



St. Helen's School

Policy & Procedures Handbook

2023-2024

St. Helen's Elementary School
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SCHOOL PHILOSOPHY	3
SCHOOL HISTORY	5
ADMISSION	7
TUITION & FEES	8
Registration Fee:	8
Tuition Rates:	8
Category Definitions:	8
Activity Fee:	9
per child (non-refundable)	9
Payment Terms:	9
TUITION/BUS:	9
HOT LUNCH PROGRAM: online only/through an independent company	Error! Bookmark not defined.
INSUFFICIENT FUNDS:	10
If the bank returns an NSF cheque to the school, an additional charge will be levied to the family.	
TAX RECEIPTS:	9
"A" Account	10
SCHOOL STRUCTURE	10
PARENT RESPONSIBILITIES	15
STUDENT RESPONSIBILITIES	17
DISCIPLINE	17
BULLYING PREVENTION & INTERVENTION	20
UNIFORM	22
CURRICULUM	24
Promotion / Transition Policy	25
STUDENT REPORTING	25
HOMEWORK POLICY	25
Areas of Homework	26

Teacher Responsibility	26
Time Guidelines:	26
Group Projects	26
Agendas / Homework Books	26
Religious Education Program	26
Parents Responsibility – Incomplete Homework	26
SPECIAL EDUCATION POLICY	27
Goals	27
Definition	28
Placement	28
Assessment	28
Psycho-educational Assessment	28
FIELDTRIPS	29
EXTRA-CURRICULAR	29
Philosophy:	29
Athletic Program	30
General Guidelines for Athletic Extra-Curricular Activities	30
Fine Arts Program	31
Drama (seasonal)	32
Participation	32
Staff Responsibility	32
Parents Responsibility	32
Student Responsibility	33
Discipline	33
Outside Staff / Volunteers	33
INTERNATIONAL EDUCATION PROGRAM	34
CHANNELS OF COMMUNICATIONS	34
PARENTAL INVOLVEMENT:	34
APPEALS PROCEDURES:	35
RESPONDING TO A SCHOOL EMERGENCY	35
LOCKDOWN PROCEDURES	35

ST. HELEN’S SCHOOL AWARDS	36
YEAR END SCHOOL AWARDS: KINDERGARTEN TO GRADE 6	36
CHRISTIAN WITNESS GRADES K-6	
GRADE 7 CHRISTIAN WITNESS AWARD	
ACADEMIC	
TEACHER CHOICE - GRADES K - 7	
RECOGNITION	
EXCELLENCE AWARDS	
<i>EXTRA-CURRICULAR ACTIVITY AWARDS</i>	<i>40</i>
THE JOHN BRASSINGTON SEARCHERS AWARD	
THE STEPIE BLESCH AWARD	
THE SEARCHER AWARD FOR THE FINE ARTS	
THE ST. HELEN'S SEARCHER AWARD	
THE FRANK FILGIANO AWARD - GRADE SEVEN	
THE MIMA BOSA HANDBELL RECOGNITION AWARD	
THE EMILIO PICARIELLO CHORAL AWARD	
THE GIANFRANCO GIAMMARIA LIFELONG LEARNING AWARD	
KNIGHTS OF COLUMBUS AWARD	
THE DAVID SCHOLLEN AWARD	
THE ABENANTE FAMILY AWARD & THE JUSTICE KELLY AWARD	
<i>ST. HELEN'S SCHOOL SCHOLARSHIPS</i>	<i>45</i>

SCHOOL PHILOSOPHY

School Mission Statement

St. Helen's School is a Catholic Community of dedicated educators with Christ as our center. It is our purpose to fully develop the spiritual, intellectual, physical, social, and emotional growth of the students with special regard given to the individuality of each child, enabling them as Christians to live, share, and serve in the community while striving for personal excellence in all endeavors.

Structure

St. Helen's School is a Roman Catholic School under the direction of the Catholic Independent Schools of Vancouver Archdiocese. St. Helen's School serves the educational needs of the children of St. Helen's Parish.

St. Helen's School is, by its origin, committed to the teaching of the Catholic Faith according to the Doctrine of the Roman Catholic Church as outlined in the Policy Statement of the Catholic Bishops of B.C.

The Pastor of St. Helen's Parish is the Spiritual and Executive Director of St. Helen's School. He is supported in this mission by an elected Educational Committee as provided under "The Guidelines for Structure of our School Administration under the Catholic Independent Schools of Vancouver Archdiocese".

These guidelines assign the responsibility of the day to day administration of the school to the Principal who is the organizer of the school community.

The teachers in St. Helen's School must not only teach the Faith, they must be living witnesses to it. The teachers must be dedicated to the Philosophy of Total Education and to creating and maintaining a Philosophy of Education which has Christ as its center and as a part of all endeavors. They must strive to assist the students to grow as Christians, living, sharing and serving the parish, civic, and national community.

The parents of St. Helen's School, as the primary educators of their children, are called upon to be living witnesses to the Catholic Faith. The parents, supporting the Philosophy of Total Education, are expected to participate as fully as possible in the community of St. Helen's and to share their individual talents with it. They must strive to support the policies of the school, its administration, staff, and student body.

The students of St. Helen's School, using Christ as their example, are expected to strive towards excellence in their spiritual, academic, physical, social, and emotional development. The students are expected to take part in the school's life as fully as possible. They are expected to develop and share the individual talents that God has given to them and to recognize the individualism and talents of all others. They are expected to exemplify, at all times, their Christianity, bringing it to all aspects of their activities by living, sharing and serving the parish, civic, and national community.

Code of Conduct

Staff and administration recognize and celebrate the wide range of successes that characterize the St. Helen's school community. To support and continue this tradition, the Code of Conduct serves as a public statement of the foundational principles of our safe, caring, and successful learning environment. As members of the St. Helen's school community, we, the students, staff and parents, are expected to read, understand, and abide by this code.

Rationale

The St. Helen's *Code of Student Conduct and Social Responsibility* is a product of collaboration among the staff, students, and Education Committee of St. Helen's. Expectations for student behaviour and participation in active learning are based on requirements set out by the *School Act of British Columbia*, the *B.C. Human Rights Code*, the Catholic Independent Schools of Vancouver Archdiocese and the St. Helen's School staff and administration. The Code thus reflects the school's intention to preserve for all students and staff a safe, non-discriminatory, and Christ-centered atmosphere for purposeful learning and social interaction. It is also designed to establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.

Additionally, the St. Helen's Code of Conduct provides guidelines for student behaviour while under the jurisdiction of the school: during the school day, while travelling to and from school, and during any school-sponsored activity or event. It also extends to student behaviour – off school property and outside of regular school hours – that may have a negative impact on the learning environment of the school, on the safety or learning of one or more students, or on the reputation of the school.

The essence of this code may be stated in the St. Helen's Beatitudes:

Be Safe - Be Responsible - Be Respectful - Be Like Jesus

Policy Formation

The policies in the St. Helen's Policy and Procedure Manual exist as the basis for the decisions made by the Teachers, Principal and Parish Education Committee of St. Helen's School. The manual is consistent with the policies outlined in the Catholic Independent Schools of Vancouver Archdiocese Policy Manual which is available on the CISVA website at cisva.rcav.org. St. Helen's School Policy and Procedure Manual is posted on the school website at sthelensschool.ca for all of our families. The manual is updated as required.

1. A draft of the proposed policy, either written by a member of the Educational Committee or the Staff, Must be presented to the Policy Handbook Committee, a sub-committee of the Education Committee, For discussion, editing and evaluation.
2. The finished draft approved by the Policy Handbook Committee must be presented to the entire Education Committee, including the Pastor, for evaluation and approval.
3. The acceptance of a new policy requires a 50% plus one vote by the members of the Education Committee.
4. To change an existing policy requires a 75% vote by the members of the Education Committee.

SCHOOL HISTORY

The History of St. Helen's School

"Out here on the Pacific Coast, there are children to be helped. They, too, are the little ones of Christ." (Fr. J.B. McDonald) St. Helen's Church was erected in 1912 followed by **St. Helen's school being built in 1923**. It was a modest three-room frame building which would accommodate 40 students in September of 1923. In search of teachers for the school, the pastor sent many letters to the Sisters of Charity in Halifax, Nova Scotia and spoke of the needs of this little school and parish out west. It was through his persistence and his moving plea, quoted above, that eventually convinced Mother Mary Berchmans, General Superior of the Sisters of Charity and her council, to agree to his request. By August, 1923 the first group of teaching sisters arrived in Vancouver.

In 1936 a humble addition to the original 2 classroom school was made. This building served the educational needs of the students until the celebration of the Silver Jubilee of the coming of the sisters. At this time the parish had grown to some 500 families and the need for a larger school became evident. Through careful administration by the pastor, and the generous co-operation of loyal parishioners, this need became a reality. On Sunday, June 20, 1948, the new school, accommodating 300 children, was blessed.

In 1956 a beautiful new parish church was built. In 1973 it became evident that there was a significant number of Italian people moving into Saint Helen's parish and Archbishop Carney, recognizing the need to better serve our Italian parishioners asked the Scalabrinian Congregation to take the parish under its care. Under the direction of these missionary priests, a new rectory was constructed in 1977. Our school was renovated in 1980 and a much needed parish gym/hall was erected in 1983. In September of 1985 another renovation of the school became necessary when a fire caused major damage to the school.

1996 was a very unique year for St. Helen's School. The Sisters of Charity of St. Vincent de Paul were recognized for 72 years of dedicated service to Catholic Education. In September, the Sisters left our Parish to continue their missionary work.

The number of parishioners applying for Kindergarten in 1996 was extremely high. With 28 siblings at the top of the list and a large number of parishioners to add, difficult decisions had to be made. For the first time in the history of St. Helen's School two full kindergarten classes were approved with a total of 57 students and an overall enrollment of 297. St. Helen's family was growing and so was the need for a larger church. In the fall of 1996 the school took part in the ground-breaking ceremony for the building of a new church.

The families of St. Helen's School have inherited the educational philosophy and spirit of St. Elizabeth Ann Seaton, the founder of the Sisters of Charity of St. Vincent de Paul, Halifax. The Sisters, along with many other staff members, have shared their knowledge and culture, enriched by faith and love, with the community. Through continued prayer, commitment and sacrifice by all, St. Helen's School will continue to provide Catholic education to the children of this community. Appreciation is extended to those who played a role in establishing St. Helen's and those who continue to contribute to the development of this excellent school and community.

The Story of St. Helen

St. Helen was born in Colchester, England during the time of the Roman Empire. Her son, Constantine, became the Emperor of Rome in 306 A.D. Constantine's reign was threatened by many who felt he should not be the Emperor and he was always at war. One night he dreamed about a flaming cross in the sky with the words "By this conquer". Constantine and Helen were pagans but they had heard about this new religion called Christianity and how it was growing stronger throughout the Roman Empire. Constantine made a vow that if he won the battle for his throne, he would become a Christian and would make Christianity the religion of the Roman Empire. When he was proclaimed the undisputed Emperor of Rome by all people, Constantine kept his promise and passed a law making Christianity the religion wherever Rome ruled.

Helen was one of the first to be baptized. She studied this new religion and about Jesus. Helen was curious about what had happened to the cross upon which Jesus had died and even though it was three hundred years after the crucifixion, she was determined that the cross be found. When she was eighty years old she traveled to Jerusalem to search for the cross herself. She had the workmen dig below the foundations of the great terrace which had been built over the site of Calvary and the Holy Sepulcher and they finally unearthed three crosses. They did not know which was the true cross so Helen prayed for a miracle. She asked Jesus if she found a sick man and placed him on the true cross, he might be cured. A dying man was found and he was laid in turn upon each cross. When his body touched the third cross he was immediately cured. Helen ordered the workmen to build a huge church in which to keep the true cross. She returned to Rome with a piece of wood from the true cross and two of the nails and there she built another church as a shrine for these holy relics.

Helen is the patron saint of St. Helen's School. All of the competitive teams in the school are called "St. Helen's Searchers" in honor of her determined search for the true cross. St. Helen is a model for the students of St. Helen's School as they take their first steps in their personal search for Jesus.

ADMISSION

As per the policy of the Superintendent's office for all Catholic Schools in the Vancouver Archdiocese; the following is the priority list for admission to St. Helen's School.

For purposes of this policy, “practicing Catholics” shall mean those individuals who are registered in a parish and attend Sunday Mass regularly, “active in a parish” shall mean those who support the parish by using envelopes (no minimum amount specified) and participate in the work activities required of them.

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

Special Consideration

It is the policy of St. Helen's School that no child will be refused a Catholic education because of financial difficulty. If your family is experiencing financial hardship, you should contact the school to discuss financial assistance in helping you to meet your tuition payments. It is also accepted that there may be a serious problem prohibiting a family from participating in the Participation Program. The school, on an individual case basis, will determine the assistance to needy families.

Enrollment

It is the policy of St. Helen's School that the number of students per class is as follows:

Kindergarten	30
Grades 1 – 7	30

Class size may vary due to special circumstances. Any change in class size will be carefully evaluated based on the make-up of the class (i.e. support staff such as L.A.C. teacher, Library/French teacher, Music teacher, and Teacher Assistants etc., as well as the academic and social characteristics of the students). No increase in class size will occur at the expense of the students presently enrolled in the class.

All registrations will be accepted according to the Admission Policy. Any registrations greater than the prescribed number per class must be brought to the attention of the Education Committee for their consideration.

Families registering will be interviewed and approved by the Principal and the Pastor. The Education Committee will be kept informed of the process through liaison with the Chairperson.

If the student/teacher ratio in the school is greater than 1/20, this policy must be reviewed. The ratio is calculated by dividing the number of full time equivalent students by the number of full time equivalent teaching personnel including part-time teachers (Music, French, Library, Methods & Teachers Assistants).

TUITION & FEES

Tuition/Registration/Activity fee obligations must be met as outlined in the St. Helen's School Registration Package. Without Special Consideration failure to meet the Tuition/Registration/Activity fee obligations will result in refusal of re-registration for the following school year.

All fees are paid through Pre-Authorized Debit (PAD)

REGISTRATION FEE: of \$150.00 per family is charged and NON-REFUNDABLE.

TUITION RATES: The table below summarizes the school's monthly tuition fee schedule for the indicated school year: The month of September is paid in advance at the AGM/Registration night usually in February and is NON-REFUNDABLE. Remaining 9 months of tuition is paid one month in advance monthly through pre authorized debit from September 1st-May 1st.

2023/24	Category 1 (Catholic)	Category 2 (Catholic)	Category 3 (Non-Catholic)
One Child	\$393.00	\$538.00	\$695.00
Two Children	\$770.00	\$1045.00	\$1,322.00
Three Children	\$1,020.00	\$1,439.00	\$1,808.00

DEFINITIONS:

Category One (Catholic registered participating and contributing Parishioners of St. Helen's*)

- a) Registered Parishioners of St. Helen's Parish.
- b) Regularly attend mass as St. Helen's Parish
- c) Use Sunday envelopes (weekly contribution is required).
- d) Authorized by St. Helen's Pastor.

- **Families who do not comply with the above will be moved to Category Two**

Category Two (Catholic non-participating/practicing St. Helen's Parishioners or other Catholic Parish)

- a) Does not regularly attend mass/registered St. Helen's Parishioners.
- b) Other Parish Pastor's Authorization.

Category Three (Non-Catholic): Not a member of any Catholic parish

Other Fees:

Activity Fee: \$300.00 per child is **NON-REFUNDABLE**

(**includes field trips, sports events, basic school supplies & memory book for each child. Extra memory books are charged)

Capital Fee: \$250.00 (*mandatory fee per family)

Monthly Bus Fee:

\$70.00 per family (both ways)

\$60.00 per family (one way)

Hot Lunch Program: online options are available

***Note: Registration will not be accepted if there are any outstanding monies owing to the school (NSF cheques, Participation Fine, Library Book Fines, etc.)**

Payment Terms: All fees paid through Pre-Authorized Debit (PAD)

REGISTRATION/ACTIVITY FEE and 1st MONTH TUITION 1 payment at registration

TUITION/BUS: Pre-Authorized Debit **ONLY** (PAD)

- The month of September is paid in advance at registration **and is non-refundable.** Balance of school tuition fees (9mths) are paid one month in advance September-May.
- Early withdrawal notice must be received one month in advance or that month is non-refundable.

INSUFFICIENT FUNDS:

If the bank returns an NSF cheque to the school, an additional charge of \$45.00 will be levied to the family.

TAX RECEIPTS:

Tax Receipts are issued in February for tuition amounts for the previous calendar year. This receipt can be used under Charitable Donations on your Income Tax Form.

"A" Account

In accordance with the directives of the Catholic Public Schools of the Vancouver Archdiocese, the account used for the transaction of the school business shall be called, **THE CATHOLIC INDEPENDENT SCHOOLS OF THE VANCOUVER ARCHDIOCESE - ST. HELEN'S**.

The only monies which may be deposited directly into this account are:

1. The Government Subsidy
2. Tuition Fees
3. Parish Subsidy

All other monies including those made through fundraising, donations etc. must be dealt with in the following manner. They must be deposited into the Parish Account and the Parish will in turn issue a cheque in the same amount into the "A" Account. For the purpose of bookkeeping, these monies will be designated as Parish Subsidy.

Please note: A loss of any part of the Government Subsidy due to; (1) Parents, for reasons other than illness, choose to remove their child/children from the school for a period of time during the normal school year or (2) Other; will result in the parents being billed for that percentage of the subsidy which is lost to the school's revenue.

SCHOOL STRUCTURE

Education Committee Responsibilities

CHAIRPERSON - It is the responsibility of the Chairperson to:

1. Oversee all areas of the Education Committee
2. Schedule and chair all meetings
3. Meet with the Pastor and Principal to prepare the monthly agenda
4. Maintain public relations with all members of the community
5. See that all directives from the Central Committee are carried out
6. Approve all correspondence from the Committee
7. Be a member of all sub-committees

VICE-CHAIRPERSON - It is the responsibility of the Vice-Chairperson to:

1. Accept all responsibilities of the Chairperson if he/she is unavailable
2. Accept responsibility as required in other areas

SECRETARY - It is the responsibility of the Secretary to:

1. Record the minutes of every meeting
2. Distribute copies of the minutes and other pertinent information to all members of the Committee as soon as possible as required by circumstance
3. Maintain a file of minutes of all meetings as well as minutes of "In Camera" business
4. Type all general correspondence when required
5. Telephone members regarding meetings and special events

TREASURER - It is the responsibility of the Treasurer to:

1. Prepare a yearly budget in consultation with the Chairperson, Pastor, and Principal (To be approved by the Committee)
2. Monitor expenditures and receipts with regard to the budget
3. Provide a monthly report to the Committee on the "A" account
4. Oversee the collection of tuition
5. Oversee the bookkeeping for the "A" account
6. Oversee the collection of overdue accounts
7. Consult with the Pastor and Chairperson regarding any difficulty in collection
8. Keep the Committee up-to-date in all financial matters

PARTICIPATION PROGRAM COORDINATOR - It is the responsibility of the coordinator of the Parent Participation Program to:

1. Coordinate the parent participation program including LPR and "in school" workers
2. Communicate all pertinent information to the parent workers
3. Provide a list of all parents involved in the program to the bookkeeper
4. Oversee and monitor the implementation of the program
5. Consult with the Pastor, Chairperson and Principal regarding any difficulties in parent participation
6. Bill all families for non-fulfillment of participation requirements and maintain communication with the bookkeeper
7. Provide a monthly report on the participation program to the committee

MAINTENANCE PROGRAM COORDINATOR - It is the responsibility of the coordinator of the Maintenance Program to:

1. Work in consultation with the Chairperson, Principal and Pastor to maintain the day to day physical operation of the school and maintenance program
2. Oversee the implementation of the parent participation program with regard to maintenance
3. Act as a liaison between the Education Committee and Custodian
4. Consult with the Pastor and/or Chairperson in the event of emergency work
5. Provide a monthly report on maintenance to the Education Committee

PUBLIC RELATIONS COORDINATOR - It is the responsibility of the coordinator of Public Relations to:

1. Keep parents, parish, and community aware of the policies and events of the Education Committee

2. Provide liaison to the parish, its newsletters and bulletins
3. Provide a monthly report to the Education Committee

C.I.S.V.A. LIAISON - It is the responsibility of the representative to the C.I.S.V.A. to:

1. Represent St. Helen's at the annual general meeting of the Society
2. Be willing to serve on the Executive Committee of the Society if requested and elected
3. Provide any pertinent information from the C.I.S.V.A. to the Education Committee

Role of the Catholic School Principal

The Catholic School Principal is the central figure within the school. He/she is responsible for each and every child and each and every teacher.

"It would be hard to over-emphasize the importance of the role of the school Principal, the leader, the organizer of the school community. The specific aim of the Catholic School, the synthesis of the Catholic faith and culture, of Catholic faith and personal life, should be visible in the life of the Principal. He/she is the animator of the teaching staff, not only in academic matters but in their responsibility to be Witnesses of Christ in the classroom. The Principal is the one who advances in the school the art of teaching in accordance with the principles of the Gospel." (The Catholic School - Its Character and Mission)

The Principal is hired as an education expert and is responsible for:

- Day to day administration
- Academic programs
- Religious instruction and Christian Community
- Student relationship to the Parish
- Working with the Pastor (Bishop's representative)
- Development of Teaching Staff
- Advise, Participate and Implement Education Committee decisions
- Tone and discipline in the school
- Public Relations (with parents and community)
- Government and Superintendent's Office
- Budget (input into and adherence to)
- Planning (goal setting)
- Safety
- Security for confidential and sensitive school materials.

The Principal will act in a manner consistent with the philosophy of the school as outlined in the "Philosophy of Education for Catholic Schools in the Province of British Columbia – A Policy Statement by the Catholic Bishops of British Columbia dated July 5, 1994.

The Principal is expected to exercise good judgment at all times. If a situation arises that the Principal feels could seriously jeopardize the reputation of the school or involve the school in any kind of adverse publicity or legal action, the Superintendent's Office, the Pastor, and the local Education Committee should be notified immediately.

Note: Details of the Role and Responsibilities of a Principal are found in the C.I.S.V.A. Policy Manual.

Role of the Catholic School Vice-Principal

The Catholic Elementary School Vice-Principal shares this leadership and responsibility; his or her presence should complement and extend the influence of the principal throughout the school.

Acting in harmony with the practice and expectations of the principal, the vice-principal, following school and Diocesan policies, will show leadership and responsibility in the following ways:

- A deep commitment to fostering the development of a rich faith life in students, staff and parents.
- A shared vision and active involvement in developing the 3 critical elements of education: Curriculum, Instruction, & Assessment
- A commitment to promoting positive interaction between all members of the school community.

In the day-to-day operation of the school, the Principal will delegate duties to the Vice-Principal. When the Principal delegates such tasks, the principal still retains the responsibility; the Vice-Principal will act in harmony with the practice and expectations of the Principal. The Vice-Principal will be expected to teach and, as time permits, participate in extra-curricular activities.

Each school will establish a list of responsibilities and compensation specifically for their school that may be delegated to the vice-principal.

Role of Curriculum Directors (Primary & Intermediate)

The role of the Primary & Intermediate Curriculum Directors at St. Helen's School are as follows:

The curriculum directors share their leadership and responsibility to the teachers. Acting in harmony with the expectations of the administration following the school and Diocesan policies, will show leadership and responsibility in the following ways:

- A deep commitment to fostering the development of the curriculum and resources to continue the education of the school.
- A vision and active leadership in the educational components of the school, Curriculum, Instruction & Assessment.
- Continue to look for new resources and different teaching strategies to further develop and foster the education of the school students.

The directors will meet often with their teams (Primary & Intermediate Teachers) as well as the other directors and administration ensuring any challenges are communicated as well as any educational matters are fulfilled and implemented.

Role of the Athletic Director

The role of the Athletic Director at St. Helen's School is as follows:

PHYSICAL EDUCATION PROGRAM

Responsible to coordinate a physical education program for the entire school that is balanced, sequential, and monitorable.

In cooperation with the Principal, is responsible to organize the P.E. schedule for the school year.

ATHLETIC PROGRAM

- Responsible to organize the schedule of extra-curricular athletic activities in the school.
- Responsible to organize and supervise the scheduling of all games and practices throughout the year.
- Responsible to organize the coaches and assistant coaches for all school teams.
- Responsible to supervise the quality of coaching, ensuring upgrading of skills when necessary, uniform discipline, and methodology.

OTHER

- Responsible to prepare a calendar for the school's use of the gym for athletic and P.E. programs to be given to the Pastor and the Principal.
- Responsible to supervise all correspondence to parents regarding practice and game schedules, ensuring that the parents are kept well informed and up-to-date.
- Responsible to display and update trophies.
- Responsible to maintain the trophy case in good condition.
- Responsible to maintain order in the sports room.
- Responsible to maintain equipment and team uniforms in good order and to purchase necessary new equipment and team uniforms. All purchases require the advance permission of the Principal and, in the case of larger purchases, the Education Committee.

BUDGET

Responsible to administer the athletic budget.

Role of the Fine Arts Director

The role of the Fine Arts Coordinator at St. Helen's School is as follows:

ACADEMIC FINE ARTS PROGRAM

Responsible to coordinate a Fine Arts Program for the entire school that is balanced, sequential and monitorable.

In cooperation with the Principal, be responsible to organize the Fine Arts Teaching Schedule for the school year.

EXTRA-CURRICULAR PROGRAM

- Responsible to organize schedule of extra-curricular Fine Arts activities in the school.
- Responsible to organize and supervise the scheduling of all practices and events throughout the year.
- Responsible to organize the teachers and assistants for all school Fine Arts events and activities.
- Responsible to supervise the quality of teaching, ensuring upgrading of skills when necessary, uniform discipline, and methodology.

OTHER

- Responsible to prepare a calendar for the school's use of the gym, music room etc... for all Fine Arts activities. Programs to be given to the Pastor and the Principal.
- Responsible to supervise all correspondence to parents regarding practice and event schedules ensuring that the parents are kept well informed and up-to-date.
- Responsible to maintain, display, and update awards.

- Responsible to maintain order in the music room.
- Responsible to maintain equipment and instruments in good order and to purchase necessary new equipment and instruments. All purchases require the advance permission of the Principal and in the case of larger purchases, the Education Committee.

BUDGET

Responsible to administer the Fine Arts Budget.

Role of the Director of Learning Resource Teacher (L.R.T.)

The role of the Director of Learning Resource (LRT) is as follows:

- Special Education funding, working closely with the CISVA & Ministry of Education to ensure the proper funding and resources are allocated and used for the required students.
- Plan, draft and lead Individualized Education Plans, their meetings and dialogue with the parents.
- Meeting with specialist regarding students that require their time (auditory, speech, etc.)
- Implementation, facilitation and review of testing. (Dibels)
- Provide learning resource time and resources to students in a small group setting.
- Lead, plan and oversee the Educational Aids (Special Education & non-contracted)
- Meet with the Educational Assistants bi-weekly and School directors monthly.

Role of the Catholic School Teacher

The Catholic Elementary School Teacher strives to create a Christian environment which promotes Gospel values and Catholic Church teachings.

The teachers in St. Helen's School must not only teach the Faith, they must be living witnesses to it. The teachers must be dedicated to the Philosophy of Total Education and to creating and maintaining a Philosophy of Education which has Christ as its center and as a part of all endeavors. They must strive to assist the students to grow as Christians, living, sharing and serving the parish, civic, and national community.

Note: Details of Standards for the education, competence and professional conduct of Educators in B.C. are found on the Teacher Regulation Branch (TRB) website.

PARENT RESPONSIBILITIES

The parents of St. Helen's School, as the primary educators of their children, are called upon to be living witnesses to the Catholic Faith. The parents, supporting the Philosophy of Total Education, are expected to

participate as fully as possible in the community of St. Helen's and to share their individual talents with it. They must strive to support the policies of the school, its administration, staff, and student body.

St. Helen's, as a community school, believes that parent involvement is essential to its success. This involvement is two part: the participation program and volunteer work.

Participation Program

The Participation Program plays an integral part in the successful operation of St. Helen's School. All of us benefit directly from it. This program also provides the extra services that benefit the children. Because of the lower government funding to Independent Schools, it is necessary that parents take on some of the responsibilities.

Once your child has been admitted to the school, as an active school community member, you will be required to participate in the various activities of the school. If you do not fulfill these requirements of participation, you will be assessed a penalty fee will apply.

PARTICIPATION PROGRAM REQUIREMENTS:

40 hours Participation per year

- Regular 40 hours participation duties allocated and no fee.
- The LPR is for families who would rather make a monetary contribution instead of the minimum 40 hours.
- All families are eligible to take advantage of this position dependent on all essential roles being filled.

The new program will only have **2 choices**:

1. Parent Participation for up to 40 hours of scheduled work (**ONLY IF YOU HAVE AN ASSIGNED & CONFIRMED POSITION**) **OR**
2. Payment of a Non-Participation Fee of \$500 (**TAKEN OUT BY PAD ON OCTOBER 15TH**)

EDUCATION COMMITTEE:

There are seven members of the Education Committee elected by the parish at large. Each member must serve a two-year term. They are responsible for the operation of the school.

OTHER:

At the discretion of the PEC, parents who have special skills or resources may meet special needs of the School and/or Parish. This will constitute their contribution to the Participation Program. All such positions will be re-evaluated yearly.

Please note: A loss of any part of the Government Subsidy due to; (1) Parents, for reasons other than illness, choose to remove their child/children from the school for a period of time during the normal school year or (2) Other; will result in the parents being billed for that percentage of the subsidy which is lost to the school's revenue.

Volunteer Work

As in all successful schools and communities, St. Helen's is dependent upon the generosity of the parents who volunteer their help in a variety of areas. Parents are asked to volunteer their own special talents wherever and whenever possible. They are called upon to lend their help in the school's special events, driving their own students and occasionally supervision on field trips and to sporting events etc. All in school participation parents, volunteers and drivers must have a Criminal Record Check on file with the school office as per C.I.S.V.A. Policy; section 4; Volunteers 425. Without the sacrifice on the part of the parents, many of the extras now in place in the school would have to be deleted from the yearly program.

Parent Guardian Statement of Commitment

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

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

The following statements support the goals and philosophy of our Catholic school and need to be accepted and supported by all members of the community. Read them carefully. They ask you to make a commitment to the values and ideals of our school community. If you have any questions or concerns regarding this commitment form, please bring them to the Principal, Pastor or the Chairperson of the Education Committee who will gladly discuss them with you.

By returning the signed statement which you will receive each year with your registration package, you accept the responsibility of this commitment.

1. Parents and Guardians agree that they and their families will exhibit conduct consistent with Catholic denominational standards. The determination of whether any conduct contravenes these standards is the right of the Board of Directors of the Catholic Independent Schools of Vancouver Archdiocese.
2. All students are required to participate in our religious education curricular and co-curricular programs including liturgical celebrations, retreats, prayer, etc.
3. Parents/Guardians are expected to support the Religious Education Program and participate in it as required.
4. Regular school attendance and full participation in all aspects of the academic program of the school is required of every student. Each student is expected to strive toward the development of his/her full academic potential.
5. Each family is expected to support and participate in the fund-raising activities of the parish/school. This means each family shares in the responsibility of

educating our Catholic children.

6. Each student is expected to know and follow school policies on behaviour.
7. Parents/Guardians are expected to know and support school policy and procedures.
8. Parents/Guardians are expected to attend at least one orientation session which will focus on the philosophy and goals of our school.
9. Parents/Guardians agree to accept the responsibility for the cost of tuition, supplies and other school activities.

If any of these conditions are not met the school reserves the right to:

- A. refuse admission, or
- B. remove the student from the school.

STUDENT RESPONSIBILITIES

The students of St. Helen's School, using Christ as their example, are expected to strive towards excellence in their spiritual, academic, physical, social, and emotional development. The students are expected to take part in the school's life as fully as possible. They are expected to develop and share the individual talents that God has given to them and to recognize the individualism and talents of all others. They are expected to exemplify, at all times, their Christianity, bringing it to all aspects of their activities by living, sharing and serving the parish, civic, and national community.

DISCIPLINE

St. Helen's School believes that discipline is a part of education and must be approached in a manner consistent with the spirit and philosophy of the school. Discipline is a part of the growing process and must be positive and communicative in its application.

St. Helen's believes that it is important that the children learn self-discipline, spiritually, academically, socially, and physically. They must be challenged to accept responsibility for their own behavior in all aspects of their life. Expectations of behavior should be consistent with the children's maturity and ability.

Expectations

It is expected that with fair and consistent discipline the students of St. Helen's will learn:

1. Respect towards themselves and others
2. Respect for their own property and that of others
3. Respect for their own talent and that of others

4. Kindness towards and sharing with others
5. Honesty
6. Responsibility
7. Fairness
8. Courtesy
9. Sportsmanship

Conduct inside or outside of St. Helen's Elementary School that is detrimental to the reputation of the school can and will lead to disciplinary action. In the case of minor infraction of the rules, the teacher or staff member in authority will issue discipline consistent with the school's philosophy, the child's maturity, and the degree of seriousness. In the case of serious infraction of the rules, the matter must be brought to the attention of the Principal who will take appropriate action.

Minor Infractions

Students, along with the teachers, are involved in the discipline process, which involves the following sequence:

1. Discussion
2. Reflection
3. Solution and/or reasonable consequence
4. Follow-up

Serious Infractions

The following are considered serious infractions of the rules requiring special attention.

1. Deliberately causing physical harm to another
2. Deliberate destruction of the school's or another's property
3. Stealing
4. Cheating
5. Smoking or using alcohol or drugs
6. Taking dangerous weapons onto school property
7. Showing or distributing pornographic material
8. Leaving school property during school hours without permission
9. Playing hooky
10. Speaking to anyone in authority in an offensive manner particularly if the use of unacceptable language is involved.
11. Disrespect towards teachers and any other adult.
12. Violation of Computer Rules and Laws
13. Bullying

Procedures

In the case of serious infractions of the rules, the Principal, upon being notified, will give the student a formal letter indicating the infraction. They will receive a reasonable consequence, along with one of the following:

1. Suspension – A student must comply with the school rules authorized by the principal of the school attended by the students, and with the code of conduct and other rules and policies of the board of the C.I. S.V.A.

When a student does not comply with the school rules suspension is necessary. It is an essential stage in the complex problem solving process. Suspension is designed to support the student in changing inappropriate behavior. Suspension has positive effects including:

- Ensuring safety for everyone in the school
- Assigning clear consequences for a range of inappropriate behaviors
- Providing the time for planning support for behavior change
- Promoting collaboration among family, school and other community services to solve problems.

2. The students participate in decisions concerning their education. The students also participate in a follow-up after the suspension, which may involve:

- Instructional activities for teaching appropriate replacement behaviors for the inappropriate behavior.
- Counseling interventions that give the student opportunities to make plans for dealing with problem situations and to practice the required behaviors.

3. Expulsion - The Principal must call the Chairperson of the Education Committee and the Pastor and inform them of the decision to expel. The parents will then be called and the child removed from the school immediately.

GROSS MISCONDUCT

*The following are considered Gross Misconduct and will result in automatic expulsion of the students/student involved:

- a) If the intent to injure is obvious and physical harm resulting is serious
- b) If the child/children are selling tobacco, drugs or alcohol
- c) If a dangerous weapon brought to the school is used in a threatening manner and/or results in any kind of physical harm to another.

Cell Phones

Students are not permitted to use their cell phone during school hours, in or out of the classroom, including hallways and washrooms. Students may use their cell phone only during non-instructional time with a teacher's permission.

Confiscated cell phones will be returned at the end of the school day. Upon the 3rd confiscation, parents will be required to meet with administration before the cell phone is returned.

BULLYING PREVENTION & INTERVENTION

re: CISVA Policy 408

Rationale

Catholic Independent Schools of British Columbia (CISBC) code of conduct and anti-bullying policies are founded on Jesus' great two commandments in St. Matthew's account Chapter 22 "You shall love the Lord your God with all your heart, with all your soul, and with all your mind" and "You shall love your neighbour as yourself."

The foundation of Catholic teaching about life and relationships is respect for the human person. Through the school's Religious Education programs, as well as academic, athletic and fine arts clubs, we provide our students with opportunities that promote:

- Safe and respectful environment for all members of the school community
- Better understanding of appropriate and inappropriate social interactions
- Clear stems and actions followed by teachers, administration, parents and students

Definition of Bullying

Repeated verbal or physical 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.

Action Plan

Prevention:

- Raise awareness of acceptable and unacceptable behaviour in our school community
- Empowering all students with strategies for developing positive social interactions

Intervention:

- Investigate, report, record incidences of bullying behaviour
- Apply appropriate consequences to behaviour (i.e. letter, team meetings, parent/teacher meetings, suspension, counseling, transferring etc.)

NOTE: IEP (Individualized Education Plan) to support students to develop positive social interaction

Suspensions & Expulsions

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

An expulsion is usually preceded by a suspension, during which the student is denied the privilege of attending school and all school-related activities. Suspension from school is considered to be a serious penalty for behavior which, if continued, would ultimately result in an expulsion.

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

A suspension is decided upon by the principal or vice-principal only after thorough investigation. The length of the suspension must fit the severity of the infraction. No student shall be suspended for a period exceeding one school day without prior consultation between the principal or vice-principal and the Pastor/Archbishop's representative and/or the Chairperson of the Education Committee. A written notification of suspension must be given to the parents or guardian. The letter must contain the school's expectations of the student if re-admission to the school is granted.

If the principal has determined that the incident is serious enough to warrant expulsion, the principal must immediately consult the Pastor/Archbishop's Representative and the Education Committee Chairperson. During this consultation period, the student will be suspended. After the consultation, the principal will make his/her decision about the expulsion and inform the student's parents or guardians, either in person or by telephone.

Appropriate arrangements must be made for the student to leave the school. A written notification must be given to the parents or guardians within twenty-four hours of the expulsion.

Parents may appeal a suspension or expulsion decision. (Refer to "*CISVA Policy for Dealing With Major Complaints*")

UNIFORM

St. Helen's believes that a school uniform is an identifying symbol of a particular school with its own individual characteristics. It identifies a child as a student of St. Helen's School and should be worn with pride. A student's personal appearance impacts on their attitude as well as their behavior and thus the learning process. The purpose of having and enforcing a uniform is to create uniformity whereby diminishing social and cosmetic difference that attract undue attention to individual students. In school the student is encouraged to draw on their inner strengths to express their creativity and personal self.

Girls: St. Helen's Tunic (Gr.K-3)
St. Helen's kilt (Gr.4-7), navy blue knee socks or tights.
Navy blue cotton twill pants
Navy blue skort, navy blue (above ankle) socks,
(Optional Summer uniform)

Boys:
Navy blue cotton twill pants.
Navy blue walking shorts, navy blue (above ankle) socks,
(Optional Summer uniform)

Girls & Boys:
Light yellow polo shirt
Navy blue St. Helen's sweater.
Black or navy dress type shoes or runners, preferably soft soled
(no stripes, logo's etc.)

P.E. Uniform:
St. Helen's gym uniform consists of St. Helen's shorts and
T-shirts (white socks at the discretion of the teacher) and running shoes.

It is expected that all uniform items will be those supplied by Neat Uniforms. Exceptions will be made only on an individual basis for reasons such as fabric allergies, size availability, etc.

RULES

All students from Kindergarten through Grade Seven are expected to be in full uniform at all times. If for unforeseeable circumstances, the child/children are unable to be in uniform, they must bring a note to their

teachers giving the reason. Parents are strongly advised to put their child's name, on ALL uniform items, in some permanent fashion.

On the first occasion a child is not in uniform without a note, or if the child's appearance is determined as unacceptable, a note will be sent home to the parents outlining the problem. If the problem is ongoing, and no special consideration has been given to the specific situation, the parents will be called and the child/children will be suspended. The suspension will remain in place until the situation is rectified. Any time missed will have to be made up at the school's convenience.

Sweaters are worn daily at the discretion of the child BUT the child must bring it to school every day so that it is available to be put on for school gatherings, masses, field trips etc.

Based on the school's philosophy of uniform, there are expectations regarding personal grooming and accessories at school and during school related functions. Predicting ever changing fashion statements is impossible, therefore, the following are only some examples of these expectations:

Girls: No extreme haircuts, styles, coloring and/or bleaching of hair, no extreme accessories, no makeup, maximum one earring/earlobe - studs or sleepers only, no other body piercing or tattoos, no nail polish, skirts to be a modest length, shoe heel height not to exceed 1 - 1/2" or 3 centimeters.

Boys: No extreme haircuts, styles, coloring and/or bleaching of hair, no extreme accessories, no earrings, body piercing or tattoos.

It is the prerogative of the Education Committee to measure these expectations and the responsibility of the Principal to see they are enforced. All decisions made by the committee are final and subject to the terms of the Parent/Guardian Letter of Commitment signed at the time of admission.

LOST AND FOUND POLICY

Unclaimed items will be sent to the missions regularly.

PLEASE NOTE:

All uniform items are available at:

Neat Uniforms
1050 Boundary Road
Burnaby, B.C.
V5K 4T3

CURRICULUM

St. Helen's School uses provincially recommended learning resources and materials. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and schools with the approval of the Principal are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs. The recommended resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum.

This Integrated Resource Package (IRP) provides some of the basic information that teachers will require to implement. IRP consists of :

- provincially prescribed learning outcome statements for each subject area
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Promotion / Transition Policy

In most cases, after four years in the Primary Program, students will have gained a strong foundation of basic skills and acquired the confidence they need to move on to the more advanced learning provided by the Intermediate Program. In designing programs for the early intermediate years, schools may direct some students to continue working on skill development and other components of the Primary Program in the intermediate classroom. Other students may have already developed some of the skills normally associated with the intermediate years.

During the transition between Grades 3 and 4, it is expected that teachers will structure appropriate learning experiences and activities that meet the needs of the students as they work towards achieving provincial standards.

As students move through the intermediate years, they begin to develop advanced knowledge and competence in all areas of the required curriculum. Some students will need to spend more time working on basic skill development to reach standards. Flexible time allotments allow individual program planning and also make it possible for students to pursue programs of advanced studies that are offered in schools or in the community. Decisions regarding grade placement within the Intermediate Program are made jointly by educators and parents or guardians, in consultation with students.

STUDENT REPORTING

During the school year, St. Helen's School will provide the parents of students with reports describing students' school progress. Three of the reports will be formal written reports and other informal reports will be as required.

Formal written reports must, for Kindergarten to Grade 7 describe

- what students are able to do;
- the areas in which students require further attention or development; and,
- ways to support students in their learning.

Informal reports to parents may include:

- telephone calls;
- student-led conferences;
- parent-teacher conferences; and
- the use of journals.

Parents of students in Kindergarten to Grade 3 must be provided with oral or written comments on student's school progress. Comments should relate progress to the expected development of students in a similar age range.

In Grades 4 to 7 letter grades will be used to indicate students' levels of performance in relation to the learning outcomes for each course or subject and grade.

- Letter grades and structured written comments will appear on the formal report cards for Grades 4 to 7.

HOMEWORK POLICY

St. Helen's School believes that homework provides the opportunity to reinforce and enrich concepts previously taught in the classroom. It is expected that by encouraging self-discipline in homework, the students will learn good study habits and research skills which will prepare them for higher education. St. Helen's School also believes that homework is a valuable means of communication between the family and the school.

Areas of Homework

Unfinished Work

- Having provided ample time in class for a particular task, those students who do not complete the task may be given the work as additional homework.

Reinforcement

- Upon completion of a lesson taught in class, homework is assigned which provides reinforcement for the subject area or practice of a particular skill.

Projects

- Projects are a good educational opportunity for students to learn organizational and research skills while at the same time providing enrichment of a particular subject area.

Teacher Responsibility

It is the responsibility of the teacher:

1. When issuing a project, to provide the students with a clear and concise outline of the project, his/her expectations, the due dates, as well as mark expectations.
2. When issuing a project, to teach the necessary research skills and make sure that all students are able to acquire the research materials needed.
3. When issuing a project, to be aware of the homework being issued by all other teachers of these students and in the case of a major project, to reduce the amount of everyday homework.
Note: During the school year teachers may issue one major project and three minor projects per term.
4. When issuing any homework, to be aware of extra-curricular events, club responsibilities etc. so as not to make unreasonable demands upon the students.

Note: Involvement in extra-curricular activities is not considered an excuse for not completing a normal amount of homework.

Time Guidelines:

The amount of homework issued will be consistent with the child's grade level. At St. Helen's the average amount of homework will follow the guidelines listed below:

Grade K	Based on child's ability
Grade 1 - 3	Half an hour
Grade 4 & 5	Forty-five minutes
Grade 6 & 7	One hour

The above time guidelines are for assigned homework and are over and above any unfinished classroom work. The above is a guideline and it is understood that on some days there may be little if any homework while on other days the homework may exceed the time limit.

Group Projects

It is the policy of St. Helen's that "Out-Of-Class" group projects are unacceptable and may not be issued. It is, however, acceptable to issue individual parts of a group project as homework. "In-Class" group projects are an excellent opportunity to learn to work together and are a valuable learning experience for students.

Agendas / Homework Books

All students from Grades K through Seven have a homework book. These books must be filled out in class on a daily basis with consideration given to the ability of the individual student.

Religious Education Program

St. Helen's Admission Policy requires Catholic Families to be practicing in regards to regular Saturday/Sunday mass attendance. The children will be asked to complete a weekly journal following attendance at Mass. They will receive homework which they will have to fill out and return each week. Your child will be asking you to help him/her fulfill this obligation by taking them to mass each Saturday or Sunday.

Parents Responsibility – Incomplete Homework

Parent/Guardian Statement of Commitment (C.I.S.V.A. Policy) Item #2 states:

“Parents/Guardians are expected to support the Religious Education Program and participate in it as required.”

Parents will be contacted, by the Teacher and/or the Principal, if your child is consistently forgetting to do their

homework. If homework assignments are not completed for the week, the child will be responsible for making sure that previous homework is completed and handed in the following week. If the problem persists, the school reserves the right to remove the student from the school.

SPECIAL EDUCATION POLICY

Goals

We desire to fulfill the mandate of Christ, "Go and teach" by aiding "the Church to fulfill its catechetical mission."

We desire to provide quality Catholic education for the child of every Catholic family who so desires it.

We desire to see that services are provided for the exceptional child through a continuum of educational programs and family support systems.

We desire to view each child as a unique individual and place each child in the program that best responds to his/her needs.

We not only desire but also depend on the entire community of faith to implement these desires - the Executive Committee, Central Office staff, priests, local education committees, principals, staffs, our students and their parents - for we are first and foremost a faith community and "Christian faith is born and grows inside a community."

Definition

A Learning Assistance Center (LAC) is an instructional setting in the school to which a child comes to receive specific instruction on a regularly scheduled basis, while receiving the major part of his/her education in a regular class. The instruction is provided by, or under the supervision of, the Learning Assistance Teacher (LAT), and is intended to supplement a specific area of learning.

Placement

The school will establish a committee which would make placement decisions regarding each special needs student whose application is being considered for enrollment. The School Placement Committee should be composed of the Principal, the Learning Assistance Teacher, and Pastor. (If the Pastor is not available he must nevertheless be kept informed).

When considering a student's application:

- a) all previous records should be obtained by the school;
- b) all testing results should be made available to the school;
- c) the parents and student should be interviewed by the Principal.

Based on all the information available and after consulting the classroom teacher and doctor or psychiatrist (if necessary), the Placement Committee will recommend to their local education committee that the child's needs can or cannot be met by the school. This assumes there is space if the child is applying to enter the school.

A school-based Individual Education Program (IEP) Team, composed of the Principal, the Learning Assistance Teacher and the appropriate classroom teacher will then be formed for each special needs student. These IEP

teams will develop the individual education programs for the students accepted by the Placement Committee.

Assessment

When the classroom teacher finds that a student is not meeting the instructional objectives that have been set for the class, and there are not obvious reasons from external influences, the teacher will ask the Principal that an IEP Team be formed to work with that student.

In most cases, the Learning Assistance Teacher will then use diagnostic tests to assess the student's reading ability and general grade level in the core subject areas. Using this information the IEP Team will explore alternate teaching strategies to establish a program that will enable the student to experience success.

If after observing the student, the team feels that his/her progress is not sufficient, the Learning Assistance Consultant will be contacted. The Consultant will either provide further testing or recommend referral to an outside agency for psycho-educational assessment.

Psycho-educational Assessment

It must be remembered that this step would be taken only after the school has exhausted its resources in terms of assessment and remediation. The school will establish a written policy requiring:

- a) written parental consent
- b) confidentiality of student records

FIELDTRIPS

The School supports the concept of Field Trips which are relative to and compliment the school's goals. School trips are defined for the purpose of this Policy as trips in which pupils are away from their regular school situation, and include sports trips and other competitive events. Effective July 1, 2008, new regulations will require that child passengers are appropriately secured according to their age and development. Children at least 18 kg (40lbs) to age nine or 145 cm tall (4'9"), whichever comes first, secured: in a booster seat, in a seating position equipped with a shoulder harness or in a lap belt, if a seating position equipped with a shoulder harness is not available. (CISVA Policy, Section 4; Field Trips 409)

In all cases, parental consent forms are mandatory for each pupil prior to the proposed trip. It is important that parents know in advance where their children are to be.

The ability of a pupil to pay must not be a factor in deterring participation in trips involving school time.

EXTRA-CURRICULAR

Philosophy:

In fulfillment of the Philosophy of Total Education, St. Helen's provides a variety of extra-curricular activities for the students. All extra-curricular activities must be made in consultations with the Principal and must have his/her approval as well as that of the Education Committee.

The goal of St. Helen's School's extra-curricular activities is to offer students an opportunity to achieve and experience success in a variety of areas, and to develop their talents and gifts. Students may participate in any extra-curricular activity of their choice and, if necessary, it is up to the discretion of the teacher to place each student at a level that meets the developmental needs of that student. In this manner, the individual student can meet success with peers who share their level of development.

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

- (i) There is no academic credit in any form for the participating students;
- (ii) The activity does not fall within the scope of the regular teaching curriculum;
- (iii) The sponsoring of an activity does not fall within the scope of the regular duties of an employee of the school; and
- (iv) The activity is not a mandatory requirement of any course of instruction.

All students at St. Helen's Elementary School will be encouraged to participate in extra-curricular activities, as extra-curricular activities are an integral part of the education provided by the school. As such, activities should be purposeful, supportive and their existence should complement

the character and mission of Catholic education.

Students should be able to participate in a well-organized and competently administered program of instruction aimed at developing the spiritual, physiological growth of each individual. Accordingly, there must be an aspect

of teaching in the activities the school sponsors, i.e. planning, preparation, practice, and evaluation must be present. The teacher's role is one of commitment to the achievement of specific goals and one of responsibility to provide a safe, positive learning experience in which each individual is given the opportunity to develop to his or her fullest potential.

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

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

The teacher-sponsor should:

- (i) Provide adequate supervision. The teacher-sponsor must be present for the length of the meeting activity;
- (ii) Provide adequate instruction. The teacher-sponsor should allow students to grow through "in-school" instruction or outside workshops;
- (iii) Act as a liaison between the club and the rest of the school. If an activity is going to be disruptive to the operations of the school, then the teachers affected must be consulted; and
- (iv) Ensure proper care of equipment and facilities (i.e. classrooms and supplies). Teacher-sponsors must provide a safe, positive learning experience for each student.

Athletic Program

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

1. An improved attitude and enjoyment toward the sport in particular and physical activities in general
2. A realization of the responsibilities a player has to a team. For example, regular attendance at practices, acceptance of team rules, pride in appearance and behavior on buses and in the dressing room are important concepts, particularly for younger team players.
3. Knowledge of the rules of the sport and of the game official(s). Players should realize the importance of accepting an official's decision in a sportsmanlike manner and the appropriate means for asking the official for an interpretation of a decision. In addition, players should understand and appreciate the volunteer nature of the contribution which game officials offer.
4. An understanding of the fundamental skills associated with the sport and an improved capacity to execute these skills in a game situation.
5. An awareness of his or her strengths and weaknesses as a team member and player and an idea of what must be done to improve the quality of his or her own contribution.
6. A respect for the players on the opposing teams and the value of good sportsmanship during the games and camaraderie after the game is over.

General Guidelines for Athletic Extra-Curricular Activities

In keeping with the school's extra-curricular philosophy, the goal of the athletic extra-curricular activities is that all participants will play the sport they enroll in. Students will be assigned to teams according to their skill level. If the skills of a student are still developing, that student will be given an opportunity to play with peers and competitors that match their level of development. Students will experience more success in this environment. It is at the discretion of the coach/teacher to assess the developmental level of each student's skills, and to place the student accordingly on the appropriate team.

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

1. If the number of students and coaches permit, more than one team will be formed. If the intention is to have the school represented in competitive inter-school play, priority will be given to making one of the teams as strong as possible, reflecting the abilities of the players. Otherwise the teams will be balanced.
2. If only one team can be formed and the intention is to have the school represented in competitive inter-school play, priority of playing time will be given to the players whose skills are more developed. In addition, extra exhibition games will be scheduled to provide playing time for players whose skills are still developing.
3. If only one team can be formed and it is not the intention to have the school represented in competitive inter-school play, playing time will be allocated equitably among all players.

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

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

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

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

Fine Arts Program

The St. Helen's Choir and Hand Bell Choir are special learning environments designed to provide rich and rewarding musical experiences for each child. The children are taught the systematic use of their musicianship skills through practice, exercise, posture, breath and tone production and instrument handling. Singing and playing instruments are major means of musical expression in choir and Hand Bell Choir. We hope these experiences will form the foundation of a life-long relationship with music for the singers, instrumentalists and their families.

The mission of the St. Helen's School Choir and Hand Bell Choir is to sustain a program, which accomplishes the following artistic and educational goals:

- To achieve a high level of artistic expression necessary to perform in a variety of settings including School Masses, Parish Masses, Malls, Bands, Hospitals, Senior Homes, Competitions, Festivals, the sacraments of Holy Communion and Confirmation, Christmas Eve, Good Friday Passion, Graduation and any other special occasions.
- To ensure that all choir members gain knowledge and demonstrate literacy in musical

concepts and vocal skills and/or instrumental skills

- To instill a sense of discipline, self-esteem, dedication and commitment among members

Drama (seasonal)

The purpose of extra-curricular drama is to offer our students a safe, caring and enjoyable environment in which each child can develop ongoing self-expression, self-direction, self-discipline, confidence, positive self-esteem, communication skills and social skills.

Participation

The number of children involved in any activity should be limited to the number who can be given a reasonable amount of participation time. The amount of participation time considered as reasonable for any activity will be determined by the staff member and department head in consultation with the Principal.

In order to expand the number of children involved, and depending upon the number of staff available, whenever possible, a second group should be formed.

Staff Responsibility

It is the responsibility of the staff member in charge of any activity:

1. In consultation with the department head, to schedule all practices and events
2. To arrange an adequate amount of practices as required by the activity
3. a) To provide a schedule of programs, practices and events to the administration, parents, and students well in advance of the activity. All last minute changes must be communicated immediately
b) To advertise as fully as possible any events of special significance
4. To provide supervision at all practices and events
5. To coordinate and supervise all transportation required
6. To act, at all times, in a manner consistent with the Philosophy of St. Helen's School.

Parents Responsibility

In accordance with the Philosophy of Total Education, parents are called upon to encourage their children to participate in the school's extra-curricular programs as fully as possible.

It is the responsibility of the parents of children involved in extra-curricular activities to:

1. Assist the staff by making sure their children are present and on time at all scheduled practices and events
2. Inform the staff member in charge when and why the children will be absent. This should be done as soon as possible and well in advance of the activity
3. Be aware of the rules and regulations regarding participation
4. Make sure their children have the necessary and proper equipment
5. Assist the staff in the transportation of the children whenever possible refer to CISVA Policy Manual
6. Support the children by attending as many events as possible

Student Responsibility

In fulfillment of the Philosophy of Total Education, the students of St. Helen's are called upon to participate as fully as possible in the school's extra-curricular programs.

Students participating in the school's extra-curricular activities must:

1. Attend all scheduled practices and events unless there is a valid reason.
2. Notify the staff member in charge when and why they will be absent. When possible, this should be done well in advance of the activity. If advance notice is not possible, upon return to school, the student must speak to the staff member in charge of the activity explaining their reason for being absent.
3. Follow all instructions of those in authority.
4. Be dressed in full uniform as required by the activity.
5. At all times, act in a manner consistent with the Philosophy of St. Helen's School.

Discipline

Discipline will be consistent with the Philosophy of Discipline for the school.

1. Children participating in any extra-curricular activity will be informed of the rules and regulations regarding participation in this activity. After receiving suitable warning for infraction of these rules, students may be removed from the activity for the following reasons:

- a) Constant tardiness or missing practices and events
- b) Unacceptable behavior towards those in authority, schoolmates or the opposition.

2. Discipline will only be issued for infraction of the rules regarding attitude, participation and behavior and not for lack of ability.

3. In accordance with the school philosophy, punishment should be issued to the individual responsible rather than the group.

Outside Staff / Volunteers

When someone other than a member of St. Helen's staff, coordinates an activity, a member of the staff must be responsible. This staff member need not have the expertise required but must:

1. Ensure that the Philosophy of the school is maintained
2. Be present at all practices and events
3. Provide supervision at all practices and events

Note: The group may practice without the actual physical presence of the sponsor teacher as long as:

- a) There is an adult in attendance
- b) The sponsor teacher is readily available

In the event that the activity is off of the school property, the sponsor teacher must either attend him/herself or must delegate the responsibility to another member of the staff who will attend.

INTERNATIONAL EDUCATION PROGRAM

Our world is becoming increasingly smaller through globalization. We interact daily with people of differing backgrounds and nationalities. For many of our schools we have become or stayed quite consistent and as a result have not been exposed to cultures that may be quite different from our own. Intercultural interaction helps us to look beyond the box and hopefully enables us to let go of our point of view. We are forced to evaluate our own values and that of other, an exercise that can draw us closer together and also closer to God.

As Catholics, it is our responsibility to become effective in cross-cultural interactions. By introducing international students into our school, we can begin that process of understanding and provide a wonderful opportunity for cross-cultural understanding to develop.

CHANNELS OF COMMUNICATIONS

PARENTAL INVOLVEMENT:

Parents are an integral part of the Parish and school community and should be invited and encouraged to become involved in the activities and endeavors of their child's school. The Parish and Regional Education Committee, however, is to be the primary avenue for involvement of parents with the school. It is the responsibility of the Parish or Regional Education Committee to approve and direct any parent group working or acting on behalf of the school.

Parents/Guardians are expected to know and support school policy and procedures.

1. **Preamble:** St. Helen's School has always experienced a high level of harmony and goodwill between its staff, students and parents. In order to maintain these positive feelings, all staff and administrative personnel endeavor to maintain a direct and open line of communication with students and parents.

However, we all at some time experience problems in various areas of our lives and these may arise in relation to our children's education. Should some difficulty surface, please follow the procedures outlined below in order that a reasonable, judicious and hopefully speedy resolution may be attained.

2. **Academics:** In matters related directly to academic instruction or results, the teacher involved should be contacted directly and arrangements made to discuss the problem outside of school hours. Should the matter remain unresolved, then the principal may be contacted.

One important outgrowth of the parent/teacher discussion is the understanding that both the parent and teacher have a mutual interest - the success of the child. An ongoing communication link between the parent and the teacher can help guide the student through a successful school year.

3. **Discipline:** In the area of discipline, the teacher involved with the disciplinary action should be contacted to discuss the concerns, outside of school hours. Should the matter remain unresolved, then the principal may be contacted.

4. **Non-teaching personnel:** In matters relating to non-teaching personnel, the staff member should be contacted directly to discuss the problem. Should the matter remain unresolved, the principal may be contacted.

5. **Confidential Matters:** Should you experience a problem of a confidential nature, please contact the Principal, the Chairperson of the Education Committee, or the Pastor.

6. **Payment of Fees:** Should the payment of school fees become a difficulty, please contact the school office and any further directions will be given.

7. **School Policy:** Should any area of school policy be unclear, please contact the Chairperson of the Education Committee or send a letter c/o St. Helen's School.

APPEALS PROCEDURES:

In section (1), (2) and (3), you have the right to appeal the decision of the principal. Your appeal should be directed to the Education Committee. A decision of the St. Helen's Education Committee may be appealed. Such further appeal should be directed to the Pastor whose decision shall be considered final.

The right of appeal was established to be used when you feel that it is an important and necessary action. Whatever the difficulty, it is incumbent upon all of us to deal with each other fairly and justly in a Christ-like manner.

To use the right of appeal it is necessary to have complied with the procedures as stated in sections (1), (2) and (3). Neither the Education Committee nor the Pastor will hear an appeal before these procedures have been undertaken.

To present an appeal:

- Prepare a written outline, in point form, of your situation
- Contact the Chairperson of the Education Committee for an appointment to discuss your appeal.
- The Chairperson will present your appeal at the next meeting of the St. Helen's Education Committee. You may request to present your appeal personally.
- The St. Helen's Education Committee will notify you, in writing, of its decision no later than two weeks following presentation of your appeal at its meeting.
- If you remain unsatisfied with the decision you may contact the Pastor. As a member of the Education Committee he will be aware of your appeal and you may ask for a reassessment of the decision.

Should you remain dissatisfied, a final appeal, in writing, may be made to the Superintendent of the Catholics Schools of the Vancouver Archdiocese.

RESPONDING TO A SCHOOL EMERGENCY

In the event of an emergency (fire, earthquake, lock-down) students will only be released to a parent or guardian who is listed on the school emergency contact list. The school will refer to guidelines suggested in **Responding to a School Emergency**.

LOCKDOWN PROCEDURES

In light of recent lockdowns at secondary schools, we would like to take this opportunity to inform parents of our procedures should a similar event occur at St. Helen's.

The procedures for initiating a full lockdown of the school may be divided into two categories; a danger within the school such as an intruder or a bomb threat, and a danger close to but outside the school such as a police incident, gas leak, etc. In each case, the actions required of staff and students are very similar. We are in the

process of reviewing these actions with staff and we will also have several lockdown drills with the students. The RCMP may attend at least one of these drills.

What do you need to know as parents? First and foremost, it must be recognized that a lockdown at your child's school has the potential to be an emotional and stressful experience for all concerned. The natural reaction of a parent might be to call the school, call their child on their cell phone, or drive to the school. That being said, it must be understood that a safe and successful outcome of the response to the emergency depends on allowing the school staff and police to do their jobs. You are asked to observe the following:

1. In the event of a lockdown, please do **NOT** call the school to ask what is going on. Your call takes office staff away from their emergency duties and ties up school lines which are our primary lines of communication in an emergency. Please continue to monitor the school website for information and updates.
2. In the event of a lockdown, please do **NOT** call your child on their cell phone. In the event of an internal threat inside the school, silence is essential to your child's safety. The ring of a cell phone could attract an armed intruder's attention to the location where your child and classmates are hiding.
3. In the event of a lockdown, please do **NOT** drive to the school. Your arrival would require police officers who are trying to secure your child's safety to have the additional task of managing parents on the scene. During a lockdown you would not be able to get close to the school anyway.

So what would you do and what would we do for you? Your best action would be to monitor the school website. Communication with parents is very important, and we would post status reports on the school website as soon as possible during the emergency. When it becomes possible to evacuate the school, you would be advised to come to an assembly area and pick up your son or daughter. Above all, it is important that you have faith in the ability of the school staff and police to respond to and resolve the emergency as quickly as possible. Rest assured that the safety of our students and staff in such situations is our first concern.

Please see the attached School Emergency Management Plan: [Emergency Management Plan](#)

ST. HELEN'S SCHOOL AWARDS

St. Helen's School believes that commitment and excellence in any field of endeavor is entitled to recognition, whether this is in the area of Christian Witness, Academics, Service or Extra-Curricular Activities.

The following are the awards available, the criteria, the procedure and the manner of presentation. All nominees for every award must be eligible for the Christian Witness Award. All awards must be made in consultation with the Principal and must have his/her approval. If there is a conflict of opinion, the matter must be brought to the attention of the Education Committee.

YEAR END SCHOOL AWARDS: KINDERGARTEN TO GRADE 6

We recognize that like Jesus we have special gifts that we can use to reach out to others. The celebration of gifts ceremony recognizes every student's unique gifts and talents. The categories are as follows:

1. Christian Witness
2. Academic Excellence
3. Academic – Personal Best

These are teacher choice awards supported by the Principal.

*Other categories will be chosen by the teachers.

CHRISTIAN WITNESS GRADES K-6

This award is given to the outstanding boy and girl of each class who best personify their Christianity, bringing it to all aspects of their activities.

Criteria

- a) The knowledge and practice of their faith
- b) The manner in which they treat fellow classmates and other students
- c) The attitude towards teachers and those in authority
- d) The willingness to serve in a kind and helpful way
- e) Demonstrates leadership through example
- f) Demonstrates use of God's gifts in school activities
- g) Participates in parish activities

Procedure

The nominees of this award will be chosen by the classroom teacher and the Principal in consultation with the students of that class, other teachers, the Pastor, and any individual who has worked closely with the children. The final decision will be made by the Principal, Teacher and Pastor.

Presentation

Grades K-6: A simple award will be presented to the deserving students at the Awards Day Ceremony

Note: This award may be presented to a non-Catholic if he/she is found deserving of it. The degree of responsibility for each grade level will be taken into consideration when observing the criteria for this award.

GRADE 7 CHRISTIAN WITNESS AWARD

An individual award and a religious keepsake, will be presented to the deserving male and female students in the Grade Seven Class(es). Their names will also be inscribed on the permanent Christian Witness Perennial Plaque in the school. This award will be presented at the Graduation Mass.

Note: This award may be presented to a non-Catholic if he/she is found deserving of it. The degree of responsibility for each grade level will be taken into consideration when observing the criteria for this award.

ACADEMIC

An award will be given to the three students in each class who attain the highest average in academic subjects during the school year.

Procedure

The teacher will compile the results of all tests, class marks, projects, and homework to attain the three highest

averages among the students of each grade. Art, Music and Physical Education are not included when totaling the marks. The final nominee for this award will be presented to the Principal for the final decision.

Presentation

Grades K-6: A simple award will be presented to the three students at the Awards Day Ceremony.
Grade 7: An individual award will be presented to the deserving students at the Graduation Ceremony. They will also receive a bursary and their names will be inscribed on the permanent Academic Excellence Plaque in the school.

TEACHER CHOICE - GRADES K - 7

In order to provide recognition for those children who exhibit extra-ordinary commitment or effort yet whose talents do not meet the requirements for excellence, there is a Teachers' Choice award. This award may be given for a variety of reasons including, hard work, improvement, etc.

Procedure

The award will be given on the recommendation of the classroom teacher with the final decision made by the Principal.

Presentation

A simple award will be presented as a part of the Awards Day Ceremony.

RECOGNITION

Students who have participated in any area of service will be recognized. If the staff member feels that a student deserves special recognition for service, the staff member may recommend that student for a special award, with the final decision made by the Principal.

Procedure

The staff member in charge of the area will compile a list of those students who have participated.

Presentation

These simple awards will be presented at individual school assemblies at the end of each term or program.

EXCELLENCE AWARDS

Recognition may be given to any student who exhibits extra-ordinary achievement in any specific field of endeavor and who has not received any other award in the same field of achievement. This could be an individual subject area or sport, in an art or music contest, etc. This achievement must, however, be through the school programs and not an outside activity.

Procedure:

This award will be chosen by the teacher or staff member in charge of that area with the final decision made by the Principal.

Presentation

Grades K-6: A simple award will be presented to the students at the Awards Day Ceremony.
Grade 7: An individual award will be presented to the deserving students at the Graduation Ceremony.

EXTRA-CURRICULAR ACTIVITY AWARDS

THE JOHN BRASSINGTON SEARCHERS AWARD

This award will be given to deserving students of the **Grade Seven Class(es)** who combine excellence in athletics with a commitment to academics, spirituality and leadership.

Criteria

The students must:

- a) Have participated in at least three sports and shown excellence in at least two of these sports.
- b) Have demonstrated their commitment to Christian Witness through their attitude and actions.
- c) Have demonstrated their commitment to academic achievement through their hard work and effort.
- d) Have demonstrated their qualities of leadership.
- e) Have demonstrated above average good attitude towards those in authority, fellow students, and the opposition.
- f) Have exhibited commitment and hard work in each activity.

Procedure

This award will be chosen by the Department Head of Athletics and will be based upon the above criteria. Consideration should be given for commitment and excellence during the student's intermediate years. This award must be chosen in consultation with all those who have worked with the students in the area of athletics and must have the final decision made by the Principal.

Presentation

An individual award will be presented to the deserving students of the **Grade Seven Class(es)**. Their names will also be inscribed on the permanent "John Brassington Searcher" Trophy in the school. This award will be presented at the Graduation Ceremony.

THE STEPIE BLESCH TRACK & FIELD AWARD

This award is given to recognize graduating students who have contributed to the Track and Field Program in a manner which is exemplary of hard work, reliability and talent.

This award will be given to the student(s) who have consistently, over the years, given the Track and Field Program their full cooperation and effort. It is not the intention of this award to single out those who have won but rather to recognize those students who, through their attitude, have bettered the team by their participation.

Criteria

The students must have:

- a) Participated in the Track and Field Program during Grades 3-7 or those years attending St. Helen's.
- b) Showed improvement through hard work or maintained excellence through hard work.
- c) Showed reliability by attendance at practices and meets. In lieu of attendance, adequate reason and notification was conveyed to the coaches.
- d) Showed leadership by encouraging fellow teammates.
- e) Displayed sportsmanship and was a credit to St. Helen's School, both on and off the track or field in their dealing with competitors from other schools.

Procedure

The recipient(s) of this award will be chosen by the Track and Field coaches with the final decision made by the Principal.

Presentation

An individual award will be presented to the deserving student(s) of the **Grade Seven Class(es)**. Their names will also be inscribed on the permanent "Steppie Blesch" Trophy in the school. This award will be presented at the Graduation Ceremony.

THE SEARCHER AWARD FOR THE FINE ARTS

This award will be given to deserving student(s) of the **Grade Seven Class(es)** who combine excellence in the field of the Fine Arts with a commitment to academics, spirituality and leadership.

Criteria

The student must:

- a) Have participated in a majority of the activities available in this area and shown excellence in a majority of these activities.
- b) Have demonstrated their commitment to Christian Witness through their attitude and actions.
- c) Have demonstrated their commitment to academic achievement through their hard work and effort.
- d) Have demonstrated qualities of leadership.
- e) Have demonstrated good attitude towards those in authority, fellow students, and the opposition.
- f) Have exhibited commitment and hard work in each activity.

Procedure

This award will be chosen by the Department Head of Fine Arts and will be based upon the above criteria. Consideration should be given for commitment and excellence during the student's intermediate years. This award must be chosen in consultation with all those who have worked with the students in the area of Fine Arts and must have the final decision made by the Principal.

Presentation

An individual award will be presented to the deserving student(s) of the **Grade Seven Class(es)**. Their names will also be inscribed on the permanent "Fine Arts Searcher" Trophy in the school. This award will be presented at the Graduation Ceremony.

THE ST. HELEN'S SEARCHER AWARD

This award is given to the **Grade Seven Student(s)** who best personifies the Philosophy of Total Education at St. Helen's School. This student would exemplify St. Helen's in the field of Christian Witness, in Citizenship and Service, in Academic proficiency, and in achievement in Extra-Curricular Activities. This student would show above average accomplishment in many areas and above average commitment and attitude. This student would exhibit leadership through example.

Criteria

The student must:

- a) Have demonstrated outstanding commitment to Christian Witness through their attitude and actions.
- b) Have demonstrated excellence in academic achievement.
- c) Have demonstrated commitment to the Athletic Program and have achieved excellence in at least one sport.
- d) Have demonstrated commitment to Fine Arts and have achieved excellence in at least one area of the Fine Arts Program.
- e) Have demonstrated qualities of leadership through example.

Procedure

Students who have been nominated for the Christian Witness, Academic, The John Brassington Searcher and Fine Arts Searcher Awards are eligible for this award. The recipient of the "St. Helen's Searcher Award" would be

chosen based upon the above criteria, in consultation with the Grade Seven Teacher(s) and with all those who have worked closely with the student(s). The Grade Seven Teacher(s) will present the final nominee for final decision by the Principal.

Note: It is possible in extra-ordinary circumstances more than one student would be found deserving of the award and this would be recognized. It is also possible that in some years, no student may be eligible.

Presentation: An individual award, bursary and religious keepsake will be presented to the deserving **Grade Seven Student(s)**. His/her name will also be inscribed on the permanent "St. Helen's Searcher" Perennial Plaque in the school. This award will be presented as a part of the Graduation Ceremony.

FRANK FILGIANO AWARD

The Greater Vancouver Community Credit Union (GVCCU) offers a bursary for a deserving **Grade Seven Student(s)** who has shown good effort, attitude and participation in various school endeavors.

Procedure

This award will be chosen by the Grade Seven teacher(s) with the final decision made by the Principal.

Presentation

An individual Certificate and bursary provided by the GVCCU will be presented to the recipient(s) at the Graduation Ceremony.

THE MIMA BOSA HANDBELL RECOGNITION AWARD

This recognition is given to a deserving student(s) from **Grade Four through Seven**, who is a member of the Choir and Handbell Ensemble and has demonstrated commitment, leadership, growth in musicianship and a Christian example.

Criteria:

The student must:

- a) demonstrate commitment by attending and participating in all practices, major performances and Special School/Parish Masses.
- b) demonstrate Christian witness through his/her attitude and actions towards adults, fellow students and during competitions.
- c) demonstrate qualities of leadership and hard work in all activities.
- d) demonstrate growth in musicianship.

Procedure:

The Fine Arts Coordinator will recognize a deserving student(s) based on the above criteria. The final decision will be made in consultation with other teachers, Principal and the Pastor.

Presentation:

The recipient(s) will receive an individual award and bursary in recognition of his/her achievement. His/her name will also be inscribed on the permanent perennial plaque in the school. The award will be presented at the end of the school year during the final awards assembly or at the Graduation Ceremony if the recipient is in grade 7.

THE EMILIO PICARIELLO CHORAL AWARD

This recognition is given to a deserving student(s) from Grades five through seven, who is a member of the Senior Choir and has demonstrated a keen interest in music and commitment, leadership, growth in musicianship and a Christian example.

Criteria:

- a) demonstrated a keen interest and commitment by attending and participating in all practices, major performances and Special School/Parish Masses.
- b) demonstrated Christian witness through his/her attitude and actions towards adults, fellow students and during competitions
- c) demonstrated qualities of leadership and hard work in all activities
- d) demonstrated growth in musicianship

Procedure:

The Fine Arts Coordinator will recognize a deserving student based on the above criteria. The final decision will be made in consultation with other teachers and the Principal and the Pastor.

Presentation:

The student's name will be inscribed on a plaque donated to the school in memory of Emilio Picariello. The recipient(s) of this award will receive a bursary and an individual award in recognition of his/her achievement. The award will be presented at the end of the school year during the final awards assembly or at the Graduation Ceremony if the recipient is in grade 7.

THE DAVID SCHOLLEN AWARD

In memory of David Schollen, this award is given to deserving student(s) in the **Grade Seven Class(es)** who will continue education at a Catholic secondary school (elementary student) and exemplifies David's dedication to the Faith, Catholic education and helping others.

Procedure

This award will be chosen by the Grade Seven teacher(s) with the final decision made by the Principal.

Presentation:

The recipient(s) will receive a personalized plaque and bursary in recognition of his/her achievement. His/her name will also be inscribed on the permanent perennial plaque in the school. The award will be presented at the Graduation Ceremony.

THE ABENANTE FAMILY: CORE COMPETENCIES DEVELOPMENT AWARD

This award is given to a graduating boy and girl that shows communication, thinking, personal and social competency evidence in every aspect of learning along with a consistent illustration of the Principles of Catholic Faith. These students have manifested themselves uniquely in each aspect of the discipline. The core competencies along with literacy and numeracy foundations and essential content and concepts are at the center of the redesign of curriculum and assessment.

Procedure:

This award will be chosen by the Grade Seven teacher(s) with the final decision made by the Principal.

Presentation:

The recipients will receive a personalized plaque and bursary in recognition of his & her achievements. This award will be presented at the Graduation Ceremony.

THE GIANFRANCO GIAMMARIA LIFELONG LEARNING AWARD

In memory of Gianfranco Giammaria, this award encourages students in **Grade Seven Class(es)** to achieve their

goals in any path they choose. The recipient(s) of this scholarship will have demonstrated an awareness of the importance of education and a commitment to lifelong learning.

Criteria:

- a) Students will have written an essay describing their personal goals for post-secondary and lifelong learning.
- b) Demonstrated Christian Witness through his/her attitude towards others.
- c) Demonstrated qualities of leadership, service and hard work in all activities.

Procedure

This award will be chosen by the Grade Seven teacher(s) and Principal with the consultation of the staff.

Presentation:

The recipient(s) will receive a personalized plaque, a religious keepsake and bursary in recognition of his/her achievement. His/her name will also be inscribed on the permanent perennial plaque in the school. The award will be presented at the Graduation Ceremony.

KNIGHTS OF COLUMBUS AWARD

This award recognizes deserving **Grade Seven student(s)** that show:

- Knowledge and practice of faith
- Christian manner with others
- Positive attitude towards authority
- Willingness to serve in a kind and helpful way
- Leadership through example – use of God’s gifts in school activities
- Participates in Parish activities

Procedure

This award will be chosen by the Grade Seven teacher(s) with the final decision made by the Principal.

Presentation:

The recipient(s) will receive an individual award and bursary in recognition of his/her achievement. His/her name will also be inscribed on the permanent perennial plaque in the school. The award will be presented at the Graduation Ceremony.

THE JUSTICE KELLY AWARD

This award is in Honor of Justice Kelly who in 1912 donated the necessary funds needed to build the church and later the school in 1923. He requested that the church be named after his daughter Helen.

This award celebrates students who have demonstrated a positive attitude and growth mindset in demonstrating exemplary academic progress, personal excellence, self-advocacy, and community service.

Their abilities can be developed through dedication and hard work. A Growth Mindset “creates a love of learning and a resilience that is essential for great accomplishment.”

This award recognizes deserving **Grade Seven student(s)** that show:

- Consistent effort: The person has shown a consistent effort to improve and grow in their area of interest.
- Impact: The person has made a positive impact on others through their work or actions.
- Dedication: The person has shown dedication to their craft and has put in the time and effort needed to succeed.
- Motivation: Demonstrating motivation and a strong work ethic in pursuit of their goals.
- Growth: The person has shown significant personal growth and improvement over time.

Procedure

This award will be chosen by the Grade Seven teacher(s) with the final decision made by the Principal.

Presentation:

The recipient(s) will receive a personalized plaque and bursary in recognition of his/her achievement. His/her name will also be inscribed on the permanent perennial plaque in the school. The award will be presented at the Graduation Ceremony.

****NOTE REGARDING ALL AWARDS:**

*IT IS UNDERSTOOD, THAT IN THE CASE OF EVERY AVAILABLE AWARD, IT IS GIVEN ONLY WHEN THERE ARE DESERVING STUDENTS. WHEN NO STUDENT IS FOUND DESERVING OF AN AWARD THAT YEAR, IT WILL NOT BE PRESENTED.***

ST. HELEN'S SCHOOL SCHOLARSHIPS (Bursaries)

St. Helen's School Scholarships are initiated by individuals or corporations who wish to make a yearly donation to deserving students. The purpose of the scholarship will be to acknowledge commitment and excellence in a field of endeavor. The criteria and the recipients will be chosen by the staff. If there is a conflict of opinion, the matter must be brought to the attention of the Education Committee. Criteria, procedures etc. are available in the school office.

Donors are committed to supporting the Scholarship long term with a minimum donation of \$50.00 per year.

NAME OF AWARD WITH SCHOLARSHIP

DONOR

Frank Filgiano

GVCCU

David Schollen

CISVA through St. Helen's School

Mima Bosa Handbell Recognition

Bosa Family

Emilio Picariello Choral Recognition

Battista Family

Knights of Columbus

Knights of Columbus (St. Helen's Council 12490)

Gianfranco Giammaria Lifelong Learning

Giammaria Family

St. Helen's Searcher
(Academic/Extra Curricular Excellence
Christian Witness/Citizenship)

Knights of Columbus (St. Helen's Council 12490)

Academic Excellence (Top)

Knights of Columbus (St. Helen's Council 12490) and
St. Helen's School

The Justice Kelly Award

Elm Family