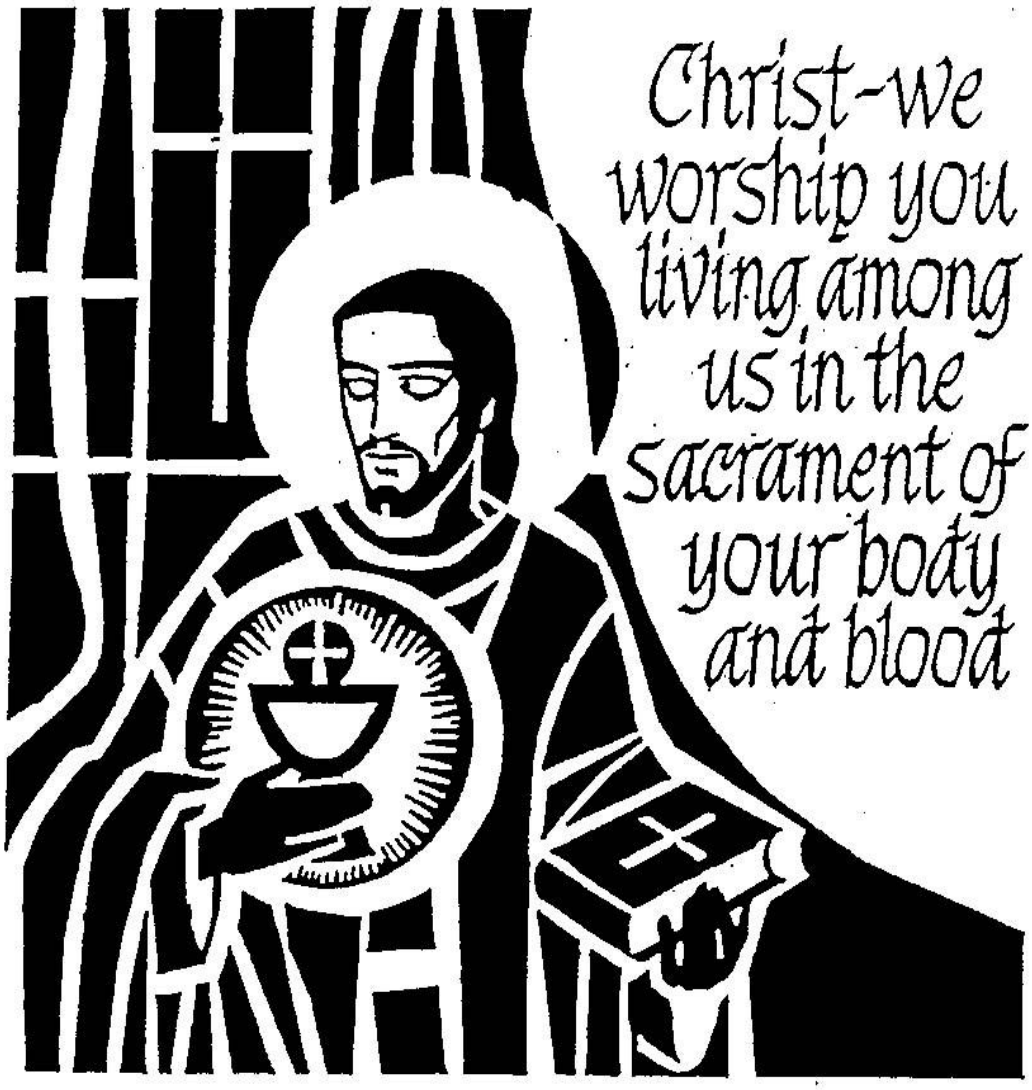
CORPUS CHRISTI ELEMENTARY SCHOOL
VANCOUVER, B.C.

CELEBRATING 50 YEARS OF CATHOLIC EDUCATION

Website: https://www.cchristi.ca



PARENTS' POLICY HANDBOOK
2026 -2027

"Corpus Christi School prepares its students for productive lives as accomplished, responsible, and caring young people whose actions are conducted by the principles of the Catholic Church, teamwork, honour and fair play."

October 2026 (This handbook is subject to change due to CISVA policy revisions and local policies.)

WELCOME TO CORPUS CHRISTI ELEMENTARY SCHOOL

Our school is a member of the Catholic Independent Schools of the Vancouver Archdiocese. The present building, the new school, was completed in August 2021. It was built and is still run by Corpus Christi Parish. Due to the growing community the new school was designed to accommodate a double stream, two of each grade. The first building was constructed in 1957 as a single stream school.

Over the years Corpus Christi has provided education for Catholic families and has established itself as an outstanding school in the Archdiocese. This can be attributed to the hard work and cooperation of parents, students, teachers, support staff, priests and parishioners.

We presently have some 472 students, with 49 hardworking and dedicated staff members. The school operates under the B.C. Government requirements for independent schools and according to the policies of the Catholic Independent Schools of the Vancouver Archdiocese. It is operated locally by a Parish Education Committee, which also sets local school policy. The active involvement and dedication of the parents is a key element of school life. Their commitment to the well-established participation and fundraising programs helps provide a quality education.

A Catholic School, like the Church itself, is a Faith Community centered on Jesus Christ in the Holy Eucharist. Not only does Jesus teach us the full Truth about ourselves and our world, but He also gathers us into a community of love where the joys and achievements, the needs, and the burdens of each become the concern of all. We realize our goals of Christian community in our daily activities but foremost when we celebrate holy mass together. In our school community, we strive to know and understand the teaching of Jesus and to integrate it into our daily lives. We pray together and we strive to live lives worthy of Jesus.

For sixty-nine years, the Corpus Christi community has demonstrated the necessary spirit of commitment and sacrifice to make our goal a reality. Our school continues to offer to those who come, the means and possibility of growing and developing in that Way of life.

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GENERAL INFORMATION

Corpus Christi School Philosophy

Corpus Christi School is a Catholic community called by God to share in the mission of the Church. With Christ as our center, the parish, teachers, and parents work closely together in love and prayer to create a joyous and challenging place of learning.

Each child will be encouraged to grow intellectually, physically, socially, aesthetically and above all, spiritually. By preparing our students to be responsible and active members of the Church, we are building God's kingdom.

Purpose of Parent Handbook

The purpose of the Corpus Christi School Parent Handbook is to aid parents in their understanding of the policies and procedures of **Corpus Christi School** in accordance with Catholic Independent Schools of the Vancouver Archdiocese (CISVA).

CISVA Missions Statement

Our Catholic schools provide each student with an education rooted in the Gospel of Jesus Christ. Guided by the Holy Spirit and Catholic teaching, in partnership with home and parish, our schools foster the growth of responsible citizens who will live, celebrate, and proclaim their faith.

Adopted on July, 2022

Pastoral Letter on Catholic Schools

I. The Mission of the Catholic School

As Mother and Teacher, the Church labours to bring the Gospel to the world in every age and continually draws on the rich legacy of faith and service that has guided her mission through the centuries. The apostolate of Catholic education is a treasured part of this tradition. It is essential to the Church's "identity and mission."[1]

"Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture."[2] They are integral to the parish, participating in the Church's evangelizing mission.[3] They provide religious and moral reference points to assist students to critically evaluate culture in the light of the Gospel and contribute to building a social order enlightened by the truth of Christ's teaching. This light is directed not only to the individual but also to the community: the work of evangelization addresses persons, families and cultures.

The world in which our schools carry out their mission is marked by an unhealthy individualism that often leads to an eclipse of community identity. The subjectivism and moral relativism that accompany this cultural shift have increasingly marginalized faith as a reference point for human life. Due to advancing secularization, Catholic schools find themselves in a missionary situation, which calls them to bear witness through a community and life clearly inspired by the Gospel.[4]

In this new reality, the school performs an important role for students and families. "The school is a centre in which a specific concept of the world, of [the human person] and of history is developed and conveyed."[5] "Knowledge set in the context of faith becomes wisdom and life vision."[6]

"Christ is the foundation of the whole educational enterprise in a Catholic school."[7] His teaching and life inform the school's identity and characteristics. His sacramental gifts build up the community and prepare its members for a share in the mission to bring His light to every person and situation. "The special character of the Catholic school and the underlying reason for its existence, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the overall education of the students."[8]

II. Teaching the Whole Person

Because "promotion of the human person is the goal of the Catholic school,"[1] Catholic education goes beyond the technical and practical aspects of schooling to help students integrate every area of knowledge within a Christian vision of the human person. The school recognizes that the physical, emotional, moral, and spiritual dimensions of human development must tend to a personal synthesis of faith and life in each student. Growth in these areas prepares students for a life of service, building the Kingdom of God in society.

III. Faith and Life Shared in a Community

The Catholic school is a place of ecclesial experience. The New Testament speaks of the Church as koinonia, a communion of relationships built through sharing life in Christ. This communion fosters relationships characterized by mutual respect, open communication through a culture of dialogue and the commitment to serve each other's needs. Throughout history, the Church's educational mission has been distinguished by its unwavering concern for the poor and marginalized, reflecting the Gospel's call to compassion and justice. In this spirit, all members of the school community are called to recognize, respect and actively bear witness to the school's Catholic identity.

IV. Parents

The parish is a family of families. Through its school, the parish cooperates with parents to support them in their role as the primary educators of their children, especially in transmitting the faith.[2] Through the school, parents and children are linked to the broader community of the parish. Parents should be involved in the life of the school by participating in councils and committees, as well as by regularly collaborating with the staff.

V. Staff

"Teachers and educators fulfil a specific Christian vocation and share an equally specific participation in the mission of the Church."[3] Staff members are called to model the integration of faith and culture in all the subjects they teach. Their responsibility extends "to the moral, spiritual and social aspects of life."[4] "Professionalism is marked by, and raised to, a supernatural Christian vocation."[5] It is the teachers' personal witness that will have the most significant impact on the students. They are to inspire others "by their evident love of Christ, their witness of sound devotion and their commitment to that Christian wisdom which integrates faith and life, intellectual passion and reverence for the splendour of truth both human and divine."[6]

The leadership of the school community should promote the effectiveness of those who teach by providing ongoing professional development and formation in the Catholic faith.

VI. Pastors

The pastor is an integral member of the school community, with a specific role in overseeing the religious education curriculum and leading the liturgical life. He is responsible for supporting the formation of teachers in their role as Catholic educators. He should promote Catholic education, especially for those who are poor, deprived of the benefits of family life or otherwise marginalized.

VII. Conclusion

St. John Paul II called for evangelization in the third millennium "new in its ardour, methods and expressions."[7] Drawing on the rich tradition of the educational apostolate, our schools should continually assess their progress in living out this call to mission. "It is not merely a question of adaptation, but of missionary thrust, the fundamental duty to evangelize."[8] Catholic schools "constitute a very valid contribution to the evangelization of culture."[9] The gifts and creativity of every community member help our Catholic schools find new and effective ways of evangelizing and forming young people and their families for life and the Church's evangelizing mission.

Given on the Memorial of Saint Thomas Aquinas, the 28th day of January, in the Year of Our Lord, Two Thousand and Twenty-five.

The Catholic Bishops of British Columbia

✠ Most Rev. J. Michael Miller, CSB, Archbishop of Vancouver

✠ Most Rev. Gary Gordon, Bishop of Victoria

✠ Most Rev. Stephen Jensen, Bishop of Prince George

✠ Most Rev. Gregory Bittman, Bishop of Nelson

✠ Most Rev. Joseph Phuong Nguyen, Bishop of Kamloops

✠ Most Rev. Michael Kwiatkowski, Ukrainian Catholic Bishop of New Westminster

ADMISSIONS (401 CISVA POLICY)

The CISVA was established to provide an education for Catholic students residing in the Archdiocese of Vancouver. Admission rules are established to ensure that all Catholics have an equal opportunity to enroll their children in a Catholic school. Priority will be given to Catholic students seeking admission to the Catholic Independent Schools of the Vancouver Archdiocese.
All schools must have a process for admitting students. As part of this process the Pastor/Archbishop's Representative, the Principal and, when practical, a member of the Education Committee shall meet with each new family. From the interview and the information available to them, the Pastor, along with a member of the Education Committee and the Principal, will decide if the school can meet the needs of the student and if the family and student can meet the requirements of the school. In those cases when it is decided to accept the student, the family shall read and sign the Family Statement of Commitment prior to being accepted into the school. Such families will be accepted according to the established priorities. For purposes of this policy, "practicing Catholics" shall mean those individuals who are registered in a parish and attend Sunday Mass regularly, "active in a parish" shall mean those who support the parish by using envelopes (no minimum amount specified) and participate in the work activities required of them.

Admission to Catholic Elementary Schools (403 CISVA POLICY)
Priorities for admittance into elementary schools

1. Children presently enrolled in the school if they and their families meet the expectations of the school
2. Siblings of children already in the school, whose families are practicing Catholics active in the parish.
3. Children whose families are practicing Catholics active in the parish.
4. Siblings of children already in the school, whose families are practicing Catholics active in other parishes.
5. Children whose families are practicing Catholics coming into the parish, who have been attending Catholic school elsewhere.
6. Children whose families are practicing Catholics active in other parishes.
7. Children whose families are either not practicing Catholics or not active in their parishes.
8. Non-Catholics. Enrollment of more than 15% non-Catholics in any grade requires the approval of the Board of Directors. Once accepted into the school, non-Catholics need meet only the criteria expected of other students to be re-admitted in subsequent years. Siblings of non-Catholics cannot be given priority over Catholics.

Admission to Catholic Regional Secondary Schools (404 CISVA Policy)
Priorities for admittance into Catholic regional secondary schools shall be:

- Children presently enrolled in the school if they and their families meet the expectations of the secondary school.
- Siblings of children already in the school, whose families are practicing Catholics active in one of the parishes of the region.
- whose families are practicing Catholics active in one of the parishes of the region. In cases where a parish is unable to fill its allocated seats with practicing Catholics active in their parish, priority for these seats shall be given to practicing Catholics active in other regional parishes.
- Siblings of children already in the school, whose families are practicing Catholics active in a parish from outside the region.
- Children whose families are practicing Catholics active in a parish from outside the region.
- Children whose families are either not practicing Catholics or not active in their parishes.
- Non-Catholics. Enrollment of more than 15% non-Catholics in any grade requires the approval of the Board of Directors. Once accepted into the school, non-Catholics need meet only the criteria expected of other students to be re-admitted in subsequent years. Siblings of non-Catholics cannot be given priority over Catholics.

Participation and Fundraising
Once your child has been admitted to the school, as an active school community member, you will be required to participate in the various activities of the school, including fundraising. See pages 37-38 and The Family Statement of Commitment #5 page 10 (411 CISVA POLICY)

Financial Assistance
If your family is experiencing financial hardship, you should contact the pastor to discuss financial assistance in helping you meet your tuition payments. The pastor, on an individual case basis, will determine the assistance to needy families.

Cash Policy
The CISVA is committed to detecting and preventing any money laundering activities and to ensuring that it does not become involved in any arrangements involving criminal or terrorist property. In order to fulfil this commitment, the CISVA has established procedures assessing the risk of financial crime, for internal reporting of suspicious activities and for making suspicious transaction reports to the relevant agencies if necessary.

FAMILY STATEMENT OF COMMITMENT

The philosophy of our Catholic school expresses the teaching and practice of the Roman Catholic Church and must be supported by all members of the community. Please read the following statements carefully. They ask you to make a commitment to the values and ideals of our school community. If you have any questions or concerns regarding this commitment form, please bring them to the Principal, Pastor or the Chairperson of the Education Committee who will gladly discuss them with you. By returning the signed statement with your completed application, you accept the responsibility of this commitment.

FAMILY STATEMENT OF COMMITMENT

1. Parents and guardians agree that they and their families will exhibit conduct consistent with Catholic denominational standards. The determination of whether any conduct contravenes these standards is the right of the Board of Directors of the Catholic Independent Schools of Vancouver Archdiocese.
2. All students are required to participate in our religious education curricular and co-curricular programs including liturgical celebrations, retreats, prayer, etc.
3. Parents/Guardians are expected to support the teachings on faith and morals in the Religious Education Program and participate in the program as required by the school.
4. All students are expected to attend school on a regular basis and full participation in all aspects of the educational program of the school are required of every student. Each student is expected to strive toward the development of his/her full potential.
5. Each family is expected to support and participate in the fund-raising activities of the parish/school. In this way, each family shares in the responsibility of educating our Catholic children.
6. Each student is expected to know and follow school policies on behavior, and each parent/guardian is expected to review these policies with their own child.
7. Parents/Guardians are expected to support their student's educational program. Parents/guardians agree to consult with that teacher, principal, or other school staff member with respect to the students educational program as required.
8. Parents/Guardians are expected to attend at least one orientation session which will focus on the philosophy and goals of our school.
9. Parents/Guardians agree to accept the responsibility for the cost of tuition, supplies and other school activities.
10. If applicable (see Schedule A below), each parent/guardian agrees to:

Provide the school with complete and updated versions of any orders or agreements.

i. Affecting, any of these conditions are not met the school reserves the right to: refuse admission, or remove the student from the school.
ii. Impacting a parents/guardian's authority over decision making in relation to a student's education
iii. Ensure that any updates to these orders are given to the school as they occur.

B. Minimize and void any disruption to the school associated with the implementation of those orders or agreements, and
C. Comply with the terms of any orders or agreements

11. If any of these conditions are not met the school reserves the right to: refuse admission, or remove the student from the school, or take any other appropriate action in the circumstances.

Parents are asked to sign two copies of this Family Statement of Commitment. One copy is for the family's records and the other is to be submitted with the application.
I/we have read and understand the above expectations and commitments and I/we hereby accept them as stated.

Parent/Guardian:

Name (Please Print) _____
Signature: _____
Date: _____

Parent/Guardian:
Name (Please Print) _____
Signature: _____
Date: _____

FEES

No. of Children	Category 1 Corpus Christi Parishioners	Category 2 Non-Parishioners	Category 3 Non-Catholics
1 child	$455	$611	$810
2 children	$850	$1,116	$1,519
3 children +	$990	$1,282	$1,865

Category 1: Corpus Christi Parishioners

- Are registered parishioners of Corpus Christi Parish
- Regularly attend the Parish liturgical celebrations (Mass/Sacraments)
- Use regularly, the Parish Sunday envelope program in supporting the Parish prior to September 1st of the previous year.

Category 2: Non-Parishioners

- This fee applies to all other Catholic families who have children in Corpus Christi Elementary School but have not yet met the requirements for category 1
- or are parishioners of another Parish (and are not parishioners of Corpus Christi Parish)

Category 3: Non-Catholics

- This fee applies to families who are not members of any Catholic Parish

Registration Fee:

- For new students a non-refundable registration fee of $100 per child, $65 for kindergarten siblings. For returning students a non-refundable re-registration fee for $50 per child.

Tuition Payment Terms: **Preauthorized Debit (PAD)**

- Pre-Authorized Debit (PAD) for tuition, the school will require a completed PAD Form and a "VOID" cheque. ***New families*** **Tuition** will be withdrawn from September 1st, 2026 to May 1st, 2027 *(first month paid by cheque upon registration)* **Returning families Tuition** will be withdrawn from August 1, 2026 to May 1st, 2027.
- An NSF fee of $40 will be charged to dishonored payment.

Activity Fees – Activity Fees vary from grade to grade **and may be paid in one full payment or three times per year** on the following dates: Sept. 15, 2026, Nov. 15, 2025 & Feb. 15, 2027or one full payment on Sept. 15th

Participation Cheques
Each family is required to complete a **minimum** of 15 hours of participation each term, totalling 30 hours per school year. If the family does not complete the total number of hours per term (15 hours), the cheques for the Participation Fee of $450 (per term) will be cashed and goes to the general operation account of the school.

Opting Out of Participation
If choosing not to participate, an additional cheque dated September 1, 2026 in the amount of $900.00 is required when returning the Re- Registration Package.

PROVINCIAL GOVERNMENT FUNDING

Corpus Christi School receives the maximum allowed Government funding for independent schools (calculated at 50% of the operating cost of a public school in the Vancouver School District).

OUTSTANDING FEES OR MATERIALS

All outstanding fees owed to **Corpus Christi School** must be paid in full. We also reserve the right to withhold acceptance of registration for the coming school year until these matters are settled, i.e. outstanding fees, equipment and uniform loss or replacement of damaged goods.

UNIFORM POLICY

All uniform items are available from:

CAMBRIDGE UNIFORMS
#112-2455Dollarton Hwy, North Vancouver V7H 0A2
Phone #: 604-924-9069 Ext. 1
Uniform Order Forms are available from the school office.

It is the responsibility of parents to see that each child wears his or her complete uniform. Students are required to be in complete uniform daily. If a student cannot be in complete uniform, a signed note must be brought from his/her parent. Students must arrive at and leave school wearing the school uniform. If a student is out of uniform without a signed note, parents will be notified with an official uniform letter. Decorative blouses and shirts, jeans, make-up, nail polish, extreme/radical hairstyles/colours and/or accessories and facial and/or body piercings or tattoos are not permitted and will be reviewed at the discretion of the school principal. Girls may wear earring studs only.

Girls:

- Tartan Kilt (available only through Cambridge Uniform
- White **CC official golf shirt** from Cambridge Uniform (with collar), or
- White tailored blouse: long/short sleeves; NO frills, lace, etc.
- Formal pullover/cardigan/vest **with official red embroidered C.C. crest** from Cambridge Uniform
- White or navy knee high – mid/calf socks/tights

Shoes:

- SOLID BLACK DRESS SHOES or BLACK RUNNERS

Boys:

- PLAIN dark navy dress pants: NO extra pockets, studs, cuffs
- White **CC official golf shirt** from Cambridge Uniforms (with collar), or
- White tailored dress shirt: long/short sleeves
- Formal pullover/cardigan/vest **with official red embroidered C.C. crest from Cambridge Uniforms**
- Dress sock (black or navy, solid color)

Shoes:

- SOLID BLACK DRESS SHOES or BLACK RUNNERS

Students wearing boots must change into their uniform shoe when inside the school.

Gym: Prescribed Gold C.C. T-shirt and Navy C.C. shorts from Cambridge Uniform
- Runners: for use only in the gym; may not be worn outside

Optional Summer Uniform

- Prescribed Navy Blue Skort or Navy walking shorts from Cambridge Uniforms and white shirt from September to Thanksgiving and from Easter to June.
- Girls who wear pants to and from school (in cold weather), must change into their kilt and may not wear jean
- School sweaters are mandatory and must be always at school.

Clothing and Lost Articles

Please see that all of your child's books and clothing (boots, raincoats, gym shorts, sweaters, etc.) are marked/labelled with his or her name. This helps in finding owners of lost articles. While we try to find owners for lost articles, looking after his/her property is the child's responsibility and we try to develop this sense of responsibility in the students. Lost or misplaced articles may be claimed from the cupboard outside the office during lunch or after school. If a child has lost something, please insist that they look everywhere for it before buying them a new one. Teach them that looking after their belongings is important and that they cannot readily be replaced.

School Supplies

Ordering of school supplies for the coming school year is held each year in the late spring. All school supplies may to be ordered through School Start. This is to ensure continuity of supplies in each classroom.

Pupil Attendance and Absences

If your child will be absent, please leave a message on the answering machine or call the school before 9:30 a.m. If we do not receive notification of the absence, we will call the child's home and the parent's place of work to verify the parents' knowledge of the absence. Whenever a child is absent, a note from the parent is required to explain the absence. An extended absence for illness may require a physician's note. Notes are kept in our files to verify legitimate absence when our attendance is audited for funding.

To qualify for government funding, pupils must be in attendance for 135 days from September to May 15. Absence due to illness is not deducted from the 135 days. Days cancelled for weather, construction or professional days will not be counted towards the child's attendance. Students in attendance for less than 135 days qualify for partial funding only. Parents will be expected to pay the difference in funding for these students.

Students are responsible for missed work due to absence. Parents and students are encouraged to consult with the classroom teacher regarding completion of homework and assignments.
Punctuality and regular attendance are very important to every child's success in school. We ask your cooperation in bringing your children to school on time, picking them up and assuring their regular attendance.

TARDINESS

Regular attendance and punctuality are very important to every student's success. Parents are asked to cooperate in ensuring that their child attends regularly and on time. Continual tardiness is disruptive to the start of the day, not only for the student, but also for the teachers and the class. Students should arrive at school no later than 8:45 a.m. Students who arrive after the second bell must report to the office before going to class. Teaching children to be on time is an important life skill. We are aware that there are times when children may be unavoidably late, due to weather, traffic accident, etc., and we will, of course, take this into account

Dental and Medical Appointments

Notes are required on the day of appointment or earlier to advise the teacher of a child's absence due to any medical or dental appointments. Parents must come to the school office and notify the office staff prior to removing the child from school.

Extended Vacations

The Provincial Government requires that elementary school children attend school during the regular instruction year. Removing children for unavoidable extended vacation trips during school time, other than at school breaks, requires a written letter, signed by the parents, and should be sent to the school at least one week before the trip. Make up work is the responsibility of the parents and student(s).

The Provincial Government Grant is only allocated to a pupil who meets the Provincial Ministry Guidelines and who is in attendance a specific number of days each year. Parents will be responsible for payment to the school of funding amounts not received from the Provincial Grant should their child fail to meet these guidelines.

Early Withdrawals & Refunds

In the case of early withdrawals from the school year (after registration has been accepted):
A written notification must be received at least 30 days prior to "Termination of Attendance" date.
Failure to do so ***may*** result in a portion or the entirety of the remaining owed/paid school tuition not being reimbursed.
The calculation for reimbursement will be based on one of the following methods:
1) If notification is received 30 days prior to the termination date, a full tuition refund ***may*** result for the months following the month of the termination date; the following reimbursements may apply:
a) If the termination date falls on the 1st to 15th of the month, a 50% tuition refund will be given for that month and 100% refund on all the succeeding paid/owed month(s).
b) If the termination date falls on the 16th to 31st of the month, a zero tuition refund will be given for that month and 100% refund on all the succeeding paid/owed month(s).
2) If the submitted Termination of Attendance date is less than 30 days from the receipt of written notification, the refund will

be determined using a "Calculated Termination of Attendance" date which is 30 days after the receipt of written notification. The above described refund schedule will then be applied.
3) If the Termination of Attendance date is after the first day of school (in a new school year) and before January 15th, then the parent participation hours or corresponding payment for the first half of the school year is required. If the Termination of Attendance date is after January 15th, then the parent participation hours or corresponding payment for the entire school year is required.

Please note that registration fees are non-refundable. The tuition payment schedule is from the months of September to June. Other fees such as activity fees, hot lunch programs, etc., may (but not necessarily) also be non-refundable.

GENERAL ROUTINES

School Hours

8:25 AM	Supervision Begins
8:30 AM	Students enter the school
8:35 AM	Warning Bell
8:40 AM	Walk to Classrooms
8:45 AM	Classes Begin
10:35 AM	Recess Bell
10:50 AM	Classes Resume
12:05 AM	Recess Bell (Play First)
12:35 PM	Eat Lunch
12:50 PM	Classes Resume
2:50 PM	Classes Dismissed for the Day
3:05 PM	Final Bell
3:10 PM	Supervision Ends

NOTE

Students may begin to enter the school at 8:30 through the north door (covered area) only.

Children are to enter and leave the school by the north door only (covered area), except during fire drills or unless accompanied by a teacher.

For the safety of the children, the north entrance to the school is kept locked during the day. **After school, all children will leave by the school courtyard (covered area).**

Students are regularly dismissed at 3:00 PM and supervised until 3:15 PM. (The 3:15 PM bell will ring.) Students remaining after that time will be accompanied to Afterschool Club in the music room. Parents are expected to have pick up routines established prior to arrival. Should there be a change in plans please contact the office.

STUDENT SUPERVISION

Student Supervision Policy

In order to protect the safety of students, it is necessary to have clear guidelines for the supervision of students. Parents send their child(ren) to us trusting that they will be properly supervised. The standard of care to be exercised is that of a careful, prudent and judicious parent. Everything that a prudent parent would reasonably do must be done to avoid foreseeable risks of harm. Failure to do so amounts to a breach of the duty of care. When planning lessons and activities, teachers should ask themselves what might go wrong and what precautions should be in place to avoid the risk of harm

Classroom Supervision

Staff members are not to leave students unsupervised in classrooms, the library, gym, playground, etc. Should an accident occur the teacher and school may be held liable. If teachers need to leave the classroom unexpectedly, they must have another staff member supervise the class and/or notify the principal.

Staff responsible for yard supervision is to report to the area punctually and wear a safety vest. If a staff member is unable to take their supervision duty, they are to exchange times with another staff member. Supervision times are:

- Before school 8:25 am to 8:45 am
- Morning recess 10:35 am to 10:50am
- Lunch recess 12:05 pm to 12:35 pm

- After school 3:00 pm to 3:20 pm

Staff supervisors are expected to circulate throughout the playground during their assigned duty. Staff should not permit discussions with students, other staff members, or parents, or their involvement in and supervision of playground games to distract them from an effective continuous concern for general safety and should maintain constant overview of the whole area allocated for supervision. Even if engaged in conversation with students, teachers allocated to playground supervision duty should maintain a continuous “roving eye” surveillance of the whole area allotted for their supervision.

Before School Begins

Supervision begins at 8:25 AM. Students will enter the school at 8:30. Students arriving before that time must wait outside in the covered area or go to morning mass at 8:00 AM in the Church.
On rainy days students will wait outside in the covered area and will be permitted to enter the school immediately at the discretion of the supervising teacher.
Students are to follow the directions of the supervising teacher(s). Gradual entry begins at 8:30 AM. Students are to enter the school through their assigned doors and proceed quietly to their classrooms. Staff will greet students as they enter the classrooms.

Recess

During outdoor recess students must go outside. Students will show appropriate behavior. Students must request access from student monitors in order to enter the school building before recess is over (e.g., washroom).
Recess will be held indoors when there is extreme weather or for other special circumstances.

Lunch Routines

Children are expected to bring a nutritious lunch. Parents delivering lunches must report to the office prior to the lunch bell. If a child is to go home for lunch, parents must send a note to the office. Parents are to report to the office to meet their child and sign out the child. Parents are not to take their children home for lunch directly from the classroom.

After School

Parents are asked to wait for their children in the parent waiting area. Students and Parents are to follow the directions of the traffic supervisors and/or teacher. Parents wanting to take their children to the playground area are asked to wait until 3:15 PM This will ensure the safety of all students. Supervision will end at 3:20 PM.

School Closure due to Snow

In the event we need to close the school for bad weather or unforeseen circumstance, we will have an announcement on the school website by 6:30 AM and broadcast on CKNW 980 AM radio station and Global News. At the same time families will be notified by email.

The decision to close the school is made by 6:30 AM. A number of factors are taken into consideration, first and most important is safety for all. We also take into consideration the information at the time and what may happen in the coming hours. School closure is a rare event. In case of snowy weather please follow the procedures below.

1. Visit the school website—https://www.cchristi.ca (6:30 AM) approx.
2. Check your email
3. Listen to CKNW (980 AM) or watch Global News.

It is parent(s) responsibility to verify if the school will be open due to the weather based on the information sources noted above.

Classroom Deliveries/Visitors

Parents and visitors must report to the school office and sign in prior to contacting any student or proceeding to any area of the school. This rule includes the delivery of lunches, uniforms, forgotten work or supplies etc. Ensure that all items are labelled with your child’s name and grade.

The main children's washrooms are out of bounds for parents and visitors during school hours and events. After reporting to the office, parents and visitors are welcome to use the adult washrooms near the gym during these times.

Leaving School Grounds

Children may not play at the front of the school on Nanaimo Street, in front of the church or beside the convent and between the school and the church. As long as the child is within view of the teacher or supervisor, he/she is in bounds. Children may not play across the road in the baseball field.

GENERAL SAFETY AND HEALTH

Healthy Lunches and Birthdays

It is expected that children eat healthy lunches. See Canada Food Guide for helpful tips. This also applies to birthday treats. If bringing birthday treats for the class send fresh fruit or vegetables, or non-food items, such as pencils, mini erasers, etc.

DUE TO THE NUMBER OF STUDENTS WITH ALLERGIES WHOLE CLASS BIRTHDAY LUNCHES WILL NO LONGER BE PERMITTED.

(SEE APPENDIX I RECOMMENDED NUMBER OF FOOD GUIDE SERVINGS PER DAY)

No Smoking

Subsequent to provincial legislation (Bill 10), there is to be **absolutely no smoking on school property**. This restriction is in effect in the school buildings, outside on school grounds and parking lot, as well as any enclosed space (e.g., vehicle).

Water Testing

As required by the Ministry of Education, Corpus Christi school is responsible to tests it's drinking water to ensure that it's quality complies with water management best practices and the Drinking water protection Ace. The drinking water supply at Corpus Christi school- will be teste every three years by an accredited testing lab to ensure that it is safe and free of lead and other contaminates.
(Policy 435)

Parking Lot Safety

Regulations in the parking lot are in place to ensure the safety of the children. It is essential that parents follow the instructions of staff and yard supervisors on duty. Corpus Christi parents are expected to follow instructions respectfully and comply.

When dropping off and picking up, parents will enter the parking lot from the Nanaimo Street entrance, park vehicles and walk child(ren) to the courtyard area. You may also park along side streets and walk child(ren) to the courtyard.

Staff/Parents Supervisors are present before and after school to ensure safety, and parents must use caution for vehicles exiting the parking lot from Waverley Ave.

Be aware of residents parked on Nanaimo Street who need to merge. Please stop and allow them access to Nanaimo Street.

Do not speed. Drive very slowly. 15 km/h in parking lot and 30 km/h on side streets

Do not park on the wrong side of the road and or double park.

Please respect and follow the directions of the traffic supervisors.

Bicycles

Bicycles and scooters are to be walked onto school property; they may not be ridden inside the school grounds. Once the bicycles have been parked, locked and school bags retrieved, children are to leave the bike area. No other children are to be in this area. Bicycles are parked at your own risk. Students must wear helmets if they are riding bicycles.

EMERGENCY PREPAREDNESS

SCHOOL EMERGENCY PROCEDURES

School emergency procedures are consistent with Vancouver Board of Education policies and guidelines and are reviewed regularly with staff and with students. Each school year, we conduct 3 Earthquake drills, 6 Fire drills and 2 Lockdown Drills. Classroom Teachers review the procedures with students on a regular basis to ensure they keep themselves safe in case of real emergency. The following terminology and procedures are used and explained when teaching students:

Evacuation Procedures:

In case of an emergency requiring evacuation such as Fire or Earthquake, staff and students are trained to assemble at the gravel field in the back field. Visitors to the school should also evacuate the school.

The school has equipment and provisions to adequately care for children until their parents can pick them up. In such an emergency, parents are directed to carefully follow the instructions of staff so we can ensure the proper accounting and safe dismissal of children to their parents or emergency designates.

In case of a real emergency, we can anticipate that children and parents both will be worried about their family members' health and safety. The school has specific student release procedures in place to ensure that families are re-united as quickly and safely as possible, and to ensure accountability and tracking of each student's safe release.

EARTHQUAKE PREPAREDNESS PROCEDURES

Earthquake Protocol When the siren goes off indicating that an earthquake is imminent, students and adults should immediately "duck, cover and hold" and wait for the siren to stop. Once the siren stops, students and adults are to count to 60. If the shaking has not started, or has not stopped, the counting begins again. Counting continues until either the shaking stops, or four cycles of counting have been completed. If for some reason an earthquake occurs without the siren going off, the "duck, cover and hold" procedure would begin as soon as the shaking was felt, and then the same counting procedure would take place.

Students and adults will then come out from cover, do a quick self body check, running their hands slowly down all parts of their body and stopping to check their hands every few seconds for blood. After the body check has been completed, they will do a quick visual check of a partner.

At this point, either the Principal will announce that everyone should exit the building, or the teacher will give the command to exit the building. Students and adults should get their jackets, backpacks and lunch kits, and exit the classroom following the direction of the teacher or another adult in charge in an orderly manner. The teacher, or another adult in the classroom, must take the emergency backpack with them. Classes will then walk to the grass area and line up by grade. Classroom teachers should meet their class on the grass area if the class was being taught by a specialist teacher.

At this point, teachers should hand out emergency identification tag to each student. The students must wear their identification tag around their neck. If there are tags left over, a runner should bring the extra identification tags to the Command Post so that these left over tags can be checked against the attendance binders. The runner would then return to their class lineup.

The identification tags of any students who are missing should then be given to the Damage Assessment/Search & Rescue team so that they know who they are looking for when they begin their search.

One adult from each Student Team should then retrieve the bin for their grade. That person should take the bin to the designated spot for their group on the field (see map) and hold up the large grade sign. At this point students can be dismissed to their grade/buddies.

If you are outdoors when an earthquake happens, stay outside. Go to an open area away from buildings or trees. If you are with a crowd of people, take cover where you won't be trampled.
Avoid doorways, windows, bookcases, tall fixtures, light fixtures, elevators, downed power lines and ocean coastlines.

If the earthquake siren goes off and you are in the gym our protocol at this time the plan is for an immediate evacuation. The immediate evacuation means that the teacher in charge will direct students immediately to the exit exit the gym. Special care must be given to examining overhead structures.
A safe and immediate evacuation is the primary focus for all people in the gym.

Description of Roles and Responsibilities for Parents

After an earthquake, or any major emergency requiring evacuation of the school, you will receive an email message from the school asking you to come to the school and pick up your child(ren) as soon as possible. These procedures should be followed:

• DO NOT attempt to phone the school. If the phone lines are open, they may be needed for emergencies.

• When you (or an alternate caregiver) arrive at the school to pick up children, you will find them assembled on the field, or in the school.

If on the field, you must report to the Release Station.
If we have re-entered the school, report to the Release Station.
Be patient and calm – releasing students will take time. We will all be anxious and if we work together everyone will be safe.
When you get to the Release Station, report (one at a time) to a staff member. They will send a runner to bring your child(ren) to you.
Parents will not enter the field unless their child is injured.
In the case of an injured child, the parent or parents will be ask to put on a name tag and will be taken to that child. Your other children will stay in their colour team area until you are ready to leave.

When your child is brought to the Release Station, a staff member will have you sign a Master Release Form and then you may leave the school.

Please note that you will only be able to take your own children, or the children from other families where the parents have authorized you, in writing on their child's registration form, as an emergency release adult.

LOCKDOWN – EMERGENCY PROCEDURES

Corpus Christi School follows the Lockdown Procedures that are currently in place by the Vancouver Police Department. This is a summary of those procedures:

Lockdown (Intruder) Once a Lockdown has been activated with an "Activate Lockdown Immediately" announcement, the following procedures should be followed by staff:

• Check hallways/common areas and direct people into rooms immediately - DIRECT STUDENTS INTO THE ROOM EVEN IF NOT PART OF YOUR GRADE

• Close, lock and barricade (if possible) doors

• Cover and stay away from windows and doors; turn off lights

• Ensure everyone is silent – CELL PHONES ON SILENT - In the event of a real lockdown text message via Remind will be used to communicate with Parents

• Once the door has been secured, DO NOT OPEN THE DOOR FOR ANYONE. DO NOT OPEN even if the fire alarm sounds, unless there is physical evidence of a fire

• Keep everyone calm

• Remain in lockdown until the drill is announced as being over – in the event of a real lockdown, remain in lockdown until police have attended and authorized you to leave

• Remember to trust your instincts Hold and Secure (External Hazard) Once a Shelter in Place Lockdown has been activated with an "Activate Hold and Secure Immediately" announcement, the following procedures should be followed by
Check hallways/common areas and direct people into rooms immediately

• Close and lock doors

• Continue teaching. Do not allow students to leave the classroom or the school building without explicit permission from the teacher. (i.e., no writing names on the board to go to the washroom)

• Ignore any bells for recess/lunch, etc., until further notice

• Listen for instructions and follow necessary procedures

• Be prepared to check internal communication systems

• Keep everyone calm

• Remain in lockdown until instructed that the threat is over Parents Role All Parents need to sign in at the office as soon as they enter the building if they are planning on staying longer than just picking up their child(ren). In the event of a Lock Down (Intruder) parents are to seek shelter immediately in the nearest and available space that is lockable. Parents must follow the directions of staff and remain in lockdown until police have attended and authorized you to leave

• Remember to trust your instincts

Hold and Secure (External Hazard)

Once a Shelter in Place Lockdown has been activated with an **"Activate Hold and Secure Immediately"** announcement, the following procedures should be followed by staff:

Check hallways/common areas and direct people into rooms immediately

• Close and lock doors

• Continue teaching. Do not allow students to leave the classroom or the school building without explicit permission from the teacher. (i.e., no writing names on the board to go to the washroom)

• Ignore any bells for recess/lunch, etc., until further notice

• Listen for instructions and follow necessary procedures

• Be prepared to check internal communication systems

• Keep everyone calm

• Remain in lockdown until instructed that the threat is over Parents Role All Parents need to sign in at the office as soon as they enter the building if they are planning on staying longer than just picking up their child(ren). In the event of a Lock Down (Intruder) parents are to seek shelter immediately in the nearest and available space that is lockable. Parents must follow the directions of staff and remain calm

STUDENT HEALTH

In accordance with the BC Health Act (Schools) CISVA schools are to have procedures in place that cover communicable disease control (immunization), prevention of infection from blood-borne viruses, school management of students infected with blood borne pathogens, and prevention and management of anaphylaxis in a school setting. (CISVA POLICY 406)

MEDICAL PROCEDURES

It is the responsibility of the parent/guardian to inform the school about a student's medical condition or problem that could require emergency action by the school staff. It is also the responsibility of the parent/guardian to inform the school if the student takes medication at school regularly.

The Administering of Medications

Parents are responsible for administering medication to their children. Whenever possible, arrangements should be made for medication to be administered outside school hours. If this is not possible, parents should come to the school and administer it.

In extreme circumstances, where neither of the above alternatives is possible, medication can be self-administered by the child under supervision only when a "formal request for the self-administration of medication" form is completed and signed by the parents and the prescribing physician. The request form must specify the kind of medication, the dosage, the date and time, and the directions for use. The request must specify that neither the school nor its personnel will in any way be held responsible for any ill effects of the medication.

Student Emergencies/Injuries

The school maintains records of home and work phone numbers of parents and phone numbers of emergency contact persons. It is the responsibility of the parent to ensure that the school has current phone numbers and emergency release names.

In case of an accident, the school will proceed as follows:
Minor cuts or abrasions: treated by staff (e.g., ice for bumps, band-aids for scrapes, etc)
Minor neck/head injury: treated by staff and parents or emergency contacts will be informed.
Serious accidents: Parents or emergency contacts are immediately contacted and an ambulance will be called.

The following are some examples of when an ambulance will be called:

Unconsciousness, Possible heart attack, Difficulty breathing, Bleeding, Severe back pain, Serious Burns, Choking, Convulsions or fitting, Severe headache, Any suicide attempt, Severe pain after a fall or injury, Drug overdose or poisoning, Diabetes, Severe Allergic reaction, Electrical shock, Severe trauma (injury) , high fever

In very rare instances, we may be required to call an ambulance to take an injured child to the hospital. The school does not pay the cost of ambulance service. Parents are advised to ascertain whether or not they are covered by insurance in case of such an emergency.

ANAPHYLAXIS

Corpus Christi Anaphylaxis Policy

The administration of Corpus Christi School recognizes that it has a duty of care to students who are at risk from life-threatening allergic reactions while under school supervision. Corpus Christi School also recognizes that this responsibility is shared among the students, parents, and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving severely allergic students of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

Policy

While Corpus Christi School cannot guarantee an allergen-free environment, it will take reasonable steps to provide an allergy-aware environment for students with life-threatening allergies.

Corpus Christi School's has a plan in place that includes:

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

Responding to Student Abuse/Neglect (Child Abuse)
CISVA Policy 405

Every student has a right to a life free of abuse, neglect and violence. Child abuse is a serious societal issue. As "service providers", all CISVA and School Personnel must be aware of sigs of child abuse or neglect and know how to respond to them.

Anyone who has reason to believe that a child is in need of protection, has the legal duty to report the concern to a child welfare worker.
The Appointed School Official (AASO) is the principal, Ms. Rosa. The second Appointed School Officials are the vice-principal, Mrs. Chang and Mrs. Kerrigan. The AASO is responsible for liaising with the child welfare worker and/or police as applicable. The AASO can seek appropriate guidance from the child welfare worker and/or police in regard to matters such as:
- Communications with parents/guardians – including whether the parent/guardian will be contacted about the investigation, and if so by whom and when;
- Arranging interviews of the child with the child welfare worker and/or police.

The AASO is also responsible for working with childcare workers to determine whether a child has been harmed by someone who works or volunteers at school or works on contract for the school. The role of the alternated appointed official is to ensure the continuity of the reporting and investigation process in the event of possible involvement of the primary appointed official in a matter that falls under section 14 of the CFCSA.
The AASO may be required to:
- Investigate on behalf of the school authority whether there is a duty to report
- Ensure a safe school environment during investigations
- Consult with the child welfare worker and/or police
- Ensure that no school employee interferes with any investigations
- Communicate with parents/guardians with respect to actions taken by the school authority
- Report to the British Columbia Teacher Regulation Branch and/or the Inspector of Independent Schools when the School Authority dismisses, suspends, or otherwise disciplines a certified teacher

- Refer student(s) for counselling

Please refer to the CISVA website for more information regarding the response to student abuse or neglect

COMMUNICATIONS POLICIES

PERSONAL INFORMATION AND PRIVACY (PIPA)

In accordance with the B.C. Personal Information Protection Act, introduced January 1, 2004, Corpus Christi School is committed to safeguarding personal information of parents and students in accordance with provincially legislated privacy standards. The school will not disclose personal information to unauthorized personnel or third parties not directly involved in school management or the care, supervision and instruction of students at the school, without written authorization from that student's parent. The school will securely store all personal information whether electronic or hard copy.

Any concerns or complaints about how your or your child's personal information is collected, stored or used should be raised verbally or in writing with the principal who is the school's "Privacy Manager". For full details of the school's privacy policies and practices, you may obtain a parent copy of the Personal Information Privacy Policy from the school secretary. The principal will be happy to review the policy with you and investigate your concern in a timely, fair and impartial manner.

The school will prepare a family phone list for office use in the daily running of the school and for the use of Fundraising Committees. Class lists will be prepared for the Teachers and Class Phoning Parents. Phone lists will be made for Supervisors of Participation Categories. Lists and information in regards to students with medical concerns will also be made and used by staff and medical professionals.
Any unauthorized disclosure of private information is strictly prohibited and is subject to the consequences as outlined by provincial and federal laws. Transmission of information includes but is not limited to phone calls, email, facebook, writing of letters, casual conversation etc. (Please refer to **APPENDIX III** for a copy of the PIPA From.)

Access To and Disclosure of Student Records

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

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

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

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

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

1. Professionals who are planning for, or delivering education, health, social or other support services to that student (consent not required for record access);
2. School authority's insurer to defend any claim/potential claim (consent for record access required).

The above must ensure, in writing, by signing the CISVA Consent for Release of Confidential Information Form:

1. Maintain privacy of the student and the student's family with respect to matters disclosed in the record;
2. Not use or disclose the information in the student record except for the specific purposes for which the information is provided.

Student record disclosure for the purpose of delivery of health services, social services, or other support services does not require prior parental consent.

School Web Site

Corpus Christi School web site gives information about the school and promotes school programs. There may be instances when photographs of children are used on the web site. The students in the pictures will not be named or referred to in such a way as to personally identify them.

Telephone Access

Students are permitted to use the office telephone only if they have permission from their teacher. Please do not ask your child to phone you after school. Give them clear instructions in the morning about what you expect them to do after school.

Read notices carefully about times of games or field trips, etc., and if they contain information you may need, save it in a safe and readily accessible place. In order to permit staff and parent phone calls, telephone use by students is limited to **emergency**

calls home. Students will ONLY be taken from their class for a phone call in the event of an emergency. You may leave a message and they will be allowed to phone you back during lunch or after school.

Parent-Teacher Communication

As it is easier to handle a concern before it becomes a problem, parents and teachers are expected to contact one another over any behavior, progress or policy concerns. Parents are invited to contact the teacher so that the best decisions can be made for the children in our care. To aid positive communication, teachers may contact each parent in their classroom personally. This could take the form of notes, phone calls, etc. The purpose is to foster positive communication.

During the first weeks of school, parents are invited to come to an open house to hear about our plans for the year ahead and to meet the teacher on an informal basis.

In order to facilitate communication on your child's progress, all parents will be invited to attend a parent-teacher conference in the first term and then in the second term, will be invited to take part in a student-led conference before the second progress report. Other interviews will be held according to the specific request of teachers or parents. Progress reports are sent home three times a year (November, March and June).

Parents must provide the school with a current address and phone number and accurate medical information relating to their child. If you move during the year, please inform us immediately.

Corpus Christi School E-mail & Social Media Guidelines and Policies for Parent Communication

Corpus Christi School recognizes that electronic mail (e-mail) is a valuable communication tool that is widely used across our society. Staff members are provided with school email accounts to improve the efficiency and effectiveness of communication both within the organization and with the broader community.

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

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

TEACHER GUIDELINES Email Guidelines for Parent Communication

Staff using e-mail to correspond with parents must adhere to the following:

- Staff must use a school provided e-mail account for all parent communications.
- Staff must adhere to the Corpus Christi School Email Use Policy.
- E-mail must never be used to discuss contentious, emotional or highly confidential issues. These issues should be dealt with face-to-face or by phone.
- E-mail messages to parents should be consistent with professional practices for other correspondence. This
- includes grammar, format and salutation.
- E-mails should be short and directional in nature and only include facts.
- E-mail parents only when they have agreed that e-mail is an appropriate form of communication and they have
- signed the Corpus Christi School E-mail Permission Form.
- Only communicate with parents at e-mail addresses listed on the e-mail permission form.
- Care should be given when using student names. Refer to students by first name, initials or your son/daughter
- depending on the content. Do not discuss non-related students.

The School maintains e-mail accounts for teachers to facilitate parent/teacher communication and internal staff communication. The School reserves the right to block or filter e-mail messages to staff that are not directly related to District business or to the CISVAs educational mission.

Acceptable Use of Parent Communication

- E-mail should be used for general information such as; class activities, curriculum, assignments, tests, deadlines and special events.
- To arrange for a meeting/telephone call regarding a student issue including a general description of the issue e.g. I would like to arrange a meeting to discuss your child's attendance.
- Follow-up on an issue that has previously been discussed.
- Allow one to two days for staff to reply. Responses may not be in the form of an email

Unacceptable Use of Parent Communication E-mail should not include:

- Any discussion related to other students.
- Personal information about other students.
- Specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed

with the parent. (e.g. 'I am concerned that your daughter failed the last three tests and was not at school again today.')
- Any discussion related to other staff.
- Any sensitive student information that would normally be discussed face-to-face or by phone. (e.g. I am concerned that your daughter may have a learning disability.)

SOCIAL MEDIA POLICY

Parent social media groups and group chat platforms are not encouraged or promoted by the school. The school must protect the privacy of individuals in the school community. Parents are expected to "respect the rights and dignity of all persons in the parish/school community at all times" (CISVA Policy 412:2). Please keep in mind that important information is already distributed from the school via the school website calendar, newsletters and emails. We must strongly advise parents to not be involved with or entertain conversations that involve staff or individual students, as this goes against the school's protocols on Proper Channels of Communication, privacy laws, CISVA Policy 412 Parent Code of Conduct (sections a,c,d,e,f,j) and Policy 411 Family Statement of Commitment.

Parents choosing to participate in social media groups/group chat platforms, despite the school recommendations, must follow these guidelines:

1. The group should only be used as a virtual bulletin board to send messages relevant to school/class matters (e.g. general questions or pertinent information)
2. The group should never be used as a platform to air views/grievances regarding the school, teachers, students, or other parents.
3. The group is not a platform for airing opinions on current affairs or to post advertising/soliciting of any kind. Please keep all posts related to relevant school/class business only.
4. The group should never be used for one-on-one conversations that are not relevant to others in the group.
5. The group is only for parents of children attending Corpus Christi. Further, class groups should only contain parents of children in that class.
6. The group administrator (and other group members) are responsible for removing any chats that are inappropriate, confidential, sensitive, or could be deemed harmful to the school, students, staff, or parents.

Policy 411:1,11 Family Statement of Commitment
If any of these conditions are not met, the school reserves the right to: refuse admission, or remove the student from the school, or take any other appropriate action in the circumstances.

CISVA PARENT CODE OF CONDUCT POLICY #412

Rationale
The CISVA Board recognizes parents and guardians as the primary educators of their child(ren) and, therefore, important role models in the mission of the Church shared by Catholic Schools. This is demonstrated by parents and guardians in proclaiming and building the Kingdom of God, promoting a faith community within the family and community at large, committing to excellence in Catholicity in all areas of their child's development, and supporting the development of Christian leaders, responsible citizens and life-long learners.
Policy
All CISVA schools will have a Parent/ Guardian Code of Conduct to inform the school community of expected conduct based on the principles of respect for the rights and dignity of all persons to promote a safe and respectful environment within the school community.
Procedure
Parents are expected to (but not limited to):

- Be examples of Catholic witness (those parents who are Catholic) by attending Sunday Mass with their children (proclaiming and building the Kingdom of God – see Policy 411 - Family Statement of Commitment).
- Be supportive of the mission of the Catholic Church and supportive of the religious educational programs of the school.
- Respect the decision-making of school administration and the Education Committee.
- Respect the rights and dignity of all persons in the parish/school community at all times.
- Refrain from participating in or promoting any behaviour that would threaten, intimidate, demean, verbally assault (use of abusive language) or cause harm to any person within the school community.

- Refrain from behaviour or communications, including the use of any technology/media devices to defame the character or reputation or cause harm to the character of a parish/school community member.
- Show an active interest in their child's school work and progress as well as attend required meetings (Sacramental meetings, Parent Support Evenings (Sexuality and Your Child, Human Growth and Development), student progress interviews/conferences etc.).
- Ensure that their child attends school regularly, is on time and is prepared.
- Work cooperatively with teachers in all areas of their child's school life including academic or disciplinary issues.
- Be familiar with and abide by the school's codes of conduct, policies and rules (i.e. uniforms, internet use, traffic safety on school grounds, etc.)
- Take concerns to the appropriate person(s). Follow the complaints procedure as provided in CISVA policy 302 – Major Complaints.
- Avoid involvement in rumours and dissemination of rumours.
- Build bridges of acceptance and understanding among the different cultures represented in the school community.

The Pastor/Archbishop's Representative has the right and duty to provide for the spiritual welfare of the students and families within the parish and the school. They work towards this end with parental cooperation.
The Education Committee, in consultation with the Principal, reserves the right to determine consequences for non-compliance.

Principal's Authority
The Principal has the discretionary right to take appropriate action to maintain a safe and orderly school environment, and to ensure that staff, students, parish members or other members of the school community are not subjected to threatening, intimidating, or harassing behaviour. The Principal's authority includes the right to prohibit or remove any person from the school premises or property who is deemed to be a disruption to the school or threat (in deed or word) to the safety or security of students, employees, or any other member of the parish or school community. The Principal will inform the Education Committee, Pastor and Superintendent's Office if any person is prohibited or removed from school premises.
If a person is prohibited or removed from the school premises by the Principal, that person must immediately leave, and must not enter the school premises again except with prior written approval from the Principal.

If the Principal suspects a student is suffering from a communicable disease or other physical, mental or emotional condition that would endanger the health or welfare of the other students or staff, the Principal may exclude the student from school until a certificate is obtained for the student from a qualified medical professional confirming that the student may return to school. Parents/ guardians are expected to comply with an exclusion of a student on this basis, and to assist with providing the required documentation to support a return to school. (Revised June 5, 2018)

CURRICULUM

Religion

Corpus Christi School follows the Religious Curriculum outlined by the Archdiocese of Vancouver. The learning outcomes of the curriculum are taught through the Christ Our Life program. The personal safety program I Am A Gift From God is taught in Kindergarten and Grade 1 students. All of these programs are approved and recommended by the Archbishop.

The catechism program is structured along the liturgical year and feast days are incorporated into the curriculum. Certain specific milestones such as Reconciliation, First Communion, and Confirmation are scheduled with the Parish Religious Education Program (PREP). Parents will be contacted and invited to come to the school for meetings in order to participate fully in their child's process of development of faith.

The importance of the Mass is recognized as a way to strengthen the faith of the students and help build Christian Community.

Masses are regularly offered to the whole school. Each grade takes a turn in preparing the monthly Mass. All parents are welcome and encouraged to attend all school masses.

Priest visits/Class Masses are offered at the discretion of the Pastor and the classroom teacher during the school year.

Non-Catholic students enrolled in **Corpus Christi School** are also required to participate in the religious curriculum and activities.

Academics

The academic programs of each grade are those determined by the British Columbia Ministry of Education in conjunction with the guidelines established by the Archdiocese of Vancouver. This involves instruction in the areas of Social Studies, Science, Language Arts, Mathematics, French, Personal Planning, Information Technology, Physical Education, and Fine Arts.

Corpus Christi School enhances these programs with a number of specialists. Corpus Christi offers the help of a **Learning Resource Coordinator and Learning Resource Support** teachers. Learning support is available to students in the classroom setting or in an individual or small group format. Students are directed to our **Learning Resource** program through the recommendation of the classroom teacher and in consultation with the parent. This program is also enhanced by full time and part time teacher aides.

Each grade receives **Music** classes during the week. A part time Music Teacher coordinates the Music program for the school. This program offers experiences in song, theory, instruments, movement, singing and games. Students have the opportunity to join choir. Many opportunities for performing and competing are offered.

Technology such as IPADS and Chromebooks are easily assessable to all students.

All classes use the school **Library**. A part time Librarian and parent helpers maintain the organization and the running of the library. As well as an ever-growing selection of fiction and reference books, research material is provided through the library computers. Each class has a designated day to take out and return library books.

A **French Language** program is offered from grades K to 7.

An **Outdoor Education** program is offered to the Grade Seven students. Its purpose is two fold: firstly, to enhance Christian community living; and secondly, to teach environmental studies as outlined by the B.C. Ministry of Education.

Well Being/Physical Breaks includes many life skill opportunities as well as a outside activities.

Homework

Homework is generally assigned at the discretion of the teacher. Parents should contact the classroom teacher for clarification of assignments.

a) The purpose of home assignments is three-fold:

   i. To complete work not done during the day.
   ii. To provide enrichment and/or reinforcement of concepts taught.
   iii. To help the children establish good study habits.

b) The items below are guidelines established for each level to help teachers in assigning work and parents in supervising homework. These times are approximate. If the children work diligently, they should, generally, be able to complete work within this time frame, unless otherwise advised by the classroom teacher. At the upper elementary levels, the use of longer term assignments help students to organize their time and schedules over a longer period of time.

Grade 1 –3	½ hour Daily
Gade 4 –	¾ hour daily
Grade 5 –	1 hour daily
Grade 6 & 7	1½ hour daily

c) Parents are the most important motivators and teachers in helping their children develop good study habits at home.
   i. Set a specific time each day for your children to do homework. If there is no school assignment to be done, use the time to read to your children; have them read to you; read and discuss the newspaper together; write letters to grandparents or friends; etc.
   ii. Insist that there be no distractions – no television, radio, etc.
   iii. Help them to be organized before they start work – all paper, book, writing materials at hand.

d) Children from Grade 3 to Grade 7 will be encouraged to use a homework book properly to keep a record of their assignments. Parents are asked to check their child's homework book so that problems about incomplete assignments can be avoided.

e) If a student does not complete homework, he/she will be required to do so within 24 hours. If assignment is still not completed, the parents will be contacted to seek a solution.

f) Parents' support regarding completion of assignments in the time frame given is essential.

LEARNING RESOURCES

Rationale: As required by the Ministry of Education, it is the responsibility of the local school authority to set out its policy and procedures followed in determining how learning resources are chosen for use in the classroom. The policy that follows sets out how this is done in CISVA.
Definition: Learning resources are texts, video, software and instructional materials that teachers use to assist students to meet the requirements for learning defined by the Ministry and CISVA.
Policy: Corpus Christi School administration and staff will ensure that Learning resources used in the classroom will be evaluated and approved with due consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness and conformance with Church teaching and CISVA's overall mission and purpose.
Corpus Christi School requires teachers to utilize core education media that has been formally evaluated before being introduced to the classroom. This evaluation process involves one or more of the following oversights:

- Review by at least two school representatives (teacher, department head, principal, or subject peer group) with three or more years teaching experience within CISVA, preferably in the grade level and subject area for which the resources are to be used.
- At the discretion of the Superintendent's Office to review materials that relate to common learning resources and materials used in CISVA schools
- For learning resources (ie, textbooks, programs, etc.) relating to the provision of Christian education taught in CISVA schools, review by the Superintendent's Office of all core learning resources is required. The evaluation criteria applied in determining suitability for classroom use includes but is not limited to the following:
  - Supports and is in conformance with Church teaching, our Catholic worldview and rich intellectual tradition
  - Encourages and promotes the full dignity of the human person and responsible citizenship
  - Supports the learning objectives of the curriculum
  - Assists students in making connections between what they learn in the classroom and its application in their lives
  - Is age and developmentally appropriate
  - Shows responsible scholarship and effective instructional design
  - Meets requirements set by copyright and privacy legislation
  - Supplemental Materials

There is an expectation of all teaching staff that any supplemental materials introduced for use in the classroom support the above criteria. This includes accessing and using online resources. Teachers have a unique responsibility to ensure that 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.
Appeals: Parents wishing to challenge the use of a particular learning resource used on the basis of appropriateness may take this up with the principal of the school. Should the issue not be satisfactorily resolved CISVA Policy 302 Major Complaints is to be followed.

Reporting Periods

Written Learning Updates are issued two times per year.
Parent/Teacher/Student Conferences (Goal Setting/Three-way conferences) take place in the fall and Student-Led Conferences are scheduled in the winter. These conferences serve to allow the students to discuss their progress with the parents and teacher. Additional interviews with a teacher may be scheduled at any time, at the request of the parent.

The final Learning Update is issued at the end of June.

Informal communication between parents and teachers is encouraged throughout the school year. Appointments are recommended at the request of the parent(s) or the teacher to discuss specific concerns.

FIELD TRIPS
(409 CISVA POLICY)

Corpus Christi School recognizes that off-site experiences outside the school/parish community are effective learning experiences that enrich the spiritual, intellectual, social, emotional and physical development of students.
The school requires that all activities out of the school/parish site be selected, planned, organized and conducted to enhance the spiritual, intellectual, social, emotional or physical development of students and to ensure the safety and security of all participants.

Prior to authorizing field trips and off-site experiences, the school administrator will make staff aware of all relevant policies and procedures. Staff should also become familiarized with the *YouthSafe Outdoors* resource manual. The purpose of the

manual is to enhance effectiveness, efficiency, and economy of effort, and to provide best practice risk management strategies. There will be an adequate number of supervisors accompanying students on the field trip. For primary grades (K-3) there will be one adult supervisor to five students. For Intermediate grades (4-7) there will be one adult supervisor to eight students. If a student has medical issues such as anaphylaxis an EpiPen and a trained staff member will accompany the student on any offisite fieldtrip.

*All forms referenced in this procedure are available in the *YouthSafe Outdoors* manual. A completed off-site proposal experience form is required for each field trip and should provide:

- field trip goals and objectives
- relationship to the curriculum and/or school mission, vision, philosophy
- a description of how the trip is appropriate for students of the proposed age/grade
- and level of preparation
- provisions for medical issues (anaphylaxis etc.)
- communication management of emergencies
- statement of potential risks to participants

The *YouthSafe Outdoors* resource manual includes samples of off-site proposal experience forms as indicated below. Any locally developed off-site proposal experience forms used must meet or exceed the standard of safety and preparation as identified by *YouthSafe Outdoors.*

***Field trips are intended for classrooms students and are grade specific. Siblings may not attend field trips. (Unless in the case of a combined field trip.)**

We rely on parents for transportation, and if sufficient transportation has not been found prior to the day of the trip, the trip may be cancelled, or it that is not possible, rented transportation will be arranged at a cost to the class.

When driving for a field trip, the following guidelines are to be followed:

a) Volunteer drivers must not leave students until the arrival of a teacher.
b) Every child must wear a seat belt. One child per belt.
c) Vehicles must be in good mechanical condition.
d) Volunteer drivers must have insurance. Apart from your own insurance, we have insurance coverage for school field trips and parent driver.
e) Volunteer drivers must drive children directly back to school **without stopping for refreshments.**
f) Volunteer drivers must pay extra attention to posted speed limits and rules of the road.
g) On returning to school, volunteer drivers must supervise children until the return of the teacher. Children may be escorted quietly back to their classroom only if a member of staff is present.

Any volunteer drivers:

- must have Criminal Record Checks
- must be licensed adults
- must have $1 million in third party liability insurance
- must have a reliable vehicle
- must have one seatbelt for each child they are transporting
- must have a class 4 Driver's License if driving an oversized vehicle with a seating capacity of over 10, no more than 25 passengers including driver
- must have a Class 4 Driver's License if driving less than 10 students in an oversized vehicle
- must follow the Motor Vehicle Act and Regulations concerning air bags and child passengers

The school provides additional insurance to drivers to a value of $10 million.

Booster seat use is mandatory in British Columbia (February 2022). This means drivers must ensure that all children are properly restrained. Booster seats are mandatory for children over 18 Kg (40 lb.) until their 9th birthday, unless they have reached the height of 145 cm (4'9"). Children 12 and under who are too old or large for a booster seat should always sit in the back seat. Always make sure they use a seatbelt and that it's properly adjusted.

Children's Behavior While on Field Trip

The teacher will meet with volunteer drivers and children immediately before leaving to establish clear guidelines regarding expectations.

At all times, children are expected to behave according to school guidelines. They must speak respectfully to everyone, including their peers. Children who refuse to listen or behave inappropriately may be transferred to the teacher's group at the earliest moment, or failing that, the parent must report to the teacher what has happened and appropriate disciplinary measures be taken. Children are responsible for their own actions and as such are required to accept the consequences of their action.

Communication Management of Emergencies

In the case of an emergency, the lead teacher will contact the school principal or administrative staff to report the emergency and the principal or administrative staff will then relay the information and plan to the parents and the Parish Education Committee.

EXTRACURRICULAR ACTIVITIES

Corpus Christi School offers various extra-curricular sports and fine arts programs. The purpose is to provide interesting and challenging activities beyond the classroom environment. The goals of extra curricular are:

- To encourage all children to participate with others
- To train children to strive to reach their potential
- To stress hard work and dedication to the group and group members
- To prepare children properly for games and events
- To encourage good sportsmanship

In the athletic extra-curricular program, the emphasis is on participation and every child who comes will be on a team. The competitive nature of extra-curricular sports requires at times that the players with better skills, play with greater frequency, though effort is made to incorporate all players.

A condition of a student belonging to a team is that the parent is responsible for providing transportation to and from sporting events, games and practices.
We hope that every child will find some way to participate in clubs or events outside of the classroom setting. Programs are determined by student interest and availability of coordinators and supervisors.

Parents are encouraged to cheer on their children and other players; however, unsportsmanlike conduct toward coaches, referees, teachers, parents and students of all teams is strictly prohibited and will not be tolerated.

Philosophy of Sport

Sports in our schools should be FUN, purposeful and supportive and their existence ought to complement the Character and Mission of our Catholic Schools. Sports are a part of the education that we provide and as such, should be a learning experience. There must be an aspect of teaching in sports; that is, planning, preparation, practice, and evaluation and review must be present. If real learning is to take place, there must be an aspect of challenge also. Every individual involved in sports must recognize the responsibility of commitment to challenge; the desire to continue until we reach our goals. This is so central to our Catholic Faith. The fact that sports can provide this learning experience shows the value of competitive athletics in the education of the whole person. And finally, because sports are so much a part of our value education, there must be an aspect of Sportsmanship (to win and lose graciously) and fair play attached to every event. Boys and girls should be able to participate in a well organized and competently administered program of instruction and play.

Boys and girls are taught not only the physical skills of Sports but also the rules, the courtesies of fair play, the satisfactions of contributing to a team effort and the desire to improve in all aspects of Sport.

In order to maximize all children's potential for growth and participation, Corpus Christi Elementary School will utilize A & B teams in each sport where interest and coaching personnel make it necessary and possible.

Team sport programs will begin at Grade 5 volleyball, basketball, cross-country and badminton, track and field and at time soccer Where possible (availability of gym time and coaches) some sports will be offered to Grade 4. (Grades 2 and 3 may participate in Track and Cross Country.)

Permission slips will be sent home at the beginning of each season, outlining responsibilities and requirements and as accurately as possible, time commitment with regard to practices and games.

Parents are expected to help with transportation to and from games/tournaments/meets which take place "away from home". If parent transportation is not available prior to the day of the event, it may be necessary to cancel.

Constant communication is to be encouraged between coaches, teachers, parents and students regarding schoolwork and homework assignments, which must have top priority.

Parent attendance at games is encouraged and is a great morale booster for the children; however, parents are reminded that they also must exhibit, at all times, behavior consistent with our philosophy of sports. Parents must conduct themselves so that attention is not brought to them and must show respect for the visiting team, officials and their decisions. Spectators must exhibit poise, self-discipline, and restraint during and after the game.

Our teams will only participate in CISVA sanctioned leagues. (Much of this philosophy is taken from the CISVA Elementary Athletic Commission Philosophy EAC Spirit of Competition and Fair Play updated 2022.)

INCLUSIVE EDUCATION POLICY

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

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

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

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

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

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

Corpus Christi School employs Education Assistants (EAs) to support student learning. EAs work under the direction of a teacher and are under the supervision of the classroom teacher, learning support teacher
and/or school principal. Teachers are expected to design programs for students with a disability or diverseability. Under the direction of a teacher, EAs may play a key role in implementing the program. (Understanding the Roles and Responsibilities of Education Assistants in the CISVA Schools, 2024)
Please see CISVA Policy 421 or school policy for more information.

CISVA Elementary School Policy regarding Gender Expression and Gender Dysphoria (CISVA POLICY 431)

The Catholic Independent Schools of the Vancouver Archdiocese (CISVA) strives to provide learning environments that are safe, welcoming, inclusive and affirming of the uniqueness of every student. The aim of a Catholic school is to promote the spiritual, physical and intellectual development of students in a loving learning environment.
To ensure that all members of Catholic school communities work together in an atmosphere of safety and respect for the dignity of all students, the CISVA has adopted policies for the safety, health and educational needs of all students, including those with gender dysphoria.

The Catholic Church teaches care and compassion for every person, regardless of age, race, sex or sexual orientation. Everyone is to be treated with dignity and respect.

The Church's belief in the dignity of the person teaches us to address the true human needs of our students to be free from hatred, to be loved, to be supported by the Catholic school community in living the Gospel. Respect for the human person proceeds by way of respect for the principle that "everyone should look upon their neighbor (without any exception) as 'another self,' above all bearing in mind their life and the means necessary for living it with dignity".2
The CISVA has developed these policies to ensure compliance with provincial legislation, as well with fundamental rights and freedoms, including those set out in the BC Human Rights Code and the Canadian Charter of Rights and Freedoms.

Specifically, this Policy has been developed to:
a. Support and affirm the dignity of all students in every aspect of school life;
b. Improve the understanding of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the Catholic school setting;
c. Provide training consistent with the Catholic faith for all teachers and other staff with respect to gender dysphoria and gender expression; and
d. Provide resources in addition to the Human Growth and Development resources, consistent with Catholic teaching, to support students who experience gender dysphoria or who wish to express their gender identity other than in conformity with prevailing gender norms.

STUDENT BEHAVIOUR & EXPECTATIONS

Responsibilities of Students

Our philosophy in the school is to foster self-discipline and, as such, the students will be given opportunities to practice social skills taught in various settings. Students are encouraged to assist one another as they grow in the process of self-discipline. Our expectations are that the students can learn and work in a safe, accepting and nurturing environment. This is true for all our students and when a student refuses to allow another child/children that same advantage, or prevents a teacher from doing his/her job because of disruptive behavior, then specific disciplinary measures need to be taken.

Corpus Christi School holds the following expectations for its students:

- Support and model behaviours promoting Catholic values of dignity of the human person, solidarity and equality.
- Attend school punctually, apply oneself to learning, and follow staff instructions.
- Demonstrate safety.
- Respect for the dress code.
- Be honest in your conduct and schoolwork.
- Inform a trusted adult of dishonesty in conduct and schoolwork to help maintain trust, fairness, and a safe environment for all.
- Respect property, environment, personal space, and privacy.
- Support the learning and attendance of others.
- Model courtesy, empathy, cooperation, compassion, and respect.
- Respect diversity and be open to intercultural understanding.
- Represent the school in a positive manner.
- Inform a trusted adult in a timely manner of incidents of discrimination, bullying/cyberbullying, harassment, or intimidation.
- Refrain from engaging in any unacceptable or disrespectful in-person or digital communication on or off school property.
- Leave personal digital devices at home, in their bag/backpack, and/or in their locker during instructional time

The Student Code of Conduct expectations apply while attending school, engaging in school-related activities, both on and off school property, as well as when interacting with other members of our school communities, whether in person or online.

Student Code of Conduct. (CISVA POLICY 40&)

The Catholic Independent Schools of the Vancouver Archdiocese (CISVA) are committed to creating and maintaining safe, caring, accessible and orderly school environments, anchored in Catholic social teaching and the inherent dignity of the human person.
We believe that every student is made in the image and likeness of God and deserves to be treated with dignity and respect. Catholic conceptions of dignity and equality recognize that human beings are profoundly different from each other and for this reason are provided with support and accommodation, according to their unique needs, while also being held accountable based on their individual capacity. Solidarity fosters a school environment where staff, parents and students view each other as a family, promoting inclusion through mutual support and a collective stand against bullying, discrimination and other disrespectful or inappropriate conduct.

Centered on the principles of solidarity, dignity of the human person, and equality, CISVA schools are places where the actualization of these values is the shared responsibility of all students, staff, and parents/guardians. Clear expectations for conduct, rooted in Catholic teachings, helps support and cultivate formation of character, as well as moral and ethical decision-making, which is a fundamental component of Catholic education.

B. Policy
All CISVA schools will have a Student Code of Conduct, rooted in Catholic social doctrine, to inform the school community of expected conduct to promote a safe, respectful, inclusive, accessible, and orderly learning environment.

1. Conduct Expectations
Conduct expectations should be clearly articulated, in terminology that is appropriate for the target audience. The following are examples of conduct expectations:

a. Support and model behaviours promoting Catholic values of dignity of the human person, solidarity and equality.
b. Attend school punctually, apply oneself to learning, and follow staff instructions.
c. Demonstrate safety.
d. Respect for the dress code.
e. Be honest in your conduct and schoolwork.
f. Inform a trusted adult of dishonesty in conduct and schoolwork to help maintain trust, fairness, and a safe environment for all.
g. Respect property, environment, personal space, and privacy.
h. Support the learning and attendance of others.
i. Model courtesy, empathy, cooperation, compassion, and respect.
j. Respect diversity and be open to intercultural understanding.
k. Represent the school in a positive manner.
l. Inform a trusted adult in a timely manner of incidents of discrimination, bullying/cyberbullying, harassment, or intimidation.
m. Refrain from engaging in any unacceptable or disrespectful in-person or digital communication on or off school property.
n. Leave personal digital devices at home, in their bag/backpack, and/or in their locker during instructional time1

The Student Code of Conduct should also clearly identify that these conduct expectations apply while attending school, engaging in school-related activities, both on and off school property, as well as when interacting with other members of our school communities, whether in person or online.

2 Unacceptable Behaviour

The Student Code of Conduct should explain that it is also unacceptable to promote or participate in unacceptable behaviour, and provide a list of examples, which might include:

a. Interfering with the learning and working of others.
b. Misuse of computer technology, including personal digital devices and/or multimedia digital devices.
c. Abusive/suggestive language.
d. Language that degrades someone's dignity because of race, religion, ethnicity, culture, sexual self-identity, disability, and/or socio-economic background.
e. Racism, or other bullying, harassing, intimidating, retaliating, or discriminating behaviour.
f. Physically violent behaviour.
g. Retribution against a person who has reported incidents.
h. Unsafe or illegal behaviour, including the possession, use, or distribution of illegal or restricted substances, or the possession of weapons or replicas.
i. Wearing clothing that promotes or symbolizes illegal substances or activities, hate or discrimination, profanity, pornography; or that incites violence, harassment, or threatens safety.

PERSONAL ELECTRONIC DEVICES (CISVA POLICY 430**)**

To promote respect for the dignity of all members of our school community and to enhance student achievement and safety, the use of a personal electronic device (PED) is strictly prohibited in the school or during school related activities (such as retreats, field trips, sports events, etc). Failure to comply with this policy may result in the confiscation of the PED and/or disciplinary action. The school assumes no responsibility for the loss, recovery,
repair or replacement for any PED brought onto school property. Only under very special circumstances with permission from the principal will members of the school community be permitted to bring PEDs to school. With permission only PEDs are to be kept out-of-sight, turned off and not used within school premises or during school-sanctioned events.

For the purpose of this policy, the following definition shall apply: Personal Electronic Devices (PEDs) are wireless and/or portable electronic handheld equipment that include, but are not limited to, existing and emerging Mobile Communication Systems and Smart Technologies (cell phones, smartphones, walkietalkies, pagers, etc.), portable internet devices (mobile managers, mobile messengers, BlackBerry™ handsets, etc.), PDAs (Palm® organizers, pocket PCs, etc.), handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods©, Walkmen™, etc.), digital or film cameras, digital or analogue audio recorders or video recorders (tape recorders, camcorders, etc.), spy gadgets (spy cameras, covert listening devices, etc.), and any other convergent communication technologies that do any number of the previously mentioned functions.
PEDs also include any current or emerging wireless handheld technologies or portable IT systems that can be used for the purpose of communication, entertainment, data management, word processing, wireless internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc.

Electronic Devices - Cell Phones, Toys and Recreational Items

Students may not bring toys, electronic devices, cell phones and any other recreational items to school. (Under special circumstances, exceptions may be allowed with the approval of the Principal. **The school is not responsible for lost or stolen items.**

Care of Books and Property

Proper care of all books, whether they are the property of the school or of the pupil, is an important part of every child's training. We ask your cooperation in seeing that all books be well cared for while in the possession of your child. All texts need to be covered to prolong the life of the book. Please cooperate at the beginning of the year by helping your child cover his/her books. Textbooks should be returned to school each day. Give them a place to put school books and encourage them to pack their bag at night with all required books and assignments for the next day. This will ensure that the start of the day will not be rushed.

You will be expected to pay for any lost or destroyed text or library books. Please see that your child has a book bag in which to care for his/her books. Please avoid oversized bags.

Children need to be made aware that they are responsible for their actions. Any child who willfully or through careless actions causes destruction to school property shall be held responsible for damages.

Suspensions and Expulsions
(CISVA Policy 426)
Rationale
Students can negatively affect the school's learning environment and therefore the ability of all classmates to receive the education to which they are entitled. Both the quality of instruction and the learning process are dually maintained by making it clear to disruptors, through the use of suspensions, that unruly behavior will not be tolerated.
Policy
Suspension shall be recognized as an effective tool to encourage and enforce self-discipline and appropriate behavior. Expulsion shall be used when the continued presence of the student at the school is either a threat to the staff and students or an impediment to either the quality of instruction or the **learning process.**
Procedure
1.1 In the normal operation of a school, instances may arise in which a student commits a serious infraction of school or CISVA policy. This serious infraction may lead to the student being suspended or expelled from the school. When dealing with such matters, schools are required to act for the protection of all members of the school community.
1.1.1 An expulsion is usually preceded by a suspension, during which the student is denied the privilege of attending school and all school-related activities. Suspension from school is a serious penalty for behaviour which, if continued, would ultimately result in an expulsion.
1.1.2 The Principal is required to investigate fully every serious infraction to the best of his or her ability and is required to maintain written documentation that accurately and completely records the incident and the investigation. This documentation will be required to be used in support of the school's decision to suspend and/or expel and thus needs to be comprehensive.
1.1.3 A suspension is decided upon by the Principal or Vice-Principal only after a thorough investigation. The investigation should include but not be limited to consultation with all parties involved, namely teacher(s), parent(s), other staff involved, other students involved. The length of the suspension must fit the severity of the infraction. No student shall be suspended for a period exceeding one school day without prior consultation between the Principal or Vice-Principal and the Pastor/Archbishop's Representative and/or the Chairperson of the Education Committee. A written notification of suspension must be given to the parents or guardians of the suspended/ expelled student only. The letter must contain the school's expectations of the student if readmission to the school is granted.
1.1.4 If the Principal has determined that the incident is serious enough to warrant expulsion, the Principal must immediately consult the Pastor/Archbishop's Representative and the Education Committee Chairperson. During this consultation period, the student will be suspended. After the consultation, the Principal will make his or her decision about the expulsion and inform the student's parents or guardians, either in person or by telephone.

1.1.5 Appropriate arrangements must be made for the student to leave the school. A written notification must be given to the parents or guardians within twenty-four hours of the expulsion.
1.1.6 Parents may appeal a suspension or expulsion decision. (See Policy 302 – Major Complaints).

2) Appealing a Suspension or Expulsion 2.1) When an appeal of a suspension or expulsion is brought to an education committee, an appeal sub-committee will be appointed to hear the case. The decision to overturn the expulsion must be based on one or more of the following points:
2.1.1 Did the student commit the infraction he/she is accused of?
2.1.2 Is the infraction covered by policy and does the policy require or allow expulsion?
2.1.3 Is the policy being applied properly? (The wording in some policies is intentionally broad, e.g. gross misconduct. Was this infraction intended to be considered gross misconduct?)
2.1.4 Has the school followed its own and CISVA policy regarding the handling of the expulsion? (proper notification in writing, due process, procedure and documentation, time lines, etc.)
2.1.5 At the appeal, the Principal and the appellant will present their case addressing 2.1.1 to 2.1.4 in writing with the necessary supporting documentation.
2.1.6 The parents or guardians may choose, but are not required, to ask a lawyer to assist them in their appeal process. The cost of such legal assistance will be the sole responsibility of the parents or guardians. If parents or guardians decide to have legal representation, they must communicate this to the Principal or his or her representative 7 days in advance of filing an appeal. This notification will provide the school with the opportunity to seek its own legal representation during the process.

Meetings with Students
School administrators, teachers, and other designated staff members may meet with students during the school day to address or support the student's learning, behaviour, attendance, safety, well-being, interpersonal conflicts, or other school-related concerns or incidents. These interactions are part of the school's responsibility to provide appropriate supervision, support, and a safe learning environment, and may take place without prior notice to the parent/guardian.
Parents/guardians will be informed and involved in meetings concerning serious matters, including those requiring formal investigation, or where there are significant educational, disciplinary, or safety concerns.

Anti-Bullying
Anti-Bullying Policy - Harassment and Bullying Prevention

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

Bullying encompasses a wide range of behaviours in a relationship between a dominant and a less dominant person or group where:
• an imbalance of the perceived power is manifest through aggressive actions
• physical or psychological (verbal and social) abuse occurs
• negative interactions occur directly (face-to-face) or indirectly (gossip, exclusion)
• negative actions occur with intent to harm, which can include some or all of the following:
a) physical actions such as punching, kicking, biting and initiating unwanted sexual touching, can hurt the person’s body, damage belongings or make the person feel badly about himself or herself;
b) verbal actions such as threats, name calling, insults, racial and cultural slurs or inappropriate jokes and/or comments; this includes sexual harassment; that is, when a person or group hurts another person by taunting or discussing sensitive sexual issues, creating sexual rumours or messages, and making derogatory comments on a person’s perceived sexual identity;
c) social exclusion such as spreading rumours, ignoring, gossiping, excluding.
• negative actions are repeated and/or the intensity or the duration of the actions establishes the bully’s dominance over the person. The person thus becomes a victim of injustice.
• information and communication technologies are used physically to threaten, verbally harass or

socially exclude an individual or group of students

Bullying must be:
Repetitive - Intentional - it must be done with intent - (RIP)
Power imbalance - there must be a clear power imbalance RIP must be present for bullying to occur.
Bullying is different from harassment. A single occurrence could be a form of harassment or assault.
So, it is important to investigate each case. All matters of assault, sexual harassment, and bullying will be investigated by Administration.
If a staff member becomes aware of bullying, it must be investigated to determine its nature, all of those involved including bystanders, and this must be documented on an Office Referral Form. Further steps to be taken will be decided upon in consultation with the Principal and should take into consideration the following:
• efforts that outline clear and logical consequences for those who bully, that provides support for those being bullied and intervention with students who bull
efforts that outline clear and logical consequences for those who bully, that provides support for those being bullied and intervention with students who bully
• informing the parents/ guardians of children involved in a bullying incident, engaging their support and collaboration to seek a resolution
• In deciding a course of action, the school weighs the consequences by age and maturity of the individuals involved, the degree of harm done, incidences of past or continuing pattern(s) of behaviour, the relationship between the parties involved and the context in which the incident(s) occurred.

Safety and Students With Special Needs

Some students with special needs present particular challenges because of the nature of their disabilities. Students with severe needs may act in violent ways because of their needs. Careful planning for the safety of staff and students should be part of the development of these students' Individual Education Plans.

Medical Exclusion For Behaviour

In accordance with Section 91(2), (4), and (5) of the *School Act* , when a student is suspected to be suffering from a health condition, communicable disease or other physical, mental, or emotional condition that would endanger the health or welfare of the other students, or employees, the student may be excluded from school for medical reasons.
The school will follow procedures in accordance to Section 91(2), (4), and (5) of the School Act.

COMPLAINTS PROCEDURES

Major Complaints CISVA 302

Rationale: CISVA believes in the importance of all members of the CISVA Community working together to create a positive and unified school culture that inspires success for every student. The values of trust, respect, responsibility, and collaboration set the tone for how the entire Catholic school community works together to pursue a common vision. From time to time, issues may arise where members of the community may differ in their perspectives.

Policy: CISVA seeks to ensure that complaints are dealt with in a confidential and timely manner that reflects mutual respect and the principles of procedural fairness. All parties involved are expected to maintain confidentiality with respect to any information they obtain during a complaint investigation or related appeal, and to conduct themselves with Christian charity.

Procedure: Every effort should be made whenever possible to resolve the issue by the parties directly involved. If the issue cannot be resolved at this level, then a formal written complaint can be brought forward following the procedures outlined below. Procedures for dealing with such situations should ensure that:
• Issues are handled as near the source as possible;
• All parties involved in the complaint are given a fair opportunity to respond and provide their perspective;
• Complaints are dealt with in a courteous, confidential, and constructive manner;
• Complaints are investigated and resolved expeditiously.

See CISVA Policy 302 for more details on Informal/Formal Complaints, Appeal Process

EDUCATION COMMITTEE MEETING

Rationale
The CISVA Board recognizes the need for allocated time to help Education Committees to fulfill their role.
Policy
Education Committees will have a minimum of ten (10) meetings a year. These meetings will be open, except for in-camera sessions. The first meeting after the education committee elections must be held no later than June 21.
Procedure
1. At each meeting, following opening prayer, a suggested time of 15 minutes be devoted to Faith Formation. The Vice-Chairperson (or delegate) in consultation with the Pastor, will facilitate this Faith Formation component using appropriate resource material.
2. Each member is to receive minutes from each meeting as well as a monthly financial statement, which are to be kept in a binder.
3. Requests by non-members to speak at meetings must be in writing and received seven (7) days in advance.
4. A quorum shall be defined as a simple majority. In the event a quorum is not present, meetings may still be conducted. However, motions must be tabled for the next meeting when a quorum is not present.
5. Attendance by a non-voting representative of the teaching staff at committee meetings is strongly encouraged. The selection and role of that representative is to be determined in consultation with the Principal and the teaching staff.
6. The Principal is not a member of the Committee, but should be present for the entire meeting, although there may be occasions when in-camera sessions with or without the principal may be appropriate.

EDUCATION COMMITTEE POLICY MANUAL

Rationale
The CISVA Board of Directors recognizes the need for policies and procedures to assist Parish and Regional Education Committees fulfill their roles and responsibilities and by doing so help ensure the smooth functioning of CISVA schools.

Policy
The primary responsibility to keep up-to-date on policies relating to CISVA rests with each member of an Education Committee. These policies, which are available in electronic form on the CISVA website (www.cisva.bc.ca), provide much useful information on how CISVA schools are administered and run. It is incumbent upon all Education Committee members, particularly those new to the role, to familiarize themselves with these policies. They contain much pertinent information needed for Education Committee members to carry out their respective roles.
Procedure
1. Each member of a Parish or Regional Education Committee will regularly review the CISVA website to keep up-to-date on current policies and procedures.
2. It is the responsibility of the Society Delegate to insure that these policies are kept readily at hand during each Education Committee meeting.
3. With the availability of various digital technologies each member of an Education Committee is encouraged to bookmark the CISVA website link for ease of reference.

PEC Elections

Rationale: It is essential for the proper running of Catholic schools in the Archdiocese that the entire election procedure be in accordance with the spirit of the Pastoral Letter on Catholic Education issued by the Catholic Bishops of British Columbia, 4 November 2016, and with the election procedures outlined in this policy. Policy The nature of the Catholic school is to foster the Christian community in which faith grows and is nourished. All candidates who are nominated for election must be people of faith that are committed to Catholic schools and to the fostering of the Christian community in their parish. Nothing should be permitted during the election that would diminish the Christian community in the parish. There should be no campaigning during the election. Candidates should not be put in a situation where they would be asked to show why they were better qualified (had greater faith or commitment, for example) than someone else.

Each parish having an Education Committee must accept the responsibility of running elections with the care and effort they require. The Nominating Committee must present a full slate of nominations and the electorate must have the opportunity of further nominations. All nominees must be made known to the electorate in an appropriate way before the election. The quality of the nominees and the fairness and openness of the election will ensure that the people of the parish are well represented in the operation of their school.

Procedure - Eligibility to Vote: Those eligible to vote for members of the parish and/or Regional Education Committee are Catholics who have reached the age of nineteen (19) and who are registered, participating members of the parish. Also eligible to vote are the non-Catholic spouses of all Catholics eligible to vote. It is the individual's responsibility to ensure that his/her name is placed on the Voters' List. A person may vote in only one parish.
See CISVA Policy 107 for more detail.

PARENT PARTICIPATION AND FUNDRAISING EXPECTATIONS

Parent Participation Policy

At Corpus Christi School, we rely on the active participation of our parents to foster a strong, supportive, and safe community for our students. To help build this community spirit, the following participation requirements are in place:

Minimum Participation Requirement: Each family is required to complete 30 hours of participation per school year. Participation hours must be completed within the school year (September to June). It will no longer be monitored by term.

Of these 30 hours, parents must complete 3 mandatory hours for Traffic and Crosswalk Safety Duty (which is equivalent to 6 shifts of 30 minutes each.) If parents are unable to fulfill these 3 mandatory hours for Traffic and Crosswalk Safety Duty, the responsibility falls on parents to arrange for someone else to cover them.

Any request for special exemption must be made in writing to the pastor or principal.

Spring Picnic Requirement: Parents must also complete an additional 3 hours for the spring picnic, bringing the total required participation hours to 33 per year.

Opt-Out Option: If parents are unable to participate in participation hours, you may opt out by paying a fee of $900 at the time of registration. (PAD)

Payment will not be deposited if the number of hours are met.

Participation Opportunities & Related Information

- Parent participation opportunities will be communicated through school email or newsletters and emails, with a link from SignUp.com for some participation opportunities. From time to time, you will receive participation opportunities from signup.com.
- Parents are responsible for finding suitable work projects and recording their own participation time on-line.
- For safety reasons, children cannot accompany parents when fulfilling their participation hours. Parents must make their own childcare arrangements for their child(ren). Proxies must be approved and must be over 18 years of age.
- Student's time in various school activities is not allowed to be used as parent participation hours nor parent's time attending school information meetings such as General Meetings and First Communion program. Other family members such as older siblings and grandparents are welcome to participate at Corpus Christi and have their time counted, upon approval of the job project coordinator, except in areas where previous training is required such as the Library.
- Activities taking place outside regular school days do not count as participation time unless parents are asked by the teacher or coach to supervise during these activities. When driving students to an event after school, only the driving time count towards your participation time. However, should the parent be required to help with supervision of students during an event, this time would count.

Recording Participation Hours
A google form link will be emailed to families to record participation hours. The link is also located on the school website.

- Click on the link and enter the required information:
  -Eldest child's last name, first name and grade
  -Indicate if your family is opting out
  -Enter month, activity and hours.

No Show Fee
In the case of a "No Show" to an "signed-up" and scheduled task, a $25 fee per task, per person, will be implemented.
A "No Show" is when a parent fails to participate in a scheduled activity or task without any prior notice given to the office or organizer of said activity or task.
Parents are expected to fulfill their duty for the entirety of that event. It is the responsibility of the parent to ensure that scheduled participation and the required number of hours are fulfilled. If, on the rare occasion, parents are not able to complete a particular activity/task as scheduled, it is the responsibility of the parent to find a suitable replacement or switch

days with another parent and to report this change to the office or coordinator. If you are unable to find a replacement you will be charged the no-show fee.
In cases of emergency or illness, where a parent volunteer is unable to fulfill their assigned/registered task, 24 hours is deemed a sufficient amount of time for parents to notify the office or coordinator via email to be exempt from the no-show fee.

Fundraising (CISVA POLICY 210)
Parent involvement is an integral part of the community of a Catholic school. In many schools, parents participate by volunteering their time in the fundraising programs that supplement the income of the school.
Each family is expected to support and participate in the fundraising activities of the parish/school.
(See page 11, #5 Family Statement of Commitment page) Corpus Christi School holds two main fundraisers each year: the Walkathon and the Spring Picnic. At the time of each fundraiser a letter will be sent home outlining the fundraising goals. Fundraising creates social opportunities as well as gives parents opportunities for participation hours.

Parish Fundraising School Committee

The Parish Fundraising is a group within Corpus Christi Elementary School made up of five to seven members and a representative from the Parish Education Committee. Its main goal is to raise funds for projects and items required by the school, as determined by the Principal and the PEC. All events and protocols will be approved by the PEC. Parents are requested to support the endeavors of this group.

Parent Support Group (PSG)
(CISVA POLICY 416)
The Parent Support Group (PSG) is a necessary parent liaison group between the school and the BC Gaming Commission. The formation of this group meets the eligibility for receiving gaming funds from the BC Gaming Commission. CISVA schools shall establish a Parent Support Group independent of the Parish Education Committee and any other group in the school.

Each school shall hold an election for three officers that will comprise the Parent Support Group. The officers will be elected annually from the parent body of the school. It is recommended that nominations and elections take place at an annual general meeting of the parents. Officers on the PSG have a one year term but can stand for re-election. The PSG in accordance with BC Gaming Commission regulations (Gaming Policy and Enforcement Branch) opens its own banking account to receive funds from BC Gaming. Gaming Policy and Enforcement Branch – *Guidelines for Applying for a Community Gaming Grant* states "grant funds must remain under the control and management of the PAC (note: PSG is the term used in CISVA whereas PAC is a public school term) whose membership is comprised of parents or guardians of students attending the school". The PSG is to follow all the regulations of the Gaming Policy and Enforcement Branch in making application for gaming funds and the expenditure of funds benefiting students.

OPTIONAL ANNUAL DONATION

We are asking every Corpus Christi School family to voluntarily make a donation to the Capital Campaign to support the parish building. Your tax-deductible donation to the Capital Campaign Fund will help keep up with costs of the new dual stream (two classes per grade) school. Every gift makes a difference and is greatly appreciated.
Optional Annual Donation Forms are included in registration packages.

VOLUNTEERS (CISVA POLICY 425)

Volunteers form an integral part of our school communities. They provide important services including, but not limited to, curricular and extra-curricular program support, governance, facility operations, supervision, fundraising, maintenance, and special events. Whenever volunteers work directly with students in an unsupervised capacity, policies and procedures must be in place to best facilitate the enhancement of the programs being provided and to ensure the safety and well-being of students.

The Board of Directors supports the use of volunteers in schools, in a manner that enhances and promotes the safety of students and the quality of student learning.

In order that the safety of students is ensured and that the best interest of the school is served, procedures should be established for the recruiting, training and supervising of volunteers.
The Principal is responsible for overseeing the use of volunteers who work directly with students in an unsupervised capacity and must consider the following when developing local procedures for managing volunteers in the school:
Criminal Record Check
All volunteers who work directly with students in an unsupervised capacity should have a criminal record check. Some situations may arise whereby the supervisory role of a volunteer is limited and/or indirect and may not warrant a criminal record check.

The principal will consider the need to request a criminal record check, interview prospective volunteers, and/or request additional information from the prospective volunteer based on:

- the nature of the activity
- the extent of supervision required by the prospective volunteer
- the knowledge, skills, abilities, and suitability of the prospective volunteer
- available references

Registration of Volunteers

Administrative personnel should be aware of volunteers serving in the school at all times. This may be accomplished through appropriate procedures of “sign-in” and/or “scheduling” of volunteers. A process should be in place that clearly identifies volunteers and visitors in the school.

Training

All volunteers should have a competency at the task for which they are asked to provide volunteer service. This competency may be achieved through an informal process of volunteer orientation and training or through a process of specific and formal training/certification. The level of training required will vary according to the task(s) for which volunteer service is provided.

Catholic Independent Schools Vancouver Archdiocese
Vision Statement

In living out our mission as members of the CISVA community,

all Students will:	all Parents will:	all Staff Members will:	all Pastors and Parish Education Committees will:	the Board, assisted by the Superintendent's Office will:
• develop an understanding of and share in the mission to proclaim and build the kingdom of God. • acquire the skills, knowledge and attitudes to reach their fullest potential. • develop as balanced persons spiritually, emotionally, physically and intellectually. • respect others and be stewards over their environment. • share their talents and participate in all aspects of school life. • be Catholic leaders, responsible citizens and life-long learners. • be accountable for their role within the system.	• be committed to the mission to proclaim and build the kingdom of God. • be advocates for Catholic education. • work cooperatively with and support the administration and staff of the school. • support opportunities that foster student success. • treat others with respect. • be committed to fostering education that promotes strong Catholic leaders. • be accountable for their role within the system.	• carry out their role in the mission to proclaim and build the kingdom of God. • be committed to the development of the whole child. • plan for and support appropriate, challenging learning experiences and positive learning environments for all students. • be committed to build a Christian community and act with justice and integrity. • be committed to continuous personal and professional development. • treat others with respect. • be committed to fostering education that promotes strong Catholic leaders. • be accountable for their role within the system.	• be committed to the mission to proclaim and build the kingdom of God. • be committed to operating in an effective and efficient manner. • be committed to implementing policy and procedures as representatives of CISVA. • collaborate appropriately with staff. • be committed to serving all families. • promote high standards of education, conduct, safety, and the well being of students and staff. • treat others with respect. • be committed to fostering education that promotes strong Catholic leaders. • be accountable for their role within the system.	• provide leadership in the proclamation and building of the kingdom of God. • be committed to operating in an effective and efficient manner. • be advocates for Catholic Schools with the Catholic community, the public and the government. • promote high standards of education, conduct and safety for all students and staff. • be responsible for the effective and efficient operation of each school. • treat others with respect. • be committed to fostering education that promotes strong Catholic leaders. • develop and provide strategic direction for the system. ▪ supervise appropriate evaluation to ensure accountability throughout the system. adapted on October 1. 2002

Two Sculptors

I dreamed I stood in a studio
And watched two sculptors there.
And the clay they used was a young child's mind
And they fashioned it with care.
One was a teacher: the tools she used
Were books, music and art.
One a parent who worked with a guiding hand
And a gentle, loving heart.
Day after day, the teacher toiled
With a touch that was deft and sure
While the parent laboured by her side
And polished and smoothed it o'er
And when at last their task was done.
They were proud of what they had wrought:
For the things they had molded into the child
Could neither be sold or bought.
And each agreed he would have failed
If he had worked alone.
For behind the parent stood the SCHOOL
And behind the teacher, the HOME.

You must shine among them like stars lighting up the sky as you offer them the message of life. (Phil. 2:16)