at home and abroad
- Establish tuition and scholarship policies that open educational opportunities to the poor and disadvantaged

### **4. FOSTER AND INVIGORATE A COMMUNITY OF FAITH**

**Be an active member of our faith and learning community through prayer and servant leadership.**

- Provide a disciplined, safe atmosphere in which students are free to grow and to take responsibility for their own learning and for the life of the community
- Sustain compassionate, respectful relationships among all stakeholders
- Be in union with the Church through commitment to service and formation of community
- Encourage faculty and staff to give daily witness to their integral role in communal faith formation
- Embrace the human condition and welcome God's healing

### **5. CELEBRATE THE VALUE AND DIGNITY OF EACH PERSON AND NURTURE THE DEVELOPMENT OF THE WHOLE PERSON**

**Treat everyone with respect and dignity, celebrating each person's unique gifts.**

- Promote respect for each individual as created in the image and likeness of God
- Value the diversity of the human family and seek to reflect local diversity among the students, faculty, and staff
- Promote strong programs of personal, professional, and pastoral care
- Offer co-curricular activities and programs that are important to students' holistic education
- Strive to provide just remuneration for faculty and staff

### **6. CALL FOR COLLABORATION AND SHARED RESPONSIBILITY IN ITS MISSION**

**Be actively involved in the faith life of the school.**

- Empower all members of the community to share in the mission
- Work with parents who are the primary educators
- Collaborate with Edmund Rice Christian Brother ministries on local, regional, and international levels.
- Foster a deeper understanding of the vision of Blessed Edmund Rice
- Promote active participation in governance by boards and diocesan officials

### **7. PURSUE EXCELLENCE IN ALL ITS ENDEAVOURS**

**Strive to do his best in all he does.**

- Promote a strong academic curriculum and cultivate a desire for excellence
- Develop an educational culture that fosters the growth of the whole person, higher-order thinking, and lifelong learning

### **EDMUND RICE: A VISION**

The vision, which must be part of the fabric of the work of all Christian Brothers' Schools, finds its roots in the vision of Brother Edmund Ignatius Rice. In the early eighteen hundreds, Edmund's apostolic work led to the formation of the Congregation of Christian Brothers, an order of laymen dedicated to the education of youth. Edmund Rice looked on the world that God had made. For himself, he found it good. Around him, however, he saw others whose world was blighted -- the poor, despoiled of their birthright, wounded by sin and ignorance. He saw the children of the poor, who could not come to Christ because there was no one to lead them. His heart filled with compassion, he opened his arms to them, and took them into his own care. In receiving them, he welcomed his Lord and Master. The children responded. They learned to grow in wisdom and grace as Edmund prepared them for their life's work, explained their faith to them, all the while comforting, convincing, correcting them with the kindly patience of a father. By doing, he taught them. He opened his heart so that the glorious gospel of Christ might reach these children with its illuminating rays. Those who continue the work of Edmund Rice must have the faith that what develops the human person can lead to God. It is in this spirit that all tasks should be undertaken. The world today, war--torn, hungry, confused, in places overcrowded and at times degenerate, is longing for a saviour; peoples cry out in their distress to gods that cannot save, unaware of, or unwilling to accept, the saving power of Christ.

Amidst a multitude of other attractions, Christ's message often goes unheeded. The apostolic concern of the Congregation of Christian Brothers is the Christian education of youth striving to reach maturity in a rapidly changing world that is unsympathetic to the message of Christ. All around are hearts to be won, minds to be enlightened, and personalities to be formed. In this mission of evangelization, gospel values must be proclaimed, and the dignity of all persons affirmed in an attempt to achieve peace in a truly just society. Educational efforts must promote the harmonious growth of the whole person - a synthesis of faith, life, and culture.

#### **VANCOUVER COLLEGE: HISTORICAL BACKGROUND**

The Congregation of Christian Brothers was founded by Edmund Ignatius Rice in Waterford, Ireland in 1802, to provide a Christian education for destitute boys, and was officially recognized as a teaching congregation of lay people by Pope Pius VII in 1829. The Congregation became established in Newfoundland in 1876, and over the years has extended its work. Vancouver College was established in 1922 by Brother Jerome Lannon, in premises near Holy Rosary Cathedral, and moved to its present location in 1924.

#### **RELIGIOUS EDUCATION**

Vancouver College is a Catholic School. All students are expected to fully participate in all aspects of our Religion Program. The Catholic tradition forms the basis for the life and work of the school. The Religious Studies program is at the core of the curriculum and life of the school. Through the explicit curriculum of the Religion courses and the retreats and liturgies, which are part of the daily life of the school, the students are exposed to the rich traditions of the Catholic Church to assist them in their growth as children of God.

A student is expected to pass Religion at each grade level in order to continue into each subsequent grade and to graduate from Vancouver College and participate in the Graduation Ceremonies. The Religious Education program is one facet of the Christian education process. Creating a Christian community is the task of faculty, students, and parents alike; all are encouraged to enter fully into the spiritual life of our school. A respectful presence is expected from all students at liturgical celebrations. "Christ Our Life Series" (School Sisters of Notre Dame) is a sound program; a series that proclaims God's goodness, centers on Christ, includes the entire Christian message, follows Church documents, flows from Scripture, relates life experiences to the Good News, recognizes modern developmental theories, ministers to the family, involves the parish community, and stresses topics of concern for today's Church.

Throughout the year the Elementary School journeys with the whole Church by celebrating a monthly Mass and each liturgical season. There are other liturgical services that celebrate other changes and events that take place in the lives of our students. The Elementary Religion program is designed to build on the faith developed in the student's home. The student text has a number of pages for parents to help them guide the student through a review of what has been examined in each unit. Other family--oriented activities are suggested at the completion of each theme to help the student grow in faith in the context of the family. God's invitation in Baptism is examined at each grade level.

#### **First Communion**

First Communion is a very important sacrament in the lives of our elementary students. In Grade 2, the students are prepared by parents and teachers for the reception of this sacrament. Since Vancouver College is not a parish school, the students receive this sacrament in their own parishes. Parents must register their children at their parish in early September of their Grade 2 year.

#### **Classroom Prayer**

Students are encouraged to develop and contribute to a prayerful atmosphere in the school, especially in their homerooms. Daily prayers have a special relevance for both students and teachers, giving meaning to all their activities.

#### **Apostolic Activity**

Students are called upon regularly to make offerings out of their own pockets to the Missions. The funds raised are sent to help support our mission schools in Antigua and Dominica. Students are informed periodically of the improvements made due to their efforts.

#### **ACADEMICS**

For most people, formal education in an academic environment ends in early adulthood, but learning continues throughout life, and the staff of Vancouver College approach their responsibilities with this in mind. In all areas of study, the attempt is made to teach students to teach themselves. Students are encouraged to probe, to investigate, and to develop the ability to learn on their own whenever possible.

#### **Instructional Hours**

Classes in the Elementary School are in session from 8:30 AM to 2:45 PM.

Students are permitted to be dropped off by car in the designated drop off zones, no earlier than 8:15 AM. Students who arrive on campus before, must be supervised by the parents in Manrell Hall.

In order to ensure the safety of the students it is essential that parents pick up their sons at the designated times, from the Founder's Atrium of Manrell Hall.

If your son is consistently left unattended on the school property, his re-registration will be withheld for the following year unless we are certain that arrangements have been made for proper pick up, day care, or supervision.

School will begin at 9:30 AM on Wednesdays, with students able to enter their classroom at 9:15 AM.

#### **Kindergarten Classes**

At Vancouver College, there are two full-day Kindergarten classes. Both classes follow the current structure of the Elementary School schedule. Parents are asked to contact Ms. Seppelt, Assistant Principal - Elementary School, for further information or if they have questions or concerns.

## **Inclement Weather**

If inclement weather occurs outside of school hours that might render road conditions unsafe for students, parents, and staff traveling to and from Vancouver College, Administration will announce if school is to be closed by 6:30 AM. The decision will be posted on our website's homepage, as well as our Facebook, and Twitter channels. Parents will also be notified by email, and can find additional information on the following AM Radio stations: CKNW 980, CBC 690, and News 1130.

As weather conditions can differ throughout Metro Vancouver, we ask that you please keep safety in mind when deciding if your son should attend school.

## **Homework Requirements**

Homework is considered an integral part of the educational program. It may take the form of private study or written assignments.

- Kindergarten: At the teacher's discretion
- Grade 1: Home Reading Program and Spelling Review
- Grade 2: 20–30 minutes (4-5 nights/week)
- Grade 3: 30-45 minutes (4-5 nights/week)
- Grade 4: 30-45 minutes (5 nights/week)
- Grade 5: 60 minutes (5 nights/week)
- Grade 6: 60 minutes (5 nights/week)

## **Student Evaluation**

The marking system is based on results obtained from quizzes, assignments, projects, tests, discussion, participation, and self-reflection. Both oral and written work is considered in the formative and summative evaluation. Teacher comments round off the evaluation and offer constructive advice and an elaboration of the student's progress. It is an expectation that the teacher return tests, assignments, and projects within one week of the due date.

## **Communicating Student Learning.**

Student Learning is formally reported out to parents five times a year (once every two months). The following make up the student learning communicating profile:

1. Parent Teacher Interviews
2. Interim Written Report
3. Formal Written Report
4. Student Led Conference
5. Formal Written Report

## **Self Assessment of the Core Competencies**

Core Competencies are foundational to our new British Columbia curriculum, ensuring students are always mindful of their growth in their communication, thinking and personal/social responsibility. Self-reflection is an important component of learning and gives students ownership and responsibility that becomes a natural part of the educational process. With teacher support each student from K-9 at Vancouver College will take part in a self-assessment report that intentionally identifies, connects and reflects upon the Core Competencies and the learning process demonstrated throughout the year. The self-assessment piece and demonstration of student learning may be reported to parents/guardians in many forms from a recorded interview accessible via a hyperlink to a summary document that highlights the year's growth. Most important is the opportunity to empower students to reflect upon their own growth as it relates to the Core Competencies and actively engage them in the learning process. For more information of the redesigned British Columbia curriculum and the Core Competencies please go to <https://curriculum.gov.bc.ca/>.

## **Honour Roll**

Students in Grades 5 and 6 have the ability to achieve Honour Roll status if they meet the following criteria:

- *Honour Roll* -The student achieves 79.5% average or above in Language Arts, Math, Social Studies, Science, and Religion.
- *Effort Award* - The student has not met Honour Roll criteria, however, has shown significant effort in all academic areas.

## **Student Awards**

Mitchell Ho Memorial Award - Given annually to a Vancouver College Elementary student who meets the following criteria:

- care and concern for others, qualities of honesty, respect, and compassion;
- courage, commitment, and perseverance to overcome adversity;
- sportsmanship;
- Christian leadership and demonstration of Faith;
- participation in extracurricular activities, primarily in school sports;
- academic achievement; and
- fellowship with students and staff.

Norah Sendall Award -This award is presented annually to a Grade 6 student who best exemplifies the Christian ideals of Vancouver College, who has high academic standing and who demonstrates strong school spirit. It is named after Norah Sendall, who served as the Elementary Librarian for over 25 years. This award was developed in honour of her outstanding service and commitment to the school.

Sharon Kavelac Award - Presented annually to an Elementary Student who best exemplifies the love of literature.

Nancy Herb Growth Mindset Award - Given annually to the student(s) who demonstrate growth mindset and resiliency.

Year-End Class Awards -Students will take part in a year-end award ceremony in their classes, where each student will be presented with a certificate which will recognize every individual for academic accomplishments, talents, or service to the school.

Governor General Award - A literature award presented to the students in Grades 4 to 6 who score the highest in poetry, children's narrative, and short story.

### **Technology**

Technology continues to play an increasingly important role in modern society. Integrating technology into the school helps students succeed in a rapidly changing world. It is expected that students from Kindergarten to Grade 6 will have use of iPads for learning across the curriculum through communicating, inquiring, decision-making, and problem solving in core subject areas. Chromebooks will also be utilized in the intermediate grades.

### **Music Program**

Elementary School students are involved in an active music program, which includes both instrumental and choral components. Students participate musically at school assemblies, Masses, and concerts.

Music in Grades K-2 includes songs, games, movement, and the playing of Orff rhythm and keyboard instruments. Students explore basic musical concepts including beat, rhythm, pitch, form, and tempo.

Music in Grades 3-6 further develops musical skills and appreciation with the introduction of recorder playing, part-singing experiences, and continued development on the Orff keyboard, guitar, and rhythm instruments. Related music theory and history are incorporated into the lessons.

### **French Program**

The Elementary French program is based on the communicative method of language acquisition, with small differences between the primary and intermediate grades.

At the primary level, the principal aim is to develop the student's comprehension of French, because the listening and understanding stages are indispensable in second language learning. This communication-based program associates the learning of a second language with pleasant experiences in order to foster a positive attitude towards French.

At the intermediate level, more advanced skills are included. In addition to comprehension, reading, writing, and student-initiated conversation is all part of the program. The students set their goals at the start of each unit.

Conversations take place in a natural pictorial setting. They work as a class and in groups; they manipulate concrete materials and share ideas. This way they develop an intuitive sense of structure. All this is done through the teacher, as animator, bringing the language to life.

### **Physical Education**

All Elementary classes participate in the Physical Education program. Classes are predominantly held in Cartier Hall, but may also take place on the field, playground, Alumni Gym, Christian Brothers' Gym, or wrestling room. Students wear the school PE strip, consisting of an "Irish" or school-approved event T-shirt, or Sprit-Wear, and school-approved black shorts. Running shoes must be worn in Cartier Hall as well as in any of the school gymnasiums.

## **ELEMENTARY SCHOOL RESOURCES**

### **Learning Resource Policy**

#### Learning Resources and Approval

Vancouver College follows British Columbia's Ministry of Education Prescribed Curriculum and uses appropriate learning resources (texts, videos, software, and instructional materials) that align to this prescribed curriculum. Learning resources used in the classroom are evaluated and approved by Vancouver College with consideration given to curriculum fit, pedagogy, social considerations, age, developmental appropriateness, conformance with Church teaching and Vancouver College's mission and purpose. Learning resources are selected by faculty members in consultation and with the approval of the appropriate Academic Department Chair and by the school's Administration (Assistant Principals and/or Principal). There is an expectation of all teaching staff that any supplemental materials introduced for use in the classroom support the above criteria. This includes online resources. Teachers have the unique responsibility to ensure such materials serve and reinforce these objectives. It is critical that learning resources be periodically reviewed to ensure continued relevancy to the curriculum being taught.

#### Questions or Concerns to Approved Learning Resources

Resources Parents wishing to challenge or raise a concern regarding the use of recommended learning resources must follow the school's academic conflict resolution procedures (Please see Conflict Resolution Procedures in the Student and Parent Handbooks). Should the issue not be satisfactorily resolved, the school's Appeal Procedures are to be followed.

### **The Learning Centre**

A Part-Time Learning Resource Teacher is available for Grades K-3 and Grades 4-6. Students who, in the opinion of their teacher(s), appear to be having some minor or more serious difficulties in schoolwork are selected for support on the basis of performance on tests and in consultation with the Learning Assistance teacher. An Individual Education Plan (IEP) or Informal Learning Plan may be set up in accordance with the student's needs.

### **Library Program**

The Elementary Library serves Grades K-6 and offers a large collection of books, periodicals and audio-visual materials suitable to primary/elementary levels. A part-time teacher-librarian conducts scheduled classes for primary and intermediate students to stimulate an interest in reading as well as enhance their basic library and research skills.

Co-operative teaching promotes and connects the library to the classrooms so that it becomes a focal point for all learning. The 9<sup>th</sup> annual Library Book Fair takes place during the fall.

### **Cafeteria**

The cafeteria is open to serve students between 7:30 AM to 3:00 PM. We have ongoing meetings with the cafeteria staff to ensure that a healthy menu is being offered to the students. Students must pay per visit or have an account set up for pre-payment.

### **Food Allergies**

Some of our students have severe allergies to nuts and in order to provide a safer school environment for them, we ask that no nut products be sent to school at any time. (No peanut butter sandwiches, no granola bars containing nuts, no cookies with nuts, etc.)

### **ELEMENTARY SCHOOL EXTRACURRICULAR ACTIVITIES**

There is a varied sports program, which includes volleyball, basketball, track and field, cross country, wrestling, and flag football. Initial skills are taught at Grades 4, 5, and 6, with emphasis on personal improvement and enjoyment of the sport. Our teams compete in the Catholic Youth Association League under the guidance of their coaches. It is our belief that all aspects of school life are intertwined directly or indirectly as we strive to educate the whole child. Each student will be required to meet the standards expected of all students in the Elementary School. If at any time, in the opinion of the teachers, coaches, or principal, any student violates these standards, then his extracurricular privileges may be temporarily or permanently withdrawn.

### **Projects and Work Displays**

When a student does work that is "outstanding" in terms of his own ability, his work may be displayed on the Excellence Board. The classrooms of the Elementary School are our regular place for displaying good work. Parents are encouraged to view these works before or after school hours.

### **Walkathon**

The annual Walkathon, usually held in October, is the major fund raising effort of students and staff of the whole school. All students are expected to participate.

### **Mayfair**

Throughout the year, families are asked to participate in donation days in preparation for the annual Mayfair.

### **AN ELEMENTARY SCHOOL PARENT'S ROLE**

By enrolling their sons in Vancouver College, parents accept the school philosophy as outlined below.

### **Volunteering Opportunities**

There are opportunities for parents to volunteer their services in various school activities. Parents with talents in other areas that might be of use to the school are encouraged to contact the VCPPP team at [vcppp@mail.vc.bc.ca](mailto:vcppp@mail.vc.bc.ca). There is a mandatory Parent Participation Program, with each family required to complete 30 hours of volunteer service to the school. This program is coordinated by the Vancouver College Parents' Association.

### **Parents' Responsibility Regarding Attendance**

If a student is absent from school for any reason, parents are to notify the office electronically, as outlined in the section on Attendance. If you are questioning whether to send your son to school or not, it is good to remember that if your son is unable to go out for recess he is not well enough to be in school.

### **Dress Code**

Parents are requested to pay particular attention to the requirements of the Dress Code when outfitting their sons for school. In order to reduce the number of articles of clothing being misplaced or taken by mistake, all clothing and shoes must be clearly marked with the student's name.

### **Messages for Students**

Telephoned messages will only be relayed to students in an emergency.

### **Personal Belongings**

Students are not to bring personal items, trading cards, toys, electronics, or any other items to school that do not directly have to do with their instructional program. These items detract from the instructional day, take away from the sense of community, and are targets of theft.

### **Personal Invitations**

Student invitations to private parties such as birthdays or other celebrations are not to be distributed in the school. Parents are asked to distribute the invitations through the mail or by some other method. Parents are welcome to send a small treat to school to celebrate their son's birthday. Parents are asked not to send individual treat bags to school on birthdays or holiday celebrations, as the candy distributed to students should be minimal.

### **Medications**

It is the policy of the Elementary School that no medications will be administered by the staff. If a student must personally take a prescription medication while at school, then he is to bring a note from the parents stating that he is permitted to administer the medication to himself. It is vital that any medical concerns be reported to the classroom teachers and to the Administration.

### **Money**

Large sums of money are not to be brought to school. A student may bring enough money to pay for lunch and bus fare; however, anything above this amount is considered excessive.

### **Student Drop Off and Pick Up**

Elementary School Students may be dropped off in designated zones by their parents no earlier than 8:15 AM. All Elementary School Students who arrive prior to 8:15 AM must wait, and be supervised by their parents, in Manrell Hall.

All students in the Elementary School, from Kindergarten to Grade 6, will be dismissed directly from their classrooms. All parents are required to pick their son(s) up from the Manrell Hall Founder's Atrium at 2:45 PM. We understand that this does mean that parents must park and walk to the campus, and suggest parking along West 37th Avenue. At 3:00 PM, teachers will take attendance and make note of the remaining students. Students left at school after 3:00 PM will be taken to the cafeteria where they will sit at an assigned table under supervision. Students who are consistently left longer than 3:00 PM will receive notification of probation and parents must make alternative arrangements for their son's pick up to avoid being unable to re-register for the following year.

### **Pets**

Although today's society is more tolerant of pets in public areas, Vancouver College upholds the following policy: All pets brought to Vancouver College campus must be on a leash at all times.

### **Communication between the School and Home**

The school's preferred method of communication is by e-mail. It is the parents' responsibility to provide the school with an active family e-mail address and to inform the Main Office in person or by e-mail at [info@mail.vc.bc.ca](mailto:info@mail.vc.bc.ca) of any changes to this address. Should families require mailings to be sent to more than one parent, e-mail addresses should be provided accordingly. Although teachers may be reached by telephone or by e-mail, we have found communicating by e-mail more efficient and effective. Teachers' e-mail addresses are listed on the school website under About - Faculty & Staff Directory.

### **Change of Contact Information**

Please notify the school of any change of address, e-mail address, phone number, and/or Emergency Contact person/number by calling the Main Office, or sending an e-mail to [info@mail.vc.bc.ca](mailto:info@mail.vc.bc.ca).

### **School Website**

It is the parents' responsibility to stay informed regarding school activities and current events through the school website ([www.vc.bc.ca](http://www.vc.bc.ca)).

### **Selling at School**

Under no circumstance are students allowed to bring items to school for the purpose of selling. Students must have the prior permission of the Administration in order to sell any item.

### **VANCOUVER COLLEGE: CODE OF CONDUCT FOR STUDENTS, PARENT/GUARDIANS, AND STAFF**

*"Were we to know the merit of only going from one street to another to serve a neighbour for the love of God, we should prize it more than gold or silver."*

Blessed Edmund Rice August 10, 1806

A code of conduct espouses the values and vision of a school in which relationships are conducted in a respectful and dignified manner. Vancouver College shares the responsibilities with parents to develop students' personal and social skills to inculcate these values and achieve this vision. As part of the Catholic Community at Vancouver College, we, the students, staff and parents, are expected to conduct all our relationships so that our actions will reflect the following Catholic Christian centred values and beliefs:

*Hope and Confidence  
Individuality and Community  
Understanding and Forgiveness  
Achievement and Celebration  
Honesty and Integrity  
Humility and Gratitude  
Responsibility and Cooperation  
Caring and Compassion  
Enthusiasm and Dedication  
Respect and Harmony  
Faithfulness and Reverence*

As a consequence of this, each person in the Vancouver College Community:

- Has the responsibility to participate in creating and maintaining a safe, positive faith and learning environment.
- Has a right to be emotionally and physically safe while at school, while going to and from school, and while attending any school function.
- Has a right to know that his personal belongings are safe and will not be interfered with.
- Is expected to proclaim gospel values which affirm the dignity of all persons and promotes the achievement of peace in our community.
- Has a right to expect that all in the community will participate in creating a safe, positive faith and learning community.

### **OLWEUS-ANTI-BULLYING: BUILDING A SOCIAL COMMUNITY**

To promote the sense of community, Vancouver College embraces the OLWEUS Anti-Bullying Program from K-12 and trains staff according to the program. As required by the Ministry of Education, the school has an appointed Safe Schools Coordinator and has personnel trained in the Erase Bullying Protocol.

### **Glossary of Terms:**

**BULLYING** - Exposure repeatedly and over time, to negative actions on the part of one or more other persons, and the student has difficulty defending himself.

**HARASSMENT** - Any unwelcome or unwanted act or comment directed at another person that is hurtful, degrading, humiliating, or offensive.

**INTIMIDATION** - An act designed to instill fear in another person as a means of controlling that person.

The following are examples of bullying, harassment, or intimidation:

- *Discrimination* such as judging or attacking a person because of their race, ethnic origin, or gender.
- *Hazing* such as inappropriate and unacceptable initiation practices for clubs or teams.
- *Verbal Abuse* such as insults, offensive jokes, put downs, making fun of, or mocking a person.
- *Exclusion* such as gossiping, spreading rumours, isolating a person, refusing to acknowledge a person, or trying to convince others to exclude or reject a person.
- *Physical Aggression* such as fighting, hitting, pushing, or spitting.
- *Retribution* such as negative action against a person who has reported an incident to a parent, teacher, or the Administration.

### **Vancouver College Discrimination Policy**

The safety and wellbeing of students at Vancouver College is of paramount consideration. Students deserve to be protected from abuse, neglect, bullying, harm, or threat of harm.

Therefore, Vancouver College strives to ensure that students attending the school will experience a learning environment that enables every child to feel safe, accepted, and respected.

Vancouver College, through the integration of our Essential Elements, the OLWEUS Program, our Religious Education Program, Campus Ministry Program and other related leadership programs and activities, will continuously develop strategies to make students feel valued, respected, and connected within the school community. This will include the protection of students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity and expression, while remaining consistent with the school's faith-values.

## **RESPONSIBILITY OF STUDENTS**

### **Safety of Persons.**

#### ***Every student at Vancouver College shall:***

- Respect and promote the physical safety and well being of others.
- Participate in creating a safe, positive environment where faith and learning go hand in hand.
- Inform parents, teachers, or the Administration as appropriate, of any instances of bullying, harassment, or intimidation.
- Be responsive to appropriate consequences.

### **Safety of Possessions.**

#### ***Every student at Vancouver College shall:***

- Keep money or valuable personal possessions, including schoolbooks and supplies, secure either on his person or in a secured locker.
- Bring to school only the money and possessions necessary for daily use as a student.
- Respect the personal possessions of others.
- Not engage in theft.

- Deliver to the office any unattended possessions found in the school or on the campus.
- Inform parents, teachers, or the Administration, as appropriate, of any suspicious activity that appears to be theft, or that compromises the safety of possessions.
- Not divulge the combination of the lock that has been assigned to him.
- Report any lost or stolen items to the Administration.

### **Academic Performance.**

#### ***Every student at Vancouver College shall:***

- Make a commitment to excellence in academics and the necessary efforts to achieve a level appropriate to their ability.
- Be on time, with appropriate equipment and materials, for every class or other school activity.
- Come to class properly prepared for that day's instruction, including having completed all homework or otherwise reasonably necessary assignments.
- Not seek credit for work done by another person and, in particular, refrain absolutely from plagiarizing assignments or cheating on tests or examinations.
- Engage in extracurricular activities as required by the student's program or the school in a manner that does credit to both the student and Vancouver College.
- Actively support the efforts of the staff and other students in promoting Vancouver College as a centre of Catholic education in such programs as the Edmundians, retreat programs, liturgical celebrations, and all other faith formation activities.

### **Department and Behaviour.**

#### ***Every student at Vancouver College shall:***

- Conduct himself in an orderly, respectful, and courteous manner at all times, while at school, while traveling to and from school, or attending any school function.
- Use language that is appropriate to a Catholic Christian community.
- Use social media in a manner that is consistent with the values of our faith and learning community.
- Use or access Vancouver College computers, e--mail, or network services in accordance to the policies and rules as described in the "Acceptable Use Policy" as stated in the Student and Parent Handbooks.
- Be truthful and candid in his dealings with other students and with Vancouver College staff members.
- Not bring into a classroom unnecessary articles such as school bags or electronic equipment that is not required in the instructional program.
- Leave the campus during the school day only for reasons approved by the student's parents or guardians or by a Vancouver College staff member, and only after first reporting the reason for any such absence to the Main Office.
- Remain on campus during the entire school day with the exception of students in Grade 12.
- Not use tobacco or e-cigarettes ('vapes') while on campus or while attending any school activity.
- Not possess, sell, or use alcohol or illegal drugs.
- Not possess, sell or use any weapon including any facsimile thereof at school, while going to and from school, or when attending any school function.

- Inform parents, teachers, or the Administration, as appropriate, of any suspicious activity that appears to be theft, or that compromises the safety of possessions.
- Not divulge the combination of the lock that has been assigned to him.
- Report any lost or stolen items to the Administration.

#### **Academic Performance.**

##### ***Every student at Vancouver College shall:***

- Make a commitment to excellence in academics and the necessary efforts to achieve a level appropriate to their ability.
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- Come to class properly prepared for that day's instruction, including having completed all homework or otherwise reasonably necessary assignments.
- Not seek credit for work done by another person and, in particular, refrain absolutely from plagiarizing assignments or cheating on tests or examinations.
- Engage in extracurricular activities as required by the student's program or the school in a manner that does credit to both the student and Vancouver College.
- Actively support the efforts of the staff and other students in promoting Vancouver College as a centre of Catholic education in such programs as the Edmundians, retreat programs, liturgical celebrations, and all other faith formation activities.

#### **Deportment and Behaviour.**

##### ***Every student at Vancouver College shall:***

- Conduct himself in an orderly, respectful, and courteous manner at all times, while at school, while traveling to and from school, or attending any school function.
- Use language that is appropriate to a Catholic Christian community.
- Use social media in a manner that is consistent with the values of our faith and learning community.
- Use or access Vancouver College computers, e--mail, or network services in accordance to the policies and rules as described in the "Acceptable Use Policy" as stated in the Student and Parent Handbooks.
- Be truthful and candid in his dealings with other students and with Vancouver College staff members.
- Not bring into a classroom unnecessary articles such as school bags or electronic equipment that is not required in the instructional program.
- Leave the campus during the school day only for reasons approved by the student's parents or guardians or by a Vancouver College staff member, and only after first reporting the reason for any such absence to the Main Office.
- Remain on campus during the entire school day with the exception of students in Grade 12.
- Not use tobacco or e-cigarettes ('vapes') while on campus or while attending any school activity.
- Not possess, sell, or use alcohol or illegal drugs.
- Not possess, sell or use any weapon including any facsimile thereof at school, while going to and from school, or when attending any school function.

- Inform parents, teachers, or the Administration, as appropriate, of any instances involving weapons or the use of alcohol or illegal drugs.
- Adhere to the Vancouver College Dress Code while on campus or while attending school activities which require Dress Code attire. Adherence requires not only correct articles of clothing, but also that this clothing be correctly worn.
- Adhere to the "Personal Electronic Devices" regulations of their school.
- Compensate the school, staff, or other students, to the extent and in a manner reasonably decided by the Vancouver College Administration, for loss or damage caused to person or property by improper conduct or willful neglect in or about the campus or while engaged off--campus in school activities.
- Attend class at the scheduled times.
- Adhere to all Vancouver College traffic and safety regulations, in addition to all traffic laws.

#### **RESPONSIBILITY OF PARENTS**

##### ***Every parent/guardian at Vancouver College shall:***

- E-mail the Main Office before 9:00 AM if their son is going to be late or away from school.
- If parent/guardians call the school to report a late or absence, an emailed note must still be sent as per government requirements. Please include your son's full name, grade, and date of absence in the note.
- Participate in creating a safe and positive learning environment where faith and learning go hand in hand.
- Work and cooperate with the school to resolve concerns with respect to the behaviour of students.
- Communicate with the Administration if they suspect that their son is being, or may be, bullied, harassed, or intimidated.
- Ensure that students come to school with only the required possessions and money.
- Report any lost, stolen, or missing items to Assistant Principals.
- Work and cooperate in partnership with the school to resolve concerns involving their son.
- Model, teach, and reinforce appropriate student behaviour.
- Conduct themselves in an orderly, respectful, and courteous manner at all times.
- Encourage their son to commit to excellence in all his endeavours.

#### **RESPONSIBILITY OF STAFF**

##### ***Every staff member at Vancouver College shall:***

- Participate in creating a safe and positive environment where faith and learning go hand in hand.
- Model, teach, and reinforce appropriate behaviour.
- Ensure that information on bullying, harassment, or intimidation is included in the curriculum or in special presentations at Vancouver College.
- Be alert to behaviour that may be bullying, harassment, or intimidation.
- Treat information received from students or parents regarding bullying, harassment, or intimidation as confidential, taking such steps as the circumstances warrant to protect the source.

- Establish and make known a procedure that will ensure the return of lost possessions.
- Ensure that secure areas of the school are kept secured to deter theft.
- Be alert to students who may be in possession of, or under the influence of, illegal drugs or alcohol or who may be in possession of weapons.
- Establish procedures to ensure safety of students if a person brings weapons to the school.
- Treat information received from students or parents regarding theft, alcohol, drugs, or weapons as confidential.
- Conduct themselves in an orderly, respectful, and courteous manner at all times in deportment and attire.

## CONFLICT RESOLUTION PROCEDURES

### Academics.

If the difficulty concerns ACADEMICS, the teacher involved must be contacted first in an attempt to solve the concern. If this does not resolve the matter, the Department Head should be notified. The Department Head will only discuss the matter after the teacher concerned has been contacted. If this has been done and the problem is still unresolved, the appropriate Assistant Principal should be approached. If still unresolved, the Principal should be approached.

### Athletics.

If the difficulty concerns ATHLETICS, the teacher/coach involved must be contacted first in an attempt to solve the concern. If this does not resolve the matter, the Athletic Director should be notified. The Athletic Director will only discuss the matter after the teacher concerned has been contacted. If this has been done and the problem is still unresolved, the appropriate Assistant Principal should be approached. If still unresolved, the Principal should be approached.

### Teaching Staff.

If the difficulty concerns an action or a decision taken by a TEACHER or concerns the teacher's behaviour, the teacher concerned should be contacted first in an attempt to solve the concern. If this has been done and the concern or complaint is still unresolved, the appropriate Assistant Principal should be approached. If still unresolved, the Principal should be approached.

### Non-Teaching Staff.

If the difficulty concerns NON-TEACHING PERSONNEL, the member of staff involved must be approached first in an attempt to solve the concern. If this has been done and the problem is still unresolved, the appropriate Assistant Principal or Business Manager (if the person is an office support staff member) should be approached. If still unresolved, the Principal should be approached.

### School Fees.

If the difficulty concerns PAYMENT OF SCHOOL FEES, the Business Manager should be approached. If still unresolved, the Principal should be approached.

## REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Vancouver College recognizes that for a variety of reasons, including fear of retribution, students and parents are sometimes reluctant to report incidences of bullying, intimidation, harassment, theft, possession of drugs or weapons to the Administration. However, without such information, the Administration is often unable to make an appropriate response. Incidents can be reported to the Administrators in person but also over the phone, by e-mail, or in any other way that is non-threatening. Note that, in accordance with the Code of Conduct for Staff, every Vancouver College staff member has a responsibility to "treat information received from students or parents as confidential, taking such steps as the circumstances warrant to protect the source."

## VANCOUVER COLLEGE DISCIPLINE SYSTEM

- Incidents that threaten the physical or emotional safety of the person are a breach of the Code of Conduct for Students.
- Incidents of theft are a breach of the Code of Conduct for Students.
- Incidents involving illegal drugs, alcohol, or weapons are a breach of the Code of Conduct for Students.
- Failure to meet our expectations on academic performance, deportment, and behaviour are a breach of the Code of Conduct for Students.
- Disciplinary action is preventative and restorative rather than merely punitive. Consequences are intended to provide an opportunity to learn and reinforce appropriate behaviour.
- When making decisions regarding disciplinary action, the Administration may give primary consideration to the education, health, or safety of the collective student body.
- Possible consequences of involvement in acts of bullying, harassment, intimidation, theft, use of alcohol, illegal drugs or possession of weapons include mediation, conflict resolution, counselling, suspension, probation, or expulsion as well as other consequences as deemed appropriate by the Administration.
- In instances where an unlawful activity is reported, the police or child welfare authorities will be notified.

## ADMINISTRATIVE PROCEDURES

### Student Breaches of the Code of Conduct

The Principal, or designate, is required to investigate fully every serious infraction related to our Code of Conduct. The Principal, or designate, is required to develop and maintain documentation that accurately records the incident and investigation.

In developing accurate documentation, the Principal, or designate, must follow the following practices:

- All participants, including any witnesses should be interviewed. To the extent possible, it is preferable to first interview the complainant and then the alleged perpetrators. Signed witness statements should be taken.
- Parents of both the complainant and the alleged perpetrators should be notified after there has been a preliminary determination of the facts of the event(s).
- Careful notes should be taken of all interviews and statements.

- To the extent that it appears that an individual is not telling the truth, it is important to ensure that he or she be given the opportunity to provide a full explanation for the difference in the stories being told.
- After gathering all information regarding the incident, the Principal, in consultation with the Administrative team, shall render a decision regarding the consequences.

### **PROGRESSIVE DISCIPLINE**

Vancouver College practices Progressive Discipline such that in general, the consequences will become more serious for repeated breaches of the Code of Conduct. However in breaches of the Code of Conduct, depending on the severity as determined by the Principal and Administrative Team, the school may choose to move immediately to expulsion.

If and when conflict occurs in relation to the school, the procedures outlined below should be followed. These procedures apply to anyone wishing to make a complaint.

### **CREATING A CLIMATE OF RESPONSIBILITY**

#### **Regulations Surrounding Safety of Possessions**

As part of the Catholic Community at Vancouver College, we the students, staff, and parents, are expected to conduct all of our relationships so that our actions will reflect the following Catholic Christian-centred values and beliefs:

**Honesty and Integrity  
Responsibility and Cooperation  
Respect and Harmony**

The Elementary Students at Vancouver College are required to participate in creating a climate of responsibility that is expected through the school. There are procedures and habits that the boys should develop as young as Kindergarten that will benefit them throughout their lives.

#### **Regulations and Requirements for Elementary School Students**

- Do not bring collectibles or valuables to school.
- Only a small amount of money may be brought the school (for lunch, Mission, etc.).
- Keep the backpack zipped up after retrieving items.
- Do not leave personal items unattended on school property.
- Ensure that all items brought to school are clearly labeled to increase probability of return if lost.
- Keep all gym strip items, including runners, in a gym bag.
- Report immediately to your teacher any items that have gone missing.
- Bring all found items directly to a teacher.

#### **Students Who Engage in Theft**

Despite everyone's best efforts, there will be instances where students will seriously violate our Code of Conduct and engage in theft. Theft has a negative impact not only on those victimized by it but also on their families and the Vancouver College community at large. In a community where every student "has a right to know his personal belongings are safe and will not be interfered with" it is imperative that we are both proactive and reactive in how we deal with this sensitive issue.

- As a result, students caught engaging in theft will receive the following consequences:
- Minimum of 2-day suspension or possible expulsion from Vancouver College.
- Meeting with parents prior to son's return to school.
- Placed on probation for the remainder of the school year.

### **VANCOUVER COLLEGE ELEMENTARY SCHOOL REGULATIONS RELATED TO THE CODE OF CONDUCT.**

#### **Attendance**

Absence without an excuse for any part of the school day is a serious breach of school discipline, as is frequent lateness. If a student is absent or late with reason, it is the parents' responsibility to e-mail the office by 9:00 AM.

Please note, if you do call the school to report a late or absence, an emailed note must still be sent as per government requirements. Please include your son's full name, grade, and date of absence in the note.

If your son arrives late, he must report to the Main Office to check in. Senior School Students may check in with Ms. April Deutsch in the Senior School office (B252, Edmund Rice Building).

If your son is leaving campus for an appointment, a note is also required, and he must check out, and then back in upon his return at the Main Office.

The office will notify families whose child is late or absent but who have not yet informed the school. Medical and dental appointments should be made after school hours if at all possible. Absence from school for such reasons as family holidays is discouraged, and requires prior notification of the administrator. Attendance records appear on each report card.

#### **Dress Code**

The purpose of a Dress Code is to encourage students to be neat and clean at all times, to foster them in a sense of community and to create an atmosphere of gentlemanly behaviour and serious study.

The official supplier of Vancouver College clothing is Top Ten School Wear Inc., 1638 SE Marine Drive, Vancouver, BC. Telephone: 604-322-1626.

- **Hair** should be clean, well groomed, of moderate length no longer than the top of the shirt collar, and not radically styled or coloured.
- Modest **jewellery**, no piercing, no earrings and no tattoos.
- Dress Code will be effective everywhere on campus, throughout the school day. Removal of Dress Code during or at the end of the school day is permitted only if the student is engaged in supervised school sponsored sports.
- All clothing and shoes should be clearly labelled with your child's name.
- Parents are asked to ensure uniforms are clean, neat, and in good condition - holes in pants and tattered sweaters will not be permitted.

- On specific occasions the Dress Code may be relaxed for suitable reasons, to be announced by the Administration.

**The Vancouver College Dress Code is as follows:**

- White long sleeved dress shirts
- School tie (purple/black)
- Regular black dress shoes (with leather uppers, cut beneath the ankle)
- Socks extending beyond the ankle (dark dress socks recommended),
- Dress quality, black or brown belt.
- Slacks
  - Grades 7 to 11 – Grey Dress Pants;
  - Grade 12 – Creased suit quality Dress Pants (Grey or Black)
  - Slacks are available from Top Ten but may also be purchased elsewhere provided their quality is a specified above.
- School-Issued Sweater
  - K-Grade 6 - purple Elementary School Sweater.
  - Grade 7-12 - one of the following:
    - A. Black, monogrammed Vancouver College sleeveless vest
    - B. Black, monogrammed Vancouver College V-neck sweater
    - C. Traditional purple Letterman sweater
    - D. Traditional navy blue Edmundian sweater
    - E. Traditional beige Student Council sweater
    - F. Approved Grade 12 Graduation sweater
    - G. Grey Crew-Neck Irish Sweatshirt Sold by Top Ten

Optional Summer Uniform for Grades 7-12:

From the day after Mother’s Day Mass (mid-May) to the day before the President’s Honour Society Assembly (late October), students have the option to wear the summer uniform also available at Top Ten. This includes:

- VC golf shirt
- VC shorts or dress pants (per above)
- Regular socks
- Black dress shoes or sandals

**Violations of Dress Code and Grooming Policy**

The success of the Dress Code depends upon the cooperation of the entire Vancouver College community -- students, parents, staff, and Administration.

1. If a student appears in class or in the hallways and common areas out of Dress Code, teachers will make every effort to ensure the student is compliant with the Code (i.e. remove outer garments, tuck in shirt, draw tie to the neck, etc.) If a student remains non-- compliant (i.e. no tie, running shoes) he should be referred immediately to an Administrator. A student may not be in class out of Dress Code without a note from an Administrator.
2. If there are repeated breaches of the Dress Code Policy, consequences will become more serious consistent with our practice of Progressive Discipline. Consequences include contact with parents, counselling, suspension, withholding of re-- registration, or expulsion.

**Out of Bounds**

1. The following areas are out of bounds to the students unless for a school or class function and are supervised by a teacher:
  - Faculty/Staff lounge
  - All office areas
  - Photocopier room
  - Blessed Edmund Rice Hall, Alumni Gymnasium, and the Christian Brothers’ Gymnasium
2. Use of any school facilities outside school hours requires the prior permission of the Administration.
3. The gyms may be used by the students only with supervision.

**Visitors**

All visitors to the school campus, including parents, are to first register with the Main Office or the Parent Participation Office to obtain a “Visitor’s Pass” which should be worn at all times while visiting the school. Students of Vancouver College are responsible for ensuring that their friends follow this procedure.

**Textbooks**

Textbooks (non--consumables) are the property of the school, and are to be returned to the school in good condition at the end of the school year. The student shall reimburse the school for any textbooks which are lost or destroyed.

**APPEAL PROCEDURES**

At Vancouver College, parents, students, teachers, and support staff form an integral part of the Catholic Christian school community. The Administration, teachers, and parents must work closely together in the formation of their children according to the Gospel. To this end, parents are expected to be familiar with, accept, and support the philosophy and policies of the school.

From time to time, issues may arise where the concerned parties differ in their perspectives. In these cases both concerned parties are expected to work toward a resolution of the issue in a Catholic Christian manner, respecting each other’s point of view. All parties involved must maintain confidentiality with respect to all information surrounding the particular issue. For purposes of this policy, any reference to a number of days shall mean calendar Days.

Where differences of opinion and conflict continue to exist surrounding certain decisions made by the Administration or staff with respect to students, the following procedures will be followed:

**Appeals Committee**

The Appeals Committee will consist of:

- Chair: President of Vancouver College
- Members: One (1) Non-Staff Representative from each of:
  - Legal Committee
  - Human Resources Committee
  - Education Committee
- One (1) other member of the Board appointed by the Chair

An appeal can be heard by four (4) or more members of the Appeals Committee.

### **Basis for a Student Appeal**

A basis for a student appeal exists when a decision is made by Administration or staff that affects the student in the following ways:

- A.** grade level promotion;
- B.** long-term suspension;
- C.** suspension from graduation activities; or
- D.** expulsion.

### **Initiating an Appeal**

1. Before an appeal can be initiated, the complainant must first meet with the Principal and attempt to resolve the dispute.
2. If the dispute is not resolved, the complainant may initiate an appeal within five (5) school days of the complainant becoming aware of the decision to be appealed by:
  - A.** sending a written Notice of Appeal to the Chair of the Appeals Committee, care of Vancouver College office; and
  - B.** sending a copy of the Notice of Appeal to the Principal.
3. The Notice of Appeal shall state:
  - A.** the name, address, grade, and homeroom placement of the student;
  - B.** the name, address, and phone number of the person(s) making the appeal;
  - C.** the decision which is being appealed;
  - D.** the date on which the student and/or parent/guardian bringing the appeal became aware of the decision;
  - E.** the name(s) of the persons who made the decision that is being appealed;
  - F.** the grounds for the appeal and the relief sought; and
  - G.** a summary of the steps taken by the student and/or parent/guardian to resolve the matter.
4. If a student initiates the appeal, a copy of the Notice of Appeal will be sent to his parent/guardian.

### **Appeal Process**

1. Within five (5) days of receipt of a Notice of Appeal, the Chair of the Appeals Committee will request a written response from the Principal. The Principal's report will be delivered to the Appeals Committee forthwith. After receiving the Principal's report, the Committee may request further information from the Principal. At all times the Principal must be diligent and mindful of protecting the privacy of witnesses and victims.
2. The Appeals Committee will make the Principal's report available to the appellant.
3. The Appeals Committee will convene to receive oral and written submissions with supporting documentation from the Principal and appellant.
4. The Appeals Committee, after convening to hear submissions, shall make a decision as soon as possible but no later than five (5) days after and shall promptly give notice of its decision, in writing, to the appellant, the Principal, and any other interested party the Committee deems appropriate.
5. In making its decision, the Appeals Committee may give primary consideration to the education, health, or safety of the collective student body.
6. The decision of the Appeals Committee shall be final and binding.
7. The Appeals Committee may refuse to hear an appeal where:
  - A.** the appeal has not been initiated five (5) days of the date on which the complainant became aware of the decision being appealed;
  - B.** the appellant has refused or neglected to discuss with the Principal the decision being appealed; or
  - C.** the Appeals Committee determines that the decision being appealed does not provide a basis for appeal.
8. The Appeals Committee may, in exceptional circumstances, consider an appeal notwithstanding any defect in form or other technical irregularity.

Proposed amendment to appeals process, To be added as an additional step in appeals process

9. In exceptional circumstance (such as concerns as to whether the process was fairly adjudicated or policy and procedures were not followed correctly in conducting the appeal), after the Appeals Committee makes its decision, the appellant may request an Independent School Ombudsperson to review the appeal. In the event the Ombudsperson concludes that the process was conducted unfairly or that policy and procedures were not followed, the Ombudsperson may instruct the Appeal Committee to conduct the process again. The names and contact information of the current Independent School Ombudsperson shall be obtained from Vancouver College.

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## VANCOUVER COLLEGE CHILD PROTECTION POLICY

### SECTION 1: VANCOUVER COLLEGE MISSION AND VISION

#### **1.1 Vancouver College: A Faith and Learning Community**

At Vancouver College we challenge ourselves to graduate young men of 'faith and learning'. We are an educational community based on the Gospels of Jesus in the charism of Edmund Rice. Edmund Rice was an Irish businessman who used his considerable wealth to begin a system of schools and a Religious Order that would be in relationship with the poor of society in such a way as to help them break the cycle of their poverty. Our ultimate goal is to graduate young men with a Social Conscience, with a practical Catholic Christian faith and with skills to live in society and for the good of society.

#### **1.2 Vancouver College Mission Statement**

Vancouver College is a Catholic faith and learning community educating young men from diverse backgrounds in the tradition of Blessed Edmund Rice. Through its commitment to the Essential Elements of an Edmund Rice Christian Brother Education and being at one with the mission of the Church, Vancouver College focuses on the formation of the whole person, mind, body and soul, preparing students for lives dedicated to excellence, leadership, and service to Church and community.

### SECTION 2: HIRING POLICY AND PROCEDURES

#### **2.1 Criminal Records Check Process**

All persons hired at Vancouver College go through an extensive interview process and an extensive reference check. A Criminal Record Check must also be successfully completed before an offer of employment can be accepted and the employee becomes a member of the Vancouver College community. The reports of all of these Criminal Record Checks are kept on file. Teachers who are members of the Teacher Regulation Branch or members of the Independent Teachers Association have their Criminal Record Check performed by the college associated with each of the groups.

All other staff not covered under the Teacher Regulation Branch have their Criminal Records Checks completed by the Business Manager of Vancouver College. Vancouver College is registered with Ministry of Public Safety and Solicitor General under their Criminal Records Review Act. A Consent to a Criminal Record Check (Appendix 1.) is completed by all non--teaching staff. The Consent is returned to the Business Manager who submits the Consent to the Provincial Government. A completed Criminal Records check is then returned by the Government directly to the Principal. Vancouver College files all Criminal Records Checks. Vancouver College handles this information with great care and maintains strict confidentiality and privacy for the individuals involved.

## 2.2 Interview Process

The interview process would see two or more members of the Administration Team as well as faculty or staff members comprise the interview committee. Vancouver College actively recruits the best candidates and also maintains a list of “potential” new hires should openings occur in the future.

## 2.3 Job Expectation

All new employees are given a comprehensive review of job expectations in their interview and all employees are held to the high standards of behaviour dictated by the faith and learning community of Vancouver College. Employees who are not meeting the required standards would be put on a formal evaluation and support would be given to them so that they could improve in the areas of deficiency. Should improvement not occur, the employee’s year to year contract would not be renewed.

## SECTION 3: PARENT AND OTHER VOLUNTEERS

College is an inclusive community that requires all of its parents and other volunteers to promote the well being of the school by volunteering their time and talent to support the education of the boys at Vancouver College. In any volunteer activity involving the students of Vancouver College, the parents and other volunteers are under the immediate supervision of the classroom teacher. Parent and other volunteers are not covered under the Criminal Records Review Act. However, Vancouver College will complete background/criminal records checks on all parent and other volunteers for the parent or other volunteer who would be in the school or on school activities on an unsupervised basis.

## SECTION 4: CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS

*The Code of Conduct for Students, Staff, and Parents & Guardians* is given to all students, staff and parents. To ensure the document is reviewed by all parties, it forms part of the registration process at Vancouver College. Students and Parents are required to sign the registration form indicating that they “have read, understand, and agree to abide by the policies, values, and vision” of the Code of Conduct. Each staff is required to sign annually for receipt of this Employee Policy Manual and the Code of Conduct forms part of this Manual.

## SECTION 5: ATHLETICS

All Coaches, whether staff or volunteers, are required to complete a background/criminal records check. All Coaches, whether staff or volunteers are also required to sign a Coach’s Code of Conduct.

## Coach's Code of Conduct

1. To model Christ-like leadership.
2. To convey personal expectations, within the scope of this policy to parents and student-athletes regarding schedule of practice, try-outs and playing time.
3. To establish effective communication between coach and parents.
4. To take appropriate action on concerns brought forth by student-athletes or parents by reporting to the Athletic Director and the Principal.
5. To ensure all student--athletes are nurtured into a role where they have the opportunity to learn and grow.
6. To understand and to effectively teach the fundamental skills and fitness requirement of the sport.
7. To use positive coaching techniques and respectful language when giving feedback to an athlete.
8. To display confidence in the honesty and integrity of opponents and officials.
9. To install a desire in all student--athletes to compete honestly and exercise fair play.
10. Respect and encourage an athlete’s commitment to God, family and academics.

## SECTION 6: OVERNIGHT FIELD TRIPS/EXCURSIONS

Vancouver College recognizes that activities and events for students outside the regular classroom instruction programs are a valuable part of education. The Administration supports extracurricular activities that are properly planned, conducted in a safe environment and appropriate for the students’ age groups.

### OVERNIGHT FIELD TRIP

This is defined as learning activities that require students to be away from home for at least one night, normally to participate in a learning activity away from campus.

### SUPERVISION OF STUDENTS

The Board requires all field trips must maintain a student/supervisor ratio as per the level of risk involved, nature of the activity, and age of students.

Teachers planning any field trip must first complete an Application for Learning Activities Outside the School and submit it to the Principal for Approval. Once Approval has been received, staff must notify parents and students regarding all details of the trip and distribute the appropriate Parent Waiver forms. All participants will be required to submit a complete Parent Waiver form before they are able to participate in the field trip.

## SECTION 7: RESPONDING TO STUDENT ABUSE/NEGLECT

### 7.1 Rationale

Vancouver College recognizes that every student has a right to a life free of abuse, neglect and violence. Child abuse is a serious societal issue. Its impact can last a lifetime and extend to future generations. Understanding child abuse and neglect is vital for all staff and administrators at Vancouver College. Knowing how to respond to any disclosure of abuse or neglect is critical.

## 7.2 Policy

Vancouver College prohibits and will not condone any form of child abuse, neglect or violence. All personnel at Vancouver College will comply with child protection legislation as outlined in the Child, Family and Community Service Act of B.C. and the B.C. Handbook for Action on Child Abuse and Neglect (January 2016).

School personnel will report suspected child abuse, neglect or violence immediately. Everyone who has a reason to believe that a child has been or is likely to be physically harmed, sexually abused or exploited, or neglected by a parent, or otherwise in need of protection as set out in Section 13 of the Child, Family and Community Service Act (as detailed below) is legally responsible under Section 14 (as detailed below) of that Act to report promptly to a social worker. School personnel, who are uncertain about the duty to report, will consult with the Principal, or appointed alternate school officer, who can discuss the options and course of action.

School personnel will inform the principal (or appointed alternate school official such as the President or an Assistant Principal in the event that the principal is the alleged offender) as soon as possible.

School personnel will co-operate with the resulting investigation.

School personnel, through our Student Services Department, will support students who have experienced child abuse, neglect or violence.

School personnel will safeguard the privacy and dignity of the student and share information regarding any allegation of child abuse, neglect or violence only with those persons who have a legitimate reason for receiving the information (i.e. social worker, the policy, the principal). Personnel will recognize that improper disclosure of information may prejudice the child protection investigation or other related investigations.

### Suspected Child Abuse - Statutory Reporting Obligations

In British Columbia, Section 14 of the Child, Family and Community Service Act (which came into force on January 29, 1996) and the B.C. Handbook for Action on Child Abuse and Neglect (January 2016) outline staff duties to report when there is reason to believe a child needs protection.

The Act requires that any person who has reasonable grounds to believe that a child has been abused by a family member, staff member, volunteer or others must report those suspicions to the appropriate official with the Ministry for Children and Families.

Sections 13 and 14 of the Child, Family and Community Service Act are reproduced here for information.

## When protection is needed

13 (1) A child needs protection in the following circumstances:

- (a) if the child has been, or is likely to be, physically harmed by the child's parent;
- (b) if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
- (c) if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
- (d) if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
- (e) if the child is emotionally harmed by
  - (i) the parent's conduct, or
  - (ii) living in a situation where there is domestic violence by or towards a person with whom the child resides;
- (f) if the child is deprived of necessary health care;
- (g) if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
- (h) if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
- (i) if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
- (j) if the child's parent is dead and adequate provision has not been made for the child's care;
- (k) if the child has been abandoned and adequate provision has not been made for the child's care;
- (l) if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.

(1.1) For the purpose of subsection (1) (b) and (c) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,

- (a) encouraged or helped to engage in prostitution, or
- (b) coerced or inveigled into engaging in prostitution.

(1.2) For the purpose of subsection (1) (a) and (c) but without limiting the circumstances that may increase the likelihood of physical harm to a child, the likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with whom the child resides.

(2) For the purpose of subsection (1) (e), a child is emotionally harmed if the child demonstrates severe

- (a) anxiety,
- (b) depression,
- (c) withdrawal, or
- (d) self--destructive or aggressive behaviour.

## Duty to report need for protection

14 (1) A person who has reason to believe that a child needs protection under section 13 must promptly report the matter to a director or a person designated by a director.

(2) Subsection (1) applies even if the information on which the belief is based

(a) is privileged, except as a result of a solicitor--client relationship, or  
(b) is confidential and its disclosure is prohibited under another Act.

(3) A person who contravenes subsection (1) commits an offence.

(4) A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.

(5) No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.

(6) A person who commits an offence under this section is liable to a fine of up to \$10 000 or to imprisonment for up to 6 months, or to both.

(7) The limitation period governing the commencement of a proceeding under the Offence Act does not apply to a proceeding relating to an offence under this section.

### Suspected Child Abuse - Additional Reporting Obligations

Every staff member shall, forthwith upon:

- making a report under Section 14 of the Child, Family and Community Services Act and as outlined in the B.C. Handbook for Action on Child Abuse and Neglect (January 2016), or
- becoming aware of any suspected or alleged sexual or physical abuse of a student by a staff member (no matter how false or frivolous or unjustified the circumstances may appear), immediately report the same to the Principal (Appointed School Official) or an Assistant Principal (Alternate Appointed School Official). Forthwith upon the Principal or an Assistant Principal receiving any report under this Section, such person shall immediately report the same to the President who will then report to the Chairperson of the Board of Directors. In this Section "abuse" includes any physical or sexual abuse, corporal punishment or undue physical restraint or unwelcome touching or touching of a student where not reasonably warranted or appropriate.

**Nothing in this section shall relieve any staff member from any obligation to make a report under the Child, Family and Community Services Act.**

### How to Handle Disclosures

When a child or adolescent decides to get help by telling someone that they are being abused it is called a DISCLOSURE. This is a very frightening but courageous step. By telling they stop the secret. What do you say to a child who is telling you about his/her own abuse or that of a friend? What should you DO? What should you NOT do?

DO:

- Listen: Take the time to HEAR what the child has to say, no matter how busy you are.
- Believe: Tell them you believe them and you will do whatever you can to get them help.
- Reassure the Child: Say that you are sorry this has happened and tell them "It is not your fault".
- Report: Phone the correct authorities and say you want to make a report. In British Columbia, dial 0, ask for Zenith 1--2--3--4.
- Take care of yourself: It is difficult to listen to a disclosure and make a report.

DON'T

- React with shock, horror or disbelief -even though you might feel like it.
- Promise to keep it a secret -you are legally obligated to report if you have reasonable grounds to believe that a child is in need of protection.
- Say that "everything will be fine now" - it may not be fine for some time. There are often many problems to resolve.
- Assume that the child hates the abuser - there may be very conflicting feelings, especially if the offender is a parent or relative.
- Put the responsibility for reporting onto someone else - they may not do it.
- "Interview" the child - the matter may go to court, so it is important that questioning be done by social workers, police and/or lawyers who are familiar with the law.

**It is important to keep a record of indicators, behaviours, dates, times and the people involved.**

## **SECTION 8: PERSONAL AND PROFESSIONAL BOUNDARIES**

### **8.1 Rationale**

The employees of Vancouver College have the responsibility to provide a teaching and learning environment that is consistent with the faith values and teachings of the Catholic Church. All employees of Vancouver College who work with students are in positions of trust and depending upon their position, some degree of authority. The relationship between employee and student must be one of professionalism co-operation, understanding, assistance and mutual respect. This atmosphere must foster the moral, emotional and social development of students, as well as their intellectual development.

## 8.2 Policy

Vancouver College employees are required to ensure that a professional relationship exists between them and students at all times, both inside and outside of the school. Teachers in particular are held to a higher standard of personal and moral deportment in order to serve as Catholic role model for students. Teachers are expected to establish and maintain learning environments where students feel physically, psychologically, socially and emotionally safe.

All Vancouver College employees are bound by standards of conduct expected of a caring, knowledgeable, reasonable and responsible adult who is entrusted with the custody and care of students.

It is completely inappropriate and totally unacceptable for any employee of Vancouver College, particularly one who is in a position of trust with authority over students to develop an intimate personal relationship with a student or school age person that is physical, emotional or social in nature.

All communication with a student(s), by any employee in person, by telephone, fax, e--mail, Facebook, or any other method must reflect the employee's position of trust and authority as well as the employee's role as a teacher or support staff member.

### **The following are examples of boundary violations:**

1. Meeting with an individual student behind closed doors or without the opportunity for observation by other adults. Vancouver College has worked to ensure that there is a window in each door of all areas where teachers may meet with students.
2. Using sexual innuendo or inappropriate language and/or material with students;
3. Touching a student without a valid reason, e.g.
  - Kissing a student or allowing him or her to kiss you;
  - Lengthy hugs or forceful frontal hugs;
  - Cuddling or tickling;
  - Piggy back rides;
  - Having a student sitting on your lap;
  - Stroking a student's hair;
4. Holding conversations of a personal nature or having contact with students via written or electronic methods outside of a professional/ educational context;
5. Allowing students to become overly friendly or familiar with you. Students should never call teachers by their first names;
6. Visiting students in their homes unless their parents are present;
7. Inviting students to your home;
8. Taking the role of surrogate parent with a student;
9. Criticizing a student's parent to the student;
10. Giving a student your home phone number or cell number without the permission and knowledge of the Principal;
11. Communication with students from your home e-mail address;
12. Hiring students to volunteer or work in your home or business;
13. Texting or online communication with students on the adult's personal e-mail or being "friends" on a social network site;
14. Sharing or soliciting personal information without a valid reason;
15. Asking students to keep secrets;
16. Attending parties or socializing with students without permission of school administration and/or parents;
17. Inviting a student or students to the teacher's home without appropriate supervision and parental consent;
18. Drinking or being under the influence of alcohol and or drugs while supervising students/offering alcohol to students;
19. Driving an individual student (except in an emergency).

**The following are examples of acting within personal and professional boundaries:**

1. Communicating class assignments on school e--mail;
2. Appropriate physical contact, e.g.
  - Restraining a student from physically harming self or others;
  - Affirming a student with a pat on the shoulder or back;
  - Placing a hand gently on the student's hand or forearm
  - Handshakes;
  - Brief hugs
  - High-fives
3. Requesting necessary student medical information
4. Sharing information (with family consent) about a death for the purpose of supporting the bereaved student;
5. Respecting confidentiality;
6. Discouraging gossip;
7. Attending school-sponsored graduation events;
8. Accepting an invitation to a family dinner or an out of school activity such as a concert, recital or sporting event.

**The following are examples of behaviour that reduces the potential for real or perceived boundary violations:**

1. Maintaining an "open-door" policy when alone in a room with a student. Vancouver College has worked to ensure that there is a window in each door of all areas where teachers may meet with students;
2. Having more than one employee/adult present whenever possible;
3. Not being alone with a student (whenever feasible);
4. Discouraging inappropriate student conversation;
5. Wearing appropriate and modest attire and ensuring that students dress according to the dress-code.

**All real or perceived boundary violations must be disclosed immediately. Depending on the nature of the violation, disclosure may involve:**

1. Reminding a student or colleague about the real or perceived inappropriateness of their actions;
2. Reporting the violation to the Principal, or the Assistant Principal;
3. Reporting suspected child abuse to the BC Ministry of Children and Families;
4. Reporting suspected criminal activity to the police

**SECTION 9: STAFF TRAINING**

At the beginning of each school year, Vancouver College Administration will review with all school personnel the following documents.

- Vancouver College Limited Child Protection Policy
- BC Handbook for Action on Child Abuse and Neglect (BC Ministry of Children and Family Development)
- Responding to Child Welfare Concerns (BC Ministry of Children and Family Development)
- Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse (Office of the Inspector of Independent Schools BC)
- Vancouver College Employee Policy Manual In addition, Vancouver College Administration will endeavour to provide school wide Professional Development on child protection on an annual basis.

## **VANCOUVER COLLEGE SPECIAL EDUCATION POLICY**

Statement of Policy Vancouver College will endeavour to provide the resources required to support learning for all students, including special needs students who have enrolled at Vancouver College in accordance with the Admissions Policy of the School.

### **ACCEPTABLE USE POLICY**

Students at Vancouver College are provided access to the Internet using the school's Wide Area Network. The Internet allows our students to interact with hundreds of thousands of networks and computers. Within our school and libraries, the Internet and e-mail may be used by our students for educational purposes. There is no intent that students use Internet access from school computers for personal use. The Internet is similar to other student learning resources such as books, magazines, videos, CD-ROMs, and encyclopedias.

### **Conditions and Rules for Use**

Vancouver College reserves the right to access, audit, and monitor use of all supplied Information Technology (IT) resources for non-compliance to this policy, without prior notice to the user. There is no expectation of privacy on behalf of the user with regard to information technology resources. It is a general policy that all computers used through the school's network are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to the policy and guidelines for the use of the network as described below will result in the revocation of access privileges.

### **Unacceptable uses of the network include, but are not limited to:**

- Using the network for any illegal activity, including violation of copyright or other laws.
- Using the network in ways which violate school policies and behaviour standards.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Invading the privacy of other individuals by accessing and/or vandalizing their computerized data.
- Wasting technology resources, including bandwidth, file space, and printers by downloading music or video files, except for those identified as legitimate curriculum resources.
- Gaining unauthorized access to resources or entities.
- Using an account owned by other users with or without their permission.
- Posting personal communications, including photos of another person, without that other person's consent.
- Giving one's account and password information to other users.

### **Network Etiquette**

All users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to:

- Being polite in all of your communications to others.
- Using appropriate language.
- In all activities being compliant with municipal, provincial, federal, or international law.
- Maintaining the confidentiality of your personal address and phone numbers and those of students and colleagues.

- Using the network without disrupting the use of the network by others.
- Assuming that all communications and information accessible via the Internet are the private property of those who put it on the Internet.

### **Vandalism and Harassment**

Vandalism and harassment will result in cancellation of user privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user, the Internet or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Harassment is defined as the persistent annoyance of another user or the interference of another user's work. **"Harassment" is further defined as any unwelcome behaviour, conduct or communication, directed at an individual that is offensive and/or annoying to that individual.**

### **Unacceptable Material**

Because access to the Internet provides connections to other computer systems located all over the world, students (and parents) must understand that neither Vancouver College nor any staff member controls the content of the information available on these other systems. Some sites accessible via the Internet may contain material that is inappropriate for educational use in a K-12 setting, such as hate literature, pornography, and information related to immoral or illegal activities. Vancouver College does not condone the use of such materials and does not permit usage of such materials in the school environment. The school uses Internet filtering software in addition to teacher supervision to reduce the likelihood of students accessing inappropriate Internet sites. In the event a student inadvertently accesses an inappropriate Internet site, he must advise the supervising teacher of the inadvertent access.

### **Penalties for Improper Use**

Violation of the school's Acceptable Use Policy may result in:

- restricted network access
- loss of network access
- disciplinary action
- legal action

## PERSONAL INFORMATION PROTECTION

Vancouver College Limited ("VCL") is committed to maintaining the security, confidentiality, and privacy of your personal information. A copy of our detailed Privacy Policy is available from our Privacy Officer. The following summarizes how we collect, use, disclose, and protect personal information of parents, guardians, and students. If you have any questions or concerns, please contact our Privacy Officer at 604-261-4285, or visit us at [www.vc.bc.ca](http://www.vc.bc.ca).

VCL may collect your personal information for the following purposes:

- To assess applications for admission to (or continued enrollment in Vancouver College);
- To determine your financial status (including through credit reports);
- To provide and administer services through Vancouver College;
- To disclose to the Vancouver College Parents' Association for the purpose of co-ordinating its activities from time to time;
- To disclose to those administering our Parent Participation Program for the purposes of such Program from time to time;
- To disclose grades, as required, to the BC Ministry of Education;
- To disclose, with permission from student, grades to the BC Ministry of Education for disclosure to prospective universities as applied to by the student;
- To disclose, with permission of the Parents or Guardians, information requested by third parties;
- To protect VCL and others from fraud and error and to safeguard the interests of VCL and its students, staff, and representatives;
- To authenticate individuals' identities;
- To collect debts owed to VCL;
- To ensure staff and contractors comply with their agreements and legal obligations to VCL;
- To manage or transfer assets or liabilities of VCL, for example, in the provision of security for a credit facility or the change of a supplier of products;
- To administer relations with the BC Ministry of Education, the Federation of Independent Schools of BC, the Catholic Public Schools of Greater Vancouver, and other educational organizations with whom VCL has relations from time to time;
- To comply with any legal or regulatory requirement; and
- To use and disclose such information for any other purpose directly or indirectly related to the operations of Vancouver College. The above collections, uses, and disclosures are or may become a reasonably necessary part of your relationship with VCL. VCL may also collect your personal information for the following purposes:
- To contact you regarding special events, fundraising, and other matters in which it is involved, directly or indirectly, from time to time;
- To publish in directories;

- To share with the Vancouver College Alumni Association, Vancouver College Millennium Foundation, suppliers and reputable third parties so that they may solicit your membership or assistance or offer their products or services to you; and
- To use your social insurance number as an aid to identify you with credit bureaus and other financial institutions for credit history file matching purposes. You may instruct VCL to refrain from using or sharing your personal information in any or all of the four last ways described above at any time by providing written notification to our Privacy Officer.

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## STUDENT RECORD POLICY

Vancouver College will not collect, use, or disclose personal information without the consent of the individual. On or before collecting personal information about an individual, Vancouver College will disclose to the individual the purposes for the collection and, on request, contact information. Vancouver College will collect, use, or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill such purposes.

### Elements of the Student Record.

Required Items:

- a) The Permanent Student Record (PSR):
- Form 1704 completed according to the current Permanent Student Record Instructions requirements
  - Copies of a minimum of the two most recent years of Student Progress Reports or an official transcript of grades
  - Legal name of child--verified original with a photocopy of birth certificate (or similar legitimate document) on file
  - Official names(s) or parent(s) or guardian(s) with home and work contact information
  - A completed Parent Legal Residence form
  - Copies of documents listed as inclusions.
    - Required Inclusions as applicable
    - Health services information as indicated by the medical alert checkbox
    - Court orders as indicated by the legal alert checkbox
    - Other legal documents (e.g. name change, immigration)
    - Support services information (e.g. psychometric testing, speech and hearing tests)
    - IEP or CMP (Case Management Plan)
    - Notification of student being homeschooled

Vancouver College will also collect the following information on an annual basis as a part of the re-registration process:

- Care card number
- Emergency contact numbers
- Doctor's name and contact information
- Allergies, medication and/or other health concerns

b) Vancouver College will update the permanent student record (PSR) as the school is informed of any changes to the information and as the student progresses through the school. The individual primarily responsible for maintaining the student files is the Office Coordinator with support from the Registrar.

c) Vancouver College will retain the PSR until requested by another school or for 55 years after a student has withdrawn or graduated. PSR will be stored securely and safe from calamity. Access to such files will be limited to authorized personnel.

d) If a student withdraws from Vancouver College and enrolls in another K--12 educational institution, Vancouver College will, upon request, transfer the PSR to the new school.

### **Access to and Disclosure of Student Records**

Vancouver College will ensure that student records are kept confidential in order to maintain the privacy for students and their families. In accordance with PIPA students/parents/guardians are permitted to:

- Examine all student records kept by the school pertaining to that student, while accompanied by the Principal or a person designated by the Principal to interpret the records--note: care must be taken to ensure that disclosures do not reveal private information about other students or individuals.
- Receive a copy of any student record.
- With written parental consent, Vancouver College will provide access to other professionals who may be supporting the student in their growth or to the school's insurer in the event of a claim or potential claim, or other advisors or experts.



## 2019-2020 KEY DATES

SEPTEMBER	Monday 2 Tuesday 3  Wednesday 4 Monday 9 Monday 23 Saturday 28	Labour Day (No Classes) Middle School Opens - 10:30 AM - 3:00 PM Senior School - New (to VC) Student Orientation - 10:00 AM - 12:00 PM School Opens - Gr 1-12 - 9:30 AM - 3:00 PM Kindergarten Commences - (Short Days For 2 Weeks) - 8:30 AM - 1:30 PM Kindergarten Begins Normal Hours Homecoming
OCTOBER	Friday 4 Monday 14 Friday 25	Walkathon Thanksgiving (School Closed) Professional Development Day (No Classes)
NOVEMBER	Saturday 2 Monday 11 *Tuesday 12*  Friday 22	Finnegan Ball Remembrance Day (School Closed) *Tentative* Walkathon Appreciation Day (School Closure dependant on students reaching our Walkathon 2019 Fundraising Goal) CISVA Teacher Networking Day (No Classes for ELEMENTARY ONLY)
DECEMBER	Wednesday 4 Friday 20	Mothers Christmas Tea Last Day of Class Before Christmas Break - 12:00 PM dismissal
JANUARY	Tuesday 7 Thursday 23 & Friday 24	Classes Resume After Christmas Break Kindergarten Interviews (No Classes for KINDERGARTEN ONLY)
FEBRUARY	Thursday 13 & Friday 14 Monday 17	Catholic Educators Conferences (No Classes) Family Day (School Closed)
MARCH	Friday 13 Monday 30	Last Day of Class Before Spring Break Classes Resume After Spring Break
APRIL	Friday 10 Monday 13 Friday 24	Good Friday (School Closed) Easter Monday (School Closed) VC Learns Day (No Classes)
MAY	Saturday 9 Friday 15 Monday 18 Tuesday 19	Mayfair Graduation Dinner & Dance Celebration Victoria Day (School Closed) Blessed Edmund Rice Day (School Closed)
JUNE	Friday 5 Tuesday 9 Friday 19 Wednesday 24	Senior School - Last Day of Class Before Exams Grade 9 - Last Day of Class Before Exams K-8 - Last Day of Class Graduation Liturgy, Brunch, and Commencement

Updated April 2019.

The full 2019-2020 School Calendar will be released Summer 2019. Please visit our School Website for updates.