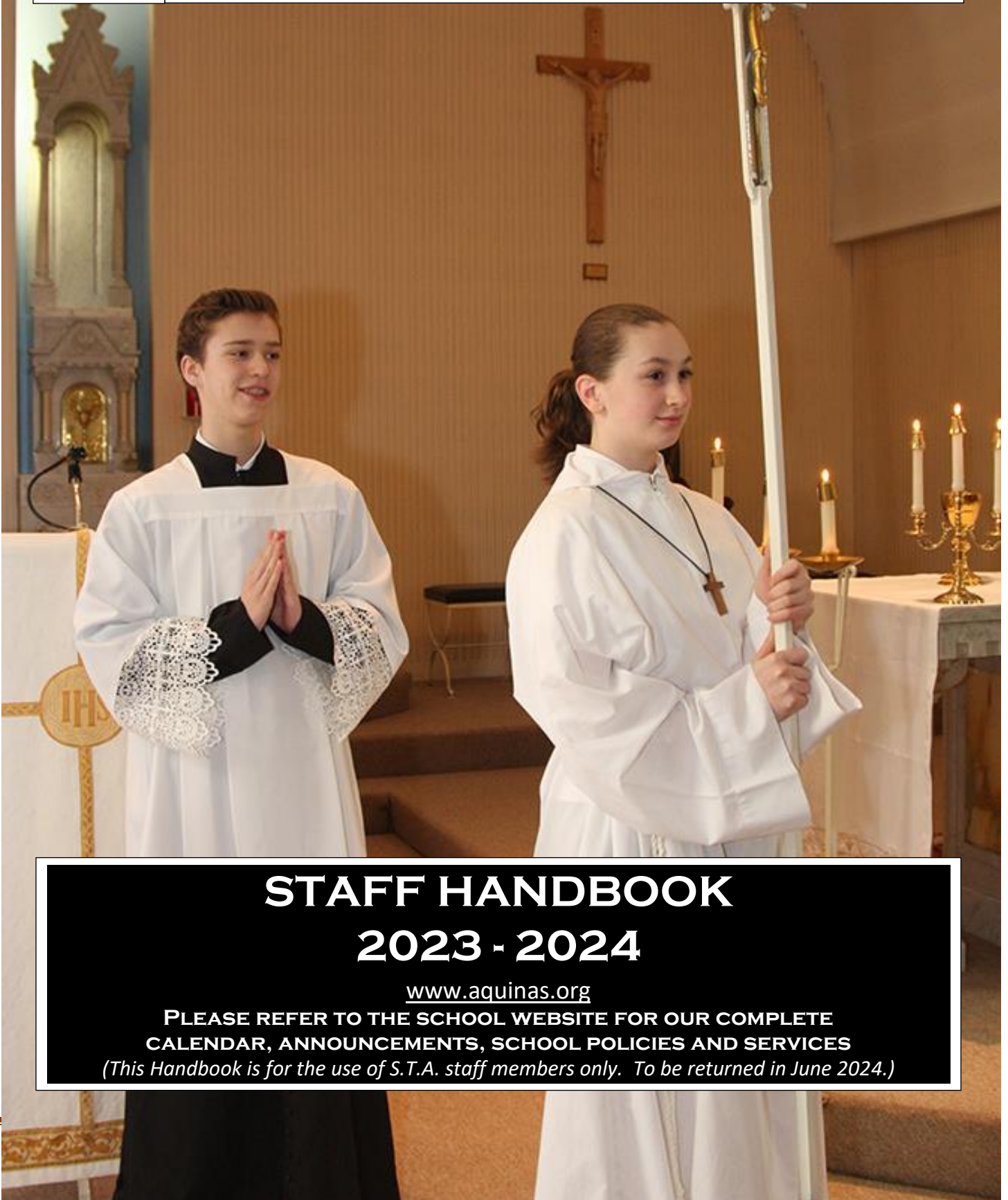




SAINT THOMAS AQUINAS REGIONAL SECONDARY



STAFF HANDBOOK 2023 - 2024

www.aquinas.org

**PLEASE REFER TO THE SCHOOL WEBSITE FOR OUR COMPLETE
CALENDAR, ANNOUNCEMENTS, SCHOOL POLICIES AND SERVICES**

(This Handbook is for the use of S.T.A. staff members only. To be returned in June 2024.)



Living, Celebrating, and Proclaiming Our Faith





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STAFF CONTACT LIST

Department	Surname	First Name	Tel (Home)	Tel (Cell)	Birthday	Email
LRC	Alamdari	Niloofer		778-926-2995	17-Sep	nalamdari@aquinas.org
Science/PE	Appleton	Nick		778-513-4408	14-Jun	nappleton@aquinas.org
Art	Arkiletian	Kate	604-924-9492		22-Aug	karkiletian@aquinas.org
SS/English	Armeni	Angela		604-317-6382	10-Jun	aarmeni@aquinas.org
Alumni	Atkinson	Sandra	604-512-2755		4-Aug	satkinson@aquinas.org
BE/LRC	Barber	Scott		778-888-6929	12-Aug	sbarber@aquinas.org
Kitchen	Bennett	Diane	604-945-3535		23-Jul	dlbennett@live.com
LRC	Bhatta	Tisha		604-704-9045	2-Jan	tbhatta@aquinas.org
LRC	Brown	Jessica		778-317-8779	31-Aug	jbrown@aquinas.org
Student Services	Campbell	Chris	604-732-0130	604-358-4371	12-Dec	cc79@aquinas.org
Math/Science	Chan	Jacky		778-667-0776	16-Sep	jachan@aquinas.org
LRC	Cheng	Nicholas		778-998-0308	3-Nov	ncheng@aquinas.org
LRC	Christopher	Jacob		604-500-4879	4-Jul	jchristopher@aquinas.org
LRC	Coyne	Jack		604-754-7534	3-Sep	jcoyne@aquinas.org
Facilities	Coyne	Mike		604-787-7545	26-Jan	mcoyne@aquinas.org
Math/IT	Chun	Julia		778-791-5413	19-Jun	jchun@aquinas.org
LRC	Cune	Daniela	604-986-8886		18-Jan	dcune@aquinas.org
Science/Math	Cune	Nicolae	604-986-8886		5-May	cune@aquinas.org
Cust	De Grano	Ruel	604-770-3155		30-Oct	rdegrano@aquinas.org
Counsellor	DeSilva	Tashya		778-383-0311	24-Jun	tdesilva@aquinas.org
LRC/ESL	Dear	Jay	778-340-2273	778-227-3946	12-Apr	jdear@aquinas.org
Math/Fr	Domina	Tony		778-929-5504	28-Aug	tdomina@aquinas.org
Office	Donovan	Christina		778-957-0788	14-Nov	cdonovan@aquinas.org
Counsellor	D'Silva	Desiree		604-803-0049	11-Mar	ddsilva@aquinas.org
LRC	Esmail	Mariam	778-881-8503	604-990-5477	2-Nov	mesmail@aquinas.org
LRC	Essex	Sonya		778-996-6944	5-Oct	sessex@aquinas.org
LRC	Ferry	James		236-986-3752	26-May	jferry@aquinas.org
LRC	Field	Mike	604-971-5438	604-904-9208	5-Apr	mfield@aquinas.org
Math	Flores	JP		438-777-4219	22-Jan	jflores@aquinas.org
Admin/IT	Galat	Joe	604-454-9705	604-765-9705	15-May	jgalat@aquinas.org
Science/CLC	Gallant	Elizabeth		604-764-5290	27-Sep	egallant@aquinas.org
SS/CE	Grossling	Felipe	778-340-1348	604-787-5052	2-Jul	grossling@aquinas.org
LRC	Guss	Cyprien		604-839-4168	2-Mar	gusscypr@aquinas.org
LRC	Halsall	Yvonne	604-916-7800	604-983-0147	7-Jul	yhalsall@aquinas.org
Office	Harlos	Lisa		604-306-4472	24-Feb	accounting@aquinas.org
Admin/FA	Horton	Tim	604-922-1856	604-785-2860	26-Jul	th88@aquinas.org
Campus Min	Hughes	Elizabeth	604-929-8398	604-230-9365	23-Sep	ehughes@aquinas.org
En/SS	Hughes	Marianne	604-929-8398	604-996-3168	3-Feb	mhughes@aquinas.org
Library/LRC	Iranrad	Elaheh		778-798-8998	2-Jul	eiranrad@aquinas.org
Science/CE	Inducil	Cesar		778-228-4684	18-Apr	cinducil@aquinas.org
EA	Iranrad	Elaheh		778-798-8948	2-Jul	eiranrad@aquinas.org
SS/CE	Keong	Jeremy		604-328-8393	28-Feb	keong@aquinas.org
LRC	Kitchener	Mikaela		604-329-4967	24-Sep	kitchener@aquinas.org



STAFF CONTACT LIST

FA	Kostamo	Rebecca		778-681-3948	11-May	rkostamo@aquinas.org
EN/SS	Krajicek	Jessica	604-980-1711		1-Jan	jkrajicek@aquinas.org
Administrator	Krol	Mieszko		604-828-2769	20-Mar	mkrol@aquinas.org
Kitchen	Kwok-Choon	Patricia	604-985-2098			
Cust	Landicio	Gary	604-781-0197	604-771-1892	13-May	glandicio@aquinas.org
Cust	Lazaro	Allan	604-987-5647	604-376-1289	5-Nov	sanpedro@aquinas.org
Network	Lemos	Leo		604-764-5894	13-Jun	llemos@aquinas.org
LRC	Leung	Katie		236-989-2860	30-Jan	kleung@aquinas.org
Admin/Math	Martins	Margaret	604-438-9345	604-782-2095	25-Jun	martins@aquinas.org
Teacher	Mattia	Diana	604-454-9705	604-765-3475	13-Feb	dmattia@aquinas.org
Cust	Maxlmo	Emmanuel		778-513-7093		
CE/SS	McCaffery	Greg	604-986-2770	778-836-5626	20-Sep	gmccaffery@aquinas.org
Math/ADST	Mendonca	Michael		604-277-4325	21-Oct	mmendonca@aquinas.org
Eng/Libr	Mendoza	John		604-430-3647	10-May	mendoza@aquinas.org
LRC	Mok	Samuel		604-789-9433	7-Jun	smok@aquinas.org
LRC	Morris	Aiden		778-874-1390	14-Aug	amorris@aquinas.org
LRC	Morris	Denise	604-435-1445	604-785-4557	22-Nov	morris@aquinas.org
LRC	Morrison	Linda	604-971-4449	604-803-4096	3-May	lmorrison@aquinas.org
SS/CLE	O'Flynn	John		604-803-7232	28-Oct	joflynn@aquinas.org
Math/CE	O'Toole	Etienne		778-828-8566	6-Mar	eotoole@aquinas.org
Office	Pandit	Leena		604-790-2261	14-May	lpandit@aquinas.org
Science	Pilar	Anita		778-838-0329	12-Dec	apilar@aquinas.org
EN/PE	Prescott	John		604-312-2294	4-Jun	prescott@aquinas.org
ADST/VA	Price	Isabel		604-358-9198	12-Dec	iprice@aquinas.org
LRC	Purkiss	Matthew	604-984-3632	604-313-0779	3-Apr	mpurkiss@aquinas.org
Admin/PE	Purkiss	Michelle	604-984-3632	604-818-6284	3-Mar	purkiss@aquinas.org
FA	Rebane	Siiri	604-990-9922	604-341-6084	11-Mar	srebane@aquinas.org
Math/CE/SC	Rojo	Bianca		778-242-3231	30-Dec	brojo@aquinas.org
BE/SC/MA	Ryan	Phillip		604-600-8146	8-Apr	pryan@aquinas.org
Counsellor	Salituro	Loui	604-924-9470	778-709-9470	12-Aug	salituro@aquinas.org
ML	Savage	Paul	604-544-0643	604-724-8161	24-Aug	psavage@aquinas.org
EN/PE	Savino	Melisa	604-985-1104	778-233-4146	29-Dec	savino@aquinas.org
EN	Sawdon	Carol	604-988-5480	778-840-5480	3-Oct	sawdon@aquinas.org
Office	Schmidt	Liz		778-387-3113	4-Jul	eschmidt@aquinas.org
EN	Slivinski	Thomas		778-684-0749	25-Aug	tslivinski@aquinas.org
ML	Stagnitta	Maria	604-677-2458	778-228-4497	15-Jan	ms87@aquinas.org
CE/LRC	Stevenson	Colleen	604-299-4123		26-Sep	cstevenson@aquinas.org
Counsellor	Tang	Wendy		604-363-1160	15-Feb	wtang@aquinas.org
LRC	Tapp	Morgan		778-228-0858	13-Mar	tapp@aquinas.org
SC	Treacy	Joanne	604-983-8073		26-Aug	treacy@aquinas.org
PE	Vachon	Steve	604-983-8073		15-Apr	svachon@aquinas.org
FA/IT/CE	Woitowitsch	Robert	604-530-9244	778-513-9732	31-May	rwoitowitsch@aquinas.org
LRC	Young	Gabrielle	604-989-3884		15-Jun	gyoung@aquinas.org



STAFF EMERGENCY CALLOUT LIST

CONFIDENTIAL

STA STAFF EMERGENCY CALLOUT LIST—2023-2024

Mr. Mieszko Krol 604-828-2769	Allan Lazaro 604-987-5647 H 604-376-1289 C	Gary Landicho 604-781-0197	Emmanuel Maximo 778-513-7093	Dennis Daniel 778-926-2270	Ruel De Grano 604-770-3155	Jack Coyne Mike Coyne 604-787-7545	Desiree D'Silva M/T 604-803-0049
Fr. Jeff Thompson (604) 929-1404	Angela Armeni 604-317-6382	Mike Field 604-904-9208	Sandie Atkinson 604-512-2755	Thomas Slivinski 778-684-0749	JP Flores 1-438-777-4219	John O'Flynn 604-803-7232	Sonya Essex 778-996-6944
Kathleen Kischer 604-992-7933	Maria Stagnitta 604-677-2458	Denise Morris Aiden Morris 604-785-4557	Elaheh Iranrad 778-798-8948	Jacob Christopher 604-500-4879	John Prescott 604-312-2294	Liz Schmidt 778-387-3113	Siiri Rebane 604-341-6084
Paolo Pelletier 604-341-1819	Scott Barber 778-888-6929	Philip Ryan 604-600-8146	Etienne O'Toole 778-828-8566	Greg McCaffery 604-986-2770	Michael Mendonca 778-798-4325	Morgan Tapp 778-228-0858 M/TW/TH	Pratisha Bhatta 604-378-8744
Joe Galat Diana Mattia 604-454-9705 604-765-3475 (C)	Chris Campbell 604-732-0130 (H) 604-358-4371 (C)	Nikcofar Alamdari 778-929-2995	Isabel Price 604-353-9198	Steve Vachon Joanne Treacy 604-983-8073	Marianne Hughes Elizabeth Hughes 604-929-8398	Gabrielle Young 604-989-3884	Rebecca Kostamo 778-881-3948 Judith Jordan 604-921-6972
CIR TEAM	Paul Savage 604-724-8161	Nick Appleton 778-513-4408	Jay Dear 778-227-3946	Colleen Stevenson 604-299-4123	Tony Domina 778-929-5504	Yvonne Halsall T/W/F (alternating) 604-916-7800	John Mendoza 604-430-3647
Margaret Martins 604-438-9345	Diane Bennett 604-945-3535	James Ferry 236-986-3752	Wendy Tang 604-363-1160	Patricia Kwok- Choon 604-985-2098	Mikaela Kitchener M/TW 604-329-4967 Cyprian Guss Th/F	Miriam Esmail M/Th/F 778-881-8503	Lisa Harlos 604-306-4472
Tim Horton Day 2 604-922-1856 (H) 604-785-2860 (C)	Christina Donovan 778-957-0788	Leo Lemos 604-764-5894	Jacky Chan 778-667-0776	Nicolae Cune Daniela Cune 604-986-8886	Leena Pandit 604-790-2261	Julia Chun Day 1 778-791-5413 Liz Gallant Day 2 604-764-5290	Melisa Savino D1 778-233-4146
Michelle Purkiss Matthew Purkiss 604-984-3632	Tashya De Silva 778-838-0311	Jessica Brown 778-317-8779	Kate Arkilelian 604-924-9492	Nicholas Cheng 778-998-0308	Felipe Grossling 604-787-5052	Sam Mok 604-789-9433	Katie Leung 236-989-2860
	Robert Woltowitsch 778-513-9732(C) 604-530-9244 (H)	Loui Salituro 778-709-9470	Jeremy Keong 604-328-8393	Linda Morrison 604-803-4096	Cesar Inducil 778-228-4684	Carol Sawdon D1 604-988-5480 Anita Pilar D2 778-638-0329	Jessica Krajicek D1 604-980-1711

• If you change your number, please notify the office and the person ahead of you. If the person you are calling is not at home, phone the next person, then keep trying to make the original call. The Principal will phone the teacher of the student. Pass on factual information: Who is involved. What happened. When staff will meet. Caution not to speak to media.

O:\DOCUMENTS\EMERGENCIES\STAFF PHONE LIST

Revised October 26, 2023





CRISIS TEAM PHONE LIST

Administrative Team Leader

Mieszki Krol	Principal	604-828-2769 (c)
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Administrative Support Persons

Joe Galat	Vice-Principal	604-454-9705 (h)	604-765-9705 (c)
Tim Horton	Vice-Principal	604-922-1856 (h)	604-785-2860 (c)
Margaret Martins	Vice-Principal	604-438-9345 (h)	604-782-2095 (c)
Michelle Purkiss	Vice-Principal	604-984-3632 (h)	604-818-6284 (c)

Student Care Persons

Elizabeth Hughes	Campus Ministry	604-929-8398 (h)	604-230-9365 (c)
Tashya De Silva	Counsellor	778-838-0311 (c)	

Gatekeepers

Greg McCaffery	Teacher	604-986-2770 (h)	778-836-5626 (c)
Loui Salituro	Teacher	604-924-9470 (h)	778-997-9470 (c)

Parent Response Team Coordinator

Christina Donovan	Office Manager	778-957-0788 (h)	778-957-0788 (c)
Elizabeth Schmidt	Secretary	778-387-3113 (c)	



PARISH & SCHOOL CONTACT LIST

North & West Vancouver

Christ the Redeemer Fr. Paul Goo
599 Keith Road, West Vancouver, B.C. V7T 1L8
Telephone 604-922-1371 parish.ctr@rcav.org

Holy Trinity Parish Rev. Lucio Choi
2725 Lonsdale Avenue, North Vancouver B.C. V V7N 3J2
Telephone 604-988-6304 pastor.htchurch@shaw.ca

St. Edmund's Parish Rev. Steny Mascarenhas, OCD
545 Mahon Avenue North Vancouver, B.C. V7M 2R7
Telephone 604-988-3211 parish.sed@rcav.org

St. Paul's Catholic Church Rev. T. Kurudeepan, OMI
424 West Esplanade North Vancouver, B.C. V7M 1A7
Telephone 604-984-6709 parish.spaunv@rcav.org

St. Stephen's Parish Rev. M. Schwab
1360 East 24th Street North Vancouver, B.C. V7J 1R5
Telephone 604-985-1962 parish.sste@rcav.org

St. Pius X Parish Rev. Jeff Thompson
1550 Mount Seymour Rd North Vancouver, B.C. V7G 1R6
Telephone 604-929-1404 parish.spx@rcav.org

St. Anthony's Parish Rev. Wilfred Gomes
2337 Inglewood Ave West Vancouver, B.C. V7V 1Z9
Telephone 604-926-6881 parish.sawv@rcav.org

Holy Trinity Elementary School

128 West 27th Street North Vancouver, B.C. V7N 2H1
Telephone 604-987-4454 office@holyltrinityschool.ca

Saint Anthony's Elementary School

595 Keith Road, West Vancouver, B.C. V7T 1L8
Telephone 604-922-0011 office@saswv.ca

Saint Edmund's Elementary School

535 Mahon Avenue, North Vancouver, B.C. V7M 2R7
Telephone 604-988-7364 office@stedmunds.ca

Saint Pius X Elementary School

1150 Mount Seymour Blvd, North Vancouver, B.C. V7G 1R6
Telephone 604-929-0345 office@saintpius.ca

Burnaby & Vancouver

St. Helen's Parish Rev. A. Lovato
3860 Triumph Street, Burnaby, B.C. V5C 1Y8
Telephone 604-298-4144 parish.shel@rcav.org

Holy Cross Parish Rev. C. Pastuszka
1450 Delta Ave, Burnaby, B.C. V5B 3G2
Telephone 604-299-3814 parish.hcb@rcav.org

Holy Rosary Cathedral Archbishop J. M. Miller
646 Richards Street, Vancouver, B.C. V6B 3A3
Telephone 604-682-6774 parish.hrc@rcav.org



EDUCATION COMMITTEE CONTACT LIST

Position	Name	Email	Phone Number	Parish
Archbishop's Representative	Rev. Father Jeff Thompson	jthompson@rcav.org	(604) 929-1404	St Pius X
Chairperson	Kathleen Kischer	kischer@telus.net	604-992-7933	Christ the Redeemer
Vice Chairperson	Pierre Pelletier	pcp720@icloud.com	604-341-1819.	St Paul's
Treasure	Carlos Fernandes	fernacd@hotmail.com	604-446-1266	Holy Trinity
Secretary	Pam Pasichnyk	pamkev@shaw.ca	604-839-2627	Holy Trinity
Building Maintenance Chair	Bill Edge	bedge1470@gmail.com	778-772-3249	Christ the Redeemer
Landscape & Yards Chair	Dan Fediw	danfediw@gmail.com	604 868 3576	St. Stephens
Parent Association Chair	Bernardo Altamirano	moniber.ba@gmail.com	6040219-8799	St Pius X
Member at Large				St. Stephens
Accounts Chair	Jerry Plana	gplana@telus.net germanplana63@gmail.com	604-999-6383	St Pius X
Design Chair	Tanya McMillan	tanyamcmillan@gmail.com	604 396 1810	St Paul's
Hiring Committee Chair	Michelle Khao	mckhao@yupangco.org	604-779-2311	St Anthony
Member At Large	Edizon Sobrepena	edizon.sobrepena@yahoo.com	604-780-1148	St Anthony
Member At Large	Julie Mercado	maganda340@gmail.com	604-987-9255	St Edmunds
Member At Large	Chris Lee	chrislee95@shaw.ca		St Edmunds



DEPARTMENT HEADS

PRINCIPAL	MIESZKI KROL
VICE-PRINCIPAL	JOE GALAT
VICE-PRINCIPAL	TIM HORTON
VICE-PRINCIPAL (INTERIM)	MARGARET MARTINS
VICE-PRINCIPAL (INTERIM)	MICHELLE PURKISS
POST-SECONDARY COUNSELLOR	LOUI SALITURO
ATHLETIC DIRECTOR	LOUI SALITURO / NICK APPLETON
CAMPUS MINISTRY	ELIZABETH HUGHES
CAREER EDUCATION	ELIZABETH GALLANT
CHRISTIAN EDUCATION	FELIPE GROSSLING
VISUAL & PERFORMING ARTS	KATE ARKILETIAN
ENGLISH	JOHN PRESCOTT
APPLIED SKILLS, DESIGN & TECHNOLOGY	ISABEL PRICE
MATH	ETIENNE O'TOOLE
MODERN LANGUAGES	MARIA STAGNITTA
PHYSICAL EDUCATION	STEVE VACHON
SCIENCE	JOANNE TREACY
SOCIAL STUDIES	JOHN O'FLYNN
PERSONAL COUNSELLING	TASHYA DE SILVA
LRC	MICHAEL FIELD
LIBRARY	DIANA MATTIA



DEPARTMENT MEMBERS

English Department Head: John Prescott

Angela Armeni	English 8
Jay Dear	Transitional English
Marianne Hughes	English 9
Jessica Krajcek	English 10
Diana Mattia	Honors English 8, Literary Studies 12
John Mendoza	English 8, English 10
John Prescott	English Studies 12, Creative Writing 12
Carol Sawdon	Honors Composition 11, Honors English 12, English Studies 12
Thomas Slivinski	English 9, First Peoples English 11

Visual and Performing Arts Department Head: Kate Arkilelian

Kate Arkilelian	Art 8, Art 9, Art 10, Art 11 & Art 12
Tim Horton	Instrumental Music Concert Band 11 & 12, Senior Jazz Ensemble
Rebecca Kostamo	Drama 8, Drama 9, Drama 10, Acting 11/12
Robert Weitowitsch	Band 8, Band 9, Band 10, Junior Jazz Ensemble

Applied Skills Design Technology/Business Education Department Head: Isabel Price

Scott Barber	Entrepreneurship 12, Accounting 11
Julia Chun	ADST 9
Joe Galat	AP Computer Science 12, Electronics and Robotics 10
Michael Mendonca	ADST 8, ADST 9, Robotics 11
Isabel Price	ADST 9, Robotics 10, Robotics 11, Media Arts 11/12
Phillip Ryan	Economics 12, Marketing 11

Math Department Head: Etienne O'Toole

Jacky Chan	AW Math 8/9, Math 8
Julia Chun	Math 8, Math 10
Nicolae Cune	Math 9
Tony Domina	Foundations of Math 12
JP Flores	WP Math 11, Pre-Calculus Math 12, Calculus 12, AP Calculus 12
Margaret Martins	Pre-Calculus Math 11
Michael Mendonca	Math 8
Etienne O'Toole	Enriched Math 8/9, Pre-Calculus Math 11, Foundations of Math 11
Phillip Ryan	Math 8

Modern Languages Department Head: Maria Stagnitta

Tony Domina	French 8, French 9
Paul Savage	French 9, French 11, French 12
Maria Stagnitta	French 10, Intro Spanish 11, Spanish 11

Christian Education Department Head: Felipe Grossling

Angela Armeni	Christian Education 8
Jacky Chan	Christian Education 8
Felipe Grossling	Christian Education 12
Cesar Inducil	Christian Education 9
Jeremy Keong	Christian Education 11
Etienne O'Toole	Christian Education 10
Bianca Rojo	Christian Education 8
Colleen Stevenson	Christian Education 10
Robert Weitowitsch	Christian Education 9



DEPARTMENT MEMBERS

Physical Health & Education Department Head: Steve Vachon

Nick Appleton	PE Academy 8 Boys, PHE 10, PHE 11/12
John Prescott	PE Academy
Michelle Purkiss	PHE 8, PHE 9
Melisa Savino	PHE 8, PHE 10
Steve Vachon	PHE 9, PHE 10, PE Kaizen, PHE Academy Boys, PHE Academy Girls

Science Department Head: Joanne Treacy

Nick Appleton	Science 8, Anatomy and Physiology 12
Jacky Chan	Science 8
Cesar Inducil	Science 9, Science 10
Elizabeth Gallant	Earth Science 11
Anita Pilar	Science 10, Anatomy 12
Bianca Rojo	Math 9, Math 10
Phillip Ryan	Science 9
Joanne Treacy	Science 10, Chemistry 11, Chemistry 12

Social Studies Department Head: John O'Flynn

Angela Armeni	Social Studies 9
Felipe Grossling	20 th Century World History 12, Philosophy 12
Marianne Hughes	Social Studies 8
Jeremy Keong	Human Geography 12
Jessica Krajicek	Social Studies 8
Greg McCaffery	Social Studies 9, Social Studies 10, Law 12, Psychology 12
John O'Flynn	Social Studies 10
Loui Salituro	Comparative Cultures 12, Political Studies 12

Career Education Department Head: Elizabeth Gallant

Career Life Connection	Elizabeth Gallant
Career Life Education	John O'Flynn
Grade Level Advisors	Marianne Hughes (Gr. 8), Jessica Krajicek (Gr. 9), Colleen Stevenson (Gr. 10), Melisa Savino (Gr. 11), Loui Salituro (Gr. 12)

LRC Coordinator: Mike Field

Resource Teachers	Scott Barber, Mike Field, Denise Morris, Colleen Stevenson
Paraeducators	Niloofar Alamdari, Tisha Bhatta, Jessica Brown, Nicolas Cheng, Jacob Christopher, Jack Coyne, Daniela Cune, Jay Dear, Miriam Esmail, Sonya Essex, James Ferry, Cyprian Guss, Miriam Halsall, Elaheh Iranrad, Mikaela Kitchener, Sam Mok, Aiden Morris, Linda Morrison, Matthew Purkiss, Moe Tapp, Gabrielle Young

Library

Teacher Librarian	Diana Mattia
Library Technician	Elaheh Iranrad
Library Teachers	John Mendoza

Athletic Directors

Nick Appleton
Loui Salituro

Campus Ministry

Elizabeth Hughes



Living, Celebrating, and Proclaiming Our Faith





HOMEROOM ASSIGNMENTS

8-1	Homeroom	K. Arkiletian	103
8-2	Homeroom	N. Appleton	204
8-3	Homeroom	A. Armeni	407
8-4	Homeroom	T. Domina	310
8-5	Homeroom	J. Mendoza	104
9-1	Homeroom	N. Cune	202
9-2	Homeroom	C. Inducil	409
9-3	Homeroom	G. McCaffery	411
9-4	Homeroom	E. O'Toole	220
10-1	Homeroom	R. Woitowitsch	C103
10-2	Homeroom	I. Price	114
10-3	Homeroom	S. Barber	219
10-4	Homeroom	J. O'Flynn	408
10-5	Homeroom	M. Stagnitta	309
10-6	Homeroom	J. Chan	402
11-1	Homeroom	J. Flores	C104
11-2	Homeroom	P. Ryan	203
11-3	Homeroom	T. Slivinski	301
11-4	Homeroom	S. Vachon	406
12-1	Homeroom	F. Grossling	410
12-2	Homeroom	J. Keong	302
12-3	Homeroom	J. Prescott	102
12-4	Homeroom	J. Treacy	205

Spare Teachers:

M. Hughes
D. Mattia
L. Salituro
C. Stevenson
Chun (D1)

Savino (d1)
Sawdon (D1)
Pilar (D2)
Krajicek (D1)
Gallant (D2)



ARRIVALS / DISMISSALS / CLOSURES

Arrivals/Dismissals/Closures

- Regular Daily Schedule: 8:30 am to 3:00 pm
- Late Start Schedule: 9:20 am to 3:00 pm (Every Monday)

DATE	REASON	DESCRIPTION
2023		
September 5, Tuesday		First day of school for all students
September 18, Monday	Gr. 8 Meet the Teacher Night	7:00 pm
September 26, Tuesday	Gr. 12 Parent Night	7:00 pm
September 29, Friday	Professional Development	School Closed
October 2, Monday	National Day for Truth & Reconciliation	School Closed
October 9, Monday	Thanksgiving Day	School Closed
October 20, Friday	Professional Day	School Closed
November 1, Wednesday	Report Card Prep	School Closed at 12:05 pm
November 13, Monday	Remembrance Day	School Closed
November 14, Tuesday	Professional Development	School Closed
November 20, Monday	Parent/Teacher Conferences	School Closed
November 24, Friday	Professional Development	School Closed
December 22, Friday to January 8, Monday	Last Day Before Christmas Break	School Closed
2024		
February 15 & 16, Thursday & Friday	Catholic Educators Conference	School Closed
February 19, Monday	BC Family Day	School Closed
February 26, Monday	Parent Teacher Conference	School Closed
March 8-24, Monday – Friday	Spring Break	School Closed
March 29, Friday	Good Friday	School Closed
April 1, Monday	Easter Monday	School Closed
May 17, Friday	Professional Development	School Closed
May 20, Monday	Victoria Day	School Closed
June 7, Friday	Grade 12 Graduation	
June 26, Wednesday	Last Day for Students	School Closed for Summer
June 27, Thursday	Last Day for Teachers	



STAFF TIMETABLE

Teacher Block	Nick Appleton	Kate Arkilettian	Angela Armeni	Scott Barber	Jacky Chan	Julia Chun	Nicolae Cune	Jay Dear	Tony Domina	Michael Field	John Flores	Joe Galat
A	PHE 11/12 Aux Gym	Art Studio 10 103	Socials 9-4 410	Prep	AW Math 8/9 220	Math 8-5 407	Physics 11-1 202	EA	French 8-3 310	LRC	Precalc Math 12-1 C104	Admin
B	Anatomy 12-1 204	Art 9 103	English 8-5 409	Entr'ship 12-1 219	Science 8-2 202	Math 10-1 407	Prep	Trans Eng 11 310	Prep	LRC	WP Math 11 C104	AP Comp Sci 12 403
C	PHE 9-2 Gym	FA DH	Christian Educ 8-5 102	Entr'ship 12-2 219	Science 8-3 204	Math 10-3 407	Math 9-4 202	EA	French 8-4 310	LRC	Prep	Admin
D	Science 8-4 204	Prep	Socials 9-5 407	LRC	Prep	ADST 9 106C	Physics 12-1 202	EA	French 9-3 310	LRC	Calculus 12 C104	Admin
E		Art Studio 12 103	Prep	LRC	Math 8-3 220		Physics 11-2 202	EA	French 8-2 310	LRC	Calculus 12 C104	Elect & Rob 10 114
F	Athl Dir	Art Studio 11 103	Christian Educ 8-1 407	LRC	Science 8-5 203		Physics 12-2 202	Trans Eng 11 301	Found Math 12 310	LRC	Precalc Math 12-2 C104	Admin
G	Science 8-3 202	Art Studio 11 103	Christian Educ 8-3 407	Accounting 11 219	Science 8-1 202		Math 9-1 310	EA	Library	LRC	Precalc Math 12-3 C104	Admin
H	PHE 10-3 Gym	Art 8 103	Socials 9-3 407	LRC	Chr Educ 410		Math 9-2 202		French 8-1 310	LRC	AP Calculus 12 C104	Admin

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Teacher Block	Nick Appleton	Kate Arkilettian	Angela Armeni	Scott Barber	Jacky Chan	Julia Chun	Nicolae Cune	Jay Dear	Tony Domina	Michael Field	John Flores	Joe Galat
X	Homeroom 8-2 204	Homeroom 8-1 103	Homeroom 8-3 407	Homeroom 10-3 219	Homeroom 10-6 402	Day 1 relief	Homeroom 9-1 202	EA	Homeroom 8-4 310	relief	Homeroom 11-1 C104	Admin

Teacher Block	Liz Gallant	Felipe Grossling	Tim Horton	Marianne Hughes	Cesar Inducil	Jeremy Keong	Rebecca Kostamo	Jessica Krajicek	Margaret Martins	Diana Mattia	Greg McCaffery	Michael Mendonca
A		Rel DH		English 9-2 409	Prep	Christian Educ 11-1 302		English 10-1 C103	Admin	Library	Law Studies 12-1 411	Robotics 11 108/114
B		Christian Educ 12-1 410		Prep	Science 9-2 203	Christian Educ 11-2 302		Socials 8-5 C103	Admin	Library	Socials 10-5 411	Math 8-1 408
C		20th C Wrid History 12 410		English 9-2 409	Science 10-5 203	Hum Geo 12 302	Drama 8 C101	GLA 9	Admin	Literary Studies 12 104	Socials 9-1 411	ADST 8 403
D		Philosophy 12 410		Socials 8-1 409	Christian Educ 9-5 102	JEDI	Drama 9 C101	English 10-3 C103	Admin	Library	Psychology 12-1 411	ADST 9 402
E	Earth Sci 11 205	Christian Educ 12-3 410	Concert Band 11/12 C201	Socials 8-4 409	Christian Educ 9-1 102	Christian Educ 11-3 302	Drama 10 C101		Precalc Math 11-1 406	Library	Prep	
F	CLC Prep	Christian Educ 12-4 410	Admin	Socials 8-3 409	Christian Educ 9-4 102	Prep	Drama 11/12 C101		Precalc Math 11-2 406	Library	Socials 9-2 411	
G	CLC Prep	Christian Educ 12-2 410	Media Arts 11/12 Assistance	Socials 8-2 409	Science 9-4 205	Hum Geo 12 302			Prep	Enr Eng 8 406	Psychology 12-2 411	
H		Prep	Admin	GLA 8	Camp Min	Christian Educ 11-4 302			Precalc Math 11-4 406	Library	Law Studies 12-2 411	

Y			Jazz Band 10/11/12 C 201									
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Teacher Block	Liz Gallant	Felipe Grossling	Tim Horton	Marianne Hughes	Cesar Inducil	Jeremy Keong	Rebecca Kostamo	Jessica Krajicek	Margaret Martins	Diana Mattia	Greg McCaffery	Michael Mendonca
X	Day 2 Relief	Homeroom 12-1 410	Admin	GLA 8	Homeroom 9-2 409	Homeroom 12-2 302	relief	GLA 9	Admin	relief	Homeroom 9-3 411	Day 1 Relief



STAFF TIMETABLE

Teacher Block	John Mendoza	John O'Flynn	Etienne O'Toole	Anita Pilar	John Prescott	Isabel Price	Michelle Purkiss	Siiri Rebane	Bianca Rojo	Phillip Ryan	Lou Salituro	Paul Savage
A	English 8-2 104	Career Ed 10-1 408	Math DH		English 12 102	Robotics 11 106/114	PHE 8-3 Gym		Math 10-5 219	Science 9-1 203	Acad Couns	Core French 11-1 311
B	English 10-2 104	Prep	Christian Educ 10-3 220		Writing 12 102	ADST 9 402	PHE 9-1 Gym		A&W Math 10 106	Prep	Acad Couns	Core French 11-2 311
C	Library	Socials 10-2 408	Christian Educ 10-1 220		Prep	ADST 8 402	PHE 9-3 Gym		Prep	Economics 12 106	Comparative Cultures 12 C103	Core French 12-1 311
D	English 8-4 104	Socials 10-1 408	Enr Math 8/9 220		Eng DH	Media Arts 11/12 403	Prep		Biology 11 203	Math 8-2 302	Prep	Prep
E	Prep	Career Ed 10-2 408	Prep	Science 10-3 204	PHE Acad 8 Gym	Robotics 10 106C	Admin		Math 10-4 104	Science 9-3 203	Acad Couns	French 9-2 311
F	English 8-3 104	Socials 10-3 408	Christian Educ 10-2 220	Science 10-4 204	PHE Acad Boys Gym	Prep	Admin		Chr Educ 8-4 219	Marketing 11 106	Political Studies 12 302	French 9-1 311
G	English 10-2 104	Socials 10-4 408	PC Math 11-3 220	Science 10-1 204	PHE Acad Girls Gym	ADST DH	Admin		Math 9-3 106	Math 8-4 203	Acad Couns	Core French 12-2 311
H	English 10-5 104	Soc DH	Found of Math 11 220	Anatomy 12 204	English 12-3	ADST 9 402	Admin		Math 10-2 106	Science 9-5 203	GLA 12	Core French 11-3 311

Y								Choral 8-12 Rm C300				
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Teacher Block	John Mendoza	John O'Flynn	Etienne O'Toole	Anita Pilar	John Prescott	Isabel Price	Michelle Purkiss	Siiri Rebane	Bianca Rojo	Phillip Ryan	Lou Salituro	Paul Savage
X	Homeroom 8-5 104	Homeroom 10-4 408	Homeroom 9-4 220	Day 2 Relief	Homeroom 10-2 102	Homeroom 11-4	Admin		Homeroom 8-6 106	Homeroom 11-2 203	GLA 12	Homeroom 9-5 311

Teacher Block	Melisa Savino	Carol Sawdon	Thomas Silvinski	Maria Stagnitta	Colleen Stevenson	Joanne Treacy	Steve Vachon	Robert Woltowitsch	HERS AVAILABLE Call (DH, GLA, etc)	TEACHERS AVAILABLE Second Call (Spares)
A	PHE 8-1 Gym	Honours Eng 12 406	English 9-3 301	Core French 10-2 309	LRC	Chemistry 11-1 205	Prep	Concert Band 10 C201	Grossling O'Toole Salituro	Barber Inducil Vachon
B	PHE 8-2 Gym	Honours Comp 11 406	English FP 11-2 301	Intro Spanish 11 309	LRC	Science 10-2 205	PHE Kaizen Aux Gym	Prep	Salituro Woltowitsch	Cune Domina Hughes
C	GLA 11	English Stud 12-5 406	English FP 11-3 301	Core French 10-4 309	LRC	Chemistry 12-1 205		Concert Band 8A C201	Arkilettan Krajcek Savino	Flores Prescott Rojo
D	PHE 10-4 Gym	English Stud 12-2 Sawdon	English FP 11-4 301	Mod Lang DH	Christian Educ 10-5 219	Chemistry 11-2 205	PHE 10-2 Gym	Concert Band 9 C201	Keong Prescott Stagnitta	Arkilettan Chan Purkiss
E			English 9-4 301	Prep	Prep	Sci DH	Acad PHE 8 Gym	in lieu	Salituro Treacy Vachon	Armeni McCaffery Mendoza Woltowitsch
F			Prep	Core French 10-1 309	GLA 10	Chemistry 12-2 205	PHE Acad Boys Gym	Christian Educ 9-3 C103	Appleton Gallant Stevenson	Keong Price Silvinski
G			English FP 11-5 301	French 10-3 309	LRC	Prep	PHE Acad Girls Gym	Christian Educ 9-2 C103	Gallant Price Salituro	Appleton Martins Treacy
H			English 9-1 301	Spanish 11 309	Christian Educ 10-4 219	Chemistry 11-3 205	PHE 10-1 Gym	Band/ADST 8B C201/403	Hughes Inducil O'Flynn	Grossling Inducil

Y								Jazz Band 8/9/10 C 201		
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Teacher Block	Melisa Savino	Thomas Silvinski	Maria Stagnitta	Colleen Stevenson	Joanne Treacy	Steve Vachon	Robert Woltowitsch	Jacky Chan	TEACHERS AVAILABLE for Homeroom
X	GLA 11	Homeroom 11-3 301	Homeroom 10-5 309	GLA 10	Homeroom 12-4 205	Homeroom 11-4 406	Homeroom 10-1 C201	Homeroom 10-6 402	Hughes Matia Salituro Stevenson Chun (D1) Gallant (D2) Sawdon (D1) Silvinski (D1) Pilar (D2) Krajcek (D1)



STAFF ABSENCE PROCEDURES

Teachers

If you know in advance you are going to be away from school, you must inform Joe by the Friday prior to the week of your absence. You must inform Tim of the general category for your absence as follows:

A = Athletics	J = Jury Duty	O = Other
D = Discretionary	L = Leave (unpaid)	P = Pro-D/Meeting
E = Excused	M = Medical App't	Q = Quarantine
F = Field Trip	N = Not Excused	S = Sick
		V = Vacation (Paid)

If your absence is to be considered as Medical (ie. for an appointment), please check the proposed date with Joe first. If your absence is to be considered as Special or Extended Leave, it must be approved in advance by Mieszko Krol.

If you are calling in sick or otherwise unable to work on the day of:

1. You must telephone Joe at (604) 765-9705 between 6:30-7:00 A.M.
2. You must email office@aquinas.org with your work and location of your black book.
3. If you do not get a response from Joe by 7:00 A.M., you must telephone either:
Mieszko Krol at (604) 828-2769 (cell)
Margaret Martins (Day 1) at (604) 782-2095 or Michelle Purkiss (Day 2) at (604) 818-6284

You can also call Joe the night before if you know you are going to be away sick and he will send you an email confirmation. **Please do not rely on an unanswered email or text message.**

You are responsible for ensuring that your supervision duties are covered during your absence. To do this, please ensure that your substitute teacher is aware of these, or switch with someone.

Teacher Aides

If you know in advance you are going to be away from school, you must inform Michael and Joe by the Friday prior to the week of your absence. You must inform Joe of the category for your absence (as indicated above) and whether or not a substitute aide is required. If your absence is Special or Extended Leave, it must be approved in advance by Mieszko.

If you are calling in sick or otherwise unable to work on the day of, you must email Michael and Joe between 6:30 and 7:00 A.M. If you are switching days to be worked, you must inform Michael. It is not necessary to inform Joe of this.

cont.



STAFF ABSENCE PROCEDURES

Internal Coverage

You may be asked on occasion to cover a class for a colleague. Internal coverage is utilized when a significant number of teachers and students are out of the building (ie. retreats), when there are miscellaneous blocks to be covered, or in urgent situations where there is insufficient time to call in a substitute. For each block, there are two or more teachers on first call for internal coverage, and several teachers on second call. For teachers covering a full class, there is a small stipend.

BLOCK	TEACHERS [First Call – DH, GL, etc.]	TEACHERS [Second Call - Spares]
A Block	<i>Grossling, O'Toole, Salituro</i>	<i>Barber, Inducil, Vachon</i>
B Block	<i>Salituro, Woitowitsch</i>	<i>Cune, Domina, Hughes, O'Flynn, Ryan</i>
C Block	<i>Arkiletian, Krajicek, Savino</i>	<i>Flores, Prescott, Rojo</i>
D Block	<i>Keong, Prescott, Salituro</i>	<i>Arkiletian, Chan, Purkiss, Salituro, Savage</i>
E Block	<i>Salituro, Treacy, Vachon</i>	<i>Armeni, McCaffery, Mendoza, O'Toole, Stagnitta, Woitowitsch</i>
F Block	<i>Appleton, Gallant, Stevenson</i>	<i>Keong, Price, Slivinski</i>
G Block	<i>Gallant, Price, Salituro</i>	<i>Appleton, Martins, Treacy</i>
H Block	<i>Hughes, Inducil, O'Flynn, Salituro</i>	<i>Grossling</i>
Advisory	<i>Hughes, Mattia, Salituro, Chun (D1), Gallant (D2)</i>	<i>Sawdon (D1), Pilar (D2), Krajicek (D2), Savino (D1)</i>

Please be aware that in an emergency situation you may be asked to cover a class without advance notice. One of our primary responsibilities as a school is to maintain an appropriate standard of care for the students, which means having a teacher in all classrooms at all times.

Leaving Class Materials

Your black attendance book and suitable lesson materials must be readily available for the substitute teacher. These are to be handed in to the office the day before you will be away. (This becomes very important on a day when numerous teachers will be away ie. retreats).

In the case of an unplanned absence the materials are to be left in your staff mailbox and the office informed of this. Lesson plans and whereabouts of your black attendance book should be emailed to office@aquinas.org . You are responsible for providing appropriate and sufficient instructional materials during your absence. Please avoid taking your black attendance book home with you. In the event of your absence, it is needed here at the school.

Returning From An Absence

Your substitute will record attendance manually and send it to the office, where it will be entered electronically. Upon your return, you should verify that attendance was taken and recorded.



STAFF ABSENCE PROCEDURES

Supplemental Information

A full-time teacher is entitled to paid sick leave of up to fifteen days each academic year (pro-rated for part-time teachers).

Three of these days may be taken for the care of a primary relative (e.g. parent or child).

A full-time teacher is entitled to carry forward to the following year a maximum of ten unused sick leave days per year to a total cumulative sick leave time of twenty-five days in each year.

For full-time educational assistants the allowable sick leave is ten days (pro-rated for part-time staff).

If a staff member is away sick for more than five consecutive days, they must transition to a short-term disability or take unpaid leave.

Requests for special leave days need to be sent to Mieszko and then copied to Joe. If more than one day they may require approval from the Regional Education Committee.



STAFF MEETING DATES

Staff Meeting Dates

Grade Level Academic Advisor Meetings			
Date	Day	Time	
September	TBA	After Grade 8 meeting	
October	TBA	All day	
November	TBA	All day	
December	TBA	All day	
January	TBA	All day	
February	TBA	All day	
March	TBA	All day	
April	TBA	All day	
May	TBA	All day	
June	TBA	All day	
Arranged by Mr. Field			
Professional Development Days			
Date	Day	Time	Note
September 29	Friday	All day	Professional Development
November 1	Wednesday	Early dismissal 12:05 pm	Report Card Prep
November 14	Tuesday	All day	Professional Development
November 24	Friday	All day	Professional Development
February 15	Thursday	All day	Catholic Educators Conference
February 16	Friday	All day	Catholic Educators Conference
May 17	Friday	All day	Professional Development
Parent Teacher Interviews			
Date	Time		Note
November 17, Friday	3:30 – 8:30 pm (Break 5:00 – 6:00 pm)		Parent/Teacher Conference
November 20, Monday	10:00 – 5:00 pm (Break 12:00 – 1:00 pm)		Parent/Teacher Conference
February 23, Friday	3:30 – 8:30 pm (Break 5:00 – 6:00 pm)		Parent/Teacher Conference
February 26, Monday	10:00 – 5:00 pm (Break 12:00 – 1:00 pm)		Parent/Teacher Conference
Noteworthy Events			
Date	Time		Event
Nov 28, Tuesday	Day and Evening		Open House
May 31, Friday	Evening		International Night
June 7, Friday	10:45 am		Grad Mass
June 20, Thursday	7:00 pm		Grade 12 Convocation
June 23, Sunday	Evening		Grad Dinner Dance



SUPERVISION SCHEDULE

SHIFT	TIME & LOCATION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	BEFORE SCHOOL - PATROL	8:20 - 9:10 **	8:00 - 8:25 *	8:00 - 8:25 *	8:00 - 8:25 *	8:00 - 8:25 *
#1	Level 1 & 2 - Main Bldg & Sci Wing	Morrison	Arkiletian	D. Cune	Arkiletian	D. Cune
#2	Level 3 & 4 - Main Building	Kitchener	Savage	Ryan	Savage	Ryan
#3	Level 4 - Library	Iranrad	Mattia	Mattia	Mattia	Mattia
#4	Convent (Instrument Drop-Off)	Essex	Young	Flores	Young	Esmail
#5	Crosswalk (W. Keith at Forbes)	Cheng	Inducil	McCaffery	Inducil	McCaffery

SHIFT	LUNCH - DTs & STUDY HALL	1:00 - 1:50 **	12:50 - 1:40 **	1:00 - 1:50 **	1:05 - 1:55 **	12:50 - 1:40 **
#6	Room 310 - Detentions	Grossling	Mendoza	Stagnitta	Domina	Treacy
	(Administration Backup)	Krol, Galat, Horton, Martins, Purkiss				
#7	Room 219 - Study Hall	Stevenson	M. Hughes	Salituro	Barber	Savino (D1)

SHIFT	LUNCH TIME - PATROL (1st Half)	1:00 - 1:25 *	12:50 - 1:15 *	1:00 - 1:25 *	1:05 - 1:30 *	12:50 - 1:15 *
#8	Level 1 - Main Bldg & Sci Wing	Chun (D1)	Chun (D1)	Krajicek (D1)	Krajicek (D1)	Mendonca (D1)
		D'Silva (D2)	D'Silva (D2)	Pilar (D2)	Pilar (D2)	Guss (D2)
#9	Level 2 - Main Bldg & Sci Wing	Brown	Halsall	Bhatta	Bhatta	Brown
#10	Level 2 - Served & Cafeteria	E. Hughes	E. Hughes	Dear	E. Hughes	Dear
#11	Level 2 - Main Gymnasium	Prescott	Vachon	Appleton	Vachon	Mok
#12	Level 3 & 4 - Main Building	Field	Sawdon (D1)	Sawdon (D1)	Field	Chan
			Gallant (D2)	Gallant (D2)		

SHIFT	LUNCH TIME - PATROL (2nd half)	1:25 - 1:50 *	1:15 - 1:40 *	1:25 - 1:50 *	1:30 - 1:55 *	1:15 - 1:40 *
#13	Level 1 - Main Bldg & Sci Wing	Rojo	Leung	Rojo	Leung	Alamdari
#14	Level 2 - Main Bldg & Sci Wing		Nguyen	Gordy	Nguyen	Gordy
#15	Level 2 - Served & Cafeteria	Coyne	Field	Field	Field	Ferry
#16	Level 2 - Main Gymnasium	Prescott	Christopher	Mok	Christopher	Appleton
#17	Level 3 & 4 - Main Building	Price	O'Flynn	Price	O'Flynn	Matt Purkiss
#18	Level 4 - Library	Mattia	Mattia	Mattia	Mattia	Mattia

SHIFT	AFTER SCHOOL - PATROL	3:00 - 3:25 *	3:00 - 3:25 *	3:00 - 3:25 *	3:00 - 3:25 *	3:00 - 3:25 *
#19	Level 1 & 2 - Main Bldg & Sci Wing	Armeni	Armeni	Tang	Tang	Tang
#20	Level 3 & 4 - Main Building	D. Morris	De Silva	Alamdari	De Silva	A. Morris
#21	Level 4 - Library	Iranrad	Iranrad	Iranrad	Iranrad	Iranrad
#22	Convent (Instrument Pick-Up)	Flores	Woitowitsch	Woitowitsch	Woitowitsch	Woitowitsch
#23	Outside (Front of School)	Chan	Keong	Slivinski	Keong	Slivinski
#24	Crosswalk (W. Keith at Forbes)	O'Toole	N. Cune	A. Morris	N. Cune	O'Toole

* = 25 minute shift

** = 50 minute shift



SUPERVISION RESPONSIBILITIES

Responsibilities of the School

The school's responsibility to provide adequate supervision is identified in the CISVA's job description for the position of Principal:

"The Principal will ensure that there is adequate supervision at all school and school-sponsored activities."

There are also legal expectations with respect to fulfillment of student supervision assignments. The reference point for these expectations is defined as Standard and Duty of Care.

Responsibilities Of The Teacher

All teachers are expected to assist in the supervision of the school. This requirement is listed in section 7c of the teacher contract titled "Duties and Responsibilities":

"to enforce the school regulations, to follow written school policy, to assist in the supervision of the school, as requested by the Employer"

In addition to reinforcing school policy with respect to student behavior and uniform code, there are additional expectations for the various shifts, which have defined as follows:

#1, 8, 9, 12, 17, Level 1/2 Main Building & Science Wing (circulating)

#2, 11, 15, 18 Level 3/4 Main Building (circulating)

- maintaining a safe and orderly environment for the students
- ensuring that students are cleaning up after themselves

#3, 16, 19 Level 4 Library

- maintaining a quiet and respectful study environment
- ensuring that library books are checked out properly
- ensuring that chrome books and lap tops are checked out and returned properly

#4, 20 Convent – Upper & Lower Hallways (including Instr. Drop-Off/Pick-Up)

- maintaining a safe and orderly environment for the students
- opening the Instrument Storage Room for students
- ensuring that instruments/equipment are not taken by others

cont.



SUPERVISION RESPONSIBILITIES

#6, 7 Room 310 & 409 – Detention & Study Supervision

- recording attendance for students who been assigned detentions
- maintaining a quiet and studious atmosphere in the detention room
- ensuring compliance with no electronics policy during detentions
- ensuring that homework or study is undertaken in the study hall
- Note: These shifts are for the duration of the entire lunch hour

#9, 13 Level 2 Servery & Cafeteria

- maintaining a safe and orderly environment for the students
- ensuring that students are lining up for food in an orderly fashion
- ensuring that students are cleaning up after themselves
- ensuring that plates and cutlery are returned to the proper stations

#10, 14 Level 2 Main Gymnasium

- maintaining a safe and orderly environment for the students
- ensuring that students engaged in physical activity are dressed appropriately
- ensuring that the necessary safety precautions are in place for activities
- ensuring that no students are present on the stage or in the stairwells

#21 Outside Area – Front of School

- maintaining a safe and orderly environment for the students
- ensuring that no students from other schools are on our property

#5, 22 Crosswalk Supervision

- maintaining a safe crossing at the west crosswalk on West Keith Road
- ensuring that students are not jaywalking across West Keith Road
- staff on supervision must wear high visibility vests
- staff on supervision must use portable STOP sign to halt traffic

Staff members are responsible for ensuring that their supervision shifts are covered if they are not here, either by delegating their shifts to their substitute teacher via their class notes or switching shifts with another staff member.



BELL SCHEDULE

MONDAY (all)		TUESDAY (most)		THURSDAY (some)		WEDNESDAY / THURSDAY / FRIDAY	
Late Start		Short Activity Schedule		Long Activity Schedule		Regular Schedule	
for Staff Meetings / Pro-D		for Assembly or Chapel		for Assembly or Monthly Mass		for Classes only	
8:00 A.M.	WELCOME	8:25 A.M.	WELCOME	8:25 A.M.	WELCOME	8:25 A.M.	WELCOME
Staff / Dept Meetings or Professional Development		8:30 A.M.	MORNING NEWS and PERIOD 1 75 min	8:30 A.M.	MORNING NEWS and PERIOD 1 65 min	8:30 A.M.	MORNING NEWS and PERIOD 1 85 min
9:15 A.M.	WELCOME	↓		↓		↓	
9:20 A.M.	MORNING NEWS and PERIOD 1 70 min	9:45 A.M.		9:35 A.M.		9:55 A.M.	
↓		BREAK	10 min	BREAK	10 min	BREAK	15 min
10:30 A.M.		9:55 A.M.	PERIOD 2 65 min	9:45 A.M.	PERIOD 2 60 min	10:10 A.M.	PERIOD 2 75 min
11:00 A.M.		11:00 A.M.		10:45 A.M.		11:25 A.M.	
TRANSITION	10 min	TRANSITION	10 min	TRANSITION	10 min	TRANSITION	10 min
10:40 A.M.	PERIOD 2 65 min	11:10 A.M.	SHORT ADVISORY or ASSEMBLY or WEEKLY MASS 35 min	10:55 A.M.	LONG ADVISORY or ASSEMBLY or MONTHLY MASS 60 min	11:35 A.M.	PERIOD 3 75 min
11:45 A.M.		11:45 A.M.		11:55 A.M.		12:50 P.M.	
TRANSITION	10 min	BREAK	10 min	BREAK	10 min	LUNCH	45 min
11:55 A.M.	PERIOD 3 65 min	11:55 A.M.	PERIOD 3 65 min	12:05 A.M.	PERIOD 3 60 min	TRANSITION	10 min
1:00 P.M.		1:00 P.M.		1:05 P.M.		1:45 P.M.	PERIOD 4 75 min
LUNCH	45 min	LUNCH	45 min	LUNCH	45 min	3:00 P.M.	
TRANSITION	10 min	TRANSITION	10 min	TRANSITION	10 min	3:00 P.M.	DISMISSAL
1:55 P.M.	PERIOD 4 65 min	1:55 P.M.	PERIOD 4 65 min	2:00 P.M.	PERIOD 4 60 min	Day 1 for Sep-Jan = A/B/C/D	
3:00 P.M.	DISMISSAL	3:00 P.M.	DISMISSAL	3:00 P.M.	DISMISSAL	Day 1 for Feb-June = D/C/B/A	
						Day 2 for Sep-Jan = E/F/G/H	
						Day 2 for Feb-June = H/G/F/E	



Living, Celebrating, and Proclaiming Our Faith



EMERGENCY PROTOCOLS

FIRST AID

FIRE DRILL

EARTHQUAKE

LOCK DOWN

EVACUATION ROUTES / ASSEMBLY PLAN

EMERGENCY RESPONSE TEAMS



FIRE DRILL PROCEDURES

In the event of a fire or a drill designated as such, the procedures are as follows:

Upon hearing the fire bell,

DESIGNATE – one student to leave last and ensure the door and windows are closed

EVACUATE –lead students out of the building via primary fire exit to the assembly area

- If the primary fire exit is blocked, lead students out via secondary exit.
- Ensure your students know the primary and secondary fire exit routes.
- Students must not run. They are to walk briskly and orderly in single file.
- Students must exit the building quietly so that instructions may be heard.
- Be sure to bring your black attendance book with you.

At the assembly area

ATTENDANCE – record attendance in black book and send runner to Command Centre

REPORT – report all students present or students missing to the Incident Commander.

RETURN – lead students back into the school when directed to do so by Administration

EARTHQUAKE PROCEDURES

In the event of an earthquake or a drill designated as such, the procedures are as follows:

During the earthquake, direct students to

DROP – under a sturdy desk, table or solid piece of furniture, or against an interior wall

COVER –head, neck and face, and face away from windows or other glass

HOLD – if furniture moves, stay under and move with it

After the earthquake has stopped

COUNT – direct students to count aloud to 60 after the shaking has stopped

ASSESS – quickly assess any potential injuries, any potential damage to immediate area

LISTEN – for verbal instructions from Administration on whether or not to evacuate

DESIGNATE – one student to leave last, ensure everyone who can leave has done so, and post the ROOM CLEAR/HELP REQ'D sign (found in the classroom emergency backpack kit)

EVACUATE – bring backpack and lead students out of the building to the assembly area using the evacuation route posted in the classrooms and black books (keeping away from exterior walls, gas meter, overhead power transmission lines, and other potential hazards)

At the assembly area

ATTENDANCE – record attendance in black book and send runner to Command Centre

REPORT – report all students present or students missing to the Incident Commander.

RETURN – lead students back into the school when directed to do so by Administration



FIRST AID PROCEDURES

In the event of a first aid incident, the procedures for the teacher or supervising adult are as follows:

- Any and all first aid incidents must be reported to the office.
- For any student requiring first aid, stay with the student and send a runner to the office.
- The office will then send a qualified first aid person to attend to the student.
- Any teacher or supervisor is responsible for that student until they have been handed over to a qualified first aid person.
- All first aid incidents must be documented at the office and an accident report completed.
- Teachers in need of first aid must come to the office or send a runner for help.

FIRST AID ATTENDANTS

Jay Dear

Michelle Purkiss

Paul Savage

SPILLED BODILY FLUIDS

All body fluids (blood, vomit, feces, saliva) have the potential to infect people with diseases such as Hepatitis B, HIV or other serious illnesses.

- The procedures for teachers or supervisors responding to spilled body fluids are as follows:
- Notify the office immediately of the location and the fluids.
- Wear disposable latex gloves at all times when dealing with another person's body fluids.
- Avoid getting another person's body fluids in your eyes, mouth, open sores or wounds.
- If exposed, rinse the affected area immediately, wash with soap and water, and report the exposure.
- Clean up spilled fluids with disinfectant or with a fresh mix of one part bleach to nine parts water.
- Place contaminated fluids and cleanup materials in a plastic bag, seal it and place it in the garbage.
- If a person is exposed, he or she should be sent to the medical clinic within 72 hours.
- If an employee or student is exposed, call the local Health Unit or hospital emergency department.



LOCK DOWN PROCEDURES

INTERNAL THREAT	EXTERNAL THREAT
------------------------	------------------------

The danger is present inside the school.	The danger is close but outside the school.
<p><u>Procedure:</u></p> <p>Announce on PA: “Initiate Full Lockdown: Internal – Danger inside the school.</p> <p>Lights ON. Curtains OPEN.” Repeat twice <i>ie.</i> three times.</p> <p>Ring school bell: 3 sets of 3 rings</p> <p><u>Action:</u></p> <ol style="list-style-type: none"> 1. Staff inside room quickly check hallway for students or staff before closing and locking doors. 2. Students and staff inside the building go to closest room. Close and lock door. 3. Students and staff inside buildings to close and lock doors. 4. Students and staff are to drop and take cover away from doors and glass. 5. Lights ON – Curtains OPEN 6. Students and staff in rooms must remain QUIET. 7. Students and staff must turn cell phones OFF. 8. Students and staff in rooms must remain on the floor until a uniformed police officer or school administrator escorts them out of the building. 9. Students and staff outside the building must quickly move as far away from the building as possible, assembling as directed by RCMP. Remain there until further instructions are provided by police or school staff. 	<p><u>Procedure:</u></p> <p>Announce on PA: “Initiate Full Lockdown: External – Danger in surrounding area.</p> <p>Lights OFF. Curtains CLOSED.” Repeat twice <i>ie.</i> 3x.</p> <p>Ring school bell: 3 sets of 3 rings</p> <p><u>Action:</u></p> <ol style="list-style-type: none"> 1. Staff inside room quickly check hallway for students or staff before closing and locking doors. 2. Students and staff inside the building go to closest room. Close and lock door. 3. Students and staff inside buildings to close and lock doors. 4. Students and staff are to drop and take cover away from doors and glass. 5. Lights OFF– Curtains CLOSED 6. Students and staff in rooms must remain QUIET. 7. Students and staff must turn cell phones OFF. 8. Students and staff in rooms must remain on the floor until a uniformed police officer or school administrator escorts them out of the building. 9. Students and staff outside the building must quickly move as far away from the building as possible, assembling as directed by RCMP. Remain there until further instructions are provided by police or school staff.



HOLD AND SECURE

SHELTERING IN PLACE

EXTERNAL EMERGENCY	EXTERNAL EMERGENCY
---------------------------	---------------------------

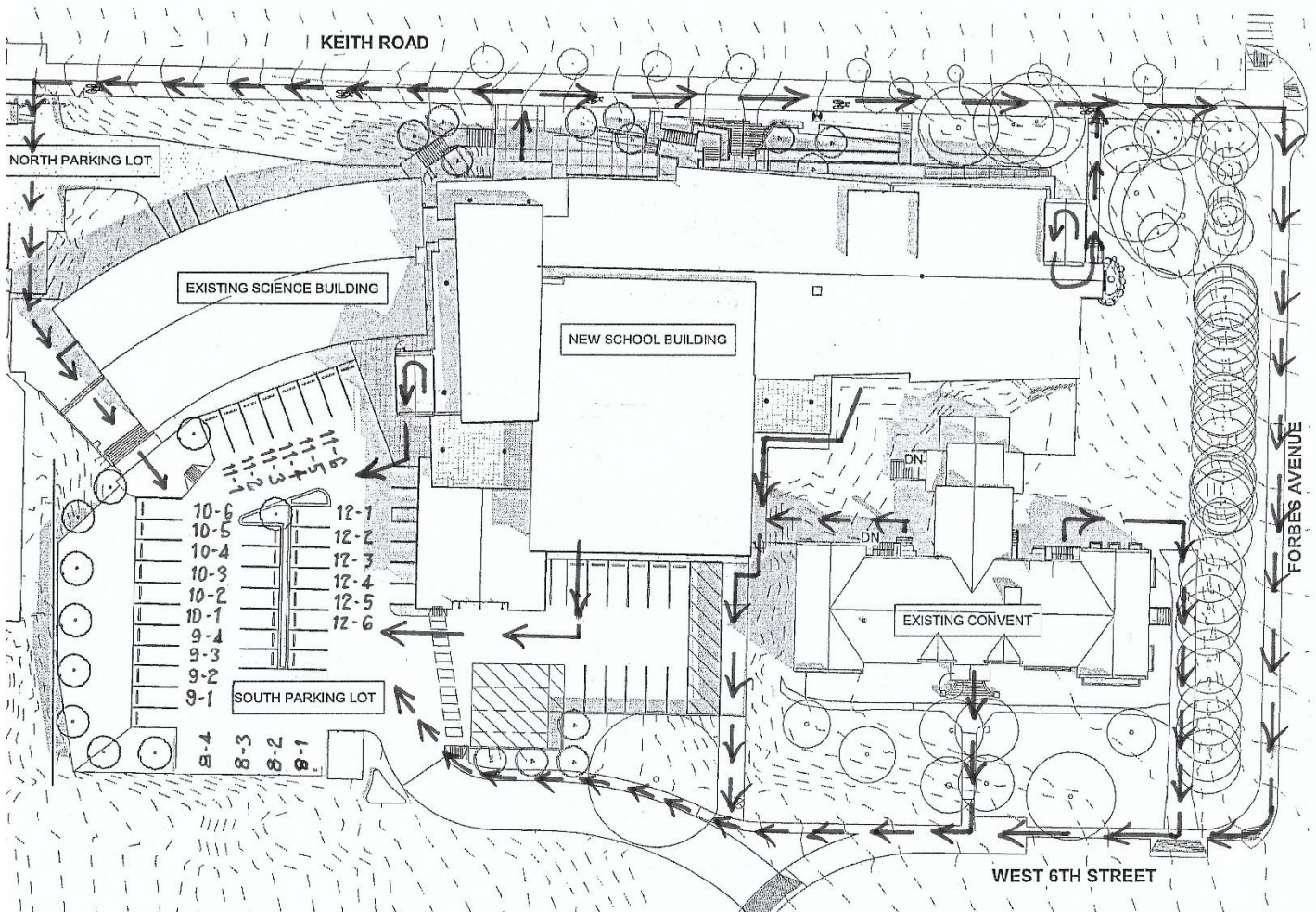
(Used To Secure The School Due To An Emergency Situation Outside The School)	(Used When Personal Safety Is Considered To Be In Danger If Leaving The School)
<p><u>Procedure:</u></p> <p>Announce on PA: “Initiate Hold And Secure” Repeat twice <i>ie.</i> three times.</p> <p><u>Action:</u></p> <ol style="list-style-type: none"> 1. Administration and custodians close and lock external doors; establish monitoring of doors so students can enter. 2. Students and staff <u>inside</u> the building go to closest room. 3. Students and staff inside portables to close and lock doors. 4. Administration to announce any restriction in movement between buildings. 5. Administration to announce any additional precautions <i>ie.</i> closing blinds, turning off lights. 6. Classes may continue as normal, except for all students remaining within the classroom. 	<p><u>Procedure:</u></p> <p>Announce on PA: “Initiate Shelter In Place” Repeat twice <i>ie.</i> 3x.</p> <p><u>Action:</u></p> <ol style="list-style-type: none"> 1. Administration to announce any particular precautions <i>ie.</i> locking external doors, restricted movement. 2. Students and staff <u>inside</u> the building go to closest room. 3. Staff to close all windows and doors in the event of an environmental emergency. 4. Custodians to turn off heating and/or air conditioning systems if necessary. 5. Administration to activate Parent Contact procedure or Controlled Release Procedure if necessary. 6. Administration to activate Emergency Teams if necessary and supervise transition into extended Care & Shelter.

Note: Hold And Secure is used when it is desirable to secure the school due to an emergency situation occurring outside and not related to the school (*ie.* police event). In this situation, all exterior doors are locked and monitored (to allow any students to enter), but the doors would otherwise remain locked. Classes may continue to function normally, possibly with restrictions in place.

Note: Sheltering In Place is used when personal safety is considered to be in danger if anyone leaves the school. This is used mainly for environmental or weather related events (*ie.* extreme weather event, environmental event, wild animal). Depending on the emergency, heating and/or air conditioning systems may need to be turned off, and windows closed.



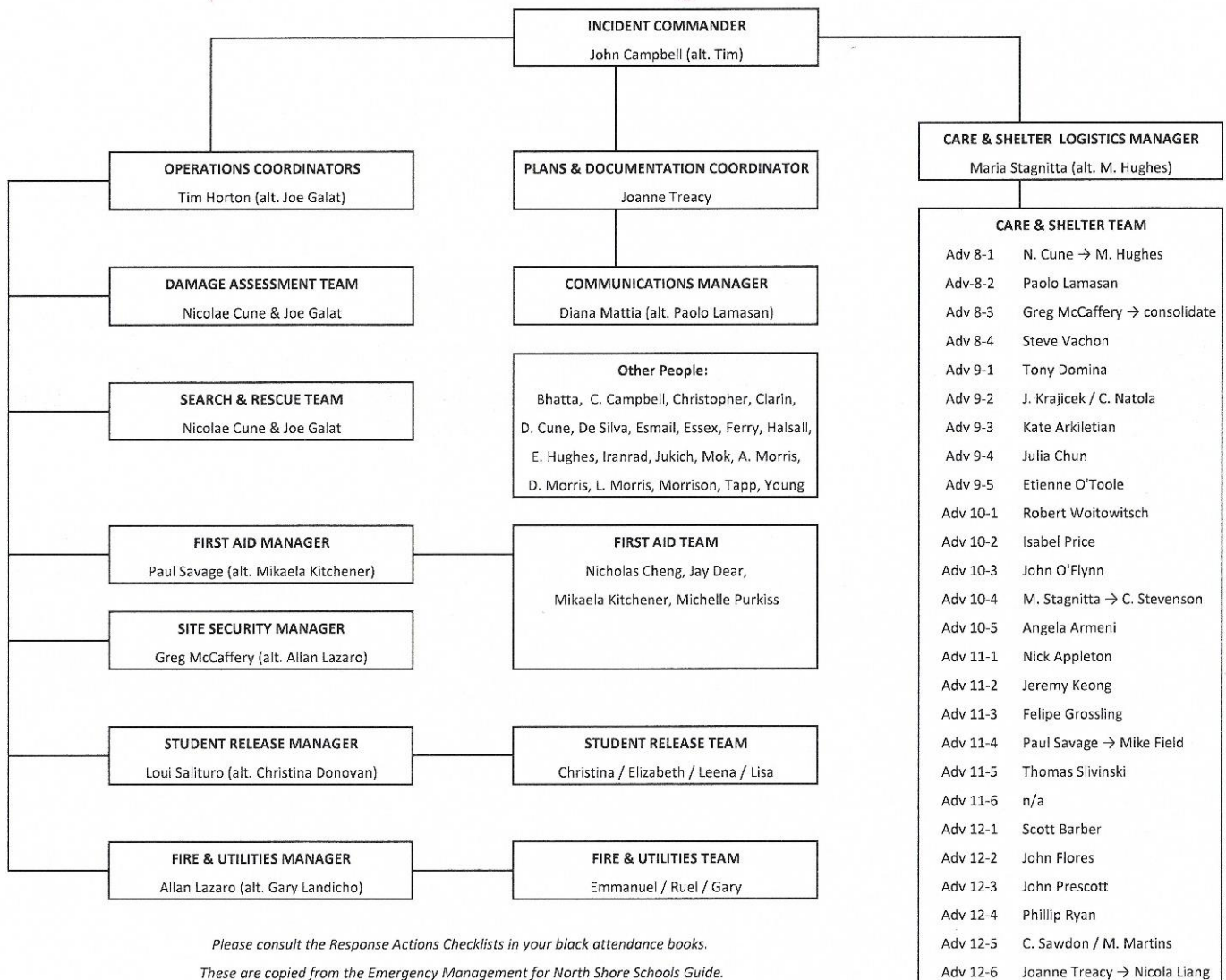
EVACUATION ROUTES / ASSEMBLY PLAN



Note: This plan is subject to revision as we become more familiar with our new school.



EMERGENCY RESPONSE TEAMS



Please refer to your Black Attendance Books for further information regarding your specific roles.



STUDENT CARE POLICIES & PROCEDURES

BULLYING / HARASSMENT

CHILD ABUSE / NEGLECT

RESPONDING TO A SCHOOL CRISIS



BULLYING / HARASSMENT POLICY

Rationale

The foundation of Catholic teaching about life and relationships is respect for the human person. “The equality of men rests essentially on their dignity as persons and the rights that flow from” (CCC 1935). For this reason a person who self-identifies as lesbian, homosexual, “bi-sexual”, “transgendered” or “queer” is to be respected as a person* (CCC 2358).

The CISVA is committed to addressing all issues of bullying.

Definition

Bullying is a pattern of repeated actions targeted at a person in a deliberate manner, intended to reduce the perceived power that person has over the situation or to harm that person. All acts of bullying have the characteristics of being dehumanizing, intimidating, humiliating, threatening, and evokes fear of physical harm or emotional distress in the person being targeted. Bullying encompasses a wide range of behaviours within a relationship between a dominant and a less dominant person or group where:

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

Procedures

If you are aware of an incident(s) of bullying or harassment, please inform an Administrator immediately.

The Administration will conduct the necessary interviews with students and staff, record the actions taken in the Bullying Binder, and determine the appropriate response. This may be a combination of counseling and disciplinary action.

Please refer to the current **CISVA Policy #408** for further details and to report suspected Child Abuse:

http://www.cisva.bc.ca/policy_manual/400-general_school_admin/408-Anti-Bullying.pdf

Staff members should also be familiar with the current CISVA Policy #431 Gender Expression & Gender Dysphoria



CHILD ABUSE POLICY

Rationale

Every student has a right to a life free of abuse, neglect and violence. Child abuse is a serious societal issue. As “service providers”, everyone in CISVA must be aware of signs of child abuse or neglect and know how to respond to them.

Guiding Principles

1. The safety and well-being of children are the paramount considerations
2. Children are entitled to be protected from abuse, neglect, harm or threat of harm
3. A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents
4. If, with available support services, a family can provide a safe and nurturing environment for a child, support services should be provided
5. The child’s views should be taken into account when decisions relating to a child are made
6. Kinship ties and a child’s attachment to the extended family should be preserved if possible
7. The cultural identity of Aboriginal children should be preserved
8. Decisions relating to children should be made and implemented in a timely manner

Policy

CISVA policies prohibit any form of child abuse, neglect or violence. The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been, or is likely to be at risk, has a legal duty to make a report to a child welfare worker, or directly to the police, if a child is in immediate danger.

Procedure

Anyone who suspects a child is being abused or neglected, has the legal duty to report the concern to a local child welfare worker (contact information is available on page 12 of The B.C. Handbook for Action on Child Abuse and Neglect. If it is after hours or in the case of uncertainty about who to contact, call the Helpline for Children toll free at 310-1234 (area code not required) at any time of the day or night. The caller’s name is not required. If the child is in immediate danger, call 911.

Please refer to the current **CISVA Policy #405** for further details and to report suspected Child Abuse:

http://www.cisva.bc.ca/policy_manual/400-general_school_admin/405-Student_Abuse_Neglect.pdf

Further Information

“BC Handbook for Action on Child Abuse and Neglect” (BC Ministry of Children and Family Development)

“Responding to Child Welfare Concerns” (BC Ministry of Children and Family Development)

“Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse”
(Office of the Inspector of Independent Schools BC)



RESPONDING TO A SCHOOL CRISIS

**Saint Thomas Aquinas
Regional Secondary School**

CRITICAL INCIDENT RESPONSE PLAN

Rev. 20 October 2022



RESPONDING TO A SCHOOL CRISIS

COMPONENTS OF THE PLAN

- I Statement Of Purpose
- II Protocol For Crisis Management Team (CMT)
- III Staff Phone List
- IV Evaluating Needs and Response Procedure
 - 1. Gather Team
 - 2. Checking the Facts of the Crisis
 - 3. Informing of the Event
 - Common Statement
 - Staff
 - Students
 - Parents
 - 4. Staff Responsibilities
 - Staff
 - Counselor
 - Administration

STATEMENT OF PURPOSE

This document contains a plan of action for possible critical incidents which might occur at Saint Thomas Aquinas Regional Secondary School.

The plan defines a Critical Incident as:

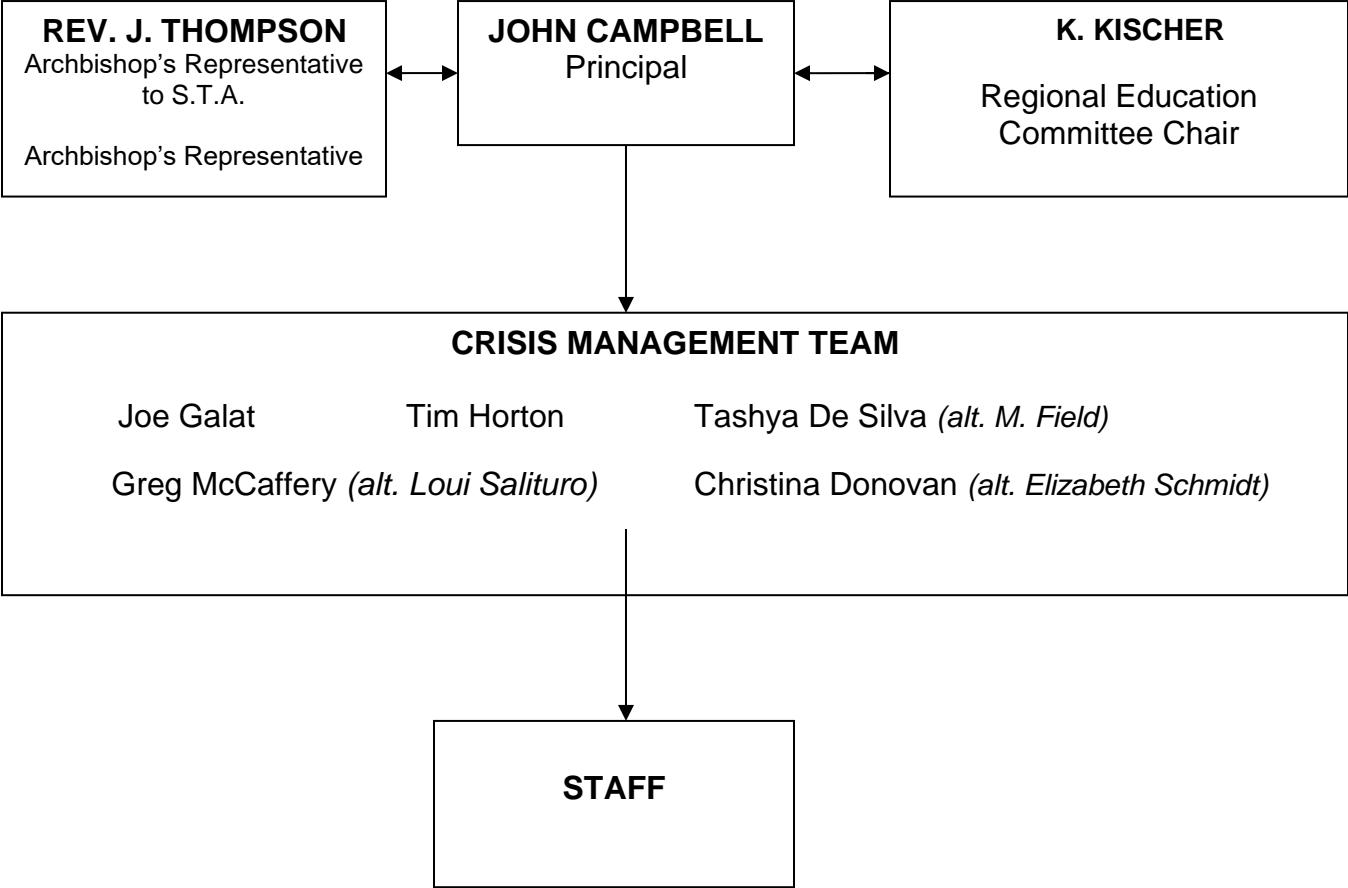
“Any situation faced by an individual or group (in our community) which causes them to experience unusual emotional reactions and which has the potential to impact on the school community and/or interfere with their ability to function.”



RESPONDING TO A SCHOOL CRISIS

PROTOCOL AND AREAS OF RESPONSIBILITY

CRISIS MANAGEMENT TEAM (CMT)





STUDENT ATTENDANCE PROCEDURES

1-1: Morning Attendance - Responsibilities

All schools are required to maintain a record of student attendance. This includes daily reports of which students are absent or late, and documentation (ie. notes) for each excused absence. School attendance is audited in May of each year by the provincial government. In order to receive the full qualifying grant for each student, they must be in school for a minimum of 600 hours.

The submission and monitoring of daily attendance at the times specified is a primary responsibility of all teaching staff.

The generation of daily attendance reports and the reconciliation of documentation (ie. notes) for absences is a responsibility of the office staff (Leena or alternate).

The administration of discipline relating to morning attendance issues is a responsibility of the Administration. Consequences for unexcused absences and lates can ONLY be administered if accurate and timely record-keeping is in place.

With the new school administration program MyEdBC, we will be able to work together to ensure that attendance record keeping is both accurate and timely.

1-2: Morning Attendance - Procedures

8:30 – 8:40 A.M. *During first period, teachers are to log in to MyEdBC, record all students who are not present in homeroom as ABSENT, and save.
Students arriving after 8:30 A.M. must sign in and obtain a slip to be admitted late into homeroom or class.*

8:40 A.M. Onward *Leena will call home for unexcused absences and enter reasons for absence. Once this is done, teachers will see absences and the reason when they log in to their class attendance lists.*

NOTE: *Please see instruction sheets provided for entering attendance in MyEdBC.*

NOTE: *If computers are down or Internet is unavailable, teachers will record attendance manually on blue A.M. sheets during homeroom, and on white class lists in black attendance books during each class. The teacher is responsible for printing updated class lists for their black books as necessary ie. after the first week and month, before Term 2.*

IF YOU ARE AWAY *The office will put out a blue A.M. attendance sheet for your substitute to pick up, manually record the attendance, and return to the office. This needs to be submitted to the office during or immediately after the A.M. homeroom.*

cont.



1-3: Morning Attendance – Consequences

Students with an unexcused absence or late will serve a detention at lunch or after school. Frequent or chronic lates will result in increased duration and frequency of detentions.

Our goal is to target the chronic absences and lates – if you see a pattern developing which concerns you, it is important that you alert us to it. Please see Tim.

2-1: Class Attendance – Responsibilities

The recording of daily class attendance is another primary responsibility of all teaching staff. This is recorded in MyEdBC. Report repeated absences/lates to Administration.

Your black attendance book should be taken with you in the event of fire drills, and most importantly, during emergency evacuations.

2-2: Class Attendance – Procedures

8:45 A.M. – 3:00 P.M. *During classes, teachers will log in to MyEdBC and record all students who are not present as ABSENT. Do not do this for students already coded away ie. MEDICAL, EXCUSED, VACATION, SKIPPING, etc.*

NOTE: *Please see attached instruction sheets for entering attendance in MyEdBC.*

NOTE: *If computers are down or Internet is unavailable, teachers will record attendance manually on blue A.M. sheets during homeroom, and on white class lists in black attendance books during each class.*

IF YOU ARE AWAY *Teachers will provide their substitute with their black attendance book, and the substitute will record the attendance manually for each class. Upon their return, teachers will enter the attendance for that day.*

3: Summary For Teachers

1. Log in to MyEdBC and record morning attendance during first period.
2. Log in to MyEdBC and record class attendance during each period.
3. Keep your black attendance book handy for absences, fire drills, evacuations.
4. In the event of absence, provide your substitute with black attendance book.
5. In the event of absence, enter class attendance promptly upon return.

The maintenance of accurate attendance records is a team responsibility. If teachers are able to meet these five requirements, the office and administration will be able to do their part successfully, and they will be able to support you in resolving any attendance issues. Thank you for doing your part!



ENTERING MARKS / GRADING / REPORTING

Teachers are responsible for entering student marks into their MyEdBC Gradebooks on a timely basis. Grades will be emailed to parents on or around the first of every month.

Teachers are encouraged to post their marks on a regular basis for students to see so that they can monitor their progress and be aware of missing tasks.

Progress Reports should be emailed or sent home for students who are missing tasks, have received a failing grade on an assignment or test, or who are having difficulty with the course work. Please submit Progress Reports to Chris who will forward them to the relevant Grade Level Advisor.

Discipline Reports should be sent home for students who have behavioral issues in class, have engaged in cheating or plagiarism, etc. Please submit Discipline Reports to Administration.

Teachers are responsible for submitting marks to the office for each of the following reporting periods, and making themselves available to parents at the subsequent Parent/Teacher Interviews:

November 15	0900	Interim Marks due to office
November 16	0900	Confirmation Sheets due to office
November 24	1530	Parent/Teacher Interviews
November 28	1000	Parent/Teacher Interviews
February 6	0900	Marks due to office
February 7	0900	Confirmation Sheets due to office
February 23	1530	Parent/Teacher Interviews
February 24	1000	Parent/Teacher Interviews
April 25	0900	Interim Marks due to office
April 26	1500	Confirmation Sheets due to office
June 21	0900	Marks due to office
June 21	1500	Confirmation Sheets due to office

Please refer to the separate handouts for details on how to input and manage marks in the MyEdBC Gradebook.

There are specific requirements with respect to comments for Career Education 8-12. These are detailed on the front page of your confirmation sheets – please see John O’Flynn if you have any questions relating to reporting for Career Education.



SAINT THOMAS AQUINAS STAFF HANDBOOK

“Be the Good News”

“The Catholic School shares in the mission of the Church to proclaim and build the Kingdom of God.

The Catholic School, as a faith community, is committed to excellence in Catholicity and in all areas that promote the development of the whole child to his or her full potential.

The Catholic School strives to develop Christian leaders, responsible citizens and life-long learners.”

(CISVA Mission Statement)

“Preach the Gospel at all times and when necessary, use words.”
(St. Francis of Assisi)

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D. OFFICE PROCEDURES.....	55

A. TEACHING IS MINISTRY

“Jesus Christ is the Reason for Our School.”

“We are the children of God made in God’s image. We are pilgrims learning and teaching in St. Thomas Aquinas Regional Secondary School. Together we will work to serve God and our fellow human beings. In cooperation with parents and students we will foster a climate of understanding, caring and learning. This philosophy will be applied so that the students may grow in their totality and will be prepared to accept and live their Christian commitment to God and the world.”

Welcome to St. Thomas Aquinas Regional Secondary. We are pleased that you have chosen to part of our teaching staff and school community. We hope that your time with us is valuable and life-giving and that your faith is nurtured and strengthened. Although our primary task is that of educating the young people entrusted to us, it is our firm belief that we, too, are called to learn and grow in the noble vocation of Catholic School teacher.

The Roman Catholic Church reminds us "The Catholic School has an ecclesial identity, because it is part of the evangelising mission of the Church" (The Catholic School on the Threshold of the Third Millennium, 1997). Catholic Secondary Schools provide a privileged means by which "the Catholic community gives the student an academic, vocational and religious education". For many millennia, the work of Catholic Education rested on the shoulders of religious women and men who laboured generously. Our work is a continuation of their work. At S.T.A., this early foundation was laid by the Sisters of the Child Jesus. We are thankful for their work. Without them, there would be no S.T.A.

For the lay people involved, teaching is more than a profession: it is a vocation to form students, a widespread and indispensable lay service in the Church. Teaching is always a challenge; but with the co-operation and encouragement of parents, clergy and religious, the laity's involvement in Catholic education is a precious service of the Gospel, and a way of Christian sanctification for teacher and students. **The identity and success of Catholic education is linked inseparably to the witness of life given by teaching staff.** Such is the role expectation of the school teacher in Catholic schools today. In the light of this, the teaching profession in the Catholic school can profit from the following: (1) a profound conviction on the part of each teacher of the nobility of his or her vocation; and (2) a day-to-day implementation of this conviction.

“Modern Man listens more willingly to witnesses than to teachers,
and if he does listen to teachers, it is because they are witnesses.”
(The Holy See’s Teaching on Catholic Schools, p. 54)

There are several virtues, which an individual should be encouraged to live when is called to do God's work in the Catholic school teaching ministry. These include charity, justice, compassion and humility. **In short, teaching in a Catholic school is far more than a profession: it is truly a ministry - "a way of Christian sanctification for teacher and student".**

B. GENERAL GUIDELINES FOR TEACHERS

PREAMBLE - Understanding and living out the school’s philosophy demands that we see the big picture of how Catholic Schools fall into the evangelization mission of the Church. It also demands that we pay attention to details so that we can act as one consistent and coherent voice and work well together. Therefore, the following are offered as general guidelines and specific expectations for teachers. It is important that we understand and follow both “the spirit and the letter of the law.” **All staff members are expected to know and implement all policies and guidelines as outlined in Staff Handbook and Parent/Student Handbook.** Please re-read these handbooks as they have been revised for this school year.

It is staff members’ responsibility to keep up to date. All official notices and updates will be emailed to your school account and/or posted in the staff room and/or placed in your mailbox. A “live and updated” school calendar will be accessible to all staff members. Please check it often. **Staff members are expected to check their staffroom mail box and school email account at least once a day. Staffroom boxes should be cleared on a daily basis.**

1. DAILY CLASSROOM EXPECTATIONS

- Teachers should be in classroom before the bell rings to welcome the students.
- Teachers should begin teaching when bell signals the start of class. Students should be prepared to be ready to start immediately at this time
- DVDs/Videos, handouts, and overheads must be ready at the start of class
- Class begins with prayer (students seated or standing/quiet and attentive)
- Classes in session may never be left unsupervised.
- Uniform check made by teacher and follow-up according to policy
- Under normal circumstances only one student may be allowed out of class at any given time. Washrooms – only one student allowed out at a time
- Morning - Students must be silent or praying “out loud” during morning prayer and should be silent and attentive to morning announcements (written)
- Teachers must dismiss the class only at or after the bell or at the end of announcements. Students should be seated until the end of daily announcements.
- Classroom should be left neat and tidy at the end of the day
 - a. floors cleaned
 - b. boards erased
 - c. windows closed
 - d. desks straight
 - e. doors locked
 - f. lights out
 - g. AV equipment returned to assigned areas (do not leave in the halls)
 - h. Please check for writing on any classroom furniture, boards, etc. on a daily basis and have cleaned immediately - if necessary.

2. STUDENT ATTENDANCE PROCEDURES

- The taking of class attendance is a mandatory, legal requirement. At STA, we are using the MyEdBC attendance program.
- Attendance must be completed for each class in MyEdBC either on the computer or your Smart phone. Please include a hard copy of your class lists with your day plans so that it will be easy to find in case of a surprise illness or absence.
- Black books will include initial class lists and emergency procedures and should be in the possession of the teacher at all times during the day (including fire and earthquake drills).
- Attendance must be compared with Daily Attendance Report from MyEdBC.

- a) **STUDENT TARDINESS AND THE START OF CLASS** - Teachers should start class at the scheduled start time. To maximize academic learning time and to create a positive learning environment in the school students should be ready to learn (books, homework, and equipment out before the start bell). Students are expected to be in class on time at the scheduled start time. **Students who are late for class SHOULD only be admitted to class if they have a LATE SLIP that has been signed by the Office or an administrator. When a student is late they should be recorded as Late (“L”) in MyEdBC.**

Procedures - Any student who is late at the start of the day or late in between classes must obtain a Late Slip at the Office. Teachers will not accept a late student in their class unless they have a Late Slip. The Office Manager or Administrator will deem if the tardiness is excused or unexcused. Any tardiness due to an appointment, emergency, etc. must be accompanied by a signed note from the parent/guardian or it will be deemed as unexcused. A parental note is not a guarantee that the student’s lateness will be determined to be excused. A list of Unexcused Late Students will be compiled by the office and be ready by the end of the day. Students arriving after first block as late (unexcused) will be treated as truant (see truancy policy).

Immediate Consequences for Tardiness – When a student is tardy (unexcused), they will serve a detention at lunch on the day of their tardiness. The length of the detention will be 15 minutes or longer, depending on the duration of the lateness or the excuse. Detentions will be supervised by teachers delegated to this supervision task.

Repeated Tardiness – Is a sign of other potential issues in addition to developing a poor habit. Students who are habitually late will receive a letter home from the Administration. If there is no improvement a meeting with parents may be requested by Administration.

b) STUDENT EARLY DISMISSAL AND EXTENDED ABSENCES

All students wanting to be dismissed from a class must have a signed Early Dismissal Slip signed by the office *or their moderator/sponsor/coach*. *Students who are absent for an entire day for school-related reasons and for approved holidays must complete an extended absence form.*

3. STUDENT UNIFORM PROCEDURES

Consistent uniform policy enforcement by all teachers is expected. Most situations can be handled by gentle reminders. Persistent uniform violations must be documented on uniform infraction slips and submitted to administration. Students must be aware of the infraction notice. Students accumulating more than three (3) documented violations will serve a detention. Any student out of uniform should be reminded to wear the uniform. A Uniform Infraction form should be used (internal use only). If a student receives repeated uniform infraction forms, the following consequences will apply:

- Items of non-uniform clothing may be confiscated
- The students may be required to serve detentions
- The students may receive a letter home from Administration

4. HOMEWORK POLICY AND PROCEDURES (REVISED JULY, 2010)

Preamble - Given the growing amount of research on the effectiveness of homework in the learning process and input from various school stakeholders regarding the need for increased clarity and consistency in homework practices at STA, there was a need to revise our policy on homework.

At STA we approach homework from a perspective that recognizes that there needs to be a balance between: 1) Purposely planned homework that has an important place in some disciplines to enhance student learning; and 2) Family time that honours the bonds between school, family and parish. As a community, we recognize that the stronger these bonds, the more effectively our students are able to learn and to develop the unique talents and gifts with which they are blessed.

Definition of Homework – is a learning experience assigned by a teacher, for completion outside of class-time that supports and enriches the learning and development of each student.

Characteristics of Effective Homework - When homework is assigned, however, it must be directly related to classroom instruction and learning outcomes (P.L.O's) and has the following characteristics:

- Homework is an engaging, meaningful and relevant learning activity that can be independently completed by the student
- Homework is purposefully planned to avoid student overload;
- Homework is clearly articulated by the teacher and understood by students;
- Homework is differentiated, as appropriate, to meet student learning needs;
- Homework is inclusive of meaningful and timely teacher feedback
- Homework is sensitive to scheduled holidays and days of significance.

Homework is not necessarily limited to pencil and paper tasks. It may include other tasks such as practicing, observing, rehearsing, interviewing, researching and studying, for example. STA does not require that homework be assigned daily in all areas. However it would be extremely rare that a student does not have homework for a few days. No extra homework shall be assigned immediately before a holiday that is due immediately following holidays, significant faith days, or lengthier school breaks (December or March Break).

Types of Commonly Assigned Homework - The following types of homework may occur:

a) Completion Homework is any work assigned following instruction that is begun in class and completed at home. The intended outcome is to help students to keep up to date with the instructional program.

b) Practice Homework is any work that reviews and reinforces skills and concepts learned in class. The intended outcome is to help students to develop newly acquired skills and consolidate new concepts.

c) Preparation Homework is any work that prepares students for new learning or for upcoming summative assessments/evaluations. The intended outcome requires students to gather information or artifacts in preparation for learning or requires students to prepare for tests, presentations and performances, etc.

d) Extension/Projects/Major Assignments is any work that explores learning in new contexts or integrates/expands on classroom learning. The intended purpose is to encourage students to problem solve, think creatively and think critically.

e) Specific Procedures/Expectations

Grade 8: *Research indicates that homework for students in the intermediate grades can contribute to improved achievement.* Homework shall be purposefully planned to avoid overload. As a guideline, daily homework for all subjects shall be limited to **60 minutes on average**, in total per day. This time may vary for individual students depending on student pace of work.

Grade 9 and 10: *While research indicates that the benefits associated with homework are greatest in the secondary grades, evidence also suggests that homework-related stress is particularly prevalent among this group of students.* Homework shall be purposefully planned to avoid overload. As a guideline, homework shall be limited to **20 minutes on average** per day per course. This time may vary for individual students depending on student pace of work.

Grade 11 and 12: *While research indicates that the benefits associated with homework are greatest in the secondary grades, evidence also suggests that homework-related stress is particularly prevalent among this group of students.* Homework shall be purposefully planned to avoid overload. As a guideline, homework shall be limited to **30 minutes on average** per day per course. This may vary widely depending on course load and other factors.

f) Roles and Responsibilities

School staff, teachers, students, and family all have mutually supportive roles and responsibilities. Mutual support will have a positive impact on student success in the homework process. Homework is designed to encourage parent/guardian involvement, where appropriate, in supporting their children's learning but does not require additional teaching outside of the classroom. In instances of group work, sufficient time shall be provided within the instructional day(s) for students to meet the required learning outcomes. In some cases, students may require additional time beyond the instructional day to complete their individual portion of the group work.

1. Role of the Student Regarding Homework - Students have a responsibility to take advantage of practice and homework opportunities, since failure to practice may result in a reduced skill levels when outcomes are assessed in the classroom. High school students should take increasing responsibility for completing their homework as they grow and mature. In most cases, school and home intervention should decrease and student ownership and responsibility should increase as students move from Grades 8 to 12.

2. Role of the Teacher Regarding Homework- Teachers have a responsibility to maximize instruction during school hours by using strategies such as differentiated assessment and instruction. When teachers design homework they will make every effort to differentiate assignments, so that homework continues to be engaging and meaningful to the student. Students will be given appropriate time in class to complete **group work/projects** to eliminate transportation issues for families. Recognizing that many high school students have jobs or are involved in other extracurricular activities teachers will make every effort to design homework to be meaningful and to reflect the students' realities.

3. Role of the Parent(s)/Guardian(s) Regarding Homework - Parents are the primary educators of their children, and as such have important responsibilities regarding the personal and educational growth of their children. It is recognized that homework is one of the options parents have for inclusion in their child's personal and family time. Parents have a role to play by supporting and encouraging their child, especially in the early years. The following tips may help parents/guardians in supporting your child with homework:

- Set aside a specific time after school each day for your child to do homework.
- Supervise and take an interest in your child's education as they practice skills at home
- Be available to help your child without doing the work for him or her.
- Demonstrate interest in your child's learning by talking about his or her school day.
- Limit television and other "technology time", especially if your child is having difficulty completing school work.
Do not let your child go to bed with a cellular telephone or other electronic communication device.
- Supervise, limit and monitor your child's internet use.
- Parents who have concerns with homework expectations for their child are encouraged to contact their child's teacher.

g) Extended Absences and Homework – Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family or parent-initiated (unexcused) absences. Students on extended absences would be missing the necessary direct instruction and learning required to complete the classroom work and homework. For absences due to extended illness, parents / guardians may contact the Grade-Level Academic Advisor to discuss available options.

h) Homework not completed - . When a Grade 8, 9 or 10 student does not do their homework in your course:

- Check to make sure that the homework meets the guidelines of our homework policy
- Communicate with the student to ensure that this will not become a chronic problem for them.
- If it occurs more than once in a reporting period, please be sure to contact the parent on the second occurrence. You may also contact the parent on the first occurrence
- On the 2nd occurrence within a reporting period, the student can be referred to the homework detention room and the GLA must be contacted. The GLA will record this. The teacher should implement a plan for improvement with the student.
- If a student is not doing their homework in two or more subjects as reported to the GLA, the GLA will communicate with the student and the Vice-Principal.
- If this occurs more than once, the student will be placed on academic probation.

5. FUNDRAISING AND COLLECTION OF MONEY

- All requests for fundraising must be written and be given to the Principal and approved by the Regional Education Committee at least 3 months before the start of the activity.

- Teachers should not solicit funds from students without prior approval from the Principal. See Financial Procedures for more information.
- No money is to be kept in staffroom or coach's office. All money must be kept in the safe in the bookkeeper's office. Please use the deposit form supplied.
- All requests for teaching supplies and materials are to be channeled through your Teacher Leader/Department Head. A Purchase order must be filled out, approved and submitted to the office. All P.O.'s over \$300 must be approved by the Principal as well.

6. STAFF AND DEPARTMENT MEETINGS

Meetings will be scheduled in advance and are compulsory for all staff members. Permission to be absent from any staff meeting must be obtained in advance from the Principal or his/her delegate. Practices/meetings etc. are not to be scheduled during staff meetings. Teachers are expected to attend Department Meetings at the scheduled time. Early dismissals on Mondays are designated specifically for this purpose.

7. STAFF PRAYER

8:05 am daily in the gymnasium. All staff members are expected to attend. All staff members will take turns leading prayer according to their monthly social committee.

8. DRESS (TEACHERS)

Teachers are expected to model a level of professional dress consistent with the philosophy of the student uniform policy and the school.

9. LEAVES OF ABSENCE (CISVA Policy 311)

The Employment Standards Act will be the minimum standard followed in all instances of leave of absence, where applicable. There are five (5) different types of Leaves of Absence. Please note that there is no such thing as discretionary leave.

A. Maternity and Parental Leave

Employees are required to sign a Maternity Leave of Absence Agreement. The above stated leaves are subject to current regulations of Employment Insurance and the Employment Standards Act. This also applies to adopting parents. (See detailed information in Benefit Plan link on website.) The employer shall implement a 75% supplemental unemployment benefit (SUB) plan that the teacher shall access for pay during the health-related portion of her maternity leave for a minimum of 6 weeks and maximum of 15 weeks. The SUB shall be payable for the period of time indicated by the medical documentation up to a maximum of 15 weeks. The health-related portion of the maternity leave shall be determined by the medical documentation. (This plan will be instituted according to provincial and federal legislation.) The employer may require an employee to commence a leave of absence where the duties of the employee cannot reasonably be performed because of the pregnancy and to continue the leave of absence until the employee provides a certificate from a medical practitioner stating that she is able to perform her duties.

B. Paternity Leave

The teacher is entitled to a leave of absence from work related to the birth of his child for a period of three days. In general it is intended that the three days be used for the mother's labour, the birth of the child and bringing the mother home after the birth.

C. Bereavement Leave

The teacher is entitled to a leave of absence from work, with pay, for a period of ten (10) days relating to the death of a wife, husband or child. In the event of the death of an immediate family member, additional leave with pay may be granted for travel at the discretion of the principal. The teacher is entitled to a leave of absence from work, with pay, for a period of three (3) days relating to the death of an immediate family member other than those mentioned above.

D. **Special Leave**

Upon request to the Employer, with two weeks' notice where possible, a teacher may be granted up to three days of Special Leave for pressing personal business that cannot be dealt with at any time other than during the school day.

Procedure

- The Education Committee will mandate the Principal to determine the appropriate granting of Special Leave.
- Each instance of request for Special Leave will be dealt with independently, and on its own merit. Special instances may require consultation with the Pastor and/or the Education Committee chairperson.
- Special Leave requests must be made in writing, must include the date and reasons for requested leave, and must be signed and dated by both the Principal and the teacher.
- Ordinarily, these days may not be taken: just prior to, immediately after a school vacation period or long weekend, holidays, or on days requiring the presence of the entire teaching staff (i.e. report card interviews, special staff days).

E. **General**

The local Education Committee may grant a leave of absence with or without pay and with or without benefits, on written application from the teacher for compassionate or other reasons accepted by the Employer. Such leave is not to extend beyond the term of the contract year.

10. **STUDENT DISCIPLINE**

The vast majority of discipline issues are most effectively dealt with by the classroom teacher who is most directly involved. In matters of grave or repeated misconduct it is necessary to consult with Administration as your input on these discipline matters is of value, whenever possible consult with Administration before sending students to the office. However, please be aware that once you send a student to administration, the issue will be handled by the administration. Student Discipline will be handled by any available administrator. In most cases, the issue will be first handled by a Vice-Principal.

For purposes of fairness and consistency, please be aware of all matters of student conduct and discipline as outlined in the Parent/Student Handbook. Discipline forms are available in the staffroom and must be submitted to an administrator for signature. Expectations for Student Behaviour are found in the Parent/Student Handbook.

11. **MAJOR PROJECTS/ASSIGNMENTS/MAJOR TESTS**

Please use the board in the staffroom once you have designated a due date or test date. Please communicate with other staff members and with the students to ensure that you are fair in your expectations of the student. Please limit your use of group projects by ensuring that the projects can be completed in class as to avoid excessive travel for students and their families. **Major assignments and/or projects (particularly group assignments) must not be assigned for completion over holiday time.**

12. **CONDUCTING CLASS OUTDOORS**

Classes may be conducted outdoors if there is an obvious reason for doing so (i.e. a science class to collect samples). Any teacher who wishes to take his/her class outdoors must inform a member of the Administration before the fact.

13. **FIELD TRIPS**

Please be thoroughly familiar with the school (Parent/Student handbook) and CISVA (www.cisva.bc.ca) policies with respect to fieldtrips.

Day Trips – Request must be made on the “Field Trip Request Form” and submitted to the Principal at least two (2) weeks in advance of the scheduled trip.

Extended Trips – Any field trip (overnight or out of town) requires a minimum of three (3) Education Committee meetings notice (3 months) for approval. These trips must be requested in writing to the Regional Education Committee and must be approved by the Regional Education Committee. The office must type all permission forms. These will then be signed by an administrator and the teacher involved.

Please provide 3 lists of students who are scheduled to be absent. Please post one in the staffroom, give one to the office and have one on the bus.

Please ensure that students complete an extended absence form that is signed off by their teachers to help them be responsible for their school work.

14. ROLE OF TEACHER LEADERS/DEPARTMENT HEADS

Teacher Leaders have specifically defined roles with regard to curriculum and staff development that are outlined in the Teacher Leader/Department Manual. Teachers are asked to work in close collaboration with your Teacher Leader and ensure that all department guidelines and expectations are being followed. Teacher Leaders are given a block and a stipend to help them fulfill their special role.

15. ROLE OF GRADE-LEVEL ACADEMIC ADVISORS

Grade-Level Advisors have specifically defined roles with regard to the advocacy of students, monitoring student progress and ensuring that students are receiving the best possible services in the school. This role is outlined in detail in the Grade-Level Academic Advisor Manual. The focus of the Academic Advisor's job is to assist students in their academic progress and planning. It is important that the academic advisor ensure that the focus of any discussion is on academic progress and planning and that other important information is passed on to and dealt with appropriately by other resources such as school counselors, learning assistance personnel, administration, other teachers, the police and/or other community resources. Teachers are asked to work in close collaboration with Grade-Level Advisors, especially when a student may be struggling.

16. LOCKERS AND THE HOMEROOM/ADVISORY BLOCK TEACHER

Students will be assigned lockers by Administration. Teachers should stress the following to the students:

1. Be responsible with your possessions and your locker.
2. Students will **NOT** be permitted to switch lockers. They must keep the locker that was assigned to them.
3. Students must not deface their lockers. Pictures, etc. in lockers must be appropriate.
4. Students **MUST NOT** give their combinations to other students.
5. Lockers must be locked at all times – the school is not responsible for missing items from these lockers.
6. Students **MUST** use locks purchased through the school. These are available through the school office.
7. Lockers must always be kept clean and presentable – there will be locker checks.
8. Students are not to share lockers or have more than one locker at any time. Students are not to move from their original assigned locker.

Please let Tim know of any empty/available lockers.

17. COMMUNICATING WITH PARENTS

Parents and guardians appreciate being kept informed of their child's progress or lack of it. Every teacher is encouraged to establish a close working relationship with parents. It is important to call parents, use oogle Classroom and keep your marks up to date in MyEdBC.

- If a student is in danger of failing, this must be communicated to parents prior to report card time.
- Please return ALL phone calls and emails promptly and keep a record.

- Paper progress reports are available in the staff room. If a student has failed a major test, not handed in an assignment, or has not done homework three times we need to let the Parent/Guardian know immediately.
- Once completed, please give the progress report to the appropriate Grade-Level Advisor. After making a record and placing in their Grade-Level Advisor Binder, the advisor will then send the report to the office where one copy is mailed home, another copy is put in the student's file and a copy is given to the sending teacher.
- If you are in the habit of emailing the home regarding progress, please copy the email to the grade level advisor so they can put a copy in their binder and give a copy to the office to file. Please do not use email/text communications when there is a major disagreement or if emotions are running high. A phone call or meeting is far better.
- If you have phoned home, please make a note of it and let the grade level advisor know.
- If you send home a disciplinary report/email or phone call, all copies should go to the appropriate Vice-Principal (Gr. 8-9/Horton and Gr. 10-12/Campbell).
- Please note you can send progress reports, emails and make phone calls when the student is doing well or has done something well in your class. It makes a huge difference for a student who struggles and does well on test to be praised for their effort and many very good students never get a progress report because they are so good, so praise for their efforts is a good thing too.
- Progress Report forms are also available on-line.
- Document! Document! Document! Accurate records on attendance, extra help sessions, meetings, phone calls, etc. are essential.
- Do not use email/texting as a form of communication when there is a dispute or a difference of opinion.

18. STAFF SOCIAL COMMITTEES

PURPOSE – As a Christian community we all have a responsibility to:

- develop and build up a sense of belonging, cohesion and community
- share in the social life of the school and staff
- celebrate together
- share in the spiritual life and spiritual leadership of the staff

TASKS –

- Planning and execution of daily (8:05 am) staff room prayer for the month
- Celebration of monthly birthdays and celebration of other joyful events in the life of staff members. (marking important moments in our lives).
- Sharing in other important life events of staff members including difficult times and times of loss. (marking important moments in our lives)
- **Planning and execution of one social event** during the month for the staff. This event should be inclusive (i.e. inviting all staff and not a select group). This event does not need to be big! This includes planning and execution of the social component of the staff Christmas celebration (December), and staff year-end celebration.
- Purchase of staff gifts, etc. when needed. This includes collection of funds.

There will be a random draw to determine the monthly social committees. Staff members can redraw if they get December and/or June 2 years in a row.

SOCIAL COMMITTEE FINANCES

A yearly fee will be collected at the start of year. Finances will be handled through a separate school account. Part-time staff will be pro-rated according to their % time. If we run out of funds, another collection may need to take place.

19. WEEKLY MASS/USSR

Principles

- When a Eucharistic Liturgy is celebrated at the school it is central to who we are as a Catholic Christian community.
- The school community should have an opportunity and invitation to participate in weekly Eucharistic Liturgy when offered.
- High Schools are busy places. Weekly Liturgies should be intentionally and carefully scheduled as to “blend into” other routines in the school and should not be seen as being in conflict with the curricular and co-curricular goals of the school.
- Eucharistic Liturgy should be seen as being supplementary to Sunday Liturgy in Regional Parishes (not a replacement for Sunday Liturgy).
- Eucharistic Liturgies should be focused on the needs of the students and organized to involve as many students as possible.
- Preparation for Eucharistic Liturgy should be based on best practices (based on academic research) pertaining to youth needs and spiritual development.
- Eucharistic Liturgy/Mass is an important strand in the Religious Education Curriculum from Grades 8-12.

Therefore, some suggested school expectations include:

- 1) When a weekly school mass is scheduled **no other school events should be scheduled at the same time in the school or outside the school involving students and staff.**
- 2) Acolytes and students involved with Campus Ministry ought to be involved in set up, music liturgy, altar serving and clean-up.
- 3) Weekly mass should be a highly visible event to the community
- 4) Students and staff should feel a sense of invitation to participate in weekly Mass. Though not forced, students and staff should be given every opportunity to participate.
- 5) Each Religious Education Class should be responsible for one liturgy preparation (greeting and inviting participation, liturgy of the word, prayers of the faithful, bring up the gifts, etc.) and be required to attend at least one weekly liturgy per year (= 20 weeks).
- 6) Other groups, classes, clubs, teams, etc. should be invited to be responsible for the remaining weekly Masses.
- 7) The draft schedule for these Masses (though subject to change) should be included in the staff handbook.

INSTRUCTIONS FOR STUDENTS **THURSDAY MORNING MASS/USSR**

Rationale: The Eucharist lies at the heart of who we are as a Catholic Christian community. In work, deed and action we come together to celebrate the paschal mystery. Whether or not a person is physically present at Mass, the entire school is celebrating Mass. All students are encouraged to attend weekly Mass as much as possible.

1. If your group is responsible for preparation of the mass, you are expected to assist and attend. The group responsible for Mass and the Mass Set-Up/ Sacristans will use the break or before school to set up for Mass. Thank you for your contributions. “You” are the church.
2. All students in the school are invited to attend weekly Mass. At first, we will start in the Chapel. It is our hope to move to a bigger venue when the need arises.
3. **If you are attending Weekly Mass**
 - Stay in your regularly scheduled class
 - Inform the teacher that you are attending Mass at the start of the block. Be sure that the teacher knows that you will be attending Mass.
 - Leave your books in the classroom

- Go quickly and quietly to the chapel or wherever the Mass is held (mass begins at 10:17 A.M.)
 - When Mass ends, go quickly and quietly back to class (usually around 11:52 A.M.) for dismissal for lunch
4. **If you are not attending Weekly Mass (INSTRUCTIONS FOR USSR BLOCK)**
- Be prepared with a quality book to read if you do not plan on attending Mass. Students should make up their minds before the block begins. Record the names of students leaving to attend Mass.
 - Stay in your regularly scheduled block for Period 2.
 - Once Mass begins, no student is permitted to leave the classroom. Be sure that you have acceptable reading material for the entire period. Read silently.
 - The following items are permissible for reading: novels, short stories, and items acceptable for reading by the English Department during the beginning of English classes. The following items are not permissible: textbooks, magazines, newspapers, comics.
 - This is not time to do homework.
 - No items other than the reading material are permitted on a students' desk/table.
 - Absolute Silence is to be maintained at all times. This will be strictly enforced
 - No electronic items such as portable CD players or electronic devices (I Pods, MP3, cell phones) are to be used.
 - Lunch will begin when the Mass ends and your classmates return from Mass.

C. STUDENT INTERVENTION PROTOCOL (LEARNING)

“WHAT HAPPENS WHEN A STUDENT IS NOT LEARNING”

Principles:

- 1) We believe that all students can learn.
- 2) We believe that the school has a responsibility to intervene and work together with the students and their parent(s)/Guardian(s) when the student is not learning.
- 3) We believe in following a **“Response Through Intervention Model”** that is both hierarchical and analytical yet at the same time is organic and flexible so that individual student learning needs can be met.

Intervention Level I: THE WHOLE SCHOOL APPROACH

A majority of students (APPROX. 80%) are at this level. Interventions include:

- *Using a variety of teaching strategies and assessment tasks to meet the needs of a variety of learning styles based on best practice and multiple-intelligence theory*
- Further adjusting teaching strategies to further meet class learning styles.
- Adjusting assessment tasks so that students can demonstrate the learning outcomes-*match assessments with the assessment tasks assigned.*
- Class-wide/School-wide screening measures to assess baseline skills in math, reading and writing
- *Offering extra-help on a published schedule known by staff and students*
- Communicating with the student and parents (Academic Progress Report, Phone calls, emails, etc.)
- Giving students ownership of their learning by asking them to record and reflect on their progress (self-assessment and goal setting).
- Communicating with the Grade-Level Academic Advisor, LRC, School Psychologist, School Counselor and/or school administration when needed; engaging in a problem-solving process as to determine possible reasons why the student is not learning and appropriate next steps
- Assisting the student with organizational tools such as the Agenda Book if homework completion is an issue.

Intervention Level II: AT-RISK STUDENTS

When a student is struggling academically in several areas, interventions include:

- Academic Tracking (Daily monitoring of homework/organization) with Grade Level Academic Advisors
- Mandatory extra help with specific teachers, in the LRC or Study Hall
- Meetings with individual students regarding their Student Learning Plan
- Teacher Meetings for teachers of specific students –sharing of information and alternative teaching strategies.
- Grade-Level Teacher meetings
- Liaison with LRC, School Psychologist, School Counselor, Parents and Admin
- Assess Course Selection with Post-Secondary Counselor to see if it is appropriate

Intervention Level III: Intensive Intervention

Interventions may include one or more of the following:

- Adaptations:
 - Extra time on exams
 - Scribe or reader for assignments and/or exams
- Group or one-on-one teaching in study strategies, test taking tips, content area, etc.
- Teaching paired with continual progress monitoring in subject area the student struggles in (e.g. consistent lessons to develop reading fluency followed by intermittent fluency assessments)
- Other individual, evidence-based interventions tailored to meet individual needs of student
- Modifications:
 - Modified content in subject area(s) that are too challenging
 - One-on-one teaching that is geared towards student's level if on a modified program
 - Modified tests/exams in these subjects

Students are placed in the LRC (with a specific LRC Block and/or with additional support under the following conditions (referral can be made by anyone):

- Student has a learning disability or other diagnosed condition that affects his or her learning.
- Student does not meet criteria for a learning disability but has a recent psycho educational report on file that recommends he or she receive support in one or more specific areas

If a student has an Individualized Education Plan, (IEP) it must be followed. In most cases, the IEP is implemented through the collaborative effort of the LRC coordinator, resources teacher, classroom teacher and parent. When there is a difference of opinion regarding implementation, etc. the LRC Coordinator will be the final arbitrator of specifics regarding IEP implementation.

D. OFFICE PROCEDURES

1. Stationary supplies are available through the school office. Any supplies not available at the office may be ordered through departments with pre approval.
2. **Absentees:** Students – see Attendance Procedures
3. **Daily Morning Announcements:**
 - a. Teachers should enter their announcements on-line (on Web page under Announcements) before 7:30 AM. **or** hand their announcements into the office no later than 7:30 AM
 - b. Ensure that the announcements are heard and understood by all the students in your class

- c. Announcements are also read over the P.A. system at 2:55 p.m. each day. We will do our best to ensure that no announcements will be made **before** break or lunch over the P.A. Please do your best too.
 - d. Every effort will be made to minimize disruption of student learning time.
- 4. **NEW - Busses:** A sign-up sheet for the bus is posted in the office and will be run by Linda. Teachers wishing to use a school bus must organize their own driver and sign out the bus as soon as possible.
 - 5. **Faxes:** Outgoing faxes are to be handed into the office.
 - 6. **Invoices:** All invoices are paid by Irena or Lisa (see Finance Procedures – below)
 - 7. **Keys:** If you need a key, it must be signed out by the office.
 - 8. **Maintenance Requests:** For the custodian are to be left in writing at the office.
 - 9. **Medical, Dental, Payroll:** Inquiries are handled through Irena or Lisa. Consult Irena or Lisa. **DO NOT** contact Central Office directly.
 - 10. **Photocopying:** Problems or jams should be reported immediately to the office. The copier in the library is only for single copies **NOT** a class set. Teachers are required to do their own photocopying. If an exceptional circumstance arises, please see an administrator

Students are not permitted in the photocopy room unless they are fully trained and approved by the office manager. Only one student is permitted in the photocopy room at a time. Students are not permitted to photocopy during the preparation of exams. Remote photocopying from classrooms or computer labs is no longer available.

Staff Members are requested NOT to send students to the office to do photocopying, get coffee, or fetch forgotten items from the staff room, etc. Please do not send students to the library or staff room for any of these items.

- 11. **Report Card Information/Marks/:** See the office or Teacher Leader if there are any questions.
- 12. **Telephone Messages for Teachers:** These are put in your slot on the office counter. Please check this frequently, and return calls to parents ASAP to avoid problems.
- 13. **Computer Lab/Library:** Please do not send individual or groups of students to the Library or Computer Labs without pre-authorization or a note of permission.

FINANCE PROCEDURES

1. **Collection of Monies:** All monies collected by teachers and students must be well labeled, counted and turned into the bookkeeper the same day. There is to be no cash or cheques left in the classrooms, lockers or in the staffroom. Internal deposit sheets are available outside the bookkeeper's office
2. **Cheque Requests:** Please do not use money collected. Cheques must be requested through department heads. Irena and Lisa do one cheque run a week for payables; cheques are signed on Thursdays so requests for cheques should be submitted one full day prior.
3. **Petty Cash:** Any teacher who purchases an item \$20 or under for the school, must turn in a receipt in order to be reimbursed.
4. **Curriculum Supplies:** General curriculum supplies are available through Christdina at the office. Items not available at the office must be purchased through the department.
5. **Supply Budget:** These are set annually and approved by the Education Committee. All Purchase Orders must have final approval from the Principal. Department Heads are responsible to avoid over expenditure.

All orders received must be checked by Department Heads before packing slip is given to Tanya. All packing slips must be handed to Irena or Lisa upon receipt of order so she can pay the invoice.

6. **Meal Allowance Policy:** This applies for overnight curricular and extra-curricular activities only. A meal allowance is calculated as a maximum amount of \$10.00 for each breakfast and lunch, and \$20.00 for dinner. Meal allowance will be paid in advance by submitting the 'Meal Allowance Request form' three (3) days in advance of the departure date. No receipts are required.
7. **E.C.A.C.:** Teachers may receive a stipend up to a maximum of \$2,000, for participation in approved extra-curricular activities. All activities must be properly documented and submitted according to set criteria and deadlines. See ECAC Policy for details.
8. **Computer Purchase Plan:** An interest free loan is available to staff wishing to purchase a computer for school use. See attached policy for details. See Appendix H.
9. **Mileage:** When using your vehicle for school business, you may be reimbursed at .42 cents/km. Please use expense form and submit to Lisa. ***Trips in excess of 100 km return require pre-authorization. Trips for which school transport is provided are not eligible for mileage claims.***
10. **Student Purchases:** Student items purchased through the school may not be ordered without Department Head approval and may not be distributed until payment has been received.

TEXTBOOK POLICY

Subject teachers are responsible for textbooks used in their classes. When new textbooks arrive the Department Head must check that the number ordered is verified with the Purchase Order. Ensure that the order has been fulfilled and submit the packing slip (which you have initialed) to Irena or Lisa, as well as a copy to John. Stamp (with stamp available from the office), number (begin with the last two digits of the year) and store the books in the appropriate classroom.

If you are short of books, check with the Principal to see if funds are available to order more. When textbooks are lost, stolen or damaged, replacement or repair will have to be paid by the student. The care and control of textbooks is critical. Department Heads must be consulted before ordering books.

1. Each teacher is responsible for the distribution and collection of textbooks and supplementary materials used in his/her class.
2. Teacher Leaders will organize distribution, collection, storage and a textbook inventory. Tim will co-ordinate inventories and orders.
3. Students should write their names and the current school year on the front cover.
4. Teachers should impress on the students that the condition of the textbooks when issued will be considered, when textbooks are collected, and fines levied.
5. Students will fill out textbook loan cards-teachers will retain the loan cards until the texts are collected.
6. Teachers should remind students that they are responsible to return the exact book that was issued to them, not just any book.
7. Please review procedure for textbook issuance with your Department Head.

SECURITY ALARM PROCEDURES

1. Alarmed areas include:
Science Building

Main Building (new)

entire building is alarmed
building is divided into zones
staff members will have access
to zones as required

Convent Building

- Music Room
- Drama Room
- Music Office and Storage Rooms

2. Staff members are requested **NOT** to use alarmed areas when there are no custodians on duty and on weekends and holidays. If you have been given an alarm code to disarm the school:
 - a. when you disarm the school, you must immediately phone Lan Vac Standard 1 (888) 526-8221
 - b. you will need an account # and password to access alarmed areas.

SCHOOL HOURS

6:00 AM TO 10:30 PM, EXCEPT July, August, Professional Days, Spring Break and Christmas Break. The school is closed for Statutory Holidays.

Office hours are 8:00 am to 4:00 pm



BCTC PROFESSIONAL STANDARDS



PROFESSIONAL STANDARDS FOR BC EDUCATORS

1 | Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2 | Educators act ethically and maintain the integrity, credibility and reputation of the profession

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3 | Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4 | Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8 | Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

Effective | June 19, 2019

