ST. PIUS X ELEMENTARY SCHOOL

PARENT MANUAL

AMENDED: August 31, 2026
"Under revision during the 2026-2027 School Year"

TABLE OF CONTENTS

	Page
General Information	
School Mission Statement	3
School's -Three R's	3
St. Pius X School Staff 2026-2027	4
Parish Education Committee 2026-2027	4
Philosophy of St. Pius X School	5
The Objectives of St. Pius X School	6
Personal Growth and Development Objectives	7/8
Social Skills	9
The History of St. Pius X School	10
St. Pius X School Education Committee	10/11
Parent Support Group	11
The Parent Standing Committee	11/12
Guidelines for Parent Volunteers	12
Admissions and Enrolment Policy	12/13
Admissions of Students with Diverse Needs	13/14
Withdrawal of Students	14
Dealing with Major Complaints	14-17
Policy Dealing with Suspensions and Expulsions	17/18
Policy on Student Life -Uniforms	18/19
Holy Mass	20
Compulsory Attendance, Absenteeism and Notes	20
Extended Absences	21
Personal Digital Devices	21/22
Health Habits	22
Food Policy	23
Parent Drivers	24
Student Discipline	24-26
School Bulletin	26/27
Picking Up and Dropping Off	27/28
Lunch Period	28
Bicycles	28
Playground	28
Washroom Passes	29
Reporting Injuries	29
Playground Times	29
School Programs	29-34
Home Study	35
Desirable Student Goals	36
Helpful Hints for Learning	36-38
Promotion	38
Field Trips	39
Extra-Curricular Activities	39-41
Student Safety	42
Fire and Earthquake Preparations	42-44
Medical Procedures	44-45
Family Statement of Commitment	45-46
Parent/Guardian Code of Conduct	46-47
Personal Information Privacy Policy	48-51

ST. PIUS X ELEMENTARY SCHOOL

SCHOOL MISSION STATEMENT

St. Pius X Elementary School is a Catholic community dedicated to developing reverence, respect and responsibility within each child, using Christ as our centre.
It is our goal to assist each child in their intellectual, physical, social, artistic and emotional growth.

SCHOOL – THREE R'S

REVERENCE

RESPECT

RESPONSIBILITY

ST. PIUS X ELEMENTARY SCHOOL STAFF: 2026-2027

Educational:

Charlaine Francis	-	Principal
Marielle Alviz Lung	-	Vice Principal
Caterina Gabriele	-	Kindergarten
Sarah Barrett	-	Grade One
Cristina Delli Santi	-	Grade Two
Emma James	-	Grade Three
Francesco Scaglione	-	Grade Four, Grade 7 Christian Education
Carol Ramirez	-	Grade Five
Peter Horner	-	Grade Six
Leanne Roodt	-	Grade Seven
Kathy Fischer	-	Library
Michelle Byrne	-	Library
Marielle Lung	-	Learning Support
Josephine Sorochan	-	Learning Support
Amber Chorney-Wilson	-	Learning Support
Dr. Gina	-	French
Donald Taylor	-	Physical & Health Ed.
Dr. Gina	-	Music, K - 2
Samantha Watson	-	Music, 3 - 5, Band 6-7
Ana Revel	-	Secretary
Ann Stewart	-	Secretary/Bookkeeper

Education Assistants:

Monica Altamirano	-	Education Assistant
Rosy Geiger	-	Education Assistant
Elisabeth Iuele	-	Education Assistant
Meng Ung	-	Education Assistant
Daniela Montecinos	-	Education Assistant
Amanda Barauna	-	Education Assistant
Clarissa Burd	-	Education Assistant
Madeline Urbani	-	Education Assistant

Parish Education Committee:

Fr. Patrick Tepoorten	-	Pastor
Suzanne Maybury	-	Chairperson
Vivian Bopp	-	Vice Chair
Diana Garbutt	-	Treasurer
Adriana Howse	-	Parish Council Representative
Oscar Barrera	-	Maintenance Coordinator
Ronan Matthews	-	Secretary
Jorge Chinchilla	-	Parent Standing Committee Liaison

THE PHILOSOPHY OF ST. PIUS X ELEMENTARY SCHOOL

St. Pius X Elementary School is first and foremost, a Catholic school. The rationale for the School's existence lies primarily in its ability to form and inform its students in the Catholic way of knowing Christ, loving Christ and living Christ, thereby encouraging each and every child to live a life based on empathy and understanding of others.

Parents, teachers and priests share the responsibility of providing the opportunities and atmosphere in which each child is encouraged to attain their full potential spiritually, academically and physically.

Philosophy of the Primary Portion of the Elementary School Program:

The primary portion of the elementary school program, which is Kindergarten and grades one to three, fosters the continuing growth of a student's knowledge and understanding of himself or herself and his or her world. The program recognizes that each student's acquisition and use of language facilitates, thinking and learning is different and accommodates the broad spectrum of learning rates and styles, knowledge, experiences and interests. Instructional models, strategies, resources, and facilities support this diversity. Instruction integrates content and process, concepts and attitudes and reflects the understanding that children learn through active involvement and play. Assessment and evaluation are integral components of the teaching-learning process and facilitate instructional decision-making. Evidence of learning is gathered through a variety of developmentally appropriate strategies. Teachers and parents, who are valued partners in children's education, cooperate to create the climate of safety, success and mutual respect necessary for lifelong learning.

Philosophy of the Intermediate Program:

> "The intermediate program, honours the integrity of the learner by nurturing a disposition toward lifelong learning. Teaching that attends to the developmental needs of each young person enables learners to understand themselves and their world and to develop their capacities to think critically, communicate effectively, care deeply, and act wisely."

The focus of the intermediate portion of the elementary school program, which is grades four to seven, is on students who are active participants in their learning experiences. The varied and individual needs of students determine which instructional methods are used. This feature of the intermediate portion of the elementary school program enables students to continue developing their individual potentials, ready to meet the future as educated citizens and productive members of society.

THE OBJECTIVES OF ST. PIUS ELEMENTARY X SCHOOL

The aim of Catholic education is not merely an attainment of knowledge but the acquisition of values and discovery of truth. A Catholic school aims at the communication of human culture and the total formation of the individual.

"Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian."

Educational Objectives:

The educational objectives of St. Pius X Elementary School are set out below. In considering and implementing these objectives it is necessary to think of the School as having the primary role and the home a supporting role.

1. To provide a comprehensive education that includes:

    (i) cognitive - basic knowledge skills needed to comprehend and express ideas through words, numbers and other symbols, i.e. reading, listening, writing, speaking, mathematical operations and concepts;

    (ii) affective - emotional and behavioural skills, which, in the framework of the Catholic school strives to develop responsible, inner-directed students, capable of choosing freely in accordance with their conscience, which is formed according to the norms of the Gospel as proclaimed by the Church;

    (iii) social - children work together in groups in classrooms, teams, extra-curricular activities and participation in Mass;

    (iv) cultural - through music, films, second language, social studies program, field trips;

    (v) aesthetic - seeing beauty in fellow students and their efforts as well as in God's creations, developing values through art, music, religion, social studies and science program, visual and non-verbal media; and

    (vi) physical - organized periods, gym classes, free time, recess, lunch break and extra-curricular team efforts.

2. To develop basic learning skills as well as value skills needed to lead a Christian life, through the process of inquiry, analysis, synthesis and evaluation with which to pursue further education.

3. To provide, encouragement and motivation by:

   (i) developing in students the interests, skills and abilities that foster creative expression, critical thinking and effective use of time;

   (ii) providing opportunities for students to participate in a wide variety of curricular and extracurricular activities, to gain experience, and, at the same time, to assess their own capabilities, strengths and interests;

   (iii) helping students communicate effectively using a variety of media, and to develop an awareness of the media's effects on the individual;

   (iv) helping students understand the community and its history, ethnic groupings, cultural values and physical setting;

   (v) strengthening the ability of students to learn independently, to deal effectively with change and to apply skillfully a variety of rational processes to identify, consider and implement problem solving techniques;

   (vi) providing a wide variety of learning opportunities in flexible time arrangements, so that students may experience success while learning at their own rates; and

   (vii) encouraging recognition of the unique needs of exceptional children and confidently setting realistic goals for them.

Personal Growth and Development Objectives:

In considering and implementing personal growth and development objectives, it is necessary to think of the home as having the primary role and the School a supporting role. The personal growth and development objectives are set out below.

1. To guide students in attaining the self-discipline and self-direction necessary to discover and develop their abilities, interests and aspirations. To accomplish this, the growth and development of students as individuals will be nurtured by enabling them to experience a wide variety of activities and situations within safe, healthful, supportive and challenging environments. These activities and situations will arise through extra-curricular activities such as sports, drama, choir, public speaking, clubs, Mass, visits by performers, school field trips and social projects.

2. To emphasize, the importance of lifelong health, physical fitness, and participation in sports and other leisure time activities and to provide students with the basic essentials for healthful living. This will be accomplished by causing students to focus on sports, physical education, fitness for everyone (not just students), the RCMP program, science (health) program and better eating habits.

3. To foster, in students, an interest and willingness to gain experience in leadership and community involvement by providing service to others. To accomplish this emphasis will be placed on creating baskets for the poor at Christmas, monitors, lent boxes, community service projects, Holy Childhood, food bank, Run-A-Thon and Mass readings.

4. To create opportunities, for students to acquire the skills and develop the methods necessary in making effective personal decisions. These skills will be developed through classroom discussions and activities where students are encouraged to express their views, religious education, a program of moral development, institution of a playground committee, each student's circle of friends and classroom meetings.

5. To help students to develop a realistic but positive assessment of themselves and of their abilities through extra-curricular activities, participation in teams, projects in class and constructive but honest criticism. Students will be encouraged to set goals for themselves, and reasons as to why goals were or were not met will be discussed with students.

6. Guide the growth and development of students toward maturity and independence, so that they may become resourceful, self-reliant, self-disciplined, and adaptive human beings. This will be accomplished through participation in extra-curricular activities, an emphasis on good sportsmanship, working individually and in groups, variations in classroom work and through exposure to different teachers.

7. To provide assistance and opportunities for students to gradually acquire the maturity, confidence, and responsible independence of thought and action sufficient to sustain them and to help them meet challenges in a changing and complex world. This will be accomplished through classroom discussions, encouraging students to see a use for their skills, providing relevant and up to date material (news articles, technological advancements, political awareness) and the social studies program.

8. To help students, identify any problems they may have, and ensure that each student knows how and where to find help. Sources of help will include parents, teachers and the Parish priest.

Social Skills:

In considering and implementing social skills objectives, it is necessary to think of the home as having the primary role and the School a supporting role. The social skills objectives are set out below.

1. Education must prepare students for life in our society. Students should therefore be encouraged to gain insight into the functioning of society as well as the student's role within it. Through the School community (pastors, teachers, parents, students), students will be provided with a means to interact with, and function in, our society. Additional programs, which will be offered, will include the RCMP program, visits to the V.S.O., health professionals and the fire department and the social studies curriculum.

2. Education should encourage individuals, to develop an appreciation of the ethics of their society and the conduct prescribed by such ethics. The development of morals is fostered through the religious education program. A sense of morality will be developed in students by providing consequences for actions and attitudes, which are not appropriate to the ethics prescribed by our society. Examples include: offending others (school and society centred consequences) and offending God (Christian centred consequences).

3. Education must assist individuals to-develop self-respect, respect for others, and respect for the law. This will be fostered through the religious education program, the RCMP program, references to the community health nurse and individual counseling.

4. Education must assist individuals to gain an understanding of themselves as well as of persons belonging to social and cultural groups different from their own. This will be accomplished through the social studies curriculum, religious education program and individual counseling. Other possibilities include holding an International Day where students from various countries could display different aspects of their cultural heritage and arranging for field trips into the many cultural centres of our city in order to expose students to cultures different from their own.

Overall, education should assist individuals in developing the skills and abilities that will enable them to take advantage of those opportunities that are open to them for a satisfying and productive life.

THE HISTORY OF ST. PIUS X ELEMENTARY SCHOOL

For many years, it was a priority of St. Pius X Parish to open an elementary school to offer Catholic education on the eastern side of the North Shore.

St. Pius X finally achieved this objective in September 1996, when St. Pius X Elementary School opened its doors to kindergarten and grade one in two temporary structures. Monsignor Pedro Lopez-Gallo, the Pastor of St. Pius X Parish until 2013, was the driving force behind opening the School, and instrumental in its coming into being.

The existing permanent structure was completed in September 1997, in time for the commencement of the School's second year. The School has grown steadily since then, and as its students have grown older the activities offered have increased.

In the spring of 1998 the School established the North Shore Catholic Schools Speech Arts Festival, which has since been held every year. The 1998-1999 school year saw the School compete in its first interschool athletic competitions. The summer of 1999 saw the installation of the School's computer lab, one of the most sophisticated on the North Shore.

The St. Pius community continues to grow and develop each year. The school and Parish welcomed Father John Horgan in July 2013, followed by Father Jeff Thompson in 2021. Father Patrick Teeportan is the current pastor. He came to serve the parish in 2024.

St. Pius X Elementary School is still too young to have a "history" as rich as some of the other schools in the North Shore, but the parents of students at the School have proven to be an enthusiastic and dedicated group. With the dedication of the parents, the staff and the students of the School, the guidance of the Education Committee and the direction of devoted pastors there is no question that St. Pius X Elementary School is establishing a reputation as an outstanding academic institution.

ST. PIUS X ELEMENTARY SCHOOL EDUCATION COMMITTEE

"Members of Education Committees at every level constitute one of the most important groupings in the educative community. In consequence of the principle of participation and co-responsibility they are to be associated in the decision-making concerning the Catholic school and in the application of the decisions that are made."

"Members of the Education Committees are called to share and adhere to the Christian vision of life that permeates the school. Living this vision they will strive to make the Gospel norms, the beatitudes, a guiding principle in their lives.

In addition to their dedication to the cause of Catholic education it is urgently important that they develop an informed understanding both of the nature of the Church and the nature and aim of the Catholic school. This informed understanding, will guide their relationships with all others who form the school community, and in the apostolate of the Church generally."

*Please note that minutes of PEC Meetings are available upon request through the School Office.

(For more information, please refer to CISVA Policy #110)

PARENT SUPPORT GROUP

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. It is independent of the Parish Education Committee and any other group in the school.

The PSG is comprised of three officers elected annually from the parent body of the school. 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. The funds must remain under the control and management of the PSG. The PSG must follow all the regulations of the Gaming Policy and Enforcement Branch in making application for gaming funds and the expenditure of funds benefiting students. **(For more information, please refer to CISVA Policy #416)**

THE PARENT STANDING COMMITTEE

The Parent Standing Committee is a committee composed of parents, invited by the Pastor, the Education Committee and the School principal, who are capable, willing and available to serve in an auxiliary capacity to the School. These parents are required to put in a great deal of time and generally go unrecognized by the majority, but without them many of the School's extra-curricular and social functions would not be possible.

The Committee is responsible for, among other things:

(i) the scheduling of yard duty and work activity volunteers;

(ii) the recruitment and scheduling of concessionaires for sports tournaments, as well as the purchase of supplies;

(iii) organizing the School's social functions;

(iv) assisting with fund raising activities;

(v) operation of the lost and found; and

(vi) the annual celebration of First Holy Communion, Reconciliation and Graduation.

Traditionally, students and parents of the lower grade will help to organize and support the celebration in the grade above. For example, grade one will help with First Communion for grade two and grade six will help with graduation for grade seven.

GUIDELINES FOR PARENT VOLUNTEERS:

Parent volunteers fill a number of critical roles in the School and are vital to its smooth and efficient operation. Parent volunteerism is strongly encouraged; however, the use of parent volunteers must be balanced with the need to respect each student's privacy and security. It is therefore necessary that a secure and confidential environment be established, particularly within the School office area, as there is a significant volume of sensitive documents and records maintained and stored in the school office. Access to the School office area will be limited to the principal, teachers and staff of the School. Designated parent volunteers will also have access to the school office area, as and when needed. All volunteers who interact with students must have a valid criminal record check on file at the school office.

All parent volunteers should report to the School office prior to the commencement of their designated volunteer period at the school. Parent volunteers will then receive an identification badge from the office, which they will wear during their volunteer period and return to the office upon the completion of their volunteer period.

The identification badge will identify all parent volunteers as such to teachers and staff and should be worn at all times during a parent volunteer's volunteer period. Volunteers with unlimited access to children must have a criminal record check completed.

To prevent potential or perceived conflicts of interest, parents will be excluded for consideration for paid teacher assistant positions in the classroom. This will not preclude consideration for special needs assistance/aid on a one-to-one basis.
(For more information, please refer to CISVA Policy #425)

ADMISSIONS AND ENROLMENT POLICY

For purposes of this policy, "practicing Catholics" means those individuals who are registered in the parish and attend Sunday Mass regularly and "active in a parish" means those who support the parish financially by using envelopes and participate in the work activities required of them.

Children in the following categories will be given priority for admission, in descending order:

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 St. Pius X Parish.

3. Children whose families are practicing Catholics, active in St. Pius X 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 St. Pius X 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. Children from non-Catholic families.

Prior to acceptance for admission, the Pastor with the School principal and, when practical, a member of the Education Committee will meet with each new family. From the interview and information available to them the Pastor, the principal and the member of the Education Committee 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. If a decision is made to accept the student, the family will read and sign the Family Statement of Commitment prior to acceptance. **(For more information, please refer to CISVA Policy #401)**

Class sizes for all Grades K -7 will be limited to 30 in each class.

ADMISSION OF STUDENTS WITH DIVERSE NEEDS

St. Pius X Elementary School is committed to the inclusion of students with diverse needs in the regular classroom whenever possible. The School and classroom will provide an environment which will enable all students to develop knowledge, skills and attitudes which will optimize their growth and sense of self-worth as members of God's community and as individuals.

Support services for students with diverse needs will be directed towards maximizing both success and independence in the classroom and the School, and School organization will be directed toward supporting the provision of resources for students with diverse needs, their parents and all staff responsible for providing programs and services.
Organizational resources will include suitable accommodation and access for these students, appropriate instructional materials, effective assessment and instructional

services and accurate and current information for professional resources to facilitate the work of all teachers. The organizational structure will also accommodate joint service delivery in areas such as health needs through inter-agency and interdisciplinary teamwork.

"Christ is the foundation of the whole educational enterprise in a Catholic School. His Revelation gives new meaning to life and helps man to direct his thought, action, and will according to the Gospel, making the beatitudes his norm of life...." (The Catholic School - It's Character and Mission, Most Rev. J.F. Carney). **(For more information, please refer to CISVA Policy #421)**

WITHDRAWAL OF STUDENTS

In the event that a student must be withdrawn from St. Pius X Elementary School during the course of a school year, the following will apply:

(i) **WRITTEN** notice must be given at least 30 days prior to the withdrawal; or

(ii) in lieu of 30 days' notice, one month's tuition fee will be charged.

In the event that a student who has been duly registered at St. Pius X Elementary School must withdraw before commencement of the September term, the above will be applicable and the registration fee will not be refundable.

DEALING WITH MAJOR COMPLAINTS

In a Catholic school parents, students, teachers and support staff form an integral part of the Christian school community. The administration, teachers and parents must work closely together in the formation of their children according to the Gospel. To this end, parents are expected to be familiar with, accept and support the philosophy and policies of the school. Parents indicate this by signing the Family Statement of Commitment as teachers do when they sign their contracts.

From time to time issues may arise where the concerned parties differ in their perspectives. In these cases concerned parties are expected to work toward a resolution of the issue in a Christian manner respecting each other's point of view. All parties involved must maintain confidentiality with respect to all information surrounding the particular issue.

To facilitate an amicable resolution to issues of conflict, the concerned parties will abide by the following guidelines **(For more information, please refer to CISVA Policy #302)**

1. The issue must be dealt with first by the persons directly involved. Generally, the following people will be involved with respect to the following matters, and should be initially contacted:

Academics: In matters related directly to academic instruction or results the teacher involved should be contacted directly and arrangements made to discuss the problem, outside of school hours.

Discipline: In the area of discipline the teacher involved with the disciplinary action should be contacted to discuss the concerns, outside of school hours.
Non-teaching personnel: In matters relating to non-teaching personnel the staff member should be contacted directly to discuss the problem.

Confidential Matters: Should you experience a problem of a confidential nature please contact the principal, the chairperson of the Education Committee, or the Pastor.

Payment of Fees: Should the payment of School fees become a difficulty please contact the Pastor, the principal or the chairperson of the Education Committee.

It can be difficult to approach anyone to discuss financial problems but please remember that NO STUDENT WILL BE DEPRIVED OF A CATHOLIC EDUCATION BECAUSE OF FINANCIAL DIFFICULTY.

School Policy: Should any area of School policy be unclear please send a letter to the chairperson of the Education Committee c/o the School.

It is essential that meaningful communication is established right from the beginning. Both parties must clearly identify the issue being discussed. There must be open discussion and an honest attempt to settle the issue at this level. It is important to recognize that the resolution of an issue usually involves some compromises. Both parties should be aware of this and must be open to compromise, at the same time understanding that polices must be followed.

2. If the issue cannot be resolved the matter must be brought to the attention of the Principal of the school.

3. The Principal will clarify the issue of disagreement and document all matters pertaining to the issue and its resolution.

4. Determine what policy/policies of the school or CISVA can be applied to resolve the issue. If necessary, advisers might include the Pastor, Chairperson and a representative from the Superintendent's Office etc., to help provide a resolution to the issue.

5. The Principal having made a judgment to resolve the issue, shall promptly notify both parties of the resolution in writing. In this written notification, the parties must be informed of the available appeal procedures.

6. If the Principal's resolution is not accepted, the matter may be appealed to the Education Committee. The appeal must be submitted in writing no more than seven days after the Principal's decision has been received.

7. Upon receiving the complaint, the Education Committee will form a subcommittee with authority to make a decision regarding the appeal. This committee must always include the school's Pastor/Archbishop Representative. The subcommittee will study the documentation and then call a meeting to hear presentations from the complainant and the Principal. Both parties will be in attendance and be given the opportunity to respond.

The decision of the principal will be overturned only if school or CISVA policy was not followed.

8. After this, the subcommittee shall, in camera*,* present its *decision* to the Education Committee. The Education Committee will ratify the decision and take the steps necessary to implement the decision. If the resolution requires disciplinary action, the

Education Committee must consult with the Superintendent before implementing the recommended action. The Education Committee may reject the sub-committees decision only if there is a serious flaw in the procedures of the appeal process. At that time, the Superintendent must be notified and a decision will be delayed until the Education Committee receives direction from the Board of Directors**.**

9. The Education Committee shall notify the appellant, and the principal, of its decision within seven days of the meeting. The decision shall be communicated in written form.
10. When the complaint is about the Principal, the process should start at #1. However, if there is no resolution at the end of this, the process should skip to #6 and following. The Board of Directors may consider an appeal of the Education Committee's decision for reasons that the Board considers valid and appropriate. The Board of Directors reserves the right to resolve the issue through investigation or through the formation of an appeal committee. The appellant must prepare a written submission to the Board detailing the reasons. This submission must be delivered to the Superintendent's Office no later than fourteen days after the Education Committee's decision. *The decision of the Education Committee will not be overturned if school or CISVA policy and procedures were appropriately and fairly applied.*

11. If the decision of the Board of Directors is not acceptable, the appellant may request an Independent School Ombudsperson to review the appeal. The names and contact information of the current Independent School Ombudspersons shall be obtained from the Superintendent of the CISVA.

12. The procedure and scope of the Independent School Ombudsperson's review shall be communicated to the appellant by the Superintendent.

14. The outcome of the Independent School Ombudsperson's review shall be communicated to the appellant by the Superintendent.

15. The Board of Directors will communicate its final decision to all parties involved.

16. Requests for extensions of the timelines mentioned in the policy, will, for valid reasons, ordinarily be approved.

POLICY DEALING WITH SUSPENSIONS AND EXPULSIONS

In the normal operation of the School, instances may arise in which a student commits a serious infraction of School or CISVA policy. This may lead to the student being suspended or expelled from the School. When dealing with such matters, the School is required to act for the protection of all members of the School community.

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 considered to be a serious penalty for behaviour, which if continued, would ultimately result in an expulsion.

The principal is required to investigate fully every serious infraction to the best of his or her ability and is required to maintain documentation that accurately records the incident and the investigation. This documentation will be used to support the School's decision to suspend and/or expel.

A suspension is decided upon by the principal or vice-principal only after thorough investigation. The length of the suspension will fit the severity of the infraction. No student will be suspended for a period exceeding one school day without prior consultation between the principal or vice-principal and the Pastor or chairperson of the Education Committee. A written notification of suspension will be given to the student's parents or guardians, and will contain the School's expectations of the student if readmission to the School is granted.

If the principal has determined that the incident is serious enough to warrant expulsion, the principal must immediately consult the Pastor and chairperson of the Education Committee. During this consultation period, the student will be suspended. After 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.

Written notification will be given to the student's parents or guardians within twenty-four hours of the expulsion, and appropriate arrangements must be made for the student to immediately leave the school. **(For more information, please refer to CISVA Policy #426)**

Parents may appeal a suspension or expulsion decision by following the procedures set out in the previous Complaint policy (CISVA #302).

POLICY ON STUDENT LIFE

Uniforms:

Students attending St. Pius X Elementary School are expected and required to wear the school uniform to school, while at school and when going home from school each day. Students are expected to look clean and neat, as outward appearance reflects the School's image to the community.

Girls Dress Code:	
KILT:	Regulation school tartan - length above the knee can be up to, but no more, than 7cm.
TROUSERS:	Navy blue dress trousers. **No substitutes.**
SWEATER:	Green V-neck unisex pullover with school crest. **No substitutes.**
SHIRT:	White Oxford Crested Style - long or short sleeve - no substitutes
SOCKS:	Navy blue knee highs or navy tights
SHOES:	Black support shoes - i.e. Oxfords or dress - **(black runners are not acceptable).** Shoes MUST be worn in the classrooms at all times. Fire regulations do not permit stocking feet! No boots are to be worn in classrooms.
Boy's Dress Code:	
TROUSERS:	Navy blue dress trousers. **No substitutes.**
SWEATER:	Green V-neck unisex pullover. **No substitutes.**
SHIRT:	White Oxford Crested Style - long or short sleeve - **No substitutes**
SOCKS:	Navy blue
SHOES:	Black support shoes - i.e. Oxfords or dress - **(black runners are not acceptable unless all back AND with a leather upper, such as the Air Force 1s).** Shoes MUST be worn in the classrooms at all times. Fire regulations do not permit stocking feet! No boots are to be worn in classrooms.
Gym Strip: Grades 1-7	
T-SHIRT:	Grey bamboo t- shirt crested with St. Pius X School crest
No Substitutes.	
SHORTS:	Navy blue Russell reversible shorts
No Substitutes	
SOCKS: White	
RUNNING SHOES: White **(non-marking)** soles - to be used exclusively in the gym.	
GYM BAG: Black School Gym Bag crested with St. Pius X crest. **No Substitutes.**	

Spring Uniform:

Students have the option of wearing a school Spring Uniform for the period of **May 1st until the 1st Monday of October of each school year.** The following outlines the Spring Uniform:

GIRS	BOYS
• SPX Grey Polo Shirt (with SPX monogram) • SPX Blue Skort or Dress shorts • Blue Socks • Black Shoes	• SPX Grey Polo Shirt (with SPX monogram) • SPX Blue Short • Blue Socks • Black Shoes

All students are expected to be in full uniform at all times. If for unforeseeable circumstances a child is unable to be in uniform, he/she must bring note to his/her teacher giving the reason. On the first occasion a child is not in uniform without a note, or if the child's appearance is determined as unacceptable, communication will be made to the parents outlining the problem. If the problem is ongoing, the parents will be called and the child/children will be sent home.

All articles of clothing as well as shoes and school bags **must be labeled** with the student's name. The school cannot accept responsibility for lost items.

Uniforms Must Be Purchased From:

Cambridge & Company
112 - 2455 Dollarton Highway
North Vancouver, BC
Tel: 604 924 9009
Website: www.cambridgeuniforms.com

Appearance: Under no circumstances will the following be tolerated:

1. No jean jackets or other unsuitable attire.
2. No make-up, nail polish, tattoos or outlandish jewelry.
3. No fancy or oversized hair paraphernalia.
4. No coloring &/or tinting &/or streaking of hair for boys or girls.
5. No exaggerated haircuts.
6. No use of gels or sprays for the purpose of spiking hair.

Student Code of Conduct:

In the classroom students shall demonstrate by all actions a respect for self, classmates and teachers. In speech, in action and behaviour to carry out all work and play according to the rules established by the staff for maximum safety and for maximum learning.

In addition, around the School students shall demonstrate a respect for community property and be aware of the way in which the facility is provided for and maintained. Students will demonstrate a sense of responsibility for property.

As an Ambassador of Christ from St. Pius X Elementary School, students will at all times demonstrate in both speech and behaviour those values upon which the School is founded. **(For more information, please refer to CISVA Policy #407)**

Holy Mass:

"The Catholic school forms part of the saving mission of the Church, especially for education in the faith. ...The Church fulfils her obligation to foster in her children a full awareness of their rebirth to a new life." (Vatican II, Declaration on Christian Education). To these ends students are encouraged to attend daily Mass whenever possible, and especially on Fridays. Students from grades three through seven are encouraged to participate as altar servers and students from grades five through seven are invited to participate as lectors.

The School as a whole attends First Friday Mass each month (9:15 a.m.).

Compulsory Attendance, Absenteeism and Notes:

It is vital that students attend school regularly and punctually. Absence from school impedes a student's progress.
The *School Act* requires all children to attend school until the age of 16. A daily register is kept of attendance. Parents should telephone the School office before 8:45 a.m. if a student is going to be absent or late or leave a message on the School's answering machine. Parents should send a note to a student's teacher when the following occurs:

(i) School day(s) are missed because of injury or sickness. A doctor's certificate is required after an absence of five or more days;

(ii) Doctor's appointment when the appointment cannot be made out of school time;

(iii) Colds or illness requiring a student to stay in at recess or noon hour;

(iv) A student is forced to miss P.E.;

(v) Other concerns that a parent feels should be brought to the principal's or teacher's attention; or

(vi) Tardiness.

If the absence is planned, the note should be sent before the day(s) of absence.

The school’s secretary is at the school every Monday to Friday from 8:00 a.m.-4:00 p.m. All visitors are to report to the school office when entering the school. Any emergency calls made by students must have a phone pass from their teacher and the approval of

the secretary. If the student becomes ill at school, the student should tell the teacher and the report to the secretary. The student should not go to the Nurse's room alone.

Extended Absences:

Extended absences can have a detrimental effect on a student's ability to learn the required curriculum.

If a student will be absent for a period of two consecutive weeks or longer, the parents of the student will be responsible for ensuring that the student keeps abreast of the required curriculum to be learned in his or her absence.

A student's teacher and the School office must be provided with a minimum of two weeks notice of any planned absence of two weeks or longer. The teacher will then advise the parents as to what will be covered in the student's absence and use his or her reasonable best efforts to provide the parents and student with the materials, if possible, which will allow the student to keep pace during his or her absence. If the teacher and School office is not provided with a minimum of two week's notice of the planned absence, it will be difficult for the teacher to prepare the necessary materials, and there is no assurance that they will be available to the student in advance of his or her absence. It should be noted,

that there will likely be activities and learning experiences which take place in the classroom during the student's absence for which the teacher will not be able to provide materials.

If a student's absence is due to illness or other circumstances beyond the student's control, the teacher will attempt to prepare the materials with less than two week's notice.

If a student's absence is of sufficient length that the funding for that student received from the Provincial Government, or any other sources, is reduced, the parents/guardians of the student will be responsible for covering any shortfall.

Personal Digital Devices:
(In accordance with CISVA Policy 430)

To promote respect for the dignity of all members of our school community and to enhance student achievement and safety, students are not permitted to use a Personal Digital Device (PDD)(including cell phone, smart phone, iPod, iPad, digital camera, gaming device) on school property or at school sponsored events, either on or off school grounds (eg field trips, before and after school, retreats, sporting events, back to school BBQ, Spring Fair etc).This is the ensure that the school community is an environment that:

- Is free from disruption or interference of the academic environment by a PDD
- Maintains an individual's (students, staff and families) reasonable expectation of privacy

- Maintains the safety of individuals and the school
- Does not facilitate illegal or unethical activities

Students who bring a PDD to school for use outside of school hours, are to keep them in their backpacks, powered off or on silent mode, while on school property. Students requiring the use of a telephone have access to the school office telephone.

Parents and student are reminded that the electronic transmission or posting (eg Facebook, Instagram, Snapchat) of digital content (including photos and videos) relating to students, their families and/or staff taken at school sponsored events (eg field trips, school concerts, sporting events) cannot be done without the expressed permission of the guardian(s) of the child (children) or that of the adult (s) pictured in the photograph or video. This is to ensure the safety of individuals and the school (including but not limited to cyber bullying, privacy and avoiding putting the individual(s) at risk of harm).

On occasion, at the discretion of the teacher and principal, students may be permitted to bring a camera to a specific school event. In this case, students will follow the instructions of staff members and follow the above guidelines.

Students who do not follow these guidelines will have their device confiscated by a member of school staff and returned to the student's parent or guardian.
St. Pius X School is not responsible for damage to, or theft of, a PDD that has been brought to school or school sponsored events.

Health Habits:

Parents are encouraged to develop good health habits with their children from an early age. The following are of paramount importance to children.

1 *Nutrition*. The old saying "A sound mind needs a sound body" certainly holds true in school. Concentration and learning require a great deal of energy on the part of students. Students with an inadequate diet do not perform nearly as well in school as those who have a balanced diet.

Every student should begin the day with a nutritious breakfast. Students should also have a good lunch which contains wholesome food. Items such as chips, pop and chocolate bars are not recommended for lunch foods.

The School discourages gum chewing at any time. Apart from the hazards to teeth, stale gum is left glued to many places around the building. Also, gum wrappers create an unnecessary mess when left around the School.

2 *Sleep*. A student who comes to school sleepy is less able to concentrate than a student who has a good night's rest. Adequate sleep is critical for students.

3 *Cleanliness*. Habits of personal cleanliness should be instilled in each student. Clean clothes and clean bodies make working together much more pleasant. Running shoes should be washed periodically.

FOOD POLICY

It is recognized that it is necessary to control the types of food brought into the classroom. This will help control potential dangers which can arise from food allergies and promote better eating habits.

Allergies: The parents of any student with food allergies should promptly advise the student's teacher, and provide as much information as possible and relevant.

Lunches:

On most days students will bring their own lunches. Each student will be responsible for his or her own lunch.
To reduce the risk of adverse allergic reactions, students will be discouraged from sharing or trading lunches.

If a student is identified as having a particular allergy, the other students in the class and their parents will be advised. It would be helpful if the other students and their parents could take the allergy into account when sending lunches to school.

Other Food:

Any food other than lunches (i.e.: chocolates, cookies, cupcakes, etc.) which is sent or brought into a classroom must be wrapped and given to the teacher. If the food contains any known allergens applicable to a student, the teacher should be advised by the person bringing the food into the classroom.

The teacher will then distribute the food items to the students as they are dismissed from school at the end of the day.

School Functions:

If a school function is planned at which food is to be served, parents with an allergic student will be advised in advance. Parents may then withhold the student from attending the function or take such precautions as they deem necessary to enable the student to attend.

Parent Drivers:

Parent drivers for class field trips are not permitted to make any unscheduled stops when transporting students to and from the field trip destination. Please also ensure that treats are not purchased or shared with children. Driver volunteers must have an up-to-date Volunteer Driver form on record in the school office, as well a valid Criminal Record Check.

STUDENT DISCIPLINE

In the year 2000, the staff of St. Pius X Elementary School instituted Effective Behaviour Support (E.B.S.), a school wide behavioural support system designed to prevent disruptive behaviour by all students, including those that exhibit chronic behaviour problems. A Mission Statement and School Code (The Three R's) along with a matrix outlining ***positively*** stated behaviour expectations for students at St. Pius X School was established (see student code of conduct-matrix). This structure makes it easy for all staff to share responsibility for the behaviour of all students in classrooms and in special settings within the school (e.g. hallways, playgrounds, etc.).

Each fall a Three R's kick-off assembly is held to introduce this system to new students and reinforce the expectations to all.

To further reinforce school behavioural expectations teachers recognize students daily who exhibit the School Code. Students receive paper symbols of the Three R's from the teacher and at the end of the week, one student's name from each class (K – 7) is drawn and announced over the school's P.A. system where they are asked to come to the office to receive a token award.

The classroom teacher has primary responsibility for correcting and documenting unacceptable behaviour and minor incidents. In common areas such as playgrounds and hallways, the classroom teacher and supervising adults share this responsibility. If a student chooses to break a school rule, not accept responsibility, or infringe on the rights of others, discipline is at the staff member's discretion and may include the following:

- Verbal warning
- Verbal warning with consequences
- Conference with Principal and/or parents
- Use of a Report of Concern/Incident form *(see sample in appendix),* to be filled out and signed by the student, reviewed and signed by the teacher and principal, and sent home for review and signature by the parent.

Discipline:

The overall aim of the school is that the children:

- demonstrate Christ-like behaviour and attitudes;

- learn to be accountable and responsible for their behaviour;
- understand clear rules of what is or is not acceptable behaviour;
- learn cooperation;
- show growth in caring for and helping others;
- are provided with opportunities to help others;
- make restitution/reconciliation.

Incidents of unacceptable behaviour will be dealt with promptly in a manner consistent with school policies.

Definitions:

The following definitions help in the assessment of minor versus major infractions. This is by no means an exhaustive list.

Rough Play: unintentional but thoughtless or careless

Such as:

- tackle football
- pretend fighting
- tripping
- rough tag (grabbing, pulling and throwing down)
- etc.

Bullying: intentionally hurtful

Such as:

- repetitive, systematic, over a period of time
- physical or psychological imbalance of power
- intimidation - name calling, threats
- exclusion, teasing, verbal aggression
- discrimination, stealing personal property (targeting personal property)
- trickery, entrapment (lying, deceiving)
- etc.

(For more information, please refer to CISVA Policy #408)

Minor Infractions:

Minor infractions occur when a student's behaviour does not comply with established class rules, general school rules or student deportment expectations. Minor infractions can include but are not limited to: disrespect of self and/or others, disrespect of rightful authority, misbehaviour on school grounds or school sponsored events, etc..

At the discretion of the teacher, the action taken ***may*** include but not be limited to:

1. Tracking of all incidents (teacher keeping record of each incident and having student sign each entry);
2. Asking the student to reflect and write a letter of apology;
3. Suffering a loss of student's recess.

Major Infractions:

Major infractions occur when a student's behaviour is inappropriate, deliberate or destructive and may pose a serious threat to the safety or health of individuals, or to the operations of the school. Major infractions can include: physical harm or attempted physical harm to any person or animal, theft, destruction of property, possession, use or threatened use of a weapon, the use, possession or sale of explosive devices, alcohol, drugs, or other noxious substances etc..

In the event of a major infraction:

1. The child will need to debrief with the teacher for clarification.
2. There should be a verbal acknowledgement by the child that:
   (a) the child understands the effects of his/her behaviour;
   (b) the child accepts responsibility for his/her part in the incident;
3. There will be documentation of the incident *(Incident Report);*
4. Parents may be contacted for a conference.
   Possible further consequences may include:
   - removal of privileges;
   - community service;
   - in school/outside school suspension;
   - mandatory counseling;
   - expulsion *(See policy dealing with Suspension and Expulsion)*.

THE SCHOOL BULLETIN

Every Thursday each family will receive an electronic copy of the St. Pius X Elementary School Bulletin, providing they have subscribed via the saintpius.ca website. Hard copies are available at the school office for pick up.

The Bulletin will serve a number of purposes, including:

(i) keeping parents and students informed of School and Parish deadlines;

(ii) informing about events in the School year;

(iii) announcing School programs and fundraisers

(iv) announcing new School policies or policy changes;

(v) recording academic, athletic or other achievement on the part of members of the School;

(vi) recording milestones in the School or parish history for the information of School families;

(vii) conveying messages on the spiritual life of the School from the principal, the Pastor or other spiritual authority; and

(viii) for any other School or parish related purpose deemed appropriate by the Education Committee, the Pastor or the principal.

As it is essential in many cases that parents receive the Bulletin, families are reminded to update their email information should it change.

Advertising in the School Bulletin:

Advertisements for specific products, services or business, no matter how worthy, which are not directly connected with School fundraisers or programs will generally not be accepted for the Bulletin. The vast range of such services as well as the quality of individual products cannot be judged by the Education Committee, nor can the Committee be put in the position of appearing to recommend one product or service over another. It is therefore in the interests of all if the Bulletin is confined to the purposes listed above.

PICKING-UP AND DROPPING-OFF

Arrival:

Students should arrive on the school grounds between 8:35 a.m. and 8:50 a.m. unless they are participating in a scheduled School activity. Any student arriving earlier should go directly and quietly to the scheduled activity, or to morning Mass, if being held.

There is no playground supervision before 8:35 a.m. After 8:35 there is supervision on the gravel field only. There is NO supervision on the primary playground in the morning.

Drop-off and Pick-up Zones:

IN NO EVENT should vehicles be parked in front of, or block access to, the curbed area in front of the entrance to the School or in front of the gym.

For the safety the students, there will be no stopping for drop-off and pick-up of students in front of the gym. **This will be strictly enforced.**
When dropping-off and picking-up students, parents are encouraged to park in the first paved parking lot located west of the School, where the basketball hoop is located. This will allow easy access to the back entrance of the School. Students will be able to quickly walk across the gravel field and meet their class.

LUNCH PERIOD

Students must stay on School property during the entire lunch period. If a student is required to leave School during lunch or any other time, he or she must have written permission from his or her parents, must sign out at the office on leaving and must sign in at the office upon return if returning the same day. Forgotten lunches must be dropped off at the school office for a student to pick-up, or permission obtained from the office to take lunches directly to class.

BICYCLES

Children may bring their bicycles to school, but it is at their own risk with respect to loss or damage. They are required to park them on the School premises, and they are well advised to lock them. No riding of bicycles is permitted on the School grounds. Under **NO** circumstances are students allowed to ride anyone's bike except their own, and we discourage students from hanging around the bike rack during free time.

PLAYGROUND

Students must go outdoors for recess and lunch break unless kept in under supervision of a teacher or a "Rainy Day Program" has been declared. One teacher will supervise the playground prior to commencement of classes in the morning, during recess and during lunch break. Students are expected to be respectful and obedient to supervisors.
*Note there is no supervision on the primary playground in the morning.

General Behaviour:

Only safe, cooperative play will be accepted on the playground. Vandalism, use of profane language, fighting or dangerous play will not be tolerated. Dangerous play includes British Bull-Dog, martial arts, pushing, grabbing, kicking, chasing and throwing balls against school walls.
Bicycle riding is prohibited on the school grounds.

Washroom Passes:

When outside during recess or lunch break, students must obtain a washroom pass from the supervisor. This pass allows students to washrooms only.

Reporting Injuries:

Injuries or problems should be reported to the supervisor on yard duty.

Playground Times:

8:35 - 8:50:	There is no playground supervisor prior to 8:35 a.m. and then only the gravel field has supervision. Students may arrive earlier if they have a scheduled activity, are attending morning Mass or have a pre-arranged meeting with a teacher.
10:30 - 10:45:	Recess
12:00 - 12:45:	Lunch Break
3:00	Dismissal
3:00 - 3:15	Students should be cleared from the school grounds fifteen minutes after dismissal, unless involved in an extra-curricular activity or permission is obtained from the principal.

Students **must not** leave the school grounds, without permission, at any time.

SCHOOL PROGRAMS

In the learning environment, assessment as part of the teaching-learning process is embedded in classroom activities and in the interactions between students and teachers. Much information about how students learn can be gathered through naturally occurring events. However, if evidence cannot be collected informally in an unobtrusive way, the teacher may have to structure situations where students can demonstrate their learning in more formal settings.

In order to assess a broad range of student learning, "...teachers should base their evaluations on a multiplicity of evidence, including participation by students in classroom discussion, project work, and one-on-one interviews in addition to written exercises and tests" (Sullivan, 1988). To obtain this multiple evidence base, teachers and students collaborate in the use of a variety of assessment methods including observation, conferencing, reflective self-evaluation, and the analysis of a wide range of "products" or representations of student learning. These assessment practices enable teachers to describe meaningfully the real accomplishments of students based on learning experiences that have significance to them.

Academic Program:

The academic program is centered around language arts, mathematics, science and social studies, as these four core subjects form the foundation for education during the elementary school years.

1 *English Language Arts*: The basic aim in the teaching of language arts is to develop skills of effective communication. To accomplish this, specific skills are taught with a clear understanding of the basic structure of English. Important skills involved in reception and expression are taught from kindergarten and throughout the years of elementary school. The subjects included in language arts are so closely inter-related that it is not possible to separate them. Rarely does a lesson in reading, not involve the other areas of spelling, language and writing. This applies to each and every subject in the language arts program.

The language arts program is designed so that the student learns by building upon the skills and concepts previously learned. The structure, therefore, becomes a continuum of learning which includes the development of the various skills and concepts introduced, taught and practiced as the student grows intellectually. It is for this reason that unnecessary absences from school by students should be avoided.

2 *Mathematics*: Mathematics holds a respected position in school curricula because it has practical applications to everyday living and has been considered indispensable to the well-educated person. Like language arts, mathematical skills and concepts are taught in sequence, based on information which is learned before the basic fundamentals of addition, subtraction, multiplication and division are learned and which helps a student to understand and use the concepts associated with those processes. As a student progresses, the concepts presented become more complex, involving decimals, fractions, sets, geometry, etc. The math program is designed to help students understand the concepts and apply them to everyday situations. It is not only important that students know the how of adding, subtracting, etc., but also the why of these processes.

3 *Science*. The last one hundred years has seen tremendous advances made in the sciences, which has resulted in science becoming an integral part of the daily lives of every one of us.

The major purpose in teaching science is to assist the students in learning how to live in their environment. This means helping discover and explain what goes on in the world around us so that a student may more fully understand it as he or she grows toward maturity and independence. The teaching and experiences provided in school should ultimately enable students to appreciate and use intelligently the scientific knowledge of the present in dealing with the problems of the future.

Through the use of a wide variety of methods, it is hoped to have a student:

(a) develop an intelligent interest and appreciation of the world in which he or she lives;

(b) acquire a background of useful information concerning his or her environment;

(c) develop an understanding of useful information concerning his or her environment; and

(d) develop the realization that the conclusions he or she reaches are not always final, but must be reviewed periodically in the light of new discoveries.

4 *Social Studies:* The objective of the social studies program is to assist the child in gaining some understanding of the world around us, and to show how man exists as a social and cultural being. In the primary portion of the elementary school program the essence is on man as a social being, organized into basic unity of family and community with each person having a place in the community, consistent with the Catholic viewpoint of family. As the child advances, more factors are brought into play - the influences of geography, history and politics as controlling factors in the way man progresses in a larger and more complex society.

Christian Education:

The religious studies program is a focal point of education at St. Pius X Elementary School. The program has six aims for students:

(i) to know and understand the basics of the Catholic Faith;

(ii) to know and understand basic prayers, including The Rosary;

(iii) to understand and develop a love for The Holy Sacrifice of the Mass;

(iv) to know and understand the sacraments and to receive them faithfully;

(v) to love thy neighbour as thyself; and

(vi) to love God and His Most Holy Catholic Church.

Students in Kindergarten to Grade 3 participate in the “Gift from God” program as mandated by the Archdiocese.

Cultural Activities:

Cultural activities include music and art. The objectives of the cultural activities taught in St. Pius X Elementary School are designed to foster excellence and participation. By offering a wide range of cultural experiences and ideas, it is hoped that all students will discover their gifts, or at the very least an opportunity to try new activities.

Physical and Health Education:

In order to satisfy the needs of students and to achieve the objectives of the physical education program it is desirable that physical education classes be scheduled regularly. The aim of the school's physical education program is the development of basic motor skills, personal fitness, health education and positive attitudes. Extra-curricular activities are also offered.

Students who are to be excused from the program for either a long-term or on a permanent basis are asked to provide a medical certificate or discuss any other reason with the principal.

Gym strip will be required for every student and should include a St. Pius X gym bag. Please inscribe your child's name clearly on all his or her P.E. items.

Learning Support:

St. Pius X Elementary School employs Learning Support teachers to provide teachers with assistance for students with special program needs. The Learning Support teacher acts as a liaison between parents, teachers, community professionals, administrators and the Education Committee. The teacher's primary emphasis is to provide direct assistance to the classroom teacher in the form of program design, and/or recommendations for the individualization of programs in the classroom.

Areas of responsibility include:

(i) assessing program needs, administering and interpreting academic tests and conducting observations in the classroom;

(ii) sharing assessment information with parents and teachers, including recommendations from assessment in I.E.P., assisting teachers in adapting regular program, assisting teachers with behavioral management program in cooperation with the school principal and psychologist and revising program as required;

(iii) assisting the teacher in establishing program monitoring systems;

(iv) assisting, modeling for and encouraging teachers, as necessary, in implementing classroom program and effective teaching strategies;

(v) gathering information on inclusive education such as published material, videos and theatre productions, and sharing with staff and the school community;

(vi) providing initial assistance in the classroom as required when implementing a specialized program;

(vii) providing individual and small-group instruction on an ongoing basis for compelling reasons, subject to reassessment; and

(viii) assisting teachers in selecting appropriate materials to meet program needs.

Reading:

In addition to the school's library, students have regular access to the nearby Parkgate Public Library.

Reading - A Skill that Provides a Lifetime of Pleasure

All adults are aware of the necessity for children to develop good reading skills in elementary school. Most students have a great interest in, and an appreciation of, books and love to read. This positive attitude toward reading is nurtured at St. Pius X Elementary School by both parents and teachers.

There are a number of things parents can do to encourage and practice reading and in turn help students to develop greater speed, vocabulary and comprehension. These include:

(1) **Be Interested** - Be actively interested in your child's reading at home for enjoyment, for information, for hobbies, etc., but ... don't make it a chore.

(2) **Make Room For Reading** - Give books space in your home. Begin to build a child's library early so that he or she associates enjoyable experiences with books he or she knows and loves. Add to the library regularly at birthdays and Christmas. Teach children to care for books, how to keep them in order and how to refer to them for information.

(3) **Read Together** - Read to and with your children. Read to the younger children. Take turns reading with other children. Help them over the hard words. Explain new words and concepts and especially new words with multiple meanings. Have a family story hour when each member reads or tells a story to the other. Do round-robin reading in which members take

turns reading. Remember, children love to be read to, no matter what their age!

(4) **Get the Library Habit!** - Become familiar with the public library and its services. Make one day a week "Library Day" for checking out and returning books. Get acquainted with the Children's Book Department. You may find you have trouble putting some of the books down! Have your children take you on a tour of the school library. Everybody is welcome!

In an era when reading has so much competition for a child's time, it is important that we support each other in building good attitudes. By working together, everyone wins.

French Program:

The primary aim of the French program is to make second language learning a personal and positive experience. The goal of language teaching is communication, i.e. the ability to understand a message and respond appropriately (the communicative approach). This approach is based on a sequence of language activities. Emphasis is placed on student participation in French, with most instructions given in French. In activities the successful transmission of the message is more important than correctness.

Technology Program:

As technology becomes increasingly more available, the need to use it effectively becomes even more important. Recognizing this, each student is provided with a device to be used at school.

The study of computer technology focuses on the following aspects:

(1) Computer Literacy - understanding names and uses of the fundamental parts of the computer.

(2) Keyboarding - location of keys and finger placement.

(3) Application - word processing, iPads

(4) Research - accessing information, from the internet.

(5) Graphics - drawing and colouring pictures on the computer.

Throughout the school year all students will be introduced to and allowed to practice their skills in the above areas.

Home Study:

All students should study regularly at home. Home study gives students the opportunity to practice the day's lessons and acquire an academic habit that will facilitate their education.

It is very important to have a good environment for study. This means a student must have a time and place where he or she can study.

The place where a student study should have a desk or table where he or she can put materials and write assignments. It should also be free from distractions such as the television, radio, stereo, or people talking. The place where he or she studies must also have enough light so that he or she can see what he or she is reading and writing.

Students should also have a special time for study. It might be before or after dinner, but it should not be when it's too late in the evening for them to do a proper job on their assignments. If possible, students should study at the same time every day. However, after-school activities may require them to study at different times on different days.

Parents should help their children set up a time and a place to study. Students should study each Monday, Tuesday, Wednesday and Thursday, and on weekends if needed.

Students should keep an assignment calendar which will show due dates of assignments. These assignments should be completed during home study sessions. If there is no assignment for an evening's study session then a back-up activity such as silent reading, mathematics drill, vocabulary practice, etc., should be utilized. Teachers may designate back-up activities for students.

The following times should serve as a daily guideline for the amount of regular uninterrupted home study sessions, however it should be noted that major assignments may lengthen the times.

Kindergarten	-	15 minutes
Grade 1	-	15 minutes
Grade 2	-	25 minutes
Grade 3	-	30 minutes
Grade 4	-	30 - 45 minutes
Grade 5	-	30 - 60 minutes
Grade 6	-	45 - 60 minutes
Grade 7	-	45 - 90 minutes

Where a student has been absent from school or otherwise fallen behind, it may be desirable to have the student spend extra time getting caught up. In such cases, the parent and teacher should confer on the matter.

Desirable Student Goals:

Students should come to school with a sense of purpose and an expectancy of achievement. The student who goes to school because he or she "wants to" is more likely to succeed than the student who goes to school because he or she "has to". Students should have a desire to learn. Parents and teachers can help students form good attitudes by giving them a sense of self worth. By reinforcing the positive aspects of a student's ability and personality, a student is more likely to have a positive image of his or her self, and hence be better able to learn.

Helpful Hints for Learning:

There are a number of ways in which a parent can help a child develop reading and other curriculum skills.

1 **Talk** to your child. Almost from the day he or she is born, a child is ready to express himself. Help to add words to his or her speaking vocabulary. The more words a child uses naturally in ordinary conversation, the more words will have meaning when he or she sees them on the printed page.

2 **Listen** to your child. Children must have opportunities to express themselves. Encourage your child to talk about things he or she has seen or done. Listen to your child read.

3 **Read** to your child daily. Every time you read to him or her you are building an appreciation of books and reading.

4 **Help** your child with his or her reading. Tell, him or her the words if he or she is in the beginning stages of reading.

5 **Teach** your child how to take care of books. He or she will then learn to regard books as friends.

6 **Take your child on trips.** Even a short trip on a bus will excite his or her curiosity and interest in the world around us. Point out interesting things and give him or her new words and meanings for words.

7 **Build** up a reading atmosphere at home. Have books, magazines, newspapers, etc., around the house.

8 **Encourage** your child to join the public library. Take him or her to the library regularly.

9 **Buy games and puzzles for your child.** These help your child learn shape and form and help him or her relate words to things.

10 **Make games.** You can make simple word games by cutting words from a magazine and asking your child to match these words to a picture.

11 **Buy books for your child.** For birthdays and holidays, buy books when you can afford them. A child who owns a few good books is usually interested in reading.

12 **Praise your child.** Remember, reading is a difficult task. Don't forget to praise him or her when he or she succeeds.

13 **Keep** your child well and rested. A child who has stayed up late to watch television shows the effects next day in his or her schoolwork. Follow the advice of your community and family medical practitioners to correct defects in vision, hearing or nutrition. A defect in any one of these areas can contribute to a poor start in reading and learning.

14 **Give** your child responsibilities he or she is capable of taking.

15 **See that your child has good habits of attendance.** When he or she is absent from school he or she misses his or her work and may not be able to keep up with the class.

16. **Check your child's report card.** If, he or she is having trouble with reading or any subject, please consult his or her teacher to find out why and how you can help.

17. **Set aside a regular time for homework**. Give your child a definite place in which to work.

18. **Accept your child as he or she is.** Don't compare him or her with his or her sister, brother or friend.

19. **Guide** your child to better media viewing. Select TV program and movies that will give worthwhile information as well as entertainment. Check the newspaper listings for these programs and encourage your child to become a discriminating viewer.

20. **Show a real interest in school.** The parents' attitude is usually the child's. Parents and the teacher are partners in the job of teaching children to learn. An

interested, relaxed, helpful parent is a most valuable co-worker and is the type of partner that is needed.

REMEMBER.....children learn to read by reading. The more they read the better readers they become!

PROMOTION

The promotion of a student is based on an assessment of his or her educational growth and an exercise of judgment by the faculty, in consultation with parents, as to what is best for the student. A student's progress through school is on a continuum. Where further learning in a subject depends upon prior mastery, it is necessary that adequate standards of achievement be reached at each stage before proceeding with the next.

Typically, students will progress through the elementary school program (primary, kindergarten to grade three, intermediate, grades four to seven) in eight years. However, students differ widely both in their ability to learn and their rate of learning. Some students will therefore advance more quickly and others at a slower rate. In some cases, the decision on promotion must be in the form of a compromise between the standard achieved and the social and emotional well-being of the student.

In order to most effectively meet a student's needs and abilities, students are assigned to a division of the elementary school program which generally corresponds to their stage of development keeping in mind each student's social and emotional well-being.

Students may spend up to two years in a particular grade provided that their stage of development generally corresponds to that of the grade.

The primary portion of the elementary school program extends over four years for most students, but can be extended to five years for those who are not yet ready for the intermediate portion of the elementary school program.

The intermediate portion of the elementary school program extends over four years for most students, but can be extended to five years for those students not yet ready to enter high school.

No student will spend more than five years in the primary portion of the elementary school program, or more than five years in the intermediate portion of the elementary school program. No student will spend more than ten years at St. Pius X Elementary School.

Acceleration of a student will be based on the same factors, but taking into account any special abilities a student may have. Acceleration of a student may result in a reduction of government funding for that student, however, in which case the student's family may be required to make up any shortfall. The size of the class the student is seeking to be

accelerated into will also be a factor, as the School will not exceed the maximum class size to facilitate acceleration.

FIELD TRIPS

Field trips are an integral part of a student's learning experience while at the School. As a result, students will be expected to participate in a number of field trips during the course of the school year. Most field trips have additional costs associated with them, and these additional costs will be born by the student.

In many instances students will pay a curriculum fee at the commencement of the school year, and the costs of most scheduled field trips will be included in this curriculum fee. However, there may still be occasions where a field trip is taken and an additional fee is required. These will generally be limited to extraordinary activities, such as the overnight trip to the "Big House".

To be successful, field trips require parental support, particularly for transportation and supervision. Given this requirement, if there is insufficient parental support for a particular field trip it may be necessary to cancel that field trip. Cancellation of a field trip will often result in a forfeiture of any fees paid in advance for that field trip, and in such instances the School will not be in a position to refund any forfeited fees.

If a student misses a field trip and the School is unable to obtain a refund on his or her behalf, the School will not reimburse the student. **(For more information, please refer to CISVA Policy #409)**

EXTRA-CURRICULAR ACTIVITIES

An extra-curricular activity is defined as a teacher-sponsored student activity conducted outside of the regular school day and which meets the following requirements:

(i There is no academic credit in any form for the participating students;

(ii The activity does not fall within the scope of the regular teaching curriculum;

(iii The sponsoring of an activity does not fall within the scope of the regular duties of an employee of the school; and

(iv The activity is not a mandatory requirement of any course of instruction.

All students at St. Pius X Elementary School will be encouraged to participate in extra-curricular activities, as extra-curricular activities are an integral part of the education provided by the School. As such, activities should be purposeful, supportive and their existence should compliment the character and mission of Catholic education.

Students should be able to participate in a well organized and competently administered program of instruction aimed at developing the spiritual, psychological, and physiological growth of each individual. Accordingly, there must be an aspect of teaching in the activities the School sponsors, i.e. planning, preparation, practice, and evaluation must be present. The teacher's role is one of commitment to the achievement of specific goals and one of responsibility to provide a safe, positive learning experience in which each individual is given the opportunity to develop to his or her fullest potential.

The existence of student activity program provides a valuable learning experience in the education of the whole person. As such, desired outcomes are achieved by recognizing the responsibility of commitment to the needs of young people.

Activities include clubs or associations that contribute to the growth and learning experiences of the students, staff and school. The success of these programs depends equally on the sponsor and the students. The enthusiasm and dedication of the staff sponsor will be reflected in the attitudes of the participants.

The teacher-sponsor should:

(i Provide adequate supervision. The teacher-sponsor must be present for the length of the meeting or activity;

(ii Provide adequate instruction. The teacher-sponsor should allow students to grow through "in-school" instruction or outside workshops;

(iii Act as a liaison between the club and the rest of the School. If an activity is going to be disruptive to the operations of the School, then the teachers affected must be consulted; and

(iv Ensure proper care of equipment and facilities (i.e. classrooms and supplies). Teacher-sponsors must provide a safe, positive learning experience for each student.

Athletic Extra-Curricular Activities:

St. Pius X Elementary School believes that the following outcomes are desirable for players participating in a competitive athletic program, and should be developed as a result of membership on a School team.

1. An improved attitude and enjoyment toward the sport in particular and physical activities in general.

2. A realization of the responsibilities a player has to a team. For example, regular attendance at practices, acceptance of team rules, pride in appearance and behaviour on buses and in the dressing room are important concepts, particularly for younger team players.

3. A knowledge of the rules of the sport and of the role of the game official(s). Players should realize the importance of accepting an official's decision in a sportsmanlike manner and the appropriate means for asking the official for an interpretation of a decision. In addition, players should understand and appreciate the volunteer nature of the contribution which game officials offer.

4. An understanding of the fundamental skills associated with the sport and an improved capacity to execute these skills in a game situation.
5. An awareness of his or her, strengths and weaknesses, as a team member and player and an idea of what must be done to improve the quality of his or her own contribution.
6. A respect for the players on the opposing teams and the value of good sportsmanship during the games and camaraderie after the game is over.

General Guidelines for Athletic Extra-Curricular Activities:

Where a large number of students turns out for a team, a possible problem with reasonable playing time for players may develop. In such instances, the following policy will be implemented:

1. If the number of students and coaches permit, more than one team will be formed. If the intention is to have the school represented in inter-school play, priority will be given to making one of the teams as strong as possible. Otherwise, the teams will be balanced.

2. If only one team can be formed and the intention is to have the school represented in competitive inter-school play, priority of playing time will be given to the more talented players. In addition, extra exhibition games will be scheduled to provide playing time for less talented players.

3. If only one team can be formed and it is not the intention to have the school represented in competitive inter-school play, playing time will be allocated equitably among all players.

There will be differences between individual players regarding playing time depending upon diligence at practices, attitude toward the sport and playing ability. Coaches should be particularly sensitive to these factors when allocating playing time in games. These considerations and special situations, such as playoff games, may limit a player's opportunity to participate in every game.

St. Pius X Elementary School and the other schools it plays generally participate in competitive sports leagues and the nature of competitive sports is a factor of how much playing time a player will be given in a particular game.

Not all children excel in the same skills. The School offers a diversified program of extra-curricular activities to accommodate the various skills in the School population. Part of the educational process is to recognize one's strengths and weaknesses and be able to accept that one's limited skill in a particular activity may limit his or her fuller participation.

All Catholic players are expected to attend Sunday Mass obligations if any games are played on Sunday.

STUDENT SAFETY

Injuries and accidents during the school year are inevitable. The procedure for reporting and handling accidents or injury is very thorough. One of the School's staff members holds a first-aid certificate and any student injured while on the School grounds will receive immediate attention. Parents will be informed by phone of any injury their child may have sustained.

In case of injury where medical attention is required, the student will be transported to the hospital and the family physician contacted. Parents will be notified forthwith of any action taken in this regard.

FIRE AND EARTHQUAKE PREPARATIONS

Students and staff are familiarized with procedures designed to minimize injury and confusion in the event of a fire or earthquake and during the subsequent evacuation of the School.

In compliance with fire laws regular fire drills are held during the school year. This is a vitally important safety function with which all students are made familiar.

Students are instructed in the causes and effects of earthquakes and earthquake drills are conducted several times during the school year. The school purchases personal earthquake kits for each child.

Each student has an identification tag with name, address, phone number, age, medic alert information and the name and phone number of an emergency contact person should parents not be available to pick up a student following an earthquake.

All parents are asked to ensure they leave the number of an emergency contact person at the school each September. These contacts are invaluable in emergency situations.

EARTHQUAKE DRILL

Teacher:

BEFORE:
- hold classroom discussions
- practice drills

- hold hazard hunts, correct hazards where possible
- appoint two student monitors in case of injury
- prepare class lists and identification tags with name, address, phone number, age, contact person, medic alert information and name and number of emergency

DURING:
- issue the TAKE COVER order at first sign of tremor
- assume "CRASH" position for 60 seconds
- talk calmly to reassure students
- review evacuation procedures

AFTER:
- instruct students to evacuate
- lead class to the designated assembly area
- be prepared to choose alternative escape route in case of fire or exit blockage
- take class list, I.D. tags, and first aid kit
- administer first aid, if necessary
- do not re-enter the building unless instructed by the principal
- write I.D. information on foreheads of primary or injured students, if tags not available
- reassure students
- remind students that parents may be delayed in calling for them

Student:

BEFORE:
- learn what to expect and what to do during an earthquake
- identify hazards in the classroom, school, home
- participate in earthquake drills
- know the name and address of guardian, if designated by parent(s).

DURING:
- Follow teacher's instructions
- TAKE COVER under a desk or table
- assume "CRASH" position
- count to 60
- if out of the classroom, take cover in a doorway in the "CRASH" position; count to 60, join the nearest class when shaking stops

AFTER:
- follow evacuation instructions from teacher or designated monitor
- wear shoes
- put on identification tag
- comfort and reassure other students
- DO NOT re-enter school without permission

- DO NOT go home without permission; be aware that parent/guardian may be delayed in coming
- talk about what has happened

MEDICAL PROCEDURES

See also CISVA Student Health Policy #406

First Aid:

St. Pius X Elementary School encourages its staff to be trained in the practice of general first-aid and basic CPR, and to update their knowledge on a regular basis.

Emergency Numbers:

Upon registration each student must provide the School office with emergency numbers for family, a friend and doctor. An authorization of transportation by ambulance must also be signed and kept on file in the School office.

Administration of Medication:

Periodically teachers or support staff will be asked to administer medication to a student. In such circumstances the following procedures will apply:

(i A physician's written order regarding the administration of medication to the child must be on file in the School office;

(ii A request to administer medication in the specified form must be completed, signed and on file in the School office;

(iii Medication will not be administered by School staff unless requirements (i) and (ii) have been met; and

(iv Requests must be updated yearly.

Self-Administered Medication:
The School office must be notified of any student who will be taking a self-administered medication while at School. A form for notification is available in the office and MUST be filled out by the parent of guardian.

Organization of Emergency Medications:

(1) All emergency medications must be kept in a central location, presently located in the First Aid Room. Students are free to carry their own back-up dose if they so desire.

(2) Label a clear zip-lock bag, fanny pack (or large envelope) for each student.
(3) Each medication must be labeled with the student's name and expiry date.

Family Statement of Commitment (Policy 411)

Philosophy

"Motivated by a Christ-centered vision of humanity and human history, our school promotes the formation of the whole person. Such formation embraces not only intellectual, but also physical, emotional, moral and spiritual dimensions of human growth. Intellect, emotions, creative ability and cultural heritage have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves but find their deepest meaning in God's plan for creation." From PHILOSOPHY OF EDUCATION FOR CATHOLIC SCHOOLS IN THE PROVINCE OF B.C. by Catholic Bishops of B.C.

Partners (home, school, parish) in Catholic Education must work together to provide an environment where faith and learning go hand in hand leading the young people to be the best they can be.

The following statements support the goals and philosophy of our Catholic school and need to be accepted and supported by all members of the community. Read them 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.

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 Christian 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 students.

6. Each student is expected to know and follow school policies on behaviour, 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 the teacher, Principal or other school staff member with respect to the student's 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.

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 Signature: _____

Student Signature: _____

Date: _____

Parent / Guardian Code of Conduct (Policy 412)

Rationale

At St. Pius X School, a Parent Code of Conduct is essential for fostering a community rooted in respect, faith, and shared values. It aligns with the school's mission to model Christ-centered behavior, ensuring that all interactions reflect the principles of compassion, dignity, and integrity. By outlining clear expectations, the code helps maintain a harmonious environment where students, staff, and parents can work collaboratively to support spiritual growth, academic excellence, and the well-being of all. It also underscores the importance of constructive communication and mutual respect, essential for building a strong and united Catholic community.

Procedure

At St. Pius X School, parents are expected to (but not limited to):

1) 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).
2) Be supportive of the mission of the Catholic Church and supportive of the religious educational programs of the school.

3) Respect the decision-making of school administration and the Education Committee.
4) Always respect the rights and dignity of all persons in the parish/school community.
5) Refrain from participating in or promoting any behaviour that would threaten, intimidate, demean, physically/verbally assault (use of abusive language) or cause harm to any person within the school community.
6) Refrain from behaviour or communications, including the use of any technology/media devices/parent group chats to defame the character or reputation or cause harm to the character of a parish/school community member.
7) Show an active interest in their child's schoolwork and progress as well as attend required meetings (Sacramental meetings, Parent Support Evenings (Sexuality and Your Child), student progress interviews/conferences etc.).
8) Ensure that their child attends school regularly, is on time, and is prepared.
9) Work cooperatively with teachers in all areas of their child's school life including academic or disciplinary issues.
10) Be familiar with and abide by the school's codes of conduct, policies and rules (i.e. uniforms, traffic safety on school grounds, etc.)
11) Take concerns to the appropriate person(s). Follow the complaints procedure as provided in CISVA policy 302 – Major Complaints.
12) Avoid involvement in rumours and dissemination of rumours.
13) Build bridges of acceptance and understanding among the different cultures represented in the school community.

By signing this policy, both parents/legal guardians have read and understand the expectations as stated.

Parent/Guardian Name: _____ **Date: _____**
Parent/Guardian Signature: _____
Parent/Guardian Name: _____ **Date: _____**
Parent/Guardian Signature: _____

PERSONAL INFORMATION PRIVACY POLICY

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

The School's Commitment to You

Safeguarding your confidentiality and protecting your personal information is a fundamental concern of St. Pius X Elementary School. The school is committed to meeting or exceeding the privacy standards established by the BC ***Personal Information Protection Act (PIPA)***

This personal information privacy policy is intended to explain to you the current legislation which is designed to protect your privacy, to regulate the use and collection of information, and to state the steps the school has taken to ensure your personal and financial information is handled appropriately and securely.

Privacy Protection in British Columbia

The Act requires an organization to obtain informed consent from an individual before collecting personal information about that individual, with certain exemptions. The organization must state why it is collecting the information, and how it will use the information collected. The Act also requires the organization to keep the information it has collected in a secure and safe manner, protecting the individual's right to have his or her information protected. The Act also describes with whom the personal information may be shared.

Note: St. Pius X Elementary School does not fall under the ***Freedom of Information and Protection of Privacy Act (FOIPPA)***, which applies only to provincial government and its bodies; neither does it fall under the ***Protection of Personal Information and Electronic Documents Act (PIPEDA),*** a federal statute.

Ten Privacy Principles

As part of St. Pius X Elementary School's commitment, the following *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. These principles have been built upon the values set by the Canadian Standards Association's *Model Code for the Protection of Personal Information* and British Columbia's ***Personal Information Protection Act (PIPA).***

Principle 1 – Accountability

St. Pius X Elementary School is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates an individual(s) who is(are) accountable for the school's compliance with the *Ten Privacy Principles*. This individual is the *Privacy Officer* of the school.

Principle 2 – Identifying Purposes

St. Pius X Elementary School will identify the purposes for which personal information is collected before or at the time the information is collected.

Principle 3 – Consent

St. Pius X Elementary School will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Principle 4 – Limiting Collection

St. Pius X Elementary School will limit the personal information collected to those details necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention
St. Pius X Elementary School will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law. Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected.

Principle 6 – Accuracy
St. Pius X Elementary School will maintain personal information as accurate, complete and up-to-date form as is necessary to fulfill the purposes for which it is to be used.

Principle 7 – Safeguarding Personal Information
St. Pius X Elementary School will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

Principle 8 – Openness
St. Pius X Elementary School will make information available to individuals concerning the policies and practices that apply to the management of their information.

Principle 9 – Individual Access
St. Pius X Elementary School will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's information, and shall give the individual access to it in accordance with the law. Individuals may verify the accuracy and completeness of their information and may request that it be amended, if appropriate.

Principle 10 – Complaint Process
Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of St. Pius X Elementary School.

What Information is Collected?
St. Pius X Elementary School gathers and uses personal information to provide your child with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects comes to the school directly from you, and only with your consent. When you apply to register your child the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, and personal matters needed by the school to provide the best possible education and co-curricular programs.

How is Information Used?
St. Pius X Elementary School, uses

- personal information to communicate with you, process applications and ultimately to provide you and your child with the educational services and co-curricular programs you expect.
- personal information to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- anonymous/personal information to constantly improve our school, e.g., surveys.
- health, psychological, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

If for any reason personal information is required to fulfill a different purpose, the school will notify you and ask you for your consent before the school proceeds.

When May Information be Disclosed?
St. Pius X Elementary School, keeps personal information strictly confidential and treats it with care and respect. However, some of an individual's personal information may be shared with others as noted below.

When Authorized by You

- Other educational institutions routinely contact the school for personal information about students. For example, if your child moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when your register your child and authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of your child.
- Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases such as when you communicate through e-mail, your consent will be obtained electronically.

When Required by Law

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

When Permitted by Law

The school is legally permitted to disclose some personal information in situations such as an investigation of illegal activities, reasonable methods to collect overdue accounts, a medical emergency or suspicion of illegal activities etc. Only pertinent information is disclosed.

The school does not sell, lease, or trade information about you to other parties.

The School's Employees

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about your child but not your account with the school.

All employees of St. Pius X Elementary School are required to abide by the privacy standards governed under PIPA. They are also required to work within the principles of ethical behavior as set out in employment contracts and must follow all applicable laws and regulations. Employees are well informed about the importance of privacy and they are required to sign either a code of conduct or a confidentiality agreement that prohibits the disclosure of any personal information to unauthorized individuals or parties. To reinforce their understanding and commitment to upholding client privacy and confidentiality, employees periodically receive up-to-date literature about our privacy policy, principles and standards.

Outside Service Suppliers

At St. Pius X Elementary School, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. For example, the school gives its yearbook publisher the information required to produce the annual yearbook. Suppliers of specialized services are given only the information necessary to perform those services.

Restricting Sharing Information

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

How Does the School Safeguard Information?

St. Pius X Elementary School, maintains current security standards to ensure that your personal and financial information is protected against unauthorized access, disclosure, inappropriate alteration or misuse.

Student Files

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, teacher-aides, counselors, secretaries, etc.) who, by nature of their work, are required to see them.

Electronic Security

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of your information is not compromised.

Record Management

Personal information is destroyed one year after the school no longer needs the information or one year after legal minimum retention requirements have been met.

Accessing and Amending Information

St. Pius X Elementary School, makes decisions based on the information it has. The school makes every effort to ensure information is accurate and complete.

Accessing Your Information

You may access and verify any of your personal information with appropriate notice so that the office is able to supply you with the information you require. Most of this information is available in the registration forms and other forms that you filled out.

Accessing Student Information

You may access and verify school records of your children, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of children as determined by judicial review. (High schools may wish to develop policy on access by students to their own records.)

Amending Your Information

To help the school keep your personal information up-to-date, the school encourages you to request the school to amend inaccuracies and make corrections. Where appropriate, the school will communicate these changes to other parties who may have unintentionally received incorrect information from the school.

Questions, Concerns and Complaints

The school may add, modify or remove portions of this policy when it is considered appropriate to do so. You may ask for the most recent update of this policy at the school office. Questions, concerns, and complaints about privacy, confidentiality and information handling of the school may be addressed to the school's Privacy Officer by calling the school office. If necessary, you will be referred to use the school's complaint procedure and appeals policies.

St. Pius X School
ACCEPTABLE USE POLICY

Grades 4 to 7 students of St. Pius X School will be issued Google Chromebooks for use in school. This document provides students and their parents/guardians with information about taking care of the equipment, using it to complete assignments, and being a good digital citizen.

Students and their parents/guardians are reminded that use of technology is a privilege and not a right and that everything done on any device, network, or electronic communications device may be monitored by the school authorities. Inappropriate use of the technology can result in limited or banned computer use, disciplinary consequences, removal from school, receiving a failing grade, and/or legal action.

Students and their parents/guardians are responsible for reviewing/signing the Chromebook Acceptable Use Policy and returning it to their classroom teacher prior to use.

OWNERSHIP OF THE CHROMEBOOK:
St. Pius X School retains sole right of possession of the Chromebook. St. Pius X School administration and faculty retain the right to collect and/or inspect Chromebooks at any time.

If your Chromebook gets damaged or goes missing, report to the classroom teacher right away. St. Pius X School reserves the right to charge your family the direct costs of repairing or replacing your Chromebook if you repeatedly, or purposefully, damage it, so please take care of it.

TRAINING:
Students will be trained on how to use the Chromebook by their classroom teacher.

RESPONSIBILITY FOR THE CHROMEBOOK

Students:

- Are solely responsible for the Chromebooks issued to them.
- Must comply with the Chromebook Acceptable Use Policy and all policies of the school when using their Chromebook.
- Must treat their device with care and never leave it unattended.
- Must promptly report any problems with their Chromebook to the teacher leading the lesson.
- May not remove or interfere with the serial number or other identification.
- May not attempt to remove or change the physical structure of the Chromebook, including the keys, screen cover or casing.
- May not attempt to install or run any operating system on the Chromebook other than the Chrome OS operating system supported by the school.
- Must keep their device clean and must not touch the screen with anything (e.g., your finger, pen, pencil, etc.) other than approved computer screen cleaners.
- Must not have any food or drink next to a Chromebook.
- Must shut down Chromebook when not in use to conserve battery life.
- Must handle the Chromebook with care. Chromebooks should never be shoved into a locker or wedged into a book bag or desk as this may break the screen.

- Must not expose the Chromebook to extreme temperatures or direct sunlight for extended periods of time.
- Must store the Chromebook in the designated cart at the end of each school day, ensuring that it is plugged in for recharging overnight.

RESPONSIBILITY FOR ELECTRONIC DATA:
Users of school technology have no rights, ownership, or expectations of privacy to any data that is, or was, stored on the Chromebook, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

COPYRIGHT AND FILE SHARING:
Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

MANAGING YOUR FILES AND SAVING YOUR WORK:
Students may save documents to their Google Drive which will make the files accessible from any computer with Internet access. Students using Google Drive to work on their documents will not need to save their work, as Drive will save each keystroke as the work is being completed. Students will be trained on proper file management procedures.

SPARE EQUIPMENT AND LENDING:
If a student's Chromebook is inoperable, the school has a limited number of spare devices for use while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner Chromebooks. Loss of privileges and/or disciplinary action may result for failure to turn in the Chromebook.

ORIGINALLY INSTALLED SOFTWARE:
Chromebook software is delivered via the Chrome Web Store. These are web-based applications that do not require installation space on a hard drive. Some applications, such as Google Drive, are available for offline use. The software originally installed on the Chromebook must remain on the Chromebook in usable condition and easily accessible at all times. From time to time, the school may add software applications for use in a particular area of study. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school. Students are not permitted to add apps or extensions to their Chromebooks and are blocked from this type of function.

INSPECTION:
Students may be selected at random to provide their Chromebook for inspection. The purpose for inspection will be to check for proper care, maintenance, and inappropriate use.

DIGITAL CITIZENSHIP:
Students must follow the six conditions of being a good digital citizen:

1. RESPECT YOURSELF I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the personal information and images that I post online. I will NOT be inappropriate. I will not visit sites that are inappropriate.

2. PROTECT YOURSELF I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or schedule of my activities. I will report any inappropriate behavior directed at me. I will protect passwords, accounts, and resources.

3. RESPECT OTHERS I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or bother other people. I will show respect for other people in my choice of websites.

4. PROTECT OTHERS I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations.

5. RESPECT INTELLECTUAL PROPERTY I will request permission to use resources. I will cite any and all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information.

6. PROTECT INTELLECTUAL PROPERTY I will request to use the software and media others produce.

Violations of these policies may result in one of the following but not limited to these disciplinary actions:

- Restitution (money paid in compensation for theft, loss, or damage)
- Student/Parent Conference with school administrator/principal or other school official
- Removal of unauthorized files and folders
- Restriction of Internet and Chromebook privileges*
- Detention or suspension,
- Police referral

If a violation of the Student Chromebook Acceptable Use Policy violates other rules of the St. Pius X School Student Code of Conduct, consequences appropriate for violation of those rules may also be imposed.

CONSEQUENCES FOR VIOLATIONS OF THE STUDENT CHROMEBOOK ACCEPTABLE USE POLICY

*If a student's Internet privileges are restricted, this means that for the period of the restriction, the student may only access the Google Drive offline and will not be permitted to access the Internet without strict teacher supervision. This will be put in place at the school's discretion.

St. Pius X School

WEBSITE and SOCIAL MEDIA GUIDELINES

THINK before you act because your virtual actions are real and **permanent**!

GUIDELINES	**Student Initials**	**Parent Initials**
Be aware of what you post online. Website and social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, parents, teachers, future colleges, or employers to see.		
Follow the school's code of conduct when writing online. It is acceptable to disagree with other's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.		
Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.		
Do your own work! Do not use other people's intellectual property without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. It is good practice to hyperlink to your sources.		
Be aware that pictures may also be protected under copyright laws. Verify that you have permission to use the image.		
How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identify.		
Online work should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation.		
If you run across inappropriate material that makes you feel uncomfortable or is not respectful, tell your teacher right away.		

CHROMEBOOK ACCEPTABLE USE POLICY SIGNATURE FORM

By signing below, the student and their parent/guardian understand, accept, and agree to follow:

1. Chromebook Acceptable Use Policy
2. Website and Social Media Guidelines
3. The Chromebook and software is owned by St. Pius X Elementary School

Student Name: _____ Grade: _____
(Please Print)

Signature: _____ Date: _____

Parent/Guardian Name: : _____
(Please Print)

Signature: _____ Date: _____