



VANCOUVER COLLEGE

MIDDLE 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>	Barbara Seppelt	<i>Assistant Principal, Elementary School</i>
Johnny Bevacqua	<i>Principal</i>	Kelly Lattimer	<i>Director, Finance & Facilities</i>
Daryl Weaver	<i>Assistant Principal, Senior School</i>	Ronith Cogswell	<i>Director, Advancement</i>
John-Paul Cavalluzzo	<i>Assistant Principal, Middle School</i>	Anthony Murphy	<i>President Emeritus</i>

Department Chairs

Larry Olson	<i>Applied & Fine Arts</i>	Maureen Wicken	<i>Religion</i>
Scott Vass	<i>Athletics</i>	Juan Pineda	<i>Sciences</i>
Andrea Prout-Bernett	<i>Campus Ministry</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 & Learning Resource Teacher</i>
Br. Ed Conti	<i>Enrichment Program</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 & Intramural Coordinator</i>	Nguyet Duong	<i>Education Assistant</i>
Lori Olson	<i>Music & Library</i>	Niamh Ferguson	<i>Education Assistant</i>
Victoria Stelzig	<i>Grade 6</i>	Aoife Finlay	<i>Education Assistant</i>
Tricia Listeck	<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>	Lloyd Scrubb	<i>IT</i>
Nicole McDonald	<i>Fine Arts (Drama)</i>	Randy Duggan	<i>Librarian</i>
Anthony Small	<i>French</i>	Fiona Li	<i>Mathematics, Sciences</i>
Larry Olson	<i>Fine Arts (Band)</i>	Brandon Lieu	<i>Mathematics, Sciences & Makers</i>
Euphemia Redden	<i>Fine Arts (Visual Arts)</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 & Middle School Coordinator</i>
Todd Bernett	<i>Humanities</i>	Michael Balogh	<i>Religion</i>
Ryan Shams	<i>Humanities</i>	Chris Povey	<i>Sciences</i>
Carlo Trentadue	<i>Humanities</i>	Henry Budai	<i>Second Languages</i>
Jacqueline Stewart	<i>Humanities</i>		

Senior School

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

Student Services

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

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>
Vincent Ricci	<i>Education Assistant</i>
Donna Trasolini	<i>Administrative Assistant, Learning Centre</i>

Support Staff

Josy Wigboldus	<i>Accounting Assistant</i>
April Deutsch	<i>Administrative Assistant, Assistant Principals</i>
Catherine Cleveland	<i>Administrative Assistant to the President & Director of Finance. Secretary to the Board of Directors</i>
Linda Foster	<i>Advancement & Major Giving Officer</i>
Joanne Lin	<i>Advancement Services & Alumni Relations Officer</i>
Chantal Coschizza	<i>Communications Officer</i>
Frances George	<i>Database Administrator</i>
Karen Teufel	<i>Donor Services Officer</i>
Br. John Thorne	<i>Groundskeeper</i>
Rick Gazzola	<i>Maintenance</i>
Nenad Torbica	<i>Maintenance</i>
Lydia Yu	<i>Office Coordinator</i>
Michael Potusek	<i>Registrar</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:

1. EVANGELIZE YOUTH WITHIN THE MISSION OF THE CHURCH

- 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

- 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

- 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

- 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

- 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

- 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

- 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 AT VANCOUVER COLLEGE

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.

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.

Grade Level and School Liturgical Celebration

All students are expected to attend all scheduled religious services throughout the year. This includes those students who might have an unscheduled block during a planned liturgical celebration. There are a series of liturgical events that highlight the main religious feasts of the year. These are indicated in the school calendar along with opportunities to celebrate Eucharist by grade level or by class.

Apostolic Activity

Mature faith must overflow into action, and individual Christian volunteer work in the community is encouraged as part of the religion program. In addition, students are called upon to make regular offerings out of their own pockets to Mission funds, which help to support Christian Brothers' Third World mission schools. In addition, the Edmundian Society facilitates a program of service in the school.

Community Service

"Were we to know the merit and value of going from one street to another to serve a neighbour, we should prize it more than gold or silver."

The purpose of the Community Service requirement, an integral part of the Religion curriculum, is to encourage students to utilize their talents and gifts to serve those in need, those less fortunate. This service will allow students an opportunity to give back to the community and to be enriched by serving others.

- As part of the Religion Program in the Middle School, every student is asked to complete a minimum of 8 hours of community service per term. This service is to be outside the immediate family and cannot be for remuneration (money). The volunteer hours can be completed entirely within the Vancouver College community or within the student's own community, or the hours can be completed as a combination of the two.
- Each Senior School student must complete 30 hours of community service helping those less fortunate as part of his Religion grade. This will make up 15% of the Religion grade. The service is done with people whom the student would not ordinarily be serving. Certainly, the student would not be paid for his service. Doing jobs like helping your parents or answering phones, stacking chairs or ushering at a parish function are valuable but do not fit the description of helping individuals less fortunate than you. The service should be people-centered.

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.

Middle School Program

The staff of the Middle School is committed to creating a Christian environment providing role models and offering educational experiences which lead to the development of the whole child.

Vancouver College's Middle School for Grades 7 to 9 offers a transition from Elementary School to Senior High. The Middle School provides teaching teams that stress mastery of skills and response to individual needs – not only academic, but also personal and social.

Exams are introduced at the Grade 9 level during Term 3, in June. In Grades 7 and 8, Report Card marks are determined from a variety of sources as outlined in course outlines/overviews.

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/>.

The Capstone Project

In Senior School, all students complete a capstone project throughout Gr 10-12. This is a chance for them to create a passion project in any area of their choosing that will reflect much of the learning they've done over their life thus far. In many cases, it includes aspects of their post-secondary plans, or it may incorporate service learning work they've done using their talents. In May of each year, they present to their Advisory about where they are at, and in their final year they present to an external audience as well as part of an exit interview.

Middle and Senior School Marking System

For students in Grades 7-12, report and end-of-year marks are composed of a class mark and an exam mark. For all grades, the passing mark is 50%.

Middle and Senior School marks are as follows:

A 86 – 100	C 60 – 66	F 49 and below
B 73 – 85	C- 50 – 59	I In Progress
C+ 67 - 72		

Provincial Assessments

Students will compete a Grade 10 literacy and Grade 10 & 12 literacy assessment.

The emphasis in these assessments will be on demonstration and application of learning through different means. There will be a greater focus on classroom assessment that is flexible and personalized, giving educators greater flexibility to decide how and when students are assessed.

Middle School and Senior School Honour Roll

Students who have achieved excellence in academics are recognized by being awarded either First or Second Class Honours.

A student who achieves an academic average greater than 85.5% is awarded First Class Honours while a student who achieves an academic average between 79.5% and 85.5% is awarded Second Class Honours.

First and Second Class Honour Certificates are awarded following each reporting period.

President's Honour Society

In the tradition of the pursuit of excellence at Vancouver College and in the spirit of Blessed Edmund Rice, students in Grades 9, 10, 11, and 12 who receive an academic average of 89.5% or greater on their final school grades will be designated a member of the President's Honour Society.

These students are recognized for their outstanding achievement at an academic assembly joined by parents, faculty, and special guests.

Academic Program

As Catholic educators, a deep concern for the welfare of the student is at the heart of our common bond and permeates our relationships at all times.

Student Services and the Administration of Vancouver College wish to fulfill a supportive role in helping parents and students choose an academic program consistent with interest and ability. However, the school reserves the right to determine a program that as professional educators, we believe to be in the best interest of the student.

While it is the right of every student, in consultation with his parents, to choose his program of studies; there are guidelines in place which will determine whether a student will be able to do his desired program at Vancouver College.

Enrollment in a specific course will meet the following criteria:

1. Meet the course prerequisite established by the department.
2. Complete all assignments and maintain a C+ for the course.
3. Receive a positive recommendation from the present teacher.
4. Has the endorsement of the Administration of the school.

Students are required to accept the recommendation of professional educators when it comes to what they believe is in the best interest of the student. Parents may request a meeting to have the program choice explained and come to understand the reasons for the placement, but are not in a position to change the placement. Failure to accept the program designed by the school officials means that parents are free to pursue educational opportunities at another educational institution.

Report Periods

Middle and Senior School report cards are issued in November, March, and June. Interim grade are available halfway through each term for all students. Parents are encouraged to regularly check students' progress on PowerSchool at any time.

Conferencing

Parent-Teacher Conferencing for both Middle School and Senior School parents are held at the beginning of December and again in April. Parents are invited to bring their son to the Parent-Teacher Conference. In addition to these scheduled interviews, parents, who may have a concern about their son's performance, are encouraged to contact teachers by e-mail. Teacher e-mail addresses are posted on the school website. Both teachers and parents indicate that e-mail is most effective in initiating communication.

Homework

Middle School students should be prepared to do one hour of homework/home study per night. Senior School students, Grades 10 to 12, should be prepared to do approximately two hours of homework and/or home study per night.

Course Changes in Senior Grades

Prior to September of each school year, students are issued a timetable of courses. Once issued, only changes essential to Ministry graduation requirements, the logistical necessities of the school, or changes due to summer school results will be considered. Students are not to assume they will be permitted to retake a course which they passed but did not do as well as they expected or wished. Students must follow the assigned timetables until the appropriate Administrator has officially approved changes.

Vancouver College Equivalency Policy

Vancouver College will grant equivalency for courses (or programs) that meet all of the following requirements:

- The course matches approximately 80% or more of the prescribed learning outcomes of a Ministry Developed course or a Vancouver College Board Authority Approved (BAA) course.
- The student provides documentation that the learning outcomes of the course were successfully completed.
- The course was taken at another institution or in an education jurisdiction outside the regular BC school system.

In general, students will be granted credit, through equivalency, for courses taken in other Canadian provinces and territories.

If a student has completed a course outside the regular BC school system that is deemed equivalent to a BC course with a Provincial Exam he may either:

- i) receive credit as an examinable course and he is then required to write the Provincial Exam, or
- ii) receive credit as a non-examinable course and he is not eligible to write the Provincial Exam.

Vancouver College External Credential Policy

An external credential is earned for successfully completing a set of learning activities developed outside the Ministry, for which the learning is not equivalent to a Ministry Developed or Vancouver College BAA course. In order to receive credit, a student must bring in the appropriate documentation to Student Services prior to June 15th of their graduating year.

Vancouver College External Course Policy

Vancouver College provides the depth and support required to succeed. We do not endorse any of its students to take any courses online or by way of summer school (if that course is offered at our school) for the purpose of acceleration through the curriculum. With this noted, we also understand that one has the freedom to enroll in summer school or online (away from VC). If this decision is made, please inform our academic advisor as soon as possible.

In all grades, students must enroll in a full course load (8 courses) regardless of whether a course is going to be or is completed outside of Vancouver College. In Grade 12, students may apply for a reduced course load (Excellence Block).

No student will be removed from a course that was previously completed outside of Vancouver College unless documentation of completion, with a final grade, is provided to our academic advisor by September 15th. Whatever course is removed must be replaced by another course based on seat availability.

Course changes will not be entertained after September 15th. Any completed external course must be reported to our academic advisor to ensure that it is reported to the Ministry of Education and will appear on the official transcript. Only a student's home school (VC) can submit completed courses to the Ministry of Education. Please note that external courses will not appear on VC report cards or transcripts, nor will the grades be used in any calculation for VC Honour Roll or other awards.

Vancouver College Challenge Policy

A Vancouver College student may challenge a course if he has compelling evidence that he will succeed in the challenge assessment and if he has not already completed the course through previous enrollment or been granted equivalency for the course.

The challenge assessment criteria will be set by the department and will normally include the writing of a comprehensive exam.

**Vancouver College Timetable
2019-2020
Senior & Middle School**

Mon, Tues, Thurs, & Fri			Wednesday		
8:30 - 9:45	Block 1	75 min	9:30 - 10:35	Block 1	65 min
9:45 - 10:00	Break	15 min	10:35 - 10:45	Break	10 min
10:00 - 11:15	Block 2	75 min	10:45 - 11:50	Block 2	65 min
11:20 - 11:35	Advisory	15 min	11:50 - 12:00	Break	10 min
11:40 - 12:55	Block 3	75 min	12:00 - 1:05	Block 3	65 min
12:55 - 1:45	Lunch	50 min	1:05 - 1:55	Lunch	50 min
1:45 - 3:00	Block 4	75 min	1:55 - 3:00	Block 4	65 min

Block Rotation							
Day-1A	Day-2E	Day-1B	Day-2F	Day-1C	Day-2G	Day-1D	Day-2H
A	E	B	F	C	G	D	H
B	F	C	G	D	H	A	E
C	G	D	H	A	E	B	F
D	H	A	E	B	F	C	G

OTHER MIDDLE AND SENIOR SCHOOL REGULATIONS

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.

Lockers

All school lockers are assigned. Lockers occupied without authorization will be emptied and the books returned to the book room.

Only combination locks purchased at school are acceptable; others will be removed without warning. Two combination locks are required, one each for book and gym lockers. Students using the lockers are reminded to always keep them locked and not to share their combination with other students. Theft of items from lockers is a concern and students are not to leave any items of value in their lockers during PE classes or after-school practices. Students who participate in Athletics are required to have a third lock.

Parking

While there is some on-street parking available for vehicles, drivers are reminded to not park in front of homes in our neighbourhood. Please familiarize yourself with the Vancouver College Traffic Guidelines and the City of Vancouver Parking Bylaws, a copy of which can be obtained from the City Clerk (604-873-7276) or by e-mail: info@vancouver.ca. Cars inappropriately or illegally parked on residential streets may be ticketed and towed. Please be respectful of our neighbours.

Textbooks

Students are fully responsible for all texts issued to them by the school. Replacement costs will be assessed if texts are lost. Students will not be issued textbooks for the next school year if their account has an outstanding balance.

Use Of Facilities

Use of school facilities outside school hours requires the prior permission of the Administration. The weight room may be used only with authorized adult supervision. Failure to follow the posted regulations will result in loss of privileges for extended periods of time.

Visitors

All visitors to the school, including parents, must report to the Main Office to obtain a "Visitor's Pass" which should be worn at all times while visiting the school.

Lost and Found

Lost and Found items for Middle and Senior Schools students are available at the Assistant Principals' offices.

MIDDLE AND SENIOR 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

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.

Student Services

The Student Services Department assists students in course selection, providing information on course prerequisites, course descriptions, graduation requirements, and course requirements for post-secondary institutions. Materials are also available to help students with career choices and applications to suitable universities and colleges. Students can access these services through the Student Services Department or the Administration. Personal Counseling is also available.

Library

The Learning Commons provides a variety of materials to augment the curriculum, as well as books and magazines for light reading. Computers, and a printer and copier are also available to the students. The Learning Commons, open from 8:00 am to 4:00 pm, is a place for quiet reading, study, and research. All books must be signed out, and students are fully responsible for all materials taken out in their name. A fine is imposed on overdue, damaged, or lost books.

VANCOUVER COLLEGE STUDENT REPRESENTATIVE COUNCIL

The Student Council represents the students and operates according to the following guidelines:

- A. The Council is moderated by a teaching staff member appointed by Administration.
- B. Students on the Council must be in good standing and acceptable to the Administration on the basis of their academic and personal records.
- C. The Council has the right to advise Administration, but shall have absolutely no authority in the administration of the school under any circumstances.
- D. The Council shall initiate student activities and encourage student participation in them.
- E. The members of the Council executive shall be the first representatives of the school when student representation in the public forum is required, as determined by the Administration.
- F. The Council collects and expends money only with the previous knowledge and explicit approval of the staff moderator. Credit or debit remaining in the Council's account at the end of a school year will be carried forward to the new Council the following year.
- G. The executive of the Student Council for any school year will be determined during the month of May of preceding school year. Other student representatives will be elected during the month of September.

MIDDLE AND SENIOR SCHOOL EXTRACURRICULAR ACTIVITIES

Eligibility

Students involved in extracurricular activities and athletics are required to maintain a satisfactory level of adherence to the school's behavioural and academic expectations. As Vancouver College representatives they bring the school to the public. There is, therefore, a responsibility to maintain a high standard of conduct. Student performance will be regularly reviewed and those who fall short may anticipate consequences that affect their participation in extracurricular activities.

No student will be denied access to any of Vancouver College's programs for financial reasons. Please refer to the VC Bursary Program or Members of Administration for more details.

Clubs

In keeping with the aim of social integration, the school offers and encourages students to join various clubs. A full list of available opportunities can be found on the school website.

Athletics

Since 1922 and the days of Brother Lannon (one of Vancouver College's founders), a focus on physical activity has been a time-honoured tradition at Vancouver College. It continues today through a program of regular physical education classes in all grades and a wide variety of athletic opportunities. An intramural program supplements these activities. More information on the Athletic Program can be found online.

Lettermen's Association

The Lettermen's Association rounds out our Athletic Program. Its goal is the promotion and development of school spirit, especially as it applies to athletics. Membership is determined through an application process. Further information pertaining to the Lettermen Association can be found in Vancouver College's Athletic Policy.

Edmundian Association

This group of Senior and Middle School students assists with retreat programs, spiritual activities, and liturgies and support programs for students. It is named after Blessed Edmund Rice. Their primary mandate is to provide service to the school community.

GRADUATION ACTIVITIES

At the beginning of each year, the graduating students will be assessed a fee to cover all in-school costs of graduation. This will include the grad gowns, grads and dads dinner, grad brunch, commencement, reception, and school diplomas.

The following are school sanctioned graduation events:

- Grads and Dads
- Grad Celebration
- Grad Brunch
- Grad Liturgy
- Commencement Exercises
- Student Grad Committee Events

The Graduation Ceremonies are a two-part affair. Part 1 is the Grad Liturgy and Part 2 is the Commencement Exercises. Failure to attend the Graduation Liturgy renders a student ineligible to attend Commencement Exercises. In addition, a student must successfully complete Religion 12 before he is able to graduate from Vancouver College. All bills must be paid, textbooks, library books, and equipment returned, and any discipline matters resolved.

All aspects of these official graduation events shall be under the direct authority of the Principal, or designate, and supervised by staff. All other non-school sanctioned activities are the responsibility of the graduating students and their families.

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 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.

REGULATIONS RELATED TO THE CODE OF CONDUCT

SAFETY OF PERSONS

Preamble

As stated in the Vancouver College Code of Conduct 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..."

Vancouver College has a duty to ensure the safety and well-being of our students while they are at school. To help with this responsibility we ask the following of parents:

- Unless students are involved in a teacher-supervised activity (i.e.: practice, rehearsal, tutorial, intramurals) they should not be dropped off or arrive at school before 7:00 am.
- Unless students are involved in a teacher-supervised activity after school, students should be picked up or leave school promptly after school ends and prior to 5:00 pm.

We would similarly ask the following of students:

- If you arrive at school prior to 8:00 am, you should only be in the Dining Hall. Students arriving before 8:00am will not be allowed to access lockers or classrooms prior to 8:00 am.
- If you remain at school between 3:30 pm and 5:00pm, you should only be in the Dining Hall.

Policy

The school will open in the morning for students at 7:00 am. Students arriving at the school between 7:00 am and 8:00 am must stay in the Dining Hall. Only students who have a planned teacher-supervised activity (i.e.: practice, rehearsal, tutorial) will be permitted into other areas of the school. Between 7:00 am and 8:00 am the cafeteria is the only area of the school that will be supervised except in circumstances where students are involved in planned teacher-supervised activity. All other areas will be unsupervised until 8:00 am.

After the conclusion of the school day, between 3:30 pm and 5:00 pm, students who are not involved in a teacher-supervised activity and who are waiting for a bus or family pick-up to return home, must stay in the Dining Hall. Between 3:30pm and 5:00 pm the Dining Hall is the only area of the school that will be supervised. All other areas will be unsupervised after 3:30 pm except in circumstances where students are involved in planned teacher-supervised activity. At 6:00 pm the doors of the school will be locked and all students who are not involved in a teacher-supervised activity will be asked to leave the school.

In summary, for Middle and Senior School students:

- There is no student access to the school before 7:00 am or after 6:00 pm, except for involvement in teacher-supervised activities.
- The cafeteria is the only area of the school that will be supervised before 8:00 am and after 3:30 pm.
- Students who are at school before 8:00 am or after 3:30 pm and who are not involved in a teacher supervised activity must stay in the cafeteria.

SAFETY OF POSSESSIONS

Creating A Climate Of Responsibility

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 & Integrity
Responsibility & Cooperation
Respect & Harmony

With respect to safety of possessions at Vancouver College, the following observations are deemed to be accurate:

- Many boys, particularly in Middle and Senior School bring money or valuable possessions to school.
- Most items that are reported lost or stolen are not secured either on person or in a locker.
- A majority of items reported lost or stolen, occur in the Physical Education or Athletic change rooms. Most frequently these lost or stolen items are left unsecured.

Theft occurs from bags or backpacks left unattended in:

- change rooms
- gymnasiums
- hallways
- cafeteria
- outside library
- outside the High Performance Centre
- band room, classrooms, particularly in the last block of the day

- Clothing items that are lost or stolen, most frequently are ties and sweaters or vests.
- Lost & Found centres are located in the Elementary School office and the Middle/Senior School Admin offices.
- Unclaimed Lost & Found articles are donated to Covenant House on a monthly basis.

Regulations and Requirements for Students

- Hallways adjacent to the Athletic and Physical Education change rooms are out of bounds for all students at all times except when students are proceeding to change for Physical Education classes, Intramurals, practices, or games.
- Secure all valuables at all times including clothing. All students are required to have two locks – one for hallway lockers and a second for Physical Education.
- Students who participate in Athletics are required to have a third lock.
- Keep all lock combinations confidential.
- Report any missing items immediately to an Assistant Principal. Complete a missing item report.
- Regularly check the Lost & Found to recover missing items.
- Inform teachers or Administration of any suspicious activity that appears to be theft.

Expectations of Staff

- Physical Education Staff will monitor Physical Education change rooms to insure all valuables are secured.
- Coaches will monitor Athletic change rooms to insure all valuables are secure.
- Any unsecured bags in gymnasiums, hallways, cafeteria, library, High Performance Centre, and instructional spaces should be turned into the Main Office.
- Students must not be dismissed from class early under any circumstances.
- Staff will not allow bags or valuables of any sort into any instructional area.
- Administration will prepare an annual report summarizing the incidence of theft at Vancouver College to provide further guidance in the development of alternative strategies.

Expectations of Parents

- Label all clothing, particularly ties.
- Have your son regularly check the Lost & Found and/or regularly check the Lost & Found yourself.

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 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.
-

Consequences are ultimately the prerogative of the Assistant Principal in conjunction with the Principal. It may involve all of the above stated consequences at the discretion of the Administration.

Selling of Personal Belongings

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.

DEPARTMENT & BEHAVIOUR

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.

It is not only important what students wear, but how they wear it. In all instances slacks must be worn at the waist with shirts tucked in and buttoned to the top with the school tie drawn to the neck.

The Dress Code will be in effect everywhere on campus, throughout the school day and at out of school activities when requested. This applies to unscheduled blocks and lunchtime. On specific occasions the Dress Code may be relaxed for suitable reasons such as Mayfair casual days, as announced by Administration.

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

Spirit Wear

Spirit Wear is available for sale at Vancouver College at various times throughout the school year. **Spirit Wear DOES NOT form part of the Dress Code.**

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.

2. Personal Electronic Devices

Students who choose to bring electronic devices to school are recommended to secure those devices in their school locker from the time they arrive at the school until the end of the instructional day.

The school is not responsible for lost or stolen electronic devices.

The use of personal electronic devices is prohibited unless authorized by their teacher. (This applies to unscheduled blocks and lunch). If, at the end of the instructional day, a student chooses to use a cell phone to contact family or friends, he may only do so outside school buildings.

Students requiring the use of a telephone during the school day must use the school phone.

3. Electronic and Social-Networking

Increasingly, members of the Vancouver College community utilize various online social-networks to communicate with one another. While this can be an effective way to communicate, it can also be used in ways that are highly inappropriate. Examples of inappropriate or unacceptable use include, but are not exclusive to, cyber-bullying, intimidation, harassment, threats, invasion of personal rights, and creation of and involvement in a negative Facebook page.

In many instances, this form of communication takes place in the privacy of the student's home or at places away from the school. Parents remain the primary educator when it comes to the use of online social activity and other matters, including education.

However, when the school becomes aware of inappropriate use as noted above, it becomes a serious violation of our Code of Conduct and the student shall be subject to Vancouver College's Progressive Discipline.

4. Lates

Students are expected to arrive to school on time and be on time for each class. Parents are asked to inform the school by email prior to 9:00 am if their son will be arriving late as per ministry requirements. Flagrant offenders will receive progressively more serious consequences that include, but are not limited to, detention, community service, or suspension.

5. Attendance

If a student is absent or late with reason, it is the parents' responsibility to notify the office, by 9:00am, via email. The office will call families whose child is late or absent but who have not yet informed the school. Similarly, an emailed note is required for a student who needs early dismissal.

6. Truancy

Absence without an excuse for any part of a school day is a serious breach of our Code of Conduct. A student can be deemed to be truant only by an Administrator after investigating the reason for absence. A student who is deemed to have been truant from school shall be subject to Progressive Discipline.

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.
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.

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:
 - B. the appeal has not been initiated five (5) days of the date on which the complainant became aware of the decision being appealed;
 - C. the appellant has refused or neglected to discuss with the Principal the decision being appealed; or
 - D. 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.

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 offense.

(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 offense.

(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 offense 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 Offense Act does not apply to a proceeding relating to an offense 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.

Communication and association with students outside of school hours or school activities (e.g. extra-curricular) should be minimized and must, at all times reflect the employee's position of trust and authority.

Inappropriate conduct by employees with students is subject to discipline up to and including termination.

The administration will cooperate fully with the police in the investigation of any matter that could be suspected of being inappropriate or criminal behaviour.

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.

VANCOUVER COLLEGE ATHLETIC POLICY

When Vancouver College was founded by Brother Lannon in 1922, it was advertised that “due attention will be paid to physical development.” From that beginning, Vancouver College has developed an athletic tradition so firm that it is most frequently referred to as “a heritage.”

Our mission as teachers and coaches at Vancouver College is to assist parents in the development “of the whole child.” We believe the Athletic Program is a significant part of the school and vital in meeting the objective stated above. The Athletic Program must reflect the Essential Elements and the Gospel values that are crucial and integral to the operation of Vancouver College. We seek to glorify God by using our talents to the fullest.

Policy Objective

The purpose of this policy is to guide staff, students, and parents in their participation in the Vancouver College Athletic Program and to assist in the development and well-being of all participants. This policy cannot cover all the circumstances that may arise in the operation of an Athletic Program and is not intended to be a substitute for the application of Christian principles and common sense in the operation of the program.

Clearly, participation in the Athletic Program is a privilege for students, parents, and coaches and not a right. Thus along with that privilege, participants – students, coaches, and parents – must accept several responsibilities that are articulated in this policy.

Ultimately, all expectations outlined hereafter are intended to provide for all an environment in which the growth and wellness of all participants are safeguarded.

Philosophy

The philosophy of the Athletic Program at Vancouver College is rooted in two of the Essential Elements of an Edmund Rice Christian Brother Education at Vancouver College:

- Celebrate the Value and Dignity of Each Person and Nurture the Development of the Whole Person
- Pursue Excellence in All Its Endeavours

The Athletic Program at Vancouver College seeks to provide a wide range of athletic activities for boys between Grade 8 and 12 so that the highest possible numbers of students have an opportunity to compete and experience a quality athletic experience.

Vancouver College strives for excellence in its Athletic Programs, providing opportunities for individual and for teams to achieve at a level consistent with their God-given gifts. An underlying philosophy of the Athletic Program is a desire that programs be developed and maintained in order to provide opportunities for all youth to develop ideals of sportsmanship, ethical conduct, and fair play. To achieve this goal, it is the expectation that these values be modeled by coaches and parents.

The ultimate objectives of the Athletic Program at Vancouver College are:

- To develop the character of the athlete by teaching sportsmanship, cooperation, responsibility, and respect for authority.
- To encourage and promote skill development, fitness, wellness, and healthy lifestyles.
- To help students develop life skills such as courage, commitment, honesty, humility, discipline, teamwork, and fair play.
- To help students develop a strong work ethic and sense of commitment.
- To help students experience the full joy of preparation and participation in athletic competition.
- To help students pursue post-secondary athletic opportunities.
- To help the student body develop a vibrant school spirit.
- To develop and enhance the sense of community and kinship at Vancouver College.

Policies and Procedures

A. Program Offerings

Prior to the commencement of each school year, the Principal in consultation with the Athletic Director, staff, and community will determine which sports will be offered at the school.

The following athletic opportunities are usually offered at Vancouver College:

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Cross Country *	Basketball *	Badminton *
Football *	Field Lacrosse	Golf *
Soccer (Varsity)*	Wrestling *	Rowing
Swimming *	Downhill Skiing & Snowboarding	Tennis *
		Track & Field *
		Ultimate Frisbee *

* denotes sports that are recognized by BC School Sports.

^ denotes sports that compete as a “Club” and therefore are not eligible for Lettermen points.

Staff, students, or parents who wish to add a sport to the Program should submit a proposal in writing to the Principal. The Principal, in consultation with the Athletic Director and staff, will make the final decision on the addition or deletion of athletic teams.

B. Team Selection

1. All students participating in the program must adhere to the eligibility requirements as outlined by BC High School Sports under Section V of the "Competitive Rules and Regulations" available online at www.bcschoolsports.ca.
2. A team will be selected through a fair and impartial evaluation conducted by coaching staff. Tryout times and team selection criteria will be clearly stated and announced. In most instances, final selections for a team are not to be made before the third practice at all levels of play. Students who feel they have not been given a reasonable opportunity to make the team are to approach the Head Coach to request additional opportunity to demonstrate their strengths.
3. The number of students selected to any one team is dependent upon the availability of resources and the number of team members needed as determined by the Head Coach and the Athletic Director.
4. Students are encouraged to play at appropriate grade level teams where they exist. Decisions regarding students playing above grade level should be made by the Head Coach of the sport after consultation with the coaching staff of the sport involved, the athlete, his parents, Athletic Director, and Principal.
5. Prior membership on a team or participation in any other facet of the school program will have no bearing on the final selection process.

C. Participation

1. Students must be considered to be "in good standing" with respect to his performance in school to earn the right to participate on a school team. The Administration, in consultation with staff and coaches, shall determine whether a student is "in good standing." With respect to his performance as a member of a team, the coach shall determine whether the student is "in good standing" and has earned a right to represent the school.
2. Students who are suspended from school are not permitted to participate in any school related activity for the duration of the suspension.
3. Students absent from school are not permitted to participate in any activity, practice session, or competition on that day. If there are special circumstances surrounding the absence(s), a request to participate may be made to the Administration.
4. Students are expected to attend all practice sessions unless absent due to illness or other reasons excused by the Coach. If a student will be absent from a practice prior notification from a parent is required. Practices are essential for proper conditioning, improvement of technique, and development of the whole team.

D. Playing Time

1. *At all levels it is the coach's responsibility to determine who will play and how much they play in game competition. Students and parents should fully understand that by joining a team, they are accepting the pleasures and benefits of participating as well as the responsibility and commitment to fill a meaningful role on the team.*
2. *Grade 8, Grade 9, and Junior Varsity are more developmental in nature. An athlete who attends practice regularly, works consistently, and displays a positive attitude, can expect to play an appropriate amount of time over the course of the season, dependent upon a variety of circumstances including skill level, commitment, attitude, and the best interest of the team. The amount of playing time is to be determined by the coach as the season progresses and it would be expected that in year-end tournaments or championship games, coaches may choose to substitute more sparingly.*
3. *Coaches of team sports will communicate with parents to discuss their practices regarding playing time. It is expected that each coach would develop a meaningful role for each team member that provides an opportunity for each student athlete to learn and grow.*
4. *Varsity athletic activities have a higher focus on competition. It is expected that each student athlete will play in game situations as much as is practical depending upon ability, game situation, relative importance of the competition, grade level, and other factors determined by the coaches. It is expected that each coach would develop a meaningful role for each team member that provides an opportunity for each student athlete to learn and grow.*

E. Multi-Sport Athlete/Out-of-Season Training

Consistent with the Essential Elements and the "development of the whole person", student-athletes should be encouraged to participate in a variety of school athletic activities, wherever possible. Normally it is not possible to participate in more than one activity in each sport season (i.e. Fall, Winter, Spring).

To ensure excellence, some sports, particularly at the school Varsity level, have vigorous out-of-season training schedules. In the case of multi-sport athletes, in-season sports have priority over athletes who are also involved in out-of-season training in another sport. Coaches should communicate with each other and with parents and athletes to ensure that conflicts are kept to a minimum. In season coaches shall receive priority consideration for utilization of facilities.

Out-of-season coaches need to be mindful of balance (God, family, and academics) for student-athletes as well as their full commitment to in-season sports while scheduling out-of-season training.

F. Program Appraisal

All Athletic Programs will be appraised regularly by the Administration and the Athletic Director to provide direct, systematic feedback to coaches, affirming the good work and providing opportunities to improve programs. As part of the appraisal, information will be gathered from student-athletes and parents.

G. Recruiting

BC High School Sports defines recruiting as follows:

"B1.14.1 Definition: Recruiting is defined as a representative of a school, either directly or through another party, encouraging a student to attend a school other than that in whose catchment area he or she resides, for the purpose of being involved in extracurricular sport. The school representative could be a teacher, administrator, school district employee, school employee, student, parent, alumnus or any person representing themselves as a school contact."

Any coach or representatives as defined above should not approach any parent or student regarding athletic opportunities for student-athletes at Vancouver College except if the student is currently in Grade 7 at a neighbourhood Catholic Elementary School. If an athlete or parent approaches a coach regarding athletic opportunities at Vancouver College, the parent or athlete should be directed immediately to an Administrator, Registrar, or Student Service regarding application and admission procedures.

H. Code of Conduct

Athletes

1. To conduct themselves within Catholic Christian values.
2. To be punctual and prepared for all practices and games.
3. To achieve to their potential academic standards and to be responsible for class work missed for game or tournament participation.
4. To represent Vancouver College at all times in a dignified and positive fashion.
5. To be dedicated to their team and team mates. Athletes choosing to play an additional sport outside of the school during the same season are expected to honour the school's practice and game schedule. Students who are not able to make a solid commitment to attend school practices and games regularly should not try out for a team. Students need to communicate particular situations to the coach as the situations arise.
6. To initiate dialogue with the coach if concerns regarding one's role on the team arise. This dialogue should be initiated during the school day, away from the practice venue.
7. To take pride in striving to improve skills and knowledge every day.
8. To place primary commitments to God, family, and academics.
9. To treat officials and opponents with honour and respect.
10. Although membership on a team is voluntary, the athlete should make every effort to fulfill his commitment to the team and finish the season.

Coaches

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 practices, 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 requirements 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 instill 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.

Parents

1. To exhibit Christ-like behaviour by positively supporting and encouraging teams.
2. To respect decisions made by officials and coaches.
3. To refrain from attempting to coach student-athletes from the stands.
4. To utilize the following protocol to address concerns or issues with a coach:
 - i. Encourage your son to approach the coach.
 - ii. If the issue remains unresolved approach the coach yourself during the school day away from the practice or game sites.
 - iii. If still unresolved, the issue should be referred to the Athletic Director.
 - iv. If still unresolved, the issue should be referred to the Principal, who will make the final decision on any parental concern.
5. To assist students in achieving and maintaining a healthy lifestyle by promoting a balance among academic, athletic, spiritual, and personal goals.

I. Vancouver College Lettermen's Membership Criteria

Preamble

The Lettermen Association is a membership-based society comprising student athletes in Grades 10-12, who:

- have participated and excelled in recognized, inter-school sports;
- contributed significantly to the athletic program at Vancouver College; and,
- are willing to be of service to the Vancouver College community and others.

Junior Varsity Letter

A Grade 10 student athlete:

- Who has competed on sports teams during his Grade 9 and 10 years and has earned at least 100 points from these sports. The athlete must have participated in at least one sport in Grade 10 and has been recommended by the coaches.
- He may accumulate points towards a Varsity letter if he has been involved in Varsity sports and has exhibited true excellence, however he must wait until his Grade 11/12 year to apply and receive his Varsity letter.
- Points earned for Junior Varsity letters over and above the 100 points required may not be carried forward except with the approval of the Athletic Director.

Varsity Letter

A Grade 11/12 student athlete:

- Who has competed on sports teams at the Varsity level during his Grade 11 or 12 years and has earned at least 100 points from these sports.
- A Varsity letter may be awarded at the beginning of a Grade 12 year to any athlete graduating that year upon approval of his coach.
- The athlete must be a citizen in good standing.

Managers:

- Managers will be awarded letters based on their grade level, not on the grade level of the teams with which they are involved.
- The same criteria will be used as is set out for the players. This means that for a manager to earn credit for a letter, he must show true commitment and dedication towards the sport(s) he manages.
- Managers in good standing may earn 50% of the points awarded to players of the sport.

Early Application:

- Student Athletes participating in winter or spring sports may be eligible for early application and be awarded a Letter upon recognition of his coach.

Sport Pin

Only Varsity Lettermen may receive Sports Pins. A gold sports pin signifies the re-lettering of a varsity letter after the initial award.

Star

A gold star is awarded to a Letterman based on his sport's criteria. A Letterman may be eligible for the following reasons:

Team Captain, won Provincial Championship, received a league or provincial All Star Award, set a record at a competition, etc.

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.

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.

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.

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 Year at a Glance

September 2	Labour Day (No Classes)
September 3	Middle School Opens - 10:30am-3pm Senior School - New (to VC) Student Orientation -10am-12pm
September 4	School Opens - Gr 1-12 - 9:30am-3pm
September 9	Kindergarten Begins - 8:30am-1:30pm (Short Days for 2 Weeks)
September 23	Kindergarten Begins Normal Hours
September 28	Homecoming
October 4	Walkathon
October 14	Thanksgiving (School Closed)
October 25	Professional Development Day (No Classes)
November 2	Finnegan Ball
November 11	Remembrance Day (School Closed)
November 12	*Tentative* Walkathon Appreciation Day (School Closure dependent on students reaching our Walkathon 2019 Goal)
November 22	CISVA Teacher Networking (No Classes for ELEMENTARY ONLY)
December 4	Mothers Christmas Tea
December 20	Last Day of Class Before Christmas Break - 12pm Dismissal
January 7	Classes Resume After Christmas Break
January 23 & 24	Kindergarten Interview (No Classes for KINDERGARTEN ONLY)
February 13 & 14	Catholic Educators Conferences (No Classes)
February 17	Family Day (School Closed)
March 13	Last Day of Class Before Spring Break
March 30	Classes Resume After Spring Break
April 10	Good Friday (School Closed)
April 13	Easter Monday (School Closed)
April 24	VC Learns Day (No Classes)
May 9	Mayfair
May 15	Graduation Dinner & Dance Celebration
May 18	Victoria Day (School Closed)
May 19	Blessed Edmund Rice Day (School Closed)
June 5	Senior School - Last Day of Class Before Exams
June 9	Grade 9 - Last Day of Class Before Exams
June 19	K-8 - Last Day of Class
June 24	Graduation Liturgy, Brunch, and Commencement