



ST. ANN'S ACADEMY

ESTABLISHED 1880

PARENT HANDBOOK

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Message from the Administration

Dear Friends,

A warm welcome to St. Ann's Academy, the oldest continuously operating school, public or independent, in all of British Columbia.

St. Ann's Academy is an independent school and operates within British Columbia's school system. As with all accredited schools within the province St. Ann's Academy offers all the subjects required for our students to graduate and earn a Dogwood Diploma, giving them the opportunity to attend post-secondary education and continue their education.

St. Ann's Academy is not an "elitist" school, catering only to the academically talented students, though we do have our share of excellent students in that area. Neither is it an expensive school. Although we are a Catholic school, students of all faith backgrounds are welcome. Tuition and other fees, even for those not of the Catholic faith, are affordable.

What does make St. Ann's Academy unique is a special vision, a vision that comes from parents, students and teachers pulling together to make St. Ann's Academy an enthusiastic Christ-centred learning family. This means that the Christian values and ideals are taught in religion classes and that the atmosphere and approach throughout the day is an openly and proudly Catholic. This common thread, tying us together, helps establish the strong sense of community that new families identify as soon as they cross our school doors.

The commitment to excellence is an integral part of this vision. We have been given our gifts by God, so we have immense motivation to develop them to the fullest. This takes self-discipline, so an integrated approach is taken to develop this important virtue and skill.

Christ's message was a challenging one that wouldn't stand for mediocrity. However, it was also a positive one that centred on charity and purposefulness, so this happy spirit is central to our life at St. Ann's Academy. Everyone tries to co-operate in the exciting task of striving together for excellence and wholeness in every part of our person and world.

The following pages will give you a little more information about St. Ann's Academy, where we have a proud legacy of over one hundred and twenty-nine years of whole-hearted scholarship and Christian service.

All the best,

Mr. Kevin Langevin, Principal



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MISSION STATEMENT

***A Catholic School Community, nurturing mind,
body, and spirit, in love of Christ, for service of
God and neighbour.***

THE MISSION STATEMENT WAS UPDATED AND ADOPTED BY THE SCHOOL
COMMITTEE¹ IN THE FALL OF 2019

¹ Formerly known as School Council



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PHILOSOPHY OF EDUCATION FOR CATHOLIC SCHOOLS IN THE PROVINCE OF BRITISH COLUMBIA

A Policy Statement by the Catholic Bishops of British Columbia

Revised January 2005

I. The Catholic School Shares in The Mission of the Church

At the beginning of the third millennium, all those involved in Catholic education are called to build communities of faith and holiness. In partnership with the family and the parish, the Catholic school participates in the saving mission of the Church. By evangelization, catechesis and works of service, the Catholic school builds up both the family of faith and human community.

The Catholic school provides religious and moral reference points to help students critically examine the culture around them and build a society enlightened by the values of the Gospel:

- in a world that ignores the human thirst for God, it shares the living waters of our faith;
- in a time when there is little reverence for the image of God in the human person, it gives an unequivocal witness to the dignity of human life;
- in an age marked by relativism and a crisis of meaning, it evangelizes our culture's ways of thinking, standards of judgment and norms of behaviour with the truth of the Gospel;
- in a culture in which communication and relationships are often reduced to utilitarian ends, it proclaims a life of communion with God and others;
- in a world disfigured by poverty, oppression and war, it promotes justice and peace;
- in a society marked by personality cults, it bears witness to Jesus Christ, our Saviour and Lord, as the model for the fullest human life;
- in a time that often seems to be without goals and fearful of the future, it gives an account of the hope that is within us (cf. I Peter 3:15).

II. Characteristics of Catholic Schools

Christ is the foundation of the whole educational enterprise in a Catholic school (The Catholic School, #34). His teaching and life inform the school's identity and characteristics, which include:

- a belief in the inviolable dignity of every human person;
- a sacramental sense that leads us to recognize God manifested by His creation;



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- a recognition of God's sanctifying presence in Word and Sacrament;
- a love for encounter with God in prayer;
- a Gospel spirit of freedom and love;
- a spirituality of communion marked by mutual respect, accountability and caring;
- a concern for justice leading to a critical analysis of society;
- a sense of solidarity and commitment to the marginalized.

These core *elements* of Catholic faith provide a framework for Catholic Education.

Teaching the Whole Person

The Church “establishes her own schools because she considers them a privileged means of promoting the formation of the whole man, since the school is a center in which a specific concept of the world, of [humanity], and of history is developed and conveyed” (The Catholic School, #8).

Catholic education goes beyond the purely technical and practical aspects of schooling and aims at an integration of all knowledge within a vision of the world and the human person. It focuses on the physical, emotional, moral and spiritual dimensions of human development, leading to a personal synthesis of faith and life in each student. Growth in all areas prepares students for a meaningful life of service as committed Christians, building the Kingdom of God in a pluralistic society.

Faith Lived in Christian Community

The New Testament word for Christian community is “koinonia”, which means a communion or life-sharing relationship with Christ and others. Living Christian community means living in relationship with Jesus, the Head of the Church, and the members of His Mystical Body. Communion with Christ and others leads to relationships characterized by mutual love, honest communication and commitment to serve each other's needs, to rejoice together, to mourn together, and to delight in each other. “A spirituality of communion indicates above all the heart's contemplation of the mystery of the Trinity dwelling with us, and whose light we must also be able to see shining on the faces of the brothers and sisters around us” (At the Beginning of the Third Millennium, #43).

Catholic education is committed to developing communities of faith. Those involved in Catholic education are called to create a faith community in the school and to link it to the wider Church community.



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Commitment to Justice and Compassion

Catholic educators nourish in their students a relationship with Jesus that leads to awareness of those Christ loves, namely, all of humanity, and inspires a spirit of solidarity and service.

III. Parents as Educators

“Parents have a particularly important part to play in the educating community, since it is to them that the primary and natural responsibility for their children’s education belongs” (The Catholic School on the Threshold of the Third Millennium, #20). The school exists to complement the work of parents as the first teachers of their children. Parents should be involved with the life of the school by participating in School Committee, other committees, and through regular collaboration with teachers.

IV. Pastors

The priest is a necessary and integral member of the school community. He has a specific role and responsibility, particularly in the religious instruction given and in all matters that affect the Catholic character of the school. Pastors should promote Catholic education especially for those who are poor, those deprived of the benefits of family life and those weak in faith.

V. Staff as Living Witnesses

Catholic educators are called to do much more than share religious knowledge. “Professionalism is marked by, and raised to, a supernatural Christian vocation” (Lay Catholics in Schools: Witnesses to Faith, # 37). It is the personal witness and holiness of the teacher that will have the greatest impact on the students. Catholic educators should model collaboration, love of the faith, communion with the Church and concern for the poor and marginalized. They must be committed to leading their students to encounter Jesus and develop a relationship with Him that expresses itself in witness and service.

VI. Religious Formation in the Catholic School

“The special character of the Catholic school and the underlying reason for its existence, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the overall education of the students” (The Religious Dimension of Education in the Catholic School, # 66) This catechesis should be spiritual, liturgical, moral, sacramental and apostolic (The Religious Dimension of Education in the Catholic School, #69), so that the student may experience the transforming power of the Gospel in an integral way.



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VII. The Catholic School and New Evangelization

As the Catholic Bishops of British Columbia, we emphasize the Catholic school's central role at the beginning of the third millennium in the Church's work of evangelization, which must be new in ardor, methods and expression (Church in America, # 6). In setting forth principles to direct the Catholic schools of our province, we call for the commitment of students and parents, teachers and administrators, pastors and religious, trustees and committee/council members, and the whole Catholic community to this great work.

VIII. References

Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to Faith*, 1982.

Congregation for Catholic Education, *The Catholic School*, 1977.

Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium*, 1997.

Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, 1988.

Pope John Paul II, *At the Beginning of the Third Millennium*, 2001.

Pope John Paul II, *The Church in America*, 1999



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RIGHTS AND RESPONSIBILITIES

Students, parents/guardians, teachers, priests, support staff, and administration work together to provide a respectful, caring environment where faith and learning go hand-in-hand. Leading our children to be the best they can be, St. Ann's Academy is committed to being a place where everyone feels safe and appreciated. All members of our communities have rights and responsibilities in ensuring a safe environment.

Rights and Responsibilities

Students have the right to expect:

- ❖ to be treated fairly, consistently, and with respect
- ❖ to be treated as individuals and have their learning styles acknowledged giving them the opportunity to learn to the maximum potential
- ❖ that personal property is safe from theft or damage
- ❖ a safe and secure environment, free from physical and emotional harassment, bullying, and discrimination
- ❖ to receive regular feedback about their performance

Parents/Guardians have the right to expect:

- ❖ their children will learn in a safe and secure environment, free from physical and emotional harassment, bullying, and discrimination
- ❖ regular honest and accurate communication about their child's progress
- ❖ their child is receiving the best instruction and the current curriculum in a positive supportive learning environment

School staff have the right to expect:

- ❖ respect and courtesy from students and parents
- ❖ that students will listen to reasonable requests
- ❖ a consistent effort from students
- ❖ that personal property is safe from theft or damage
- ❖ an orderly work environment

Along with rights, come responsibilities.

Students have the responsibility to:

- ❖ to treat others fairly, consistently, and with respect
- ❖ to allow others to learn in their preferred learning style
- ❖ to behave in a way that is respectful of staff, the school, and our Catholic faith
- ❖ take responsibility for their learning, behaviour, and possessions



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- ❖ treat their possessions and those of others, including the school's, with care
- ❖ ensure their use of the computer network does not negatively impact others
- ❖ submit work on time while respecting copyright laws, licence agreements, and the intellectual work of others.

Parents have the responsibility to

- ❖ provide spiritual guidance
- ❖ take an active role in supporting their child's physical, mental, emotional, and spiritual needs
- ❖ take an active role and show interest their child's academic progress
- ❖ ensure their child attends school regularly and that their child wears the school uniform properly
- ❖ communicate respectfully and constructively with the school
- ❖ promote healthy and respectful relationships
- ❖ ensure students have appropriate learning resources
- ❖ support the school in helping provide a safe and secure environment, free from physical and emotional harassment, bullying, and discrimination

School staff have the responsibility to:

- ❖ provide spiritual guidance
- ❖ know their students and their preferred learning styles.
- ❖ demonstrate respect and courtesy towards students, parents, and colleagues
- ❖ regularly monitor student attendance, participation, and advocate for a child's well-being
- ❖ maintain an orderly work and learning environment to support student learning
- ❖ be a positive role-model
- ❖ fairly and accurately assess student work and keep parents informed about their child's progress and behaviour
- ❖ contribute to helping create a safe and secure environment, free from physical and emotional harassment, bullying, and discrimination
- ❖ plan for and use a range of effective strategies and resources to accommodate and support individual student learning styles and needs
- ❖ use positive reinforcement approaches when working with students
- ❖ build positive relationships with students
- ❖ know the content of the courses they teach



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GENERAL INFORMATION

School Organization

St. Ann's Academy shares in the mission of education of our catholic students, with the Catholic churches in the Kamloops diocese. We are a community that promotes the academic and religious development of teachers, staff, and students.

St. Ann's Academy belongs to the Catholic Independent Schools of the Kamloops Diocese (CISKD). Under the CISKD and in coordination with the school administration, the School Committee will oversee the operation and management of the school. The School Committee has monthly meetings. Parents and staff are encouraged to attend.

Following the guidelines outlined in the CISKD policy manual, the school also has a Parents Support Group. The parents of St. Ann's Academy are an integral part of the school community and are encouraged to become involved in the activities of their child(ren). The Parents Support Group also has regular meetings that you are encouraged to attend.

Student Services

St. Ann's Academy has student service support. Any student may request an appointment. If an appointment is desired, students can make an appointment at the front office.

Bishop's Representative

Father Derrick Cameron, the rector of Sacred Heart Cathedral, is the Bishop's representative and school chaplain. Father Derrick is available for assistance and guidance by making an appointment through the school office.

Lockers

Lockers are the property of St. Ann's Academy and are provided to students for their use. Students are responsible for purchasing a combination lock from the school and keeping their lockers locked at all times. St. Ann's Academy assumes no responsibility for items stored in the lockers. As the lockers are the property of the school and as the school has a responsibility to provide a safe environment, administration reserves the right to open and search the locker for weapons or substances that may pose a risk. [See School Power and Authority.](#)



High School Daily Schedule

The schedule of classes for St. Ann's Academy is an 8 x 5 block rotation:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
8:25 – 9:40	A	E	B	F	C	G	D	H
9:40 - 10:40	B	F	C	G	D	H	A	E
10:55 – 12:05	B	F	C	G	D	H	A	E
1:00 – 2:00	C	G	D	H	A	E	B	F
2:00 – 3:00	D	H	A	E	B	F	C	G

Thursday's Daily Schedule

BLOCK 1
ADVISORY
BLOCK 2
BLOCK 3
BLOCK 4

Early Dismissal Schedule

8:25 – 9:22	BLOCK 1
9:22 – 10:19	Block 2
10:19 – 10:36	BLOCK 2
10:36 – 11:33	BLOCK 3
11:33 – 12:30	BLOCK 4

High school students are dismissed at 12:30 pm on early dismissal days.



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ELEMENTARY DAILY SCHEDULES

Daily Schedule (Grades Kindergarten to 7)	
8:25 – 10:15	In Class
10:15 – 10:30	RECESS
10:15 – 12:00	In Class
12:00 – 12:55	LUNCH
12:55 – 2:40	In Class

Early Dismissal Schedule	
8:25 – 10:15	In Class
10:15 – 10:30	Recess
10:15 – 12:00	In class
Elementary Students are dismissed at 12:00 High School Students are dismissed at 12:30 SAA Buses leave the school at 12:45	



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REGISTRATION AND CATCHMENT AREAS

St. Ann's Academy & Our Lady of Perpetual Help Schools

The following jurisdictions apply for registration in elementary school, Kindergarten to Grade 7 inclusive:

Those families residing north side of the South Thompson River and west of Highway 5, in the areas of Our Lady of Perpetual Help Parish and St. John Vianney Parish will enrol their child(ren) at Our Lady of Perpetual Help School.

Those families residing south side of the South Thompson River and East of Highway 5 in the areas of Sacred Heart Cathedral and Holy Family Parish will enrol their child(ren) at St. Ann's Academy.

Families residing in other parish areas will be considered on an individual basis.

Exceptions:

- A. Employees of Our Lady of Perpetual Help School and St. Ann's Academy may enroll their child(ren) at the school where they are employed, if they so desire.
- B. If there are extenuating circumstances, the administration of St. Ann's Academy and Our Lady of Perpetual Help School will deal with families on an individual basis. In these situations, the decision of the school administration will be final.

SCHOOL FEES

Domestic Students Fee Structure

School fees are applicable for the current year are listed on-line at www.st-anns.ca. Tuition is set in January through consultation with our Local School Committee and administration.

St. Ann's Academy and Our Lady of Perpetual Help Elementary School have merged the tuition structure for the benefit of families with children attending both schools. To be eligible for the Catholic rate, families must complete the Application for Active-Catholic Tuition form, available online, and have their parish priest sign the form.

For families needing financial assistance please inquire with the principal.

Tax receipts will be issued in January or February for the portions eligible,



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International Students Fee Structure

Tuition fees for foreign students are listed on the school's website. The tuition is due upon acceptance of letter of placement. Tax receipts will not be issued.

If a student is interested in applying for enrollment into St. Ann's Academy, a registration form along with a copy of the most recent report card must be sent to the school. Upon receipt of the registration form, the acceptance of the completed registration form and tuition payment, a letter of acceptance will be forwarded.

Payment of School Fees

Tuition fees are necessary for the operation of St. Ann's Academy. They help cover the difference in income public schools receive and what independent schools receive. The Local School Committee, working with CISKD, endeavors to establish and keep tuition rates affordable for parents/guardians. As tuition is a major source of St. Ann's Academy income, it is the responsibility of the parents/guardians to pay the tuition fees as set by the School Committee.

Tuition Payment Policy

Guidelines

1. Parents/guardians must apply for initial admission to St. Ann's Academy according to the admission policy and complete re-registration packages for each school year.
2. Parents/guardians receive a 5% discount on tuition if the total annual owing is paid in full before the first day of class. Office staff will be available during the two weeks preceding the beginning of class.
3. Monthly payments may also be made. In these cases, parents/guardians are encouraged to pay tuition fees through an auto-debit payment. Parents/guardians can arrange for these payments to come out of their account on the 5th or the 22nd of each month.
4. Tuition payments can be spread over 10 or 12 equal payments. Please note, if you are using the 12-month option, the payment schedule must run from July of the current year to the following June.
5. Income tax receipts for tuition will be issued in February of each year.
6. Any tuition payment, by cheque or auto-debit, which is not processed due to insufficient funds, will result in a charge of \$20.00 from St. Ann's Academy.



Incomplete payments.

As tuition is critical to the financial stability of the school, the School must ensure all parent/guardians take responsibility for their expenses. On occasion, families may face financial hardship. Parents/guardians experiencing financial difficulties due to illness, limited financial means, accident or other unforeseeable events are invited to apply for tuition assistance by completing the Financial Assistance Application, available at the school office. Tuition fees must be paid in full before re-registering for the following year unless financial assistance procedures have been concluded with the finance committee.

1. Outstanding Payments

- a. If a payment is not processed, due to insufficient funds, or if parents/guardians fail to make a monthly tuition payment, they will be contacted by the School. At this time, the bookkeeper will make arrangement to ensure the account is brought up to date within ten school days.
- b. If a payment is not received within the ten-day period, an invoice will be issued stating a deadline for payment of all outstanding fees, including service charges for insufficient funds.
- c. If the account continues to be in arrears, parents/guardians will receive a letter in January, informing them that re-registration of their child(ren) will be withheld until the account has been paid in full.
- d. If a family chooses not with re-register their child and if payment is still not received, in full, by the stated deadline, the School will consider the account to be in default. The outstanding balance will move to a collection agency.
- e. The School Committee will determine any further steps for collecting unpaid tuition fees.

Please speak with the principal if you have questions or concerns.



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PARENT PARTICIPATION PROGRAM

To encourage parents/guardians to be active members in our school community, St. Ann's Academy requires all parents to participate in the Parent Participation Program (PPP). This program is a wonderful way of sharing your gifts and talents, making our school a better place.

There are many ways of contributing; however, before volunteers can take on a role at St. Ann's Academy, the school must have received documentation indicating an appropriate CRC (with the vulnerable sector check) status. Online access to the CRC site will be provided by the school office. Volunteer CRCs are valid for five years and can be updated as required.

Many areas and opportunities for parents to participation. Each family will be issued a card upon which hours will be recorded. As hours of volunteering are completed, a sponsor will signoff. When all 20 hours have been completed, the card can be submitted to the Front Office and your postdated cheque will be returned.

The goal of this program is to encourage parents' participation – not to generate revenue for the school. Our school community can only benefit from increased participation of our parent community.

Highlights of the program are:

- each family commits to at least 20 hours of volunteer service to St. Ann's Academy each school year (more is welcomed and encouraged).
- families may choose to donate \$300 in lieu of their participation in this program.
- Regardless of the hours volunteered, many families donate the \$300 to support our school
- each family will submit a cheque, post-dated for May 15th of the following year, in the amount of \$300. When all hours have been completed, the deposit cheque will be returned.



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ELECTRONICS POLICY: PERSONAL MUSIC PLAYERS, CELL PHONES & SMART PHONES

Cell phones

St. Ann's Academy believes in being present physically and mentally with those around them. Smart phones must not be brought to class and are not to be used during the school day. Should a student use their device without a teacher's permission, it will be confiscated, stored in a secure location, and returned at the end of the day. Repeat offences will result in the phone being released to the student's parent or guardian. Further infractions may result in a meeting with administration.

To support our students in this policy parents are asked not to contact their children on cell phones during school hours. If an emergency arises, contact the school office and students will be informed immediately.

On field trips and sporting events, at the lead teacher's discretion, cell phones may be used while in transit to and from the location; however, while activities are taking place, cell phones must be properly put away.

DRESS CODE

St. Ann's Academy believes that uniforms are an important aspect of attending our school. Wearing a clean well-kept uniform proudly shows school spirit. It allows individuals to free themselves of social expectations about how to dress. Whether you receive the highest marks, score the most points in a game, sing on key, or show kindness, consideration for others and students will be recognized for their God-given talents. We believe this also applies to how we present ourselves. Hair colour must be natural, and makeup should be subdued.

SCHOOL UNIFORM

Aside from Kindergarten, Dress Down Days and special theme days, all students attending St. Ann's Academy are expected to come to school wearing their uniforms. All acceptable uniform shirts and sweaters, except the Mass shirt, will have the school crested embroider on them.





ELEMENTARY SCHOOL UNIFORM: Grades 1 – 7

Items with an asterisk (*) are required for Mass dress. SAA crested hoodies or sweatshirts must be removed during school Mass.

Boys:

- Loosely hemmed navy-blue pants or shorts*
- White dress shirt (not crested) *, or navy blue or white golf shirt (crested)
- Closed toe and closed heel shoes or running shoes*
- School crested tie*
- Optional: School crested
 - sweatshirt (hoodie or crew neck)
 - knitted zip jacket
- Optional non-crested items:
 - black dress belt

Girls:

- Navy-blue pants, tunic, shorts, skirt or skort*
- White blouse (not crested) *, or navy blue or white golf shirt (crested)
- Closed toe and closed heel shoes or running shoes*
- Optional: School crested:
 - sweatshirt
 - knitted zip jacket
- Optional non-crested items:
 - black dress belt
- Close-toed shoes
-

Kindergarten:

- Play Clothes



Grades 8 - 12 – Regular Uniform

Items with an asterisk (*) are required for Mass dress. SAA crested hoodies or sweatshirts must be removed during school Mass.

Boys:

- Navy or khaki loosely hemmed pants or shorts*
- White or blue collared dress shirt (long or short sleeved) *
- School crested white or dark green golf shirt (long or short sleeved)
- SAA gold and blue striped tie*
- Optional items: School crested
 - Sweatshirt
 - hoodie
 - zip-front jersey knit jacket
- Optional non-crested items:
 - black dress belt
- Close-toed shoes

Girls:

- Navy-blue or khaki loosely hemmed pants, shorts*
- Tartan skirt, beige or grey skort*
- White or blue blouse* (long or short sleeved)
- School crested white or dark green golf shirt (long or short sleeved)
- Black or navy-blue knee socks or tights if wearing the skort or tartan skirt*
- Optional items: School crested
 - Sweatshirt
 - hoodie
 - zip front jersey knit jacket
 - tie (tartan or green)
- Close-toed shoes

The skirt and skort must be worn within 4 inches of the top of the knee while standing straight up.



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Non-uniform (Dress Down Days) – modest dress required

During the school year, there are a variety of non-uniform days (also known as Dress Down or Free Dress days). Students are asked to please dress modestly for these events as they continue to represent the school. Clothing must be clean and untornd/frayed.

To maintain modesty, the straps of a tank top or dress must be to the shoulder width; clothing must not contain any offensive graphics/sayings/ or logos; the length of a skirt, dress, or shorts within 4 inches above the knee or longer;; a child's midriff must be covered; underwear/ underwear waistband is not to be shown; and yoga pants and similar types of pants must be worn under a skirt or long sweater to ensure the child's bottom is covered.

COLD WEATHER GUIDELINES – ELEMENTARY

Students are expected to go outside during regular supervision times (before school, recess, lunch, after school). Parents should ensure that their child brings the following items needed to stay warm and comfortable when outside: warm coat, gloves/mittens, head/ear covering, boots, and waterproof snow pants.

Cold Weather Temperature Guidelines:

Students benefit from movement and play. Going outside at break times helps give students the mental breaks and provide opportunities to socialize. Students are expected to go outside for the duration of regularly scheduled outdoor time (before school, recess, lunch and after school). At times, the temperature may drop to a point where there is risk of frostbite. The following will be used as guidelines to keep students indoors:

- If the still temperature or “feels like” temperature is between -20°C and -25°C, students will go outside for recess or for about 15 minutes at lunch. Should conditions worsen, teachers will bring the students in.
- If the still temperature, or “feels like” temperature is colder than -25°C, students will be kept indoors.



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BEFORE AND AFTER SCHOOL SUPERVISION

Student safety and security is of the utmost importance for everyone at St. Ann's Academy. It is therefore important for all parents, students, and staff to understand and be aware of the supervision that the staff at St. Ann's Academy provides.

Supervision of students is only provided from **8:00 AM to 3:00 PM by school staff**. In an effort to ensure that we are providing a safe environment for our students, the front doors to the school will be locked until approximately 7:55 AM each morning. If students are dropped off at school before this time, students will wait outside (upper lot) until the school doors are unlocked. After school, supervision is provided both in the upper parking lot and lower playground until 3:10 PM. All elementary students must go outside after 2:40. After 3:10 PM, any remaining students on the school grounds will not be supervised.

Students who have a practice or event before 8:00 AM or after 3:10 PM will be welcomed into the school building by the appropriate staff person, who will be responsible for supervising them during this time.

TRANSPORTATION

Parents are responsible for getting their children to school. For the convenience of families, St. Ann's Academy operates two school buses with scheduled morning and afternoon routes. Bus routes are located on the school's website at www.st-anns.ca.

School Bus Fees

The school bus fee is determined by the School Committee. Fees are subject to change each year. For the current rate, please check with the school office. To register for ridership, request a form from the school office.

- Monthly bus fees of \$75 per child up to a maximum of \$200 per family must be received by the St. Ann's Academy office by August 31, of the current school year to guarantee a seat on the bus.
- Pay in full or post-dated cheques (Sept 1 to June 1 kept on file) submitted with the registration form. If cheques are not received, students will not be registered as monthly riders and must purchase single ride passes.
- If you wish to cancel bus service a refund will be given for the months following the cancellation notice.
- The full monthly fee applies regardless of the # of times your child rides the bus.
- Single ride passes may be purchased from the office. The office must receive an email or permission slip from home and \$7.50 in advance of the student riding the bus.



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School Bus Safety and Behavior Regulations

Students must understand that these regulations are for their safety. Distractions of any kind must be avoided to allow the driver to operate the bus safely.

Students must:

- obey the instructions of the bus driver or SAA staff member. Students may be refused a ride on the bus as a result of improper conduct.
- provide a note from a parent if they would like to be dropped off at a stop other than their regular drop off
- remain in their seats until the bus comes to a full stop
- when exiting the bus, students must proceed to the exit door in a timely and respectful manner
- if exiting to the right of the bus the students must wait for the bus to continue on its route before they proceed home
- if exiting to the left of the bus (and crossing the road) the students must stop in front of the bus in one group, looking both ways for oncoming traffic and then proceed across the road when it is safe to do so
- clean their area when exiting the bus
- must be courteous and respectful at all times
- store their backpacks in their seating area or on the floor directly in front of their seat

Bulky gear or equipment:

- **Skates** must have skate guards and be carried in a secure bag.
- **Skateboards** and hockey **sticks** may be permitted (bus driver will determine where they will be stored).

SAA Parent Notifications will be used, as needed, to give parents insight into their child's conduct while riding the bus. Copy of infractions will be highlighted and be sent home. The student is required to return the slip, signed by the parent and student, before he/she will be allowed to ride the bus again.

BASIC RULES AND EXPECTATIONS

Attendance

All students are expected to attend assigned classes. Failure to attend class will result in contact with the home and follow-up actions by both the school and the home.

Students who have missed school must bring a note stating why they were absent, signed by a parent or guardian.

Students are expected to bring this note to the main office when they return to school.

Students must report to the main office before they return to class.

Occasionally a student will be absent for special family reasons. This includes events such as weddings, funerals, and extended family trips and holidays. If such an event is planned, a note



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from the parent/guardian explaining why and what classes will be missed shall be given to the Principal and affected classroom teachers. Work may be given, when possible, but it is the responsibility of the student to find out what is going to be missed and what is going to be assigned. Failure to do so may result in missed grades. The responsibility for taking a student out of school and the resulting consequences must ultimately rest with the student and the parent.

Absence from School and Qualifying Days

If your child is absent from school for any reason, please phone the school as soon after 8 am as possible.

In order to qualify for government funding, pupils must be in attendance for 135 days from September to May 15th. Absence due to illness is not deducted from the 135 days unless there is no note from the parents verifying the cause of the absence. The government auditor checks these notes while completing his attendance audit in June. A student, who because of holidays or other reasons, is in attendance for less than 135 days, qualifies for partial funding only.

We, therefore, ask parents, out of consideration for the school's financial situation, to be very careful about this matter.

Lates

Students are expected to be at the school by 8:20 am so Period One can begin on time at 8:25 am. Students who arrive at school after the beginning of the first class are expected to sign in at the front office. Students are expected to arrive on time for the start of the school day and for their classes. Excessive lateness will be dealt with firmly.

Doctor's or Dentist's Appointments

For any special appointments (doctor's/dentist's appointment) the student has during school time, parents MUST send a note/email to the school in order for their child to receive an early dismissal form.

Smoking and the use of Vapor Products

St. Ann's Academy has a NO SMOKING policy with the following conditions:

- No person shall smoke tobacco and/or tobacco products or use or inhale electronic cigarettes and/or vapor emitting smoking products and/or all electronic nicotine delivery systems.
- There is to be no smoking anywhere in the building. This includes school and out-of-school functions.
- There is to be no smoking on the school grounds during any school function.
- Students who wish to smoke during the school day MUST go off the school grounds, and must be out of sight of parents, teachers, and/or other students. This includes NOT smoking on the slope between the school and the hospital, or Loma Bella, as this is in full view of parents and students driving to or from school.



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SCHOOL POWERS AND AUTHORITY

To keep school spaces safe, the Supreme Court of Canada ruled that principals and teachers have the legal flexibility to search students and/or their belongings without obtaining a warrant. School officials are not subject to the same strict rules as police when conducting searches. Students have privacy rights, but those rights are diminished if educators have reasonable grounds to believe that a student(s) is/are breaking rules that threaten the safety of themselves or others. These suspected activities could include weapons, drugs, alcohol, fireworks, etcetera.

Jurisdiction

This Policy applies in a wide range of circumstances, including:

- any school building and on any school ground at any time
- in the community, if the conduct directly impacts on the reputation or integrity of the school
- at any time during the school day, including on the way to and from school
- on field trips (day or overnight) organized by the school
- towards school staff and their property at any time or place

In general, students whose conduct adversely impacts on the welfare of staff, parents, other students, or learning atmosphere of the school will be subject to discipline.

BEHAVIOUR

Classroom Discipline

Teachers are responsible for their own classroom management. Students must be supervised at all times. Disruptive behavior in the classroom or school, such as tardiness, inappropriate language, uncooperativeness, disregard of classroom/school cleanliness, missing homework, etcetera is dealt with according to the following steps:

- The teacher informs the student what is expected of him or her and the steps dealing with disruptive behavior are clearly outlined.
- The teacher talks privately with any student whose behavior is not acceptable and may issue classroom disciplinary consequences.
- The teacher informs parents of the persisting behavior and future consequences.
- Classroom detention/service time.
- Reconciliation of the problem.

Playground/Hallway Supervision

- The supervisor on duty is responsible for playground/hallway discipline.
- If the bell rings and the problem has not yet been resolved, the student is referred to administration with an explanation of the event.



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Referral to Administration

If the unacceptable behavior continues, or is a serious breach, the teacher notifies administration then sends the student to the office.

Examples: repeated tardiness, dress code violation(s), inappropriate language, defiance, uncooperativeness, and disregard of the cleanliness of the school environment, etcetera.

Possible Consequences:

- The Vice-Principal may issue 1-5 days of after school detention, clean-up duties, or other suitable consequence.
- Parents are informed by phone and by letter. The administrator will inform the classroom teacher of decisions made regarding the student's misconduct.

Discipline reports will be kept on file in the office and a copy supplied to the homeroom and/or attending teacher. A cover letter outlining dissatisfaction expressed by teacher(s) and/or parent(s) may be included.

ADDRESSING CONFLICT

A three-step protocol exists at St. Ann's Academy for effectively resolving conflict. All community members are expected to abide by it: students, parents, staff, and administration.

- a. Direct concern privately and respectfully to person directly involved. If dissatisfied,
- b. Inform administration of concerns in writing, who will seek out resolution. If the matter is still unresolved,
- c. Address a letter to the School Committee, which summarises the problem, the levels of redress already attempted, a request for assistance, and a potential solution for consideration. If School Committee is unable to resolve the matter, the individual will receive direction from School Committee on how to proceed [[see Appeals](#)].

SUSPENSIONS

Definite:

After careful consideration, the principal may impose a suspension as a response to continued offences of a minor nature, or for more serious offenses where individual or group safety is at risk. Examples include, but are not limited to: fighting, intimidation, theft, vandalism, truancy, defiance of authority, deliberate disruption of class, obscene or abusive language, skipping detentions, and/or misbehavior while representing St. Ann's Academy.



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In-school suspensions

These suspensions may be between ½ a day or up to five days. The student must be at school by 8:30 am and report directly to the Front Office. The student will be supervised by a staff member while working in an assigned area. The student will remain in the assigned space until 2:40 (elementary) and 3:10 (secondary), unless the student needs to use the washroom or purchase food from the Canteen. While suspended, the student foregoes the privilege of social time (break and lunch) and involvement in extra-curricular activities. Assigned work must be completed satisfactorily. Formal written notification will be given to parents, course/homeroom teacher(s), and included in the administrative file.

Out-of-school suspensions

These suspensions may be between one to 10 school days. While the student has an out-of-school suspension, the student may not attend school, any school-related functions, or school-related activities. Assigned work must be completed to the satisfaction of the course teacher. Formal written notification will be given to parents, course/homeroom teacher(s), and included in the administrative file. It is the responsibility of the student to keep up with missed work. Furthermore, the issue that resulted in discipline must be reconciled.

Additional, alternate, or adapted consequences to the aforementioned may be utilized as appropriate to the age, maturity, and context of the student's situation. The parents will be asked to attend a conference meeting with the teacher and the administrator. The student may be present.

Indefinite:

Certain situations may require immediate action. Indefinite suspensions exist for an extremely serious offense such as drug/alcohol violation, assault or abuse of a student or teacher, malicious vandalism, etcetera, or for repeat misbehavior as described above.

Expulsion:

Expulsions exist to address first time violations of severe behaviors that threaten the safety of the student involved as well as others within the school community. Expulsions also serve as the final stage in dealing with persistent inappropriate behavior.

Appeals:

An appeal may be made in writing to the School Committee for a suspension or expulsion. Should a disagreement between home and school occur regarding the principal's suspension/expulsion decision, the student may not return to school to attend classes before the matter is resolved at the School Committee level. Should the student be permitted to return to school, a non-negotiable behavior/academic contract may be utilized and signed by the student, parents, and administration. If the terms of the contract are broken, student and parents forfeit further rights to appeal.

Should the School Committee uphold the decision of the principal, a second appeal may be made in writing to the CISKD Board of Directors. School Committee shall provide specific direction for this to occur. For a full description of the appeal process, please see [Appeal of Expulsion](#).



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A SAFE & HEALTHY ENVIRONMENT

To ensure the continued maintenance of a safe, healthy, and clean environment, the following policies have been developed in specific response to dealing with unhealthy practices. Please read them carefully.

Unhealthy Choices: Tobacco, Alcohol, Narcotics, & Unsafe Behaviors

The Catholic Independent Schools of the Kamloops Diocese ("CISKD") is committed to the health and safety of its students and anyone attending at its Schools. The use of drugs, tobacco, vapour products, alcohol, and certain medications do not advocate a healthy lifestyle or conform with the Catholic culture in our Schools, namely taking care of our God-given bodies. These products can have serious effects on students and the learning environment. CISKD is committed to preventing substance use and impairment on and off Diocese or CISKD property, and while participating in any school event.

Policy

CISKD strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, using, or being under the influence of drugs, tobacco, vapour products, or alcohol during school hours, whether on or off Diocese or CISKD property. It is the prerogative of the principal to administer disciplinary action, which may include community service, mandatory counselling, in-school suspension, out-of-school suspension, or expulsion for student who violate this policy. The RCMP may be notified of any student who traffics or distributes these products, and any such student may be immediately expelled.

For further details regarding this policy, please refer to Substance Use Policy For Students of CISKD, Effective Date: October 1, 2018 [January 10/19 Version]

Unsafe Behaviors

St. Ann's Academy has been and continues to be a very safe learning environment. In an effort to maintain that level of safety, the following violations that threaten the safety of our school community will result in suspension, possible expulsion, and/or police notification. Examples of unsafe behaviour include, but are not limited to:

- Causing, attempting to cause, or threatening to cause physical injury to another person or willfully using force or violence upon another.
- Possession or sales of any firearm, knife, explosive, laser pointers, or other dangerous object.
- Brandishing a knife or other weapon-like object towards another person.
- Possessing, using, selling of tobacco, drug paraphernalia, or any controlled substance.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to school property or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity.
- Disrupting school activities.
- Receiving/in possession of stolen property.
- Possessing an imitation (replica) firearm.
- Committing or attempting to commit sexual assault or battery.



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- Harassing, threatening, or intimidating a witness.
- Committing assault or battery upon any school employee.

These policies are in effect to maintain and ensure a safe learning and teaching environment for all.

Bullying/harassing behaviours

Bullying and harassment occur when there is an abusive power imbalance; it is different from conflict arguing. The following behavior exemplifies bullying or harassment that will not be tolerated at St. Ann's Academy. The fundamentals of discipline, as aforementioned, will be applied.

- Physical aggression: Hitting, pushing, budging, spitting
- Intimidation: Verbal threats, taunting, dirty looks, hateful letters
- Verbal Aggression/Teasing: Insult, offensive jokes, put downs, making fun of or mockery
- Discrimination: Judging or imitating a person because of their race, ethnic origin, or gender
- Exclusion: Gossiping, spreading rumors, isolating a person, refusing to acknowledge a person
- Trickery: Hurtful pranks, "accident" on purpose, lying, denying, blaming, setting someone up
- Stealing: Taking someone's personal possessions

At the discretion of the principal, bullying and harassing behaviors may lead to suspensions and possible expulsions. In an effort to be fair, each case is handled individually.

INCLUSIVE EDUCATION SERVICES

St. Ann's Academy supports the provision of special education services based on inclusion. We recognize that some students have exceptional needs in learning, behaviour or physical mobility and that every effort must be made to provide these students access to programs and services to enhance their opportunities to succeed in all aspects of Catholic education. Therefore, we include all students in the school community for instructional purposes. All students have the right to:

- A Christian experience of community
- learning opportunities that are committed to individual needs
- student evaluation that furthers developmental growth and learning
- support assistance when it is required.

Our schools have learning assistance coordinators and a special education team to develop and deliver special education programs and services. The special education teams consist of the learning assistance coordinator, administration, the classroom teacher(s), the certified educational assistant, the parents/guardians of the student, outside special education service professionals and/or agencies as needed, and the student themselves, when appropriate.

St. Ann's Academy supports the provision of education programs and services for students with special needs subject to the availability of physical, human, programmatic, and financial resources.



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SCHOOL COMPLETION CERTIFICATE

St. Ann's Academy believes all students should receive recognition and rewards for their learning achievements and should be acknowledged alongside their peers. Students with special needs or other students who may be on a modified individualized education program may be recognized for having met the goals and objectives of their educational program.

St. Ann's Academy may request that the Ministry of Education issue an "Evergreen" School Completion Certificate. School Completion Certificates, based upon Ministerial Orders and Regulations, are intended to recognize the accomplishments of students, including students with special needs, who have succeeded in meeting the goals of their educational program but not the graduation requirements, established by the BC Ministry of Education, for a Dogwood Graduation Certificate.

SCHOOL SUPPLIES

Elementary School

For consistency in supplies and activities, St. Ann's Academy charges a student supply fee, which classroom teachers use to order materials for students. These items are handed out to students as necessary by their teachers. The teacher will supply a student supply list of items that may be required to be purchased by parents at the start of the school year.

High School

Students are responsible for their own supplies.

SCHOOL LIFE

STUDENT COUNCIL

Student council is a forum for student input. This group of dedicated students come together to work for the student body. The work of the student council is very important and essential, and we urge those who are elected to do their best when serving their fellow students.

SCHOOL ATHLETIC TEAMS

St. Ann's Academy features several very competitive teams at the Grade 8, junior, and senior single A levels. Some teams may include volleyball, soccer, basketball, golf, and track and field. These teams are offered on a yearly basis as determined by student interest and the availability of coaches.



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To participate on school athletic teams, students must:

- be receiving a passing grade in all academic classes;
- be in attendance of school on team practice days;
- be in attendance the day prior, day of, and day after athletic events.

Failure to comply with the above conditions may result in the student being asked to not participate in an athletic event until all conditions are met consistently.

SPECIAL EVENTS

St. Ann's Academy promotes the spiritual and social life of students through special events such as retreats, food hamper collections, mission collections, special liturgies, dances, Catholic Schools Week activities, and Sports Day.

HIGH SCHOOL ASSESSMENT

EVALUATION POLICIES FOR SECONDARY SCHOOL

In order to standardize evaluation of students across the grades and across the curriculum, teachers have devised the following evaluation policy. This policy will help us to maintain the high standards of academic excellence and will foster good work and study habits in our students.

Assignments

Presentation

- Neatness and clarity are essential.
- All assignments must meet departmental standards, (refer to the course syllabus)

Content

Proper format should be followed and may include:

- outline
- table of contents
- footnotes
- bibliography
- charts, diagrams, graphs, etc.

Proper (acceptable) language should be adhered to within the assignment.

Tardiness

Major Assignments



Regardless of the student, they must demonstrate what they know, can do, and understand within each area of the subject curriculum.

- All work must be submitted on time, with some minor discretion provided by the teacher.
- If a student doesn't submit their work on time, the student must wait until the second chance window. The teacher is under no obligation to accept late work outside the 2nd chance window.
- Second chance window will start the 3rd prior to report cards being due. This gives teachers time to mark, return the work, and make the relevant comments on the report card.
- Missed work between the 2nd chance window and report cards may be submitted the following the term's 2nd chance window. This will negatively impact the mark for the missed term but will not have an impact on the final mark. An "I" may be assigned.
- To avoid the benefit a student may get by having more time to work on an assignment, the teacher may change details of the assignment to be submitted during the second chance window.
 - For example: If the first assignment was, "Write a 750-word essay on the impact coal had on WWII", the teacher may assign, "Write a 750-word essay on the impact steel had on WWII".
- Other consequences of not submitting work on time:
 - The student becomes ineligible for the honour role and Principal's Award.
 - If the work is not submitted within the 2nd chance window, the student may receive an "I" on the report, regardless of percentage. Justification for this is that students must demonstrate understanding of all areas of the curriculum.
 - Students may get an "N" for effort, indicating improved effort is required.
- Teachers should reference frequent late assignments on the report card comments.

Minor Assignments

These assignments are due at the beginning of class on the date due. Unless previous arrangements have been made with the teacher, if the assignment is turned in after this time, a 10% deduction will be assessed for each school day the assignment is late, up to a 50% deduction. After this, students may still submit the assignment for evaluation to a maximum grade of 50% on that assignment.

Academic Honesty

Academic integrity involves adhering to the ethical standards of honesty, trust, fairness, respect, and responsibility in all aspects of the learning process. St. Ann's Academy expects every student to uphold these values with regard to all academic work in order to ensure a fair learning environment, to nurture intellectual growth, and to foster relationships built on trust in our school community.



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Dishonesty can be characterized into four types: cheating, collusion, duplication of work, and plagiarism.

- **Cheating**: any other behaviour that gains an unfair advantage for a student or that affects the results of another candidate (for example, misconduct during an examination, not following exam guidelines and instructions).
- **Collusion**: is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work**: is defined as the presentation of the same work for different assessment components and/or diploma requirements. For example, handing in an assignment for two classes without permission to do so.
- **Plagiarism**: is defined as the representation intentionally or unwittingly of the ideas, words or work of another person without proper, clear, explicit acknowledgement.

Grades 8-10 will receive a zero and must rewrite the assignment. They will only be able to achieve a mark of 50% on the rewrite.

Grades 11 and 12 will receive a zero on the assignment. There will be no opportunity for a rewrite.

Homework

Students are expected to do the homework assigned to them in all their courses.

Missed Tests

- Students must bring a note from their parents/guardians indicating the reason for missing the test and the parents must state that they know that the test was missed. Notes for missed tests and exams are required within five calendar days of the student's return to school. If the student does not bring in a note, he/she will be given a zero on the test. There will be no make-up for a missed test.
- The second missed test will automatically be given a zero. Consultation with administration may occur.
- In certain courses, Safety Tests must be passed before a student will be able to proceed with the course.
- If a student misses a term or final exam, then it will be assumed that the illness was serious enough to see a doctor and a doctor's note will be required to verify that the student was unable to attend school to write the exam. Students without a doctor's note must do an exam at a time recommended by administration. Notes for missed tests and exams are required within five calendar days of the student's return to school.

Exams

Any term or final exam will be cumulative in content from the beginning of the year. For example, material covered in September will be on all subsequent exams.



Feedback

Tests and assignments will be returned to the students within a two-week period for their perusal.

It is the responsibility of the subject teacher to return all exams, assignments, projects, and research papers to their students for their perusal during class time. These may be retained by the teacher at his/her discretion. Final exams must be kept on file for 12 months.

Homework Expectations for Extended Absences from School due to Holiday or Family Vacation

Families may choose to go on a family vacation while school is in session and not at the traditional Christmas Break or Spring Break. Although this is the prerogative of each family, teachers will not be required to provide homework before departure. Upon return, the teacher will determine whether the missed work will have to be completed or, at the teacher's discretion, propose an alternative assignment meeting the learning outcomes.

Parents are asked to please give teachers as much notice as possible regarding upcoming family vacations. Please send your child's teacher an email or a handwritten note detailing the date(s) your child will be away from school. For attendance purposes, parents must notify the Front Office (attendance@st-anns.ca) and the teacher regarding days their child will be away from school.

Reporting

Teacher Duties

- Tests and assignments must be returned to the students within a two-week period for their perusal.
- It is the responsibility of the subject teacher to return all exams, assignments, projects and research papers to their students for their perusal during class time.

Grades K-9

For the following areas of learning, the three formal reports will be provided throughout the school year. These reports will include where your child is on the Provincial Proficiency Scale, descriptive feedback on areas of significant growth, student behaviour, work habits, effort, social responsibility, and opportunities for further development in relation to the learning standards set out in the curriculum:

- English Language
- Mathematics
- Science
- Social Studies



- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education.
- French (Grades 5-9)

The third term summative report will include student self-assessment of the core competencies.

Four-point provincial proficiency scale

The **four-point provincial proficiency scale** is used in K-9 to communicate student progress in all areas of learning. The four points on the scale include Emerging, Developing, Proficient, and Extending.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Grade 10-12

In Grades 10 to 12, three formal reports will be provided throughout the school year. Each report will include letter grades, percentages, and descriptive feedback to indicate students' level of performance, student behaviour, work habits, effort, social responsibility, and opportunity for growth in relation to the learning outcomes set out in the curriculum for each course or subject and grade. The third term summative report will also include a graduation status update indicating student progress in relation to the graduation program requirement, and student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

The graduation status update

The aim of the graduation status update in Grades 10-12 is to make sure that parents, caregivers, and students have the information they need to ensure that graduation requirements are being met and to make parents and caregivers aware of any areas that require attention. The graduation status update must include:

- The graduation requirements as outlined in the Graduation Requirements Policy



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- Indication of a student's progress toward meeting those requirements, including courses that the student cross-enrolled in
- The graduation program the student is in
- The student's completion of any provincial assessments
- Graduation status updates will be provided by the school of record for cross-enrolled students.



Grades

Letter grade	Percentage range	Definition
A	86-100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
B	73-85	The student demonstrates very good learning in relation to the learning standards.
C+	67-72	The student demonstrates good learning in relation to the learning standards.
C	60-66	The student demonstrates satisfactory learning in relation to the learning standards.
C-	50-59	The student demonstrates minimally acceptable learning in relation to the learning standards.
F	0-49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.

Insufficient evidence of learning

In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student. In Grades 10-12, IE cannot be used on a student's graduation transcript and must be converted to an alternative letter grade and percentage. When it is time to convert the IE, teacher(s), principal and/or vice-principal will work together to determine the letter grade and percentage that are most appropriate. It may be decided that a non-passing grade, such as F, will be used. However, it is important to outline a clear support plan for the student to retake the course to ensure that they are better able to demonstrate their learning in relation to the learning standards in order to fulfill graduation requirements



Here are some examples of when IE might be used:

- A student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term).
- A student has been away from school for a significant period.
- A student who is below 50% and needs to provide further evidence of learning to pass a course.

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning curriculum standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each XSIEP or LD (locally developed non-credit) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

ELL and FLL Students (all grades)

Where an English language learner, or a French language learner in a Francophone program, is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.



ST. ANN'S ACADEMY
ESTABLISHED 1880

APPEAL OF EXPULSION

When an appeal of an expulsion is brought to a School Committee, an appeal sub committee will be appointed hear the case.

Procedure:

The decision to overturn the expulsion must be based on one or more of the following points:

- 1) Did the student commit the infraction he/she is accused of?
- 2) Is the infraction covered by policy and does the policy allow for expulsion?
- 3) Is the policy being applied properly? The wording in some policies is intentionally broad, e.g., gross misconduct. Was this infraction intended to be considered gross misconduct?
- 4) Has the school followed its own and CISKD policy regarding the handling of the expulsion? Was proper notification given in writing, timelines, etc.

The appellant has the right to further appeal to the Board of Director of CISKD in the event that he appellant is not satisfied with the decision of the local School Committee. An appeal to the Board of Directors must take place within 7 days of the date of the written decision of the local School Committee. The appellant must make the appeal in written, with a copy to the local School Committee. Upon receipt of the appeal, the Board of Directors will meet within 10 days. The appellant and/or the school principal will be asked to provide written submissions for the consideration of the Board of Directors. The Board of Directors will review the submissions, addressing Questions 1 to 4, outlined above. The decision of the Board of Directors will be provided to the appellant and School Committee in writing. The appellant has right to further appeal to the Ombudsperson for the Catholic Independent Schools. For more information on how to contact the Ombudsperson assigned to the Kamloops Diocese, contact the

CISKD Office of the Superintendent
635A Tranquille Road
Kamloops, B.C. V2B 3H5

or by phone at 250-376-3351