

Traditional Learning Academy



HANDBOOK & POLICY MANUAL FOR PARENTS AND STUDENTS

Updated: 2025

1189 Rochester Avenue, Coquitlam, BC, V3K 2X3

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POLICIES AND PROCEDURES

Traditional Learning Academy

Mission Statement

Traditional Learning Academy offers a structured academic program which provides a setting in which all students are safe, accepted, and respected. TLA encourages the pursuit of excellence, promotes the fine and performing arts, and fosters sound character development and spiritual growth through learning, loving, and living the Catholic Faith. The program complies with, and goes beyond, the curriculum requirements of the BC Ministry of Education, and responds to the desires of parents who seek a traditional approach to learning and teaching. The school offers instruction through a structured, systematic approach which presents skill development in a sequenced manner, and builds upon what is already learned. Our traditional approach can be described as incorporating the best teaching practices which have proven effective over time, but which also embraces more contemporary techniques in instruction which promote student success.

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*Note to users of this handbook:
Please let us know what other information you would find
useful in future issues.*

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TLA STAFF LIST 2024/2025

School Administration

Mr. Allan Garneau Senior Administrator
Mr. Martin Dale Principal
Mr. Edward De Vita Vice Principal

Teaching Staff

Kindergarten - Miriam Biros
Grade One - Andrea Smith/Helene Fawcus
Grade Two - Kinga Champion/Barbara Deacon
Grade Three - Lynn Joyce
Grade Four - Steven Godenir
Grade Five - Zenia Lau
Grade Six - Noemi Bucci
Grade Seven - Elizabeth Goody
Grade Eight - Garry Moore
Grade Nine - Cosmas McLaughlin
Grade Ten - Attila Varszegi
Grade Eleven/Twelve - Ed DeVita
Music - Catherine Akhurst
French - Alec Gloanec
Computer - Iveth Lagunes Gamboa

Support Staff:

Fr. Daniel Geddes, FSSP & Fr. Kent Grealy, FSSP, Chaplains
Louise Aussant (Educational Assistant/ELL/Library)
Noelle Pearce (Dance Instructress – Volunteer) (Wed)
Kyle Brogan (Educational Assistant)
Vera Rivera (Educational Assistant)
Cecilia Leung (Educational Assistant)
Silvana Bresciani (Educational Assistant)

Office Staff:

Rina Caan (Secretary)
Gladys Worthington (Bookkeeper)
Mrs. Mamta Sharma (Graduation Coordinator)



TLA Academic Calendar 2024/2025

Please see: traditionallearning.com for newsletters & calendar updates.
Many events marked, "TBC" have not been assigned a fixed date. These will be confirmed in as timely a manner as possible.

Tuesday, August 27	School Office Open for Administration
Tuesday, September 3	First Day of School, K – 12: Dismissal at 12:00 Noon
Thursday, September 12	Back to School Family BBQ & Meet the Teacher Night 6:00 PM
Friday, September 13 TBC	Grade 8 & 12 Kayak Leadership Day
Tuesday, September 17	School Mass at Our Lady of Lourdes – 10:30 AM
Monday, September 30	National Day for Truth and Reconciliation – School Not in Session
Thursday, October 10	Walk-a-Thon at Mackin Park – Dismissal from the park at Noon
Friday, October 11	Professional Day – School Not in Session
Monday, October 14	Thanksgiving Day Holiday – School Not in Session
Thursday, October 24	Term One Interim Reports Issued
Saturday, October 26	RC Challenge Sr Mary J. Morriss Invitational, Our Lady of the Assumption
Monday, October 28	Parent/Teacher Conferences – All Families, Afternoon & Evening, 3:15 – 8:00 PM
Thursday, October 31	All Saint Presentations – 9:00 AM Intermediate, 1:00 PM Primary – <i>Parents Welcome</i>
Monday, November 4	All Souls Devotion, Gardens of Gethsemani - All Students, K – 12 TBC
Tuesday, November 5	School Mass at OLL for TLA foundress Moira Garneau 10:30 AM TBC
Friday, November 8	TLA Remembrance Day Assembly In Anticipation, 11:00 AM
Monday, November 11	Remembrance Day Statutory Holiday – School Not in Session
Monday - Friday, November 18 – 22	High School Camp Squeah Trip
Thursday – Monday, Nov 28 – Dec 2	High School First Term Exams – First Term Report Cards Issued Friday, December 6
Wednesday, December 18	School Christmas Concert 6:30 PM
Thursday, December 19	Last Day of School before Christmas Holidays
Friday, December 20 – January 5, <i>Inclusive</i>	Christmas Holidays – School Not In Session
Monday, January 6, 2025	First Day Back at School after Christmas Holidays
Thursday/Friday, February 13 & 14	Catholic Educators' Conference – School Not In Session
Monday, February 17	Family Day Public Holiday – School Not in Session
Friday, February 21	Second Term Interim Reports Issued
Thursday – Monday, March 6 – 10	High School Second Term Exams
Friday, March 14	Last day of school before Spring Break – 2 nd Term Reports Issued – End of Term 2
Sat, March 15 – Sun, March 30 Inclusive	Spring Break – School Not In Session
Monday, March 31	First day back at School after Spring Break
April 18 – 22 Inclusive	School Not In Session – Easter Holidays
Wednesday, April 23	First day back at school after the Easter Holidays
Thursday, May 8	March For Life Victoria - High School Trip, All Students Grades 8 –12
Friday, May 16	School Sports Day K – 12 (12:00 dismissal)
Monday, May 19	Victoria Day – School Not in Session
Thursday, June 12, at Noon	TLA Graduation 2025 – Evergreen Cultural Centre, Coquitlam
Thursday – Monday, June 19 – 23	High School Final Exams
Tuesday, June 24	End of Year Activities High School & Elementary
Wednesday, June 25	School Administration Day – School Not in Session
Thursday, June 26 10:00 AM	Mass & Awards Assembly– Last Day of School

On the occasion that an event date must be changed, families will be informed in as timely a manner as possible. The school office will re-open Tuesday, August 26th for the 2025/2026 academic year. The first day of school will be Tuesday, September 2nd, with dismissal at 12:00 Noon.

Modified December 10, 2024

STUDENT ADMISSIONS

ENTRANCE REQUIREMENTS

Entrance examinations are not administered, although the school may require certain assessments prior to acceptance. Students who are having difficulty are not automatically rejected, since they may do quite well in our small classes. Some students may be granted entry on a trial basis until their educational levels can be established. Copies of recent report cards are required, as well as any pertinent assessments or evaluations which may have been completed. We will administer both achievement and diagnostic tests designed to track academic progress and determine areas for attention in skill development. Students new to the school are placed at the grade level which is determined by the recommendations of their former school report card.

INTERNATIONAL STUDENTS/English Language Learner POLICY

The secondary program at Traditional Learning Academy is designed to enable students to pursue entry to university, and course work is thus quite challenging. Courses in English, Literature, Social Studies, Religion, and Science, all demand a good grasp of the English language. In addition, our school is too small to implement an ESL program for students new to the country. Therefore, only those students who have better than a working knowledge of English will be accepted. Based on our experience with students who have learned English as a second language the following guidelines will determine whether or not a student will be admitted:

1. Secondary students (Grades 8 to 11) must have taken English language instruction for no less than 3 years, and must have been in an English speaking school for no less than 2 years. To be admitted to the school for the first time at the grade 11 level, the student must have taken English language instruction for no less than 5 years.
2. Intermediate students (grades 4 to 7) must have taken English language instruction for no less than 2 years, and have been in an English speaking school during that same time.
3. Primary students (grades K to 3) may be admitted, depending on the level of English used in the home, and the length of time the student has been in an English speaking environment.
4. Students who are eligible for admission based on the above requirements must still qualify on the basis of other factors: landed immigrant status or valid student visa; satisfactory academic and behavioral record in previous schools; and a language test/interview with the Principal or his designate.

We have learned from trying to teach students who did not meet these requirements that it is not enough just to be able to speak English. Students must be able to understand more complicated language for understanding the religion, history and literature used in our school. It is not sufficient to have a tutor as a means of coping if the student's language is less than the guidelines above.

Students who are not normally resident in British Columbia are considered to be international students; it is the school's general policy not to accept such students, except in rare circumstances. International students who do not reside with their parents will not be accepted in any grade without approval of the Board of Directors, or the senior administrator, who will review the application in consultation with the principal and , if necessary, meet with the student and his or her parents, and the teachers to be involved in the student's instruction, to determine the student's suitability for acceptance. International students whose parents reside in Canada with a work or study permit are eligible for the regular school fee schedule.

DIVERSE ABILITIES/SPECIAL NEEDS POLICY

Traditional Learning Academy will do its very best to accommodate students with special needs whose parents desire TLA a setting for their child's education. However, the current limitations of our school facilities and staffing may dictate that we are unable to provide for every student or applicant.

If a student experiences significant learning difficulties at TLA, two courses of action may be taken. The classroom teacher may, with the cooperation of our special needs teachers and assistants, adapt the regular program of study to meet the needs of the particular student.

This may include: reducing the amount of work, simplifying the reading level, allowing oral instead of written examinations, and the like.

When this adaptation takes place, the parents are informed and mention is made of these adaptations in the student's report card.

If it becomes clear to the teacher that adaptation is not sufficient to address the student's difficulties, the further step of modifying subject matter may be employed, and an Individual Education Plan will be created. It may also be necessary to recommend to the parents that an assessment be completed by an educational psychologist/psychiatrist or a speech/language pathologist. This will determine the existence and nature of any suspected learning disorder and will provide appropriate recommendations for the IEP. If there is a good chance that a full Psycho-Educational Assessment will qualify the student for Special Needs funding, the school may assist with the cost of obtaining it. Should Special Needs funding be awarded, it will be used to deliver the modified/adapted program of study to the student. Costs for the program which exceed those provided by the ministry will be provided by the parents.

Special Needs funding will be used in the following ways:

the cost of special needs teachers, specialists, and assistants, the cost of supplies and equipment particular to the modified/adapted program which is put in place according to the student's IEP, administrative costs, and other miscellaneous costs.

THE ACADEMIC PROGRAM AT TRADITIONAL LEARNING ACADEMY

Traditional Learning Academy offers students from kindergarten to grade twelve a classical education following the Catholic tradition. In recognition of parents' rights as the primary educators of their children, the Academy fulfills its obligation to preserve and enhance the program so that parents can confidently entrust their children to its program. The Academy's approach to education emphasizes quality in literature, history, languages and the arts, along with a thorough grounding in basic skills. Resources used and methods employed are those which have been proven, over time, to achieve the best results for the majority of students. Teachers run their classrooms in a manner which promotes respect and productivity. TLA also adheres to the standards set by the British Columbia Ministry of Education with respect to curriculum. A Catholic environment requires that each child's education must be conducted with reference to God. There is a daily prayer routine, and the school observes major Feast Days in the Church Calendar. The staff encourages devotions to the Blessed Virgin Mary, loyalty to the Holy Father and obedience to the Magisterium of the Church.

PROVISION FOR INDIVIDUAL DIFFERENCES

All subjects are taught according to the requirements of the grade level, and students are expected to perform at that level. In every class, however, a range of abilities will exist, meaning that some students cannot work at the level of the others, or conversely, some students will perform beyond the others. It is up to each teacher to find a means to challenge each student at the appropriate level, whether it is to offer remedial instruction or enrichment. In doing so, teachers will provide for individual differences in one or more of the following ways: changing the resource material and/or text used; changing the time allotted for completion of the assignment; or changing the level of productivity expected.

ENRICHMENT

A more capable student is usually able to work faster than the others. However, to permit a student to move through a program at a faster pace does not mean that the program offers more challenge. Rather than accelerate a program, it should be broadened so that the more capable student is indeed enriched in the process. Enrichment can be accomplished by going deeper into the subject matter others are studying, or by engaging in another related topic or activity.

EXTRA CURRICULAR ACTIVITIES

Our effort outside of regular school hours should enable students to pursue an area where they show extra interest and/or ability. Participation in a variety of activities are made available for individuals or teams and range from music to athletics to speech arts to chess to academic competitions, depending on the interest and availability of events. A variety of offerings have been made at the school during the course of its existence including sailing, canoeing, choir, basketball teams, 4-on-4 basketball, track and field, Commonwealth Essay Competition, Pro Life Essay Competition, Knights of Columbus Speech Arts Festival, Chancellor Music Festival, ski trips and programs, softball, drama and choral performances, All Hallow's event, fund raising dinners, Pro Life club, math contests, floor hockey team, prefects, religious events/devotions, Chartres Pilgrimage and France tour, volleyball, opera night, yearbook, mountain biking club, soccer, track and field, youth clubs, chess club, badminton, Roman Catholic Challenge, outdoor education, skiing, snowshoeing, camping and sailing.

EVALUATION AND REPORTING

Evaluation of students' work is an ongoing endeavour. Our program utilizes both formative and summative evaluation. It is expected that tests on chapters and units will be given and records kept of the results. More extensive subject examinations will contribute to the data that will determine a letter grade for the report card. Assignments and other work done in the class should be marked by the classroom teacher. Corrections should be undertaken by the student to remediate incomplete learning. Other forms of evaluation include the administering of standardized tests, such as the yearly Canadian Test of Basic Skills, and the Gates McGinitie test of Reading. In keeping with the requirements of the current BC Ministry of Education reporting standards, students will be taught skills in self-evaluation, and their final yearly reports will include this self-assessment.

Teachers keep a record of marks for each class/subject. Day-to-day performance is also necessary to complete the full picture of a student's progress. Teachers inform parents of important assessment related items as they occur, so that the five reports of each year contain no surprises to parents. Formal term reports are completed three times during the year, and interim reports are completed during each of the first two terms. Students are assessed against expectations for the grade level (Achievement), and are also evaluated for their diligence and application (Effort). In addition, reports include information about behaviour and citizenship. Letter grades are assigned automatically in grades four through 12, and also at the primary level. In grades eight through twelve, percentages are also included in the term report cards.

PROMOTION TO THE NEXT GRADE

Progress through the grades must be earned. The standard test for determining grade promotion is to ask the question, "Can the student competently do the work at the next grade level?" If the answer to that question is no or in any doubt, the school and the families must discuss the situation. If the school recommends grade retention, it is hoped that the parents would be in concurrence. If, however, the parent insists on placement at the next grade level, the school will assign the student to that grade (not promote). The parent will have to sign the "grade assignment" document, which will be placed in the student's file. If the school should determine that it cannot offer the kind of remedial or alternate program needed by the student, the parents will be asked to enrol the student in another school which can offer an appropriate program. Grade 10 - 12, students must obtain the required

number of credits for graduation. Failure in a required course in those three grades will necessitate the completion of a summer school program or equivalent. (Distance Education, On-Line, Night School, etc.)

HOMEWORK

Homework is assigned for the following reasons:

- to complete work started at school, but left unfinished at the end of the day;
- to do work specifically assigned to be done at home, either as part of a project, or research assignment, or an individual assignment; or
- regular review/reading to reinforce newly learned material and/or to develop a habit of doing some organized and positive learning at home.

Teachers will endeavour to regulate the amount of homework each evening. A general guideline for time spent on homework each night per grade is :

K - 2	30 minutes	3	45 minutes
4 - 6	60 minutes	7, 8	90 minutes
9, 10	2 hours	11, 12	2 1/2 hours

In the case of an excessive amount of homework, we expect parents to send a note to the teacher explaining any incomplete work, and to ensure that students do not radically exceed the time recommended on a regular basis.

HELPING CHILDREN WITH SCHOOL WORK AT HOME

It is expected that parents monitor their children's school work to some degree. If a student needs assistance, parents should approach the situation by first asking the child to explain how he or she got to the point of difficulty. Often, in the process of explaining the concept or process to parents, a student will remember how to solve the problem. If not, a simple question can often provide the help needed to get over the difficulty.

When a student must prepare a research report or science project, it is tempting for the parent to do a significant amount of the work, especially in the younger grades. In this case, as in the case of homework assignments, a parent does not help a student. This actually impairs learning and can mislead the teacher about the actual level of progress the child is making.

CURRENT EVENTS, CLASSROOM DISCUSSION

There is not enough time in the school day to spend a lot of it in general discussion. At the same time, there needs to be an understanding of what has been called "current events". We want our students to be aware of general knowledge and important events in today's world. They should know the names of key world, national and local political leaders, and have an understanding appropriate to their age of contemporary events shaping history. Topics that have the potential to be distorted by the media, or which are not suitable for students can be screened and/or interpreted for students, keeping in mind their need to know details of news stories. While students will be encouraged to bring current events to the classroom, parents should try to ensure that the items are appropriate. Items which are brought forward which might inform classmates of what should be a private family matter will be interrupted by the teacher.

RELIGIOUS PRACTICES/CATHOLICITY

The program at Traditional Learning Academy is conducted in the Catholic tradition. We not only teach the Catholic Faith in accordance with the Magisterium of the Church, but we also involve the students in prayer and devotions throughout the school year. Special feast days are observed by recitation of the Rosary or an appropriate Litany, and the singing of sacred music. In order to preserve the tone of the Church's prescribed days of fast and abstinence, hot-dog days and snack sales do not take place at those times. Several times a year, some or all of the classes will go to the Church to participate in a Feast Day or for some other occasion. .Once

a month, students attend Mass as a group. These are offered in the Tridentine Rite, for the intentions of the school community and as needed. Confessions are offered weekly for the school community. Students who are not Catholic are expected to participate in all religion classes, prayers and other spiritual activities within the classroom, school chapel, or in a Church. Our goal is that our students will come to know, love, live, defend, and spread the Faith.

GENERAL EXPECTATIONS FOR STUDENTS

CODE OF CONDUCT FOR STUDENTS

The code of conduct for Traditional Learning Academy applies to all students. It is expected that students will at all times show respect for self and others, and for property belonging to themselves and others. Students will demonstrate mannerly behaviour and be obedient to school authority, including parents and staff. At chapel and prayer times, students must deport themselves in a reverent and respectful manner. Students are expected to participate in all curricular and extra-curricular activities with due diligence and effort. At no time will students be permitted to use foul language or engage in any form of bullying or physical confrontation; nor are they to consume any illegal substance, including tobacco, drugs or alcohol. Cell phones and other web connected electronic devices are not to be used at the school by students. Any such devices must be given to the home room teacher at the beginning of the day and collected at dismissal. High school students may be required to sign a Code of Conduct Agreement which addresses these broad guidelines in more detail.

RESPONDING TO INFRACTIONS

The Code of Conduct for students of Traditional Learning Academy establishes the expectation that respect and reverence will be evident and exhibited at all times. When there is an infraction, then it must be clear to everyone what steps will be undertaken as a consequence.

As a general guideline, an infraction in the classroom or on the playground should be dealt with immediately by the teacher or other staff member in authority. Normally, a verbal reprimand will bring about the desired behaviour, and a re-occurrence should not be expected. In the class, it must be clear to the student that the next step probably requires being sent from the room. Then, in the event of subsequent infractions of a similar nature, indicating that the student is not responding to initial interventions, the following steps should be employed:

1. The student should be sent out of the room and told not to return until he is ready to adhere to proper conduct.
2. In the event of another infraction within a short time, the student should leave the room until the teacher is ready to re-admit him. The student must be given the opportunity to explain their behaviour from their point of view.
3. Outside on the playground, the teacher who observes the infraction will ensure the behaviour is stopped.
4. If further action is necessary, then lines, and essay or some other suitable consequence should be administered.
5. If that still fails to bring about the desired behaviour, the student should be seen by the principal or vice-principal, who will listen to both sides of the conflict, if it involves two or more students in opposition to one another. A verbal reprimand, a consequence, or a period of service to the school (raking, litter pick-up, etc.) may be assigned to the student.
6. The principal and/or teacher may deem it necessary to inform the parent of the infraction(s) if the student does not appear to appreciate the gravity of his behaviour, or if the infraction is one about which the parents should be aware.
7. At any time in or out of classroom, where an infraction is of a serious nature*, then one of the following consequences should be employed by the principal:

- a. parents should be contacted and arrangements made to send the student home for the remainder of the day;
- b. the student should be suspended for the next school day or more, depending on the severity of the infraction, and parents should be contacted to inform them of the circumstances. A suspension of a full day or more should be documented in a letter to be sent home, with a copy being put into the student file; or
- c. in the rare event of a particularly serious infraction, involving weapons, drugs, alcohol, or other illegal substances while at school; or where deliberate violence leading to serious injury occurs, an immediate suspension should be invoked, leading to expulsion, which is automatic under the circumstances. An expulsion may be appealed by parents to the Board of the Society, which will have the final say on the matter.

*[Major infractions include: use of weapons, tobacco, alcohol, drugs or other illegal substances; violent behaviour involving another student or staff member; deliberate destruction of property; or any event which demonstrates extreme disrespect, irreverence, or sacrilege.]

PARENTAL SUPPORT FOR CODE OF CONDUCT

The school cannot uphold proper standards of conduct unless the home is in full support of those standards. If a parent thinks that certain expectations or the imposition of a disciplinary measure is questionable, then communication should be initiated with the teacher, administrator or the parent-liaison. Parents are asked not to send such messages through the student, either verbally or through unsealed letters.

UNIFORM CODE

Girls

Shirt	White dress shirt, long or short sleeves Grades K to 3: rounded collar; 4 to 12: shirt collar
Crossover tie	Kindergarten to Grade 3
Neck tie	Grades 4 to 12
Sweater	Navy blue school pullover, properly fitted, with crest
Undershirts	Plain white
Tunic	Kindergarten to Grade 3 Kilt Grades 4 to 12 Kilt pins must be worn. Hems must touch the floor when the student is kneeling.
Socks	Navy blue ankle socks, knee socks, or leotards
Shoes	Navy or black Oxford or "Mary Jane" style dress shoes with non-marking soles. Maximum heel height: 1½ inches. <i>Boots, platform shoes and "slip ons" will not be worn.</i>
Hair	Hair must be neatly kept and maintained in its natural colour. Hair accessories may be school tartan, white, navy or black only.
Jewellery	Studs or small hoops for pierced ears may be worn in matched pairs, one per lobe. Small wristwatches may be worn. Necklaces will not be worn over top of the uniform. Simple rings which do not bear inappropriate symbols may be worn.
Make-up	Lipstick, nail polish, sculptured nails, mascara and other make-up will not be worn.

P. E. Strip **School issue:** light grey crew neck t-shirt, mid thigh (Grades 3 - 11) to knee length navy blue shorts

Also: plain white socks, running shoes, gym bag

Optional: navy TLA track pants, light grey or navy TLA sweatshirt, TLA rain shell

Boys

Shirt White dress shirt, long or short sleeves

Neck tie K to 12

Sweater Navy blue school pullover, properly fitted, with crest

Undershirts Plain white

Trousers Medium grey dress trousers, black belt

Shoes Navy or black dress shoes with non-marking soles

Socks Navy blue, dark grey or black

P. E. Strip **School issue:** light grey crew neck t-shirt,
(Grades 3 - 11) mid-thigh to knee length navy blue shorts

Also: plain white socks, running shoes, gym bag

Optional: navy TLA track pants, light grey or navy TLA sweatshirt, TLA rain shell

Hats Toques or caps, without inappropriate logos, may be worn outside. Hats will not be worn in school.

Hair Hair must be short, neatly kept, and maintained in its natural colour. Faces will be clean-shaven. Extended sideburns will not be worn.

Jewellery Wristwatches may be worn. Earrings will not be worn. Chains or medals will not be worn over top of the uniform. Rings bearing inappropriate symbols will not be worn.

Sweaters, kilts, tunics, and ties are available through Cambridge & Co. 1588 MacGowan Avenue, North Vancouver, 604-924-9309. **P.E. strip must be purchased from the school office.** All student belongings must be marked for identification with permanent ink or labels. Student uniforms must conform to the standards set in the lists above, and be worn to and from school. Teachers will supervise adherence to the uniform code. Uniform violations will result in detentions. If, for any reason, a student is unable to wear the correct uniform, a parent note explaining the situation must accompany the student to school and a suitable substitution must be worn. Personal music players, pagers, electronic games, and dangerous items will be confiscated. Cell phones will not be used during school time - 8:30 AM – 3:30 PM.

CLOTHING FOR WEATHER CONDITIONS

Parents are asked to ensure that students have clothing to wear at school that is appropriate for the weather conditions. If we send the students outdoors in colder weather, or rain, they should be properly clothed. Boots and umbrellas should be brought home when no longer needed.

CITIZENSHIP & MANNERS: EXPECTATIONS OUTSIDE OF SCHOOL

On occasions when students are not on the school grounds, whether it is on a field trip or to and from school, they will still be seen to represent the school. We expect that our students will be mannerly, courteous to others on public transit, and otherwise good ambassadors for the school.

PREFECTS, SENIOR STUDENTS

Senior students (grades 11 & 12) are expected to assume responsibilities within the school which could not be done by younger students. One such responsibility is that of providing supervision of the school, inside and on the playground, as prefects. Not every senior student will qualify for this position, since the student must first have a record of responsible behaviour and leadership qualities with fellow students.

SENIOR PRIVILEGES, OFF-SITE

Students at Traditional Learning Academy are not to leave the grounds at any time during the school day without specific permission from the school administration. Even in that case, approval will not be generally given unless the parent is aware of the request, and also approves.

WORK HABITS/ORGANIZATIONAL ROUTINE

Not only do we encourage polite behaviour, we also expect students to be developing a good work ethic. That is, students should display initiative in beginning their responsibilities, and do a prompt and thorough job of their assignments. Neat desks and notebooks, and organization are the hallmarks of good work habits. With that in mind, teachers will instruct students in the school's required styles for keeping notebooks, assignments and reports.

LATE ASSIGNMENTS

Normally, assignments which have to be done outside of class are allowed sufficient time to be completed without extraordinary effort. Late assignments are not only likely to delay the overall program, but also allow the student to develop bad habits if there is not some penalty imposed. Penalties may range from having to stay in during non-instructional time and/or lost marks. If there is a legitimate reason why an assignment cannot be submitted on time, then parents are asked to send a note to the teacher outlining the reasons.

MOVEMENT IN HALLS AND STAIRWELLS

Elementary students moving from class to class will walk in a line. Lines will keep to the right, and students will not run. Conversation is not permitted, unless there is an urgent need to communicate, in which case voices should be low.

CARE OF PROPERTY

All students are expected to show proper respect for their own property, as well as that belonging to the school, their classmates and others. Students who abuse property will be held responsible for restoration and/or replacement of the item(s), and possibly further consequences agreed to between the home and the school. In keeping with these guidelines, students are not to write or draw in or on any textbooks or other books used by the students or teachers. Further, notebooks are to be kept free of doodling or other defacements, including the use of "fancy" titles.

ARRIVAL, DEPARTURES & SUPERVISION

Supervision is provided outside the school during recess and lunch times, and for the 15 minutes before and after school starting and ending times. Parents who drop off students early, or arrive late to pick them up should ensure that their children are safely in the school yard. If the situation is likely to be something regular, arrangements must be made with to ensure the students are safely supervised between school times and arrival or departure times. If students regularly take public transit, arrival should be on the bus which arrives before the first bell, and departure should be on the bus which leaves after the final bell. Parents are asked to notify the school in advance if they will be dropping their children off earlier or picking them up later than the supervised times indicated. Frequent extensions of the need for supervision must be arranged with the school, since we cannot accept responsibility for unsupervised times.

TELEPHONE: USE BY STUDENTS/PARENTS

Parents are asked not to call the office to leave messages for or speak to students except in emergencies. Further, students may make phone calls only with the initial permission of their home-room teacher, and with the further knowledge and permission of the school secretary.

CELL PHONE USE BY STUDENTS

Students are not to use cell phones between 8:30 AM and 3:30 PM. Students must surrender their cell phones to teachers at the start of the day and may collect them at dismissal time. Cell phones are not to be used at school.

ATTENDANCE, TARDINESS, & ABSENCES

Students are required to attend school: the school is to record attendance on its register. If a student does not show up in the morning, and if there is no prior knowledge that he/she would be absent, then the office will call home to determine if the student is there. Parents are therefore asked to phone the school to inform us if their child will be absent (leaving a message on the voice mail is fine) so that a call home can be avoided. This is known as “safe arrival” – to be able to follow up should a student be missing, when he/she should be at school. In some cases, the school may ask for a written explanation for an absence or late arrival. If students are late three times, they will be given a detention. Chronic tardiness may result in parents being called in to help rectify the situation.

Any time students miss classes, they will be expected to assume the responsibility for missed learning and assignments. The teacher may also monitor the situation, but students (and their parents) bear the overall obligation to pick up what is missed.

EXTENDED ABSENCES

When families leave on an extended vacation or trip during the school year, they frequently ask the school's permission to let their children miss school. It is not the school's prerogative to grant such permission. We do, however acknowledge that parents may make their own decisions regarding school time vacations. In the event that a student takes an extended absence, the school may provide suitable material for learning during the absence. Such assignments may not necessarily parallel the work done in school, because it may be inappropriate for out-of-class instruction. They may be asked to keep a journal of the trip highlights, and to take quality novels or other reading with them. The school recognizes that having a load of school work on a trip can be too onerous for the family, and does not wish to send extensive assignments. It is nearly always the case that vacation homework is unproductive. The student will be expected to make up for a certain amount of missing assignments on his or her return.

MISCELLANEOUS POLICY STATEMENTS

TIMETABLES/BELLS

Classes are scheduled for a period of time which enables teachers to conduct them most effectively. The only exception to the allotment of time for each period is for the early primary grades which require more frequent changes of activity. The classroom teacher is free to set a timetable for the class which addresses this need.

Teachers and students must ensure that the time taken to change from one class to another is kept to a minimum. Time on task is vital, and every minute counts; a mere two minutes wasted at every change adds up to more than an hour per week. Teachers will ensure that classes begin as soon as possible after the beginning bell and finish promptly at the concluding bell.

ASSEMBLIES

There should be an assembly of students at least once every two months, either for the whole school, or for a particular section. Each assembly should begin with a prayer and the singing of O Canada. On some occasions, it should end with God Save the King.

STUDENT TEXT BOOKS AND SUPPLIES

The school supplies each student with the necessary texts and workbooks. In the case of secondary students, a text deposit of \$50 is paid upon enrolment, and is refunded when the student leaves the school. If a text book

is lost, the cost of the book is assessed against the deposit, which must be brought up to \$50 again by the new term. If the total damage is greater than the deposit, the student will be assessed the additional amount. When lockers are used, the student must use a school-supplied lock, which is rented for the year for \$5.

General school supplies:

Students are expected to supply their own notebooks, lined paper, pens, pencils, erasers, etc. Some items that can be best purchased in bulk for price and uniformity are bought by the school, and paid for by a separate fee at the time. A list is prepared each year and sent out in August to the registered families.

Calculators, spelling machines:

Calculators are required for secondary classes, and are optional below that level. Students should not purchase a scientific and/or graphing calculator without checking to see if it is recommended for the course work. Electronic spellers and/or laptop computers are not permitted except for specific cases where the needs of the student require it, a decision which is made by the school in consultation with the family and other resource people involved with the student.

FIELD TRIP POLICY

Field trips fall into three categories: cultural, curricular, and recreational. Cultural trips include trips to events such as the symphony. Curricular trips will be arranged at each grade level to sites that are considered appropriate for their instructional needs, and may be two or three in number each year. Recreational trips include sessions at the gym, skating rink, swimming pool, outdoor education/camping, or trips to a park. Classes may attend individually, or by section (primary, etc.), or even the whole school. Field trips are planned by teachers, and must be approved by the school administration before they are sent home for parent approval. All trips are considered part of the educational program for the students, even though parents can elect not to grant permission. If approval by the parents is not received, the student must still attend school and will be given alternate activity; it is not a “day-off” for any student not able/wanting to attend the field trip. Students who do not receive permission from parents to attend field trip are considered under the parents’ care for the duration of the trip and are not to be in attendance at the school. Transportation for students on field trips is provided by parent volunteers, public transit and/or a school bus. Parents who volunteer for trips involving long distances (skiing, etc.), should be compensated for vehicle expenses; volunteer parents who attend events where there is an admission charge will have their entry fee paid by the school. Students who cannot pay the required fee for field trips are not to be denied the opportunity to attend; the school will cover the cost where the need is genuine.

Field trips may be considered as, “walking”, “day”, or “overnight”

Walking Field Trips:

Each class or group of students will be accompanied by their teacher. We have informed the parents of this type of off-campus activity and therefore there is no permission slip necessary for the students to participate. Trips of this type include: processions to Our Lady of Lourdes Church, Our lady of Fatima Church, art classes to neighbourhood spots, and PE running classes. The teacher is aware of any medical alert situations of the students in his/her care. Pertinent medication kept at the school will be taken along by the teacher.

Day Field Trips:

This classification of field trip requires a parent permission form and usually involves parent drivers. One teacher is present for every 20 students, and also a minimum of one accompanying parent to assist with supervision. The teacher is aware of any medical alert situations of the students in his/her care. Pertinent medication kept at the school will be taken along by the teacher, as well as emergency contact numbers and medical numbers. Depending on the nature of the trip, a school first aid kit may be taken.

Overnight Trips

These trips require a parent permission form and may involve parent drivers, or commercial transportation. One teacher is present for every 10 students, and the group is assisted by several adult chaperones. The teacher is aware of any medical alert situations of the students in his/her care. Pertinent medication kept at the school will be taken along by the teacher, as well as emergency contact numbers and medical numbers. A school first aid kit will accompany the group. Trips out of country will involve a more detailed parent consent form, and require additional medical coverage for the students.

AWARDS

Awards are given at the end of each school year according to the following:

Academic Excellence

This is offered to the top two students in each division and is based on scholarship and achievement. The recipients should be recognized as having consistently obtained the best overall results in testing and daily work.

Diligence

This is offered to the top two students in each division and is based on effort, attitude and performance. The recipients should be recognized as having consistently and diligently applied themselves to their school work over the year, even though they may not have achieved at a high level.

Citizenship

This is awarded to students who set an example for others in the manner in which they conduct themselves around the school. The recipients should have demonstrated respect for people and property, generally exhibited good behaviour and displayed a positive attitude toward learning.

Special Awards

Awards have been established by patrons who wish to encourage aspects of academic excellence and/or character development. At this time, the school administers the **Yoshi Torres Memorial Award**. Details on this award is available upon request.

INTRA-MURAL PARTICIPATION

Students will be divided into three “houses” for friendly competition in academic, recreational and/or athletic endeavours, including Sports Day. At the present time, using names first selected by the students when the school was starting, the houses are the Defenders, the Crusaders, and the Militants.

COMPUTER LAB

The computer is currently used to teach word processing, data base, and spreadsheets. Teachers use the lab as needed during the school year. The computer lab is also used for on-line distance education courses. It is anticipated that coding instruction will take place in the computer lab.

FIRE DRILLS, EARTHQUAKE DRILLS, CRITICAL INCIDENT DRILLS

The school practices for fire emergencies (6 minimum per year), earthquakes (3 per year) , and critical incidents (2 per year). The exit drills will be posted in each classroom, and students are expected to be familiar with them.

ALL HALLOW'S EVE (HALLOWEEN)

At Traditional Learning Academy, students participate in the Feast of the Holy Souls and All Saints Day. On some occasions, the school will participate with parents to organize events for the evening of October 31(All Hallow's Eve), so that children do not have to “trick or treat” on the streets. The evening may conclude with a bonfire, hot chocolate and fire works.

HOT LUNCH DAYS

The Parents' Auxiliary sponsors occasional hot lunch days. Students may pre-purchase a hot lunches using the order forms sent home in advance, or online. Since orders are placed according to the advance ordering, parents should not expect that students can buy lunch on the hot lunch day itself. Due dates for orders are indicated on the forms.

OUTDOOR POLICY

When students are not in class for instruction or the lunchtime eating period, they should be outside. Only in the most inclement weather do we allow students to remain in during recess and lunch hour. Students are to wear appropriate clothing for the weather conditions, so that if an "out" day is declared, students are properly dressed. If the weather is such that students must be inside they are to remain in their own classrooms. Parents are asked to assist in our encouragement to be outdoors whenever possible by not sending notes to remain indoors unless the student has a genuine need to be inside. Grade 11 & 12 students may stay in their home room before school, and during recess and lunch.

TEACHERS/STAFF DRIVING STUDENTS

As a general rule, the school does not encourage staff members driving students to and from school. Parents are asked to carpool with other school families if assistance with transportation is required.

INSURANCE COVERAGE FOR PARENT DRIVERS

Parents who regularly drive students (not their own) to and from school should be aware that ICBC requires extra insurance coverage. While this is not necessary for occasional trips, the lack of this extra coverage could impair the proper payment of any claim that might arise.

ILLNESS OR INJURY WHILE AT SCHOOL

If a student is not feeling well or if he/she suffers an injury while on the school premises, he/she is seen by the attending teacher or first aid attendant. If the issue is not serious, then the appropriate action is taken (band-aid, lie down, etc.) and the student returns home with a report indicating the event. If the issue is serious, the parent or emergency contact is called to come to the school to take the student home or to the doctor, as may be the case. If no contact can be made, and the injury or illness is serious, the school will transport the child to the nearest emergency department, and a call will be placed to the family physician.

ADMINISTRATION OF MEDICATION

If a student is required to take medication, and if it is necessary to have it administered while at school, the parent must give instructions in writing to the school.

HEALTH PROBLEMS

Parents or guardians must report any change in the physical condition of their child to the school at the time it occurs. This is to ensure that students whose physical activity must be reduced can be watched (instructions to the child alone are often ineffective). Where a parent is requesting the child be excused from Physical Education classes, a physician's letter is required if the request is for an extended period of time.

LOCKERS

Most students will put their personal property in their own desks or in cloak rooms assigned to the class. Lockers are available only for secondary students. Locks used must be those provided by the school, for which there is a yearly \$5 fee. A locker is a privilege, not a right, and can be taken away if the student abuses the use of the locker or the locker area. No posters or stickers are to be placed in lockers.

VANDALISM, DAMAGE TO PROPERTY

Occasionally, the school is the victim of damage, in the form of broken windows, spray paint, or the like. If the perpetrators are known, then it is the intention of the school to receive compensating payment for the cost of restoration. That holds whether the vandals are connected to the school or not. In all cases, especially with graffiti, steps will be taken to restore the damage as soon as possible. If the vandal is a student in the school, the incident may prompt a suspension and/or expulsion in addition to compensation, depending on the seriousness of the incident.

PLAYGROUND EQUIPMENT, ROLLER BLADES

Students may bring suitable play equipment for recess and lunch hour, but are asked not to bring baseballs (softballs OK), golf balls, sharp-edged frisbees, and so on. Also, the wearing of roller-blades or in-line skates is normally not permitted, but when it is specifically approved, proper safety equipment, including helmet, elbow and knee pads, must be worn.

VALUABLES AT SCHOOL

Students are not to bring cameras, walkmans, CD players, electronic games or other such items to the school for any reason. Cell phones can be brought to school only by prior arrangement between the parent and the school, and the phone is not to be used during the school day. Prohibited items are not only subject to loss or confiscation, but their use is not permitted while at school or on the school bus. Further, there should be little, if any, cash on any student at any time. If there is a reason why students must have a large amount of cash and/or a valuable item at school, then the parent should ensure that the school is informed of its presence, and the items should be placed in safe-keeping with the teacher or in the office for the day. The school cannot be held responsible for missing items.

INAPPROPRIATE ACTIVITIES

Traditional Learning Academy attempts to create a setting that maintains an appropriate level of morality, and does not encourage our children to grow up too soon, too fast. The school exercises care during the school day not to expose the students to inappropriate material. At the same time, the school expects parents to ensure that students do not bring games, music, magazines or other literature, or anything else to school which is pre-occupied with violence, sex, or themes which denigrate positive, Catholic values. A list of authors to be avoided (R. L. Stein, Judy Bloom, Paula Danziger, Kevin Major, etc.) is available in our library for your information. We do not permit students to bring trading cards to school, since they have been shown to cause frequent problems among students in the past.

FUND-RAISING POLICY

Fund raising for the school is usually organized by the Parents' Group or teachers. The whole school may be involved (Walk-a-thon), or smaller groups may undertake a campaign for a specific purpose (Grad, Pro-Life, class projects, etc.). No activity should be undertaken without an attempt to coordinate it with the overall set of events. Further, students are not encouraged to bring non-school fund-raising items to the school for sale to teachers and fellow students.

SNOW CLOSURE: WHAT TO DO

If there should be enough snow to necessitate a school closure, our decision on whether to close depends on how well traffic is moving throughout the lower mainland -- not just in one area. **So that parents can know what is going on, we will try to keep the school answering machine up to date with information (604-931-7265) and we will try to place a message with radio CKNW AM 980, or with News AM 1130. Do not phone the radio stations; simply listen for the list of closures, or check their websites.** The school will send out a webmail notice to all families the morning of a snow closure. Normally, we will not declare a closure if there are just a few flurries. If traffic is quite snarled and if roads are treacherous, however, we have little choice, since

many of our families and staff come long distances. In cases where we are in-session on a snowy day, parents must make the final decision whether or not to bring their children to school.

On a related note, throwing of snowballs is forbidden at any time on school grounds. Face-washing and other undesirable activities with snow are also forbidden. Offenders will be kept inside during play times, and serious offences will require a call to parents. Please take a moment to review this with your children.

SCHOOL PHOTOS

Each school year, we make arrangements with school photographers to take an individual student portrait in the fall, with delivery in time for Christmas. Packages are priced for a range of desires, and no family is obliged to make a purchase. In April or May, the photographer returns to take class groups and a panorama photo of the entire school. Secondary students are given a student ID as part of the fall program.

HOMESTAY (BOARDING)

The school has no boarding facilities, and does not offer school operated homestay facilities for students not able to live at home while attending the school. Parents must do their own assessment of anyone offering this service, and also make their own arrangements for payments of the costs involved.

LUNCHES AT SCHOOL

Students eat lunch at school, in their own classroom. Parents are requested to send food items which do not require refrigeration and/or heating. The microwave unit in the staff kitchen is not to be used for student lunches.

PICK UP & DROP OFF OF STUDENTS

Parents are not to drive into the school driveway or parking lot to pick up or drop off students. When parking near the school for this purpose, care must be taken not to block our school driveway, or the driveways of neighbours. If students must cross the road to a vehicle, it is imperative that they use the cross walk in front of the school.

CONTACTING TEACHERS

We encourage ongoing communication between parents and teachers. This can take place through email, telephone calls via the school office, or by arranging a visit with a teacher in person at the school at the regular parent-teacher conferences, or as needed. Parents who wish to meet with a teacher should call the school ahead of time and make an appointment. Parents are requested to refrain from contacting teachers and other staff at their private telephone numbers except in emergencies. If the evening is the only time when a telephone conversation is convenient, then a call to the school to leave a message for the teacher is in order; the teacher can then return the call when it is possible. Teacher email addresses are provided for parents to communicate with them regarding student or school-related matters.

USE OF THIS HANDBOOK

We appreciate any suggestions to clarify or augment this handbook. It will be updated as necessary and will be posted on the school website.

DEALING WITH CONCERNS, COMPLAINTS

Traditional Learning Academy was established to satisfy the needs of a number of families seeking a particular learning environment for their children. The administration and staff of the school endeavour to maintain the same approach that was established in the beginning. There are times when a parent may feel that something needs to be addressed with respect to some school subject matter, event, policy, or practice. The individual must first approach the teacher with whom the matter is closest, and then, if they are not satisfied by the outcome of this meeting, they must then bring the matter to the

attention of the school principal. If the person is still not satisfied, then they must bring the matter to the attention of the Board of Directors of the Traditional Learning Society, whose decision is final, in the school's arena. Should the matter still remain unresolved in the opinion of the concerned individual, then they must go to an appropriate external authority, such as the ombudsman provided by FISA, the Commissioner for Teacher Regulation, or to the BC Minister of Education, depending on the nature of the complaint.

In the process of dealing with concerns arising at school, both on the part of the parents regarding an issue, and on the part of the school dealing with students or staff, the matter must be clearly outlined either orally or in written form, and each party must be given the opportunity to present or to defend their case in a fair and forthright manner.

ALLERGY ALERT

Students who have severe food or other allergies (peanuts, tree nuts, and seafood, for example) and who require the use of an "Epi Pen", are expected to have such medication available at the school. Teachers of home room classes will inform the class families of the danger involved, and advise parents of foods which should not be sent to school under any circumstances. The student's picture is posted at the classroom door with a description of the allergy and the medication involved. ***Occasionally, students will bring treats for the class, to celebrate a birthday or feast day. Because of the uncertainty of origin, these will not be given to students with food allergies.*** Parents of allergic students are encouraged to provide several "safe, non-perishable" treats, which may be distributed to their sons and daughters on such occasions.

BULLYING POLICY

Statement of Purpose

Traditional Learning Academy was founded in order to provide students with a strong academic, spiritual, and moral foundation in accord with the teachings of the Catholic Church. This means that students are to be formed in the life of virtue which springs forth from the dual love of God and neighbour. To achieve this purpose, the virtue of charity must be demonstrated in all the activities of the school. Charity involves willing the good of others regardless of who they are. Bullying is a form of hatred and, as such, is contrary to the law of charity towards one's neighbour. The school, in accord with Catholic moral teaching, aims to protect all students from any form of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

General

Bullying is the act of repeated aggressive behaviour in order to intentionally hurt another person, physically, emotionally, or mentally. Bullying behaviour may include name calling, verbal or written abuse, exclusion from activities or social situations, physical abuse, or coercion. Bullies may behave in this way in order to be perceived as popular or tough or in order to get attention.

Bullying in schools often consists of a group of students taking advantage of, or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. Bullies tend to taunt and tease their targets before physically bullying them. Targets of bullying in school are often

pupils who are considered strange or different by their peers. Cyber bullying, where the perpetrator assails his/her victim via the internet is an area in which school and parents must be particularly vigilant.

Warning Signs of Bullying

Not all victims of bullying will let on that they are suffering at school. Many feel that admitting how bad things have gotten will increase their torment at the hands of perpetrators if they risk “snitching.” Some feel that no one will believe or support them or are too embarrassed to admit what is happening. While parents and teachers should openly encourage students to report incidents of bullying that are observed or experienced firsthand, they should also be aware of the signs of bullying in the event that students are not forthcoming. A child may be a victim of bullying if he or she:

1. Is noticeably frightened or evasive when asked what is wrong.
2. Suddenly loses appetite.
3. Begins bullying or engaging in unusual aggressive behavior with siblings, playmates, or other children.
4. Comes home unusually hungry (may indicate lunch has been stolen)
5. Repeatedly “loses” lunch, money, or possessions.
6. Has unexplained cuts, scrapes, or bruises.
7. Comes home with clothes dirty or torn, or books and other possessions damaged.
8. Begins to perform poorly in school.
9. Repeatedly claims to feel ill before going to school.
10. Cries himself/herself to sleep at night or suffers from chronic nightmares.
11. Threatens or actually attempts suicide or other forms of self-harm.
12. Attempts to, or actually runs away from home.
13. Begins stammering, appearing nervous and/or is afraid to look people in the eye.
14. Seems withdrawn, anxious or suddenly suffering from low self-esteem.
15. Begins to skip school, begs to change schools, or strongly desires not to go to school.
16. Demonstrates marked fear or unwillingness to go to school or take the bus.

If a student displays several of the above signs, bullying should be considered a possibility to be investigated.

Prevention of Bullying

Each of the following measures are carried out by the school in order to prevent bullying from occurring:

1. Ensuring that students are aware of the behaviour expected of them at TLA.
2. Making this bullying policy available to parents, teachers, and staff.
3. Emphasizing the importance of reporting incidents of bullying, both observed and experienced, and including confidentiality as an option in making such a report.

Dealing with Bullying

When an incident of bullying is brought to the attention of a teacher, it will be investigated quickly and fully in consultation with the principal and the student's parents. The perpetrator will be given an immediate consequence at the discretion of the teacher and informed that the behaviour must stop. For a period of time (usually two to three weeks) following the initial report of the incident, the home room teacher will keep a daily log to monitor the situation between the two parties. New incidents of bullying or the lack thereof will be recorded in this log on the basis of information gathered by the victim's conversations with parents, the observations of yard supervision teachers at recess and lunch hour, and daily interviews with the victim by the home room teacher at the end of each school day. If it is evident from these sources that the bullying has persisted, parents of the perpetrator will be called in and more punitive measures will be taken including, but not limited to, detentions, essay writing, service to the school, suspension, or even expulsion, depending upon the degree of seriousness of the bullying behaviour. In extreme cases it may be prudent to involve the police.

Protecting the Victim or the Alleged Victim from Retaliation

The school will be vigilant in protecting the victim or alleged victim of harassment or bullying from retaliation from the accused person. Parents must be willing to be candid and prompt when reporting incidents of this to the school.

PRIVACY POLICY

The BC Protection of Privacy Act states:

22 (1) The head of a public body must refuse to disclose personal information to an applicant if the disclosure would be an unreasonable invasion of a third party's personal privacy.

In order to align ourselves with this statement, Traditional Learning Academy shall preserve the right of privacy of its students, with respect to their confidential information. It is understood that the student file is the property of the school.

Student information will only be disseminated to those who have a need and a right to it. These include the student's teachers, parents, and school administrative personnel. A parent wishing to view the student file of their son or daughter, must do so in the presence of the principal or principal's designate. In cases where the parents of a student are estranged, the normal access of student information will be extended to the parent who has completed the Application for Admission to Traditional Learning Academy. A section of the Application for Admission form indicating the current legal arrangement regarding custody of the student, will be completed by a parent in this circumstance, with accompanying legal documentation. Access to student information by the non-applying parent will be extended in accordance with the legal arrangement. In cases where the parents of a current student become estranged, it is the responsibility of those parents to submit a "Change of Family Status Form" to the school, with accompanying legal documentation.

Details of the Privacy Policy which follows

PERSONAL INFORMATION PRIVACY POLICY

FOR PARENTS AND STUDENTS

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

The School's Commitment to You

Safeguarding personal information of parents and students is a fundamental concern of **Traditional Learning Academy**. The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

This Personal Information Privacy Policy describes the policies and practices of **Traditional Learning Academy** regarding the collection, use and disclosure of personal information about students and parents, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Traditional Learning Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between **Traditional Learning Academy** and an individual from time to time.

Ten Privacy Principles

As part of Traditional Learning Academy's commitment, the *Ten Privacy Principles* govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the *Ten Privacy Principles* and provides further details regarding Traditional Learning Academy's compliance with the principles.

Definitions

In this Personal Information Privacy Policy, the following terms have the meanings set out below:

"personal information" means any information about an identifiable individual, as further defined under British Columbia's *Personal Information Protection Act* or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

"Parent" means the parent, guardian, or other legal representative of a student.

"Student" means a prospective, current, or past student of Traditional Learning Academy.

Principle 1 – Accountability

Traditional Learning Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school designates (an) individual(s) who is(are) accountable for the school's compliance with the *Ten Privacy Principles*. Principal Mr. Martin Dale is the *Privacy Officer* of the school.

You may contact our Privacy Officer as follows:

Traditional Learning Academy	
Attention:	Mr. Martin Dale, Principal
Address:	1189 Rochester Avenue, Coquitlam, BC
Phone:	604-931-7265
Fax:	604-931-3432
Email:	tlapincipal@traditionalllearning.com

Principle 2 – Identifying Purposes

Traditional Learning Academy will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Traditional Learning Academy collects and uses personal information to provide students with the best possible educational services enunciated by the Mission statement of the school. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health, religious, and personal matters needed by the school to provide the best possible education and co-curricular programs. Traditional Learning Academy also collects information in connection with the use of its computer systems.

Principle 3 – Consent

Traditional Learning Academy will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use, or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Traditional Learning Academy will take into account both the sensitivity of the personal information and the purposes for which Traditional Learning Academy will use the information. Consent may be express, implied (including through use of “opt-out” consent where appropriate), or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Traditional Learning Academy, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Traditional Learning Academy will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Traditional Learning Academy will stop collecting, using or disclosing the personal information as requested.

If a person provides Traditional Learning Academy or its service providers or agents with personal information about an individual, the person represents that it has all necessary authority and/or has obtained all necessary consents from such individual to enable Traditional Learning Academy to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

Principle 4 – Limiting Collection

Traditional Learning Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 – Use, Disclosure and Retention

Traditional Learning Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

How is Information Used?

Traditional Learning Academy uses personal information as follows:

- to communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.
- to enable the school to operate its administrative function, including payment of school fees and maintenance of non-educational school programs including parent and volunteer participation and fundraising.
- health, psychological, religious, or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

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

Traditional Learning Academy may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

When May Information be Disclosed?

Traditional Learning Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how Traditional Learning Academy may disclose personal information.

When Authorized by You

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

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

When Required by Law

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

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

When Permitted by Law

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

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

Outside Service Suppliers

At Traditional Learning Academy, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. Suppliers of specialized services are given only the information necessary to perform those services, and Traditional Learning Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

Restricting Sharing Information

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

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Traditional Learning Academy will take appropriate steps to ensure that personal information collected by Traditional Learning Academy is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Traditional Learning Academy, request that Traditional Learning Academy correct an error or omission in any personal information that is under Traditional Learning Academy's control and Traditional Learning Academy will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7 – Safeguarding Personal Information

Traditional Learning Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

The School's Employees

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

Employees are appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

Student Files

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

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

Principle 8 – Openness

Traditional Learning Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Traditional Learning Academy.

Principle 9 – Individual Access

Traditional Learning Academy will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

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

Parent Access to Student Personal Information

A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

Student Access to Student Personal Information

This portion of the policy is under review.

Principle 10 – Complaint Process

Individuals may question compliance with the above principles.

Questions, Concerns and Complaints

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer by calling the school office. If necessary, individuals will be referred to use the school's complaint procedure and appeals policies.

Release and Storage of Parent Personal Information

Traditional Learning Academy acknowledges that there will be no disclosure of personal information to unauthorized personnel or third parties who are not directly involved in school management or the care, supervision and instruction of your child(ren) at this school, unless written authorization from a parent or legal guardian is provided to the school. The school will securely store all digital and hard copy parent and student personal information.

Name: Mr. Martin Dale Title: Principal Phone: 604-931-7265

High School Assignments and Tests

ASSIGNMENTS

1. All assignments are to be handed in on the due date at the beginning of the subject class.
2. Ten percent will be taken off all assignments handed in on the due date but at the end of the day.
3. Assignments handed in on the day after the due date will be docked a further ten percent for a total of twenty percent.
4. After two days, assignments will not be accepted.
5. Assignments that are due on Friday may be handed in on the next school day (usually Monday, but also Tuesday in the case of a long weekend) with a twenty percent penalty. Assignments will not be accepted after that time.
6. Students may receive an extension on their assignments in the case of verifiable extenuating circumstances (e.g., severe illness). Also, teachers may, at their discretion, choose to give an extension to the whole class should there be good reason to do so.

TESTS AND RE-TESTS

1. Students who do not show up for a test will obtain a zero except in the case of confirmed severe illness.
2. If a student should fall into a regular pattern of missing tests, a meeting between the parents of the student and his teachers will be arranged in order to rectify the situation.
3. Re-tests are not a right of students and should not normally be expected. They may be offered at the discretion of the teacher. When offered, they are open to all students.

Grade 11 & 12 Course Load

The school has set a course of study for its grade 11 and 12 students which is designed to provide a well-rounded education for the individual, as well as one which allows graduates to gain acceptance into a wide range of university disciplines. It is our experience that students who follow this course load not only succeed in their high school work, but excel afterwards in their university endeavors. In the past, there have been occasions when students have convinced their parents that by dropping out of one or more courses, they would put the resulting “spares” to good use in studying for their other courses. This has never proved to be the case. Students invariably waste their time in these “spares” and therefore we have decided that they should not occur in any situation except when a student is academically unable or has some physical limitation preventing them from following a full course load.

Additionally, we have found that students who take the full course load, develop the habits and skills that ensure their success in future post-secondary settings.

It is interesting to further note that there has been a direct correspondence between the fewer the courses taken and the lower the grades achieved.

In cases where teachers, principal and parents decide appropriate, an Independent Directed Studies (IDS) course may be awarded to students who will be responsible for a lesser course load.

Student release Procedure [DRAFT]

PROCEDURE FOR STUDENT RELEASE IN CASE OF EMERGENCY OR CRITICAL INCIDENT

STUDENT HOLDING AREAS

Students will gather in holding areas under the supervision of designated classroom teachers, who will remain with them. These areas will include indoor spaces (i.e. classrooms) and outdoor areas (= areas that are located on the school property but sufficiently far enough away from the building to ensure safety). The area utilized will which are located in deemed which will be utilized for the appropriate crisis/ emergency.

Each teacher will have the list of the students assigned to their supervision, including the exact name of parents/guardians. A record will be made of any absent student or student that has left the school prior to the incident.

RELEASE GATES/STUDENT PICK UP POINTS

A designated staff member will be at the two designated release points to facilitate/ oversee the reunification process. This designated staff member will be one that is not directly involved in the reunification.

The parent/guardian will be required to provide the name of the student(s) to be picked up and will provide identification before the student(s) will be released into their custody.

If a student is unable to be released duty to circumstances such as injury or some other reason. The staff member at the release point will ask the parent/guardian to accompany them to a nearby room where the status of the student(s) will be indicated.

STUDENT(S) WHO CANNOT BE PICKED UP

If a () student(s) have not been picked up by parents/guardians by the end of the school day then the student(s) will be held in a designated area until the parents/guardians can pick up the students.

If a parent/guardian cannot be reached a decision as to the appropriate disposition of the student will be made by the principal or vice-principal. If it has been deemed necessary then law enforcement will be contacted for assistance.

TLA CRITICAL INCIDENT POLICY

Critical incidents fall into three categories or levels which will precipitate a lockdown of the school. Level 1 involves a danger of violence inside the school building; level 2 involves a danger of violence outside of the school building; and level 3 involves a danger of violence in the neighbourhood of the school. The term “Lockdown” should be used only when there is a major incident or threat of violence within the school, or in relation to the school. The terminology used to order a lockdown, will be in plain, clear language, in order to have no misunderstanding as to what is expected from the staff. No secret passwords or codes will be used. The three types of critical incidents or lockdown scenarios that might be announced are as follows:

Level 1: Danger Inside School

The principal or next in charge makes the announcement of a lockdown over the P.A. system – “Begin Lockdown – Danger inside the school” - “I repeat, begin Lockdown – Danger inside the school”

- All students and teachers are required to remain on the floor unless they hear otherwise.
- Remain absolutely quiet.
- Windows are closed, but the curtains/ blinds stay open and the lights stay on, so police and emergency officials can see inside each room.
- Those in the hallways are required to immediately head to the closest room and lock the door.
- Students on the outside of the school must head away from the building and meet at a pre-arranged evacuation point.
- Students or staff in the washrooms at the time of a lockdown announcement should go immediately to the nearest classroom.
- If necessary, parents will be called, but only after the emergency is over.

The principal or next in charge makes the announcement of the lockdown over the P.A. system - “Begin Lockdown – Danger outside the school. I repeat, begin Lockdown – Danger outside the school”

- The procedures are the same, except the lights are turned off and the blinds and drapes are closed, and school doors are locked.
- If students are outside, the bells will be rung and students go to their home room classrooms.

Level 3: Danger in the Neighbourhood

- This scenario involves slightly less serious precautions, because the threat is farther away. It involves increased supervision, locking the outside doors and controlling the movement of students inside the building. The school day should continue as usual, no one is allowed to enter or leave the school during this type of lockdown. No recess or lunch breaks are to be taken outside until the principal or person in charge advises that it is safe to do so.

GENERAL OBSERVATIONS DURING A CRITICAL INCIDENT OR LOCKDOWN.

- Lock all classroom doors.
- Lock all exterior doors.
- Keep one telephone line open so that Police can contact the school.
- Take attendance in each room. Note those who are absent.
- Keep everyone facing away from the glass and doors where possible.
- Pull shades or drapes and turn off lights if appropriate – only when the danger is outside the school – to prevent the suspect from looking into the classrooms.

- Ensure that you can communicate visually with police if necessary.
- Release no one except by the direction of the principal or the person in charge or the police.
- Do not allow students to go to the restrooms.
- Do not use radio, TV, or cell phones for non-emergency use in classrooms.
- Everyone should lie on the floor if gunshots are heard.
- If possible, use a cell phone and call the school office with vital information. (e.g. I see a person in the hallway etc.)
- Only open the doors when an "all clear" is given or announced by the principal.
- Have a consistent message for parents who are calling the school during the lockdown.
- Call other schools in immediate vicinity, which may be affected by the circumstances that created the need for the lockdown.

Most of these incidents resolve themselves peacefully and the students involved are eventually let out - sometimes through a single exit.