



Family Handbook 2026-27



Welcome to Christ Church Cathedral School, where students and staff embrace their natural curiosity, and passion for lifelong learning.

Founded in 1989 with the intention of providing an education rooted in Anglican values, the Cathedral School has grown, and embraces a diverse group of families and students. Here, our British Columbia Accredited teachers work in collaboration to build on student competencies in an enriched academic program, while providing a variety of co-curricular options including art, music, athletics and life skills that enhance our transformational model of learning. Cathedral School students are encouraged to grow the skills and passions they bring, while being exposed to, and challenged, to try new things.

Nestled in the Rockland and Fairfield neighbourhoods, on the homelands of the Lək̓ʷəŋən-speaking Songhees and Esquimalt Peoples, our campus sits conveniently on the edge of downtown Victoria, close to its vibrant cultural and recreational amenities.

With our close connection to Christ Church Cathedral, we are deeply integrated into this vibrant and historic centre of musical, intellectual and spiritual life. Adding to this, our close proximity to the natural beauty of Beacon Hill Park, the Dallas Road beaches, and many outstanding urban amenities provide our students an unparalleled opportunity for enriched learning experiences. In addition, our campus offers an attractive outdoor play space that includes a turf pitch, basketball court and playground, while our building offers a large gymnasium, and specialist spaces for art, music and theatre.

We welcome you to visit us in Memorial Hall, the beautiful heritage building that houses the Cathedral School, where you will meet our special community of students, teachers and staff. We invite you to discover the Cathedral School difference first hand, and learn why so many families choose our school for their child's education.

Sincerely yours,

Crystal Harvey MEd, BSc
Head of School

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SCHOOL COMMUNICATION

Reception Hours During Term (Pacific Time)

Monday to Friday: 8:00 a.m. to 4:00 p.m.
Closed between Christmas and New Year's Day.

Phone: 250-383-5125

General Inquiries: reception@cathedralschool.ca

Admissions: admissions@cathedralschool.ca

Courier and Mailing Address

Name of Recipient
912 Vancouver Street
Victoria BC V8V 3V7

Email

Email is an excellent tool for communication and will be used primarily for the topics listed below. We encourage face-to-face conversations if there is a question or concern about your child's learning experience at the school. Please be aware that there may be a 24 hour response time. Email should only be used for:

1. Reminders about events, dates, times
2. Requests for a meeting
3. Classroom news and updates
4. Forms and other requests for information

School Website and Social Media

Our website, cathedralschool.ca, serves as a central hub of information for both current and prospective families. Here you will find details about our programs, an up-to-date calendar of school events, important documents, and registration for Out of School Care.

We also invite you to follow us on social media for the latest updates, photos, and community news. We regularly update our profiles and encourage positive engagement through comments and discussion. As we continue to foster a respectful and inclusive online community, we ask that all interactions reflect our shared values. The following are not permitted on any of our platforms:

- Cyberbullying of any individual or group
- Defamation of character
- Content that harms the school's name or reputation
- Inappropriate photos or videos
- Foul or inappropriate language
- Information that could jeopardize the safety of others

Follow us:

 Facebook: [ChristChurchCathedralSchool](https://www.facebook.com/ChristChurchCathedralSchool)
 Instagram: [@cccs_victoria](https://www.instagram.com/cccs_victoria)

SCHOOL CONTACTS

Blue	Tobi	Director of Learning Strategies	tobi.blue@cathedralschool.ca
Bowen	Christopher	Kindergarten Teacher	christopher.bowen@cathedralschool.ca
Branscombe	Heather	Grade 5 Teacher	heather.branscombe@cathedralschool.ca
Chow	Ann	Grade 8 Teacher	ann.chow@cathedralschool.ca
Coventry	Kathleen	Grade 4 Teacher	kathleen.coventry@cathedralschool.ca
Duffy	Lanna	Early Childhood Educator	lanna.duffy@cathedralschool.ca
Espinoza	Patricio	Educational Assistant	patricio.espinoza@cathedralschool.ca
Fitzsimmons	Todd	Director of Facilities and External Programs	todd.fitzsimmons@cathedralschool.ca
Fryer	Sarah	Grade 3 Teacher	sarah.fryer@cathedralschool.ca
Grimminger	Claudine	Early Childhood Educator Assistant	claudine.grimminger@cathedralschool.ca
Harvey	Crystal	Head of School	head@cathedralschool.ca
Heaton	Katie	Art Teacher & Librarian	katie.heaton@cathedralschool.ca
Hutchinson	Barry	Director of Finance	finance@cathedralschool.ca
Kennedy	Michelle	Grade 2 Teacher	michelle.kennedy@cathedralschool.ca
Kim	Katie	Educational Assistant	katie.kim@cathedralschool.ca
Leduc	Adrien	French Teacher	adrien.leduc@cathedralschool.ca
Li	Jenny	Early Childhood Educator	jenny.li@cathedralschool.ca
McConnachie	Isla	Grade 5 Teacher	isla.mcconnachie@cathedralschool.ca
Michaud	Tyson	Director of Athletics	tyson.michaud@cathedralschool.ca
Newman	Kate	Faith Teacher	kate.newman@cathedralschool.ca
O'Brien	Angelina	Receptionist	reception@cathedralschool.ca
Oliver	Ryan	Music Teacher	ryan.oliver@cathedralschool.ca
Stacey	Kathy	Music Teacher	kathy.stacey@cathedralschool.ca
Winter	Micaela	Grade 1 Teacher	micaela.winter@cathedralschool.ca
Vincentine	Patrick	Deputy Head / Grade 7	patrick.vincentine@cathedralschool.ca

SCHOOL CALENDAR

Our school calendar is easy to download directly to your Google Calendar or personal device. To request access, please email reception@cathedralschool.ca.

Christ Church Cathedral School - Year at a Glance 2026-2027	
Early Dismissal at 2:00PM	1st Friday of every Month
First Day of School (Half Day)	September 8
Curriculum Implementation Day	Monday, September 21
National Truth and Reconciliation Day	Thursday, September 30
Pro-D Day	Friday, October 23
Triangle Conferences	Friday, October 30
Remembrance Day, Closed	Wednesday, November 11
Term Re-Charge, Closed	Thurs. & Fri., November 12 & 13
Term II Begins	Monday, November 23
Christmas Production	Wednesday, December 16
Start of Christmas Holidays (Half Day)	Thursday, December 17
New Year Return Date	Wednesday, January 4
Pro-D Day	Friday, February 12
BC Family Day	Monday, February 15
Student Led Conferences	Friday, February 26
Spring Break (including Easter)	March 15 to March 26
Easter Break	March 29-30
Return from Spring Break	Wednesday, March 31
Term III Begins	Monday, April 5
Pro-D Day	Friday, May 21
Victoria Day Weekend	Monday, May 24
JK Graduation and Last Chapel	Wednesday, June 16
Closing Day Ceremony and Graduation	Thursday, June 17
Last Day of School (Half Day)	Thursday, June 17

TIMETABLE

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:30am	Outside Play	Outside Play	Outside Play	Outside Play	Outside Play
	8:30 - 8:45am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
50 min	Period 1 8:45-9:30am					
50 min	Period 2 9:30-10:10am			Chapel (Families are welcome)		
15 min	10:10-10:25am	Snack (Primary & Intermediate) Outdoor Play (Middle School)				
15 min	10:25-10:40am	Snack (Middle School) Outdoor Play (Primary & Intermediate)				
50 min	Period 3 10:40-11:30am					
50 min	Period 4 11:30-12:20pm					
60 min	12:20-1:20pm	Lunch (Primary) Outdoor Play (Intermediate & Middle School)				
		Lunch (Intermediate & Middle School) Outdoor Play (Primary)				
50 min	Period 5 1:20 - 2:10pm					
50 min	Period 6 2:10-2:55pm					*Early Dismissal* / OSC Begins First of Month
5 min	2:55-3:00	Homeroom	Homeroom	Homeroom	Homeroom	
45 min	3:00 - 5:30pm	Dismissal (3pm) & OSC Begins (3:10pm)	Dismissal (3pm) & OSC Begins (3:10pm)	Dismissal (3pm) & OSC Begins (3:10pm)	Dismissal (3pm) & OSC Begins (3:10pm)	Dismissal (2pm) & OSC Begins (2:10pm)

*Students are dismissed at 2:00pm on the first Friday of each month except in January.



Christ Church Cathedral School (CCCS) is the junior and middle school ministry of Christ Church Cathedral. Christ Church Cathedral Educational Society (CCCES) founded the School in 1989 with the intention of providing an Anglican education for the children of Christ Church Cathedral's parish. Since then, the School has expanded to provide a wonderful enriched education for families of all backgrounds.

The School welcomes students from Junior Kindergarten to Grade 8. We operate full day Junior Kindergarten and Kindergarten programs, and Out of School Care (OSC) that runs before and after school as well as through school holidays. Our Main Campus for Junior Kindergarten to Grade 8 is at 912 Vancouver Street and our auxiliary Junior Kindergarten is located in Fairfield at 1670 Richardson Street.

SCHOOL MISSION AND VALUES

Our Mission:

"To provide a stimulating, challenging, and supportive environment for each child to learn, grow, and live in the Light of Christ"

Our Motto:

Lux Mundi (Light of the World)

We are encouraged to "...bear witness to the Light of Christ" in all that we undertake, and Shine Our Light on the World.

Our Values:

These Pillars provide the support for the work of the School in carrying out its Purpose:

OUR ANGLICAN CHRISTIAN IDENTITY: Through our Anglican Christian tradition, we seek to practice the values consistent with our faith.

THE CCCS PATHWAY: Our curriculum and teaching are designed holistically to provide the skills and values for success.

COMMUNITY: We foster an environment where every community member is valued and respected.

LEADERSHIP: We promote an atmosphere of responsible leadership.

STUDENT LIFE

Attendance

Your child's attendance and timely arrival is important for daily routine, learning, and social development. In fact, arriving early to school gives students a chance to play and activate their brains and nervous systems prior to their day of learning. We encourage families to be sure students arrive before 8:25AM, and to plan holidays and vacations around our school breaks. If your child will be away, please notify reception@cathedralschool.ca and your child's homeroom teacher by email, or call reception directly.

Extended Absences

Our academic program is designed for students to be in attendance at school. With this, it is very challenging for children to fully benefit from extended absences. While our teachers will do their best to support students, we encourage families to avoid extended absences while school is in session.

Drop-off and Pick-up

Morning drop-off and afternoon pick-up are supervised by duty staff to ensure student safety. We ask families to park on Vancouver or Burdett Street and then walk their children to the gate. Intermediate and Middle School (grades 4-8) students may walk onto campus independently. Parents are asked to refrain from driving onto school grounds.

Each morning, the playground opens for students to arrive at 8:00AM, and the morning bell rings at 8:25AM for an 8:30AM school start. Students arriving late are asked to enter through the school's front doors and sign in with the receptionist.

School is dismissed at 3:00PM, and after-school pick-up takes place on the playground where teachers will sign students out with an authorised parent/guardian. Students on campus after 3:10PM, who are not signed up for a co-curricular, will be signed into Out of School Care (OSC), and families will be charged accordingly. Students are asked to communicate their pick-up plans with their teacher each morning.

Bikes

Our campus provides a secure cage and bike racks for students who ride their bikes to school. We encourage students to bring a lock and wear helmets.

Homeroom

Students begin and end their day in their Homeroom with their Homeroom Teacher. The Homeroom Teacher acts as an advisor and helps students with daily reminders, manages family communications, updates families on student progress, and supports students in their Cathedral School experience.

Lunches and Snacks

Students eat lunch in their homeroom classrooms with teacher supervision. We ask families to pack a nutritious snack for morning recess, as well as a healthy lunch. Our school is a nut and candy-free environment.



Families may opt into our hot lunch program, where we order healthy food options from local restaurants. These include, but are not limited to, Thai, Vietnamese, Greek, and Italian foods. Registration for hot lunch is available to families at the beginning of each term.

Parents and Visitors

Visitors to the school are asked to enter through the school's front door on Vancouver Street and to sign in and out for security purposes. This entrance is also used for students who arrive after 8:30 a.m. and when parents need to pick up their child early.

Out of School Care

Out of School Care (OSC) is an inclusive, scheduled and/or drop-in program that offers care to our students in Grades K-8 each day between 7:30–8:00 a.m., and 3:10–5:30 p.m. Our OSC program is committed to meeting all Health Authority licensing requirements. Our facility is licensed by Island Health and inspected regularly by the Health Authority's licensing team. Parents may register for OSC through the Cathedral School website or by phoning the school.



House Teams

All Cathedral School students and staff belong to one of four House Teams. Throughout the year, fun competitions and events are scheduled as a way of building school spirit and community strength. Students remain in the same House throughout their time at Cathedral School. Families, including siblings and cousins, all belong to the same House. The House Team names, Luna, Stella, Solara, and Terra are inspired by the school motto, *Lux Mundi*, meaning *Light of the World*.

Leadership Opportunities

Middle School students are invited to join the Student Council. They meet each week with the Head of School to plan and organize events, as well as discuss what is going well in the school community and what may be challenging. During Student Council meetings, the Head of School works with students on leadership development through mini leadership lessons.

School Prefects are Grade 8 students appointed by the Head of School to lead Student Council Committees. Prefects report to the full school during School Assemblies. Student Council Committees include Academics, Arts and Music, Athletics, and Service.

Chapel

Gathering for worship in Chapel is essential to Cathedral School's Anglican identity. It pauses the busyness of the school day and provides a time to gather for music, prayer, stories, mindfulness, and reflection. It is a space where students learn to listen and speak among their peers, while fostering a genuine sense of belonging, integrity, and trust. Set in Christ Church Cathedral,



Chapel is open to students of all religious backgrounds and provides a place for celebration and reflection. Parents and families are always welcome to join.

Assemblies

Assemblies carry a less formal tone than Chapel and are held in our school gymnasium or auditorium. Led by our Grade 8 Student Prefects and the Head of School, these gatherings celebrate the many accomplishments of our students in academics, athletics, and the arts. Assemblies also recognise House Team achievements and sometimes feature a full-school game to add to the fun. Inviting students to speak in front of the school, recognising athletes for their participation and achievements, and giving musicians the opportunity to perform, all while the audience remains engaged, provides a valuable learning opportunity for everyone involved.



DIGITAL TECHNOLOGY USE

At Cathedral School, we recognize the importance of guiding and supporting students in navigating the digital world. Our goal is to help students understand the value of technology in an educational setting while providing clear boundaries to ensure its appropriate use.

Cell Phones & Smartwatches

Students are asked to leave their cell phones and smartwatches at home. If the phone or watch must be at school, students are asked to leave them in their school bags or lockers between the hours of 8:00 a.m. and 3:00 p.m. Should students need to call home, the office phone is accessible to them at any time.

Privacy and Data Security

Students are prohibited from using cell phones or Chromebook technology to capture, store, or distribute images, videos, or other data without consent. They must understand the importance of safeguarding personal and sensitive information when using technology and comply with all relevant privacy laws and school policies.

Use of Artificial Intelligence (AI)

We do not support the use of Artificial Intelligence (AI) unless it is under the direct supervision of a teacher. If a student is found using AI for an assignment, they will be required to rewrite the assignment by hand while under supervision. Parents will be promptly notified of the incident. If continued, consequences may escalate and include measures such as loss of technology privileges, depending on the severity of the violation (see Digital Citizenship below).

Digital Citizenship

Students are expected to demonstrate responsible and ethical behaviour when using technology at all times. This includes respecting intellectual property rights, avoiding plagiarism, and interacting with others in a respectful manner. Any instances of cyberbullying, harassment, or inappropriate use of technology must be reported to a teacher or school administrator.

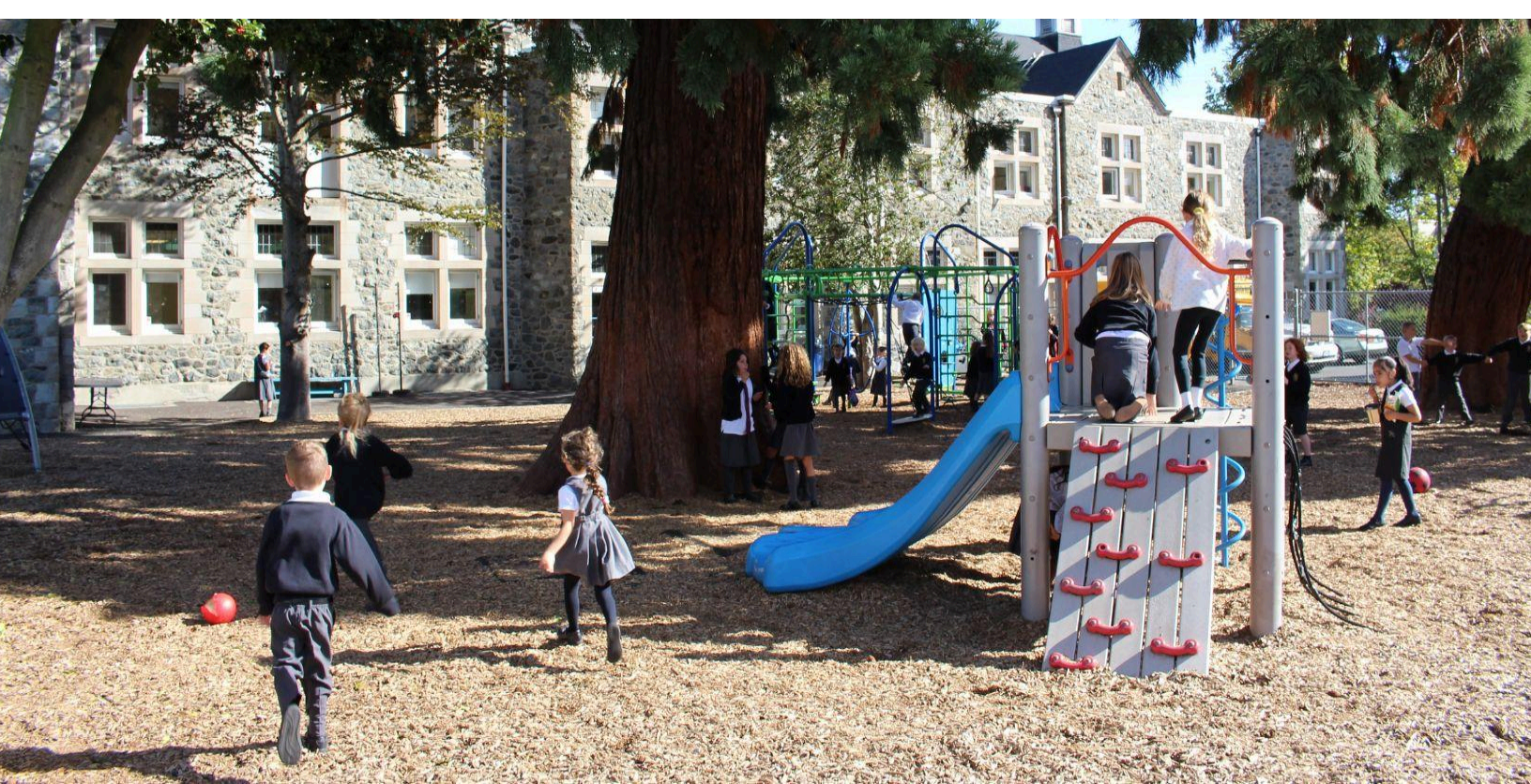
Inappropriate use of digital technology will be investigated by administration, and may result in the loss of technology privileges, a factory reset of their Chromebook, required participation in a digital safe use training program, detention, or suspension, depending on the severity of the action.

Chromebooks

Students in Grades 4-8 are required to bring their own Chromebook to school. Chromebooks will be used to support academics and learning, and the school provides space for their security and charging overnight. Students in Grades 4-7 are asked to leave the Chromebooks at school. Grade 8 students may take their Chromebooks home, and need to bring them to school each day, charged and ready for use. Students are expected to follow the Digital Citizenship Guidelines when accessing the network and school digital systems.

Photo Consent

To help Cathedral school maintain a safe and secure environment for all students, we obtain consent for the collection, use, and disclosure of personal information, including photos and videos of students. The collection of this information supports our school's advancement and development. Please be aware that your consent to this use of your personal information is voluntary. You may opt not to allow our use of students' personal information at any time.



HEALTH AND WELLNESS

The health, safety, and well-being of our students are a top priority. We are committed to creating a supportive environment where students feel safe, cared for, and equipped to thrive. Our approach includes proactive wellness education, allergy awareness, and clear protocols for managing illness and injuries. Below are some key areas of our Health and Wellness practices.

Social Emotional Learning (SEL)

Social Emotional Learning (SEL) is integrated into each grade through lessons with the homeroom teachers, using Open Parachute Curriculum as a guide. These lessons are designed to equip students with age-appropriate skills, strategies, and a shared language to understand and manage their social and emotional experiences.

Allergy Awareness

Many students are managing severe allergies, and Cathedral School provides an allergy-aware environment to ensure measures are taken for students with life-threatening allergies. Each year, specific information will be communicated to our families as needed to ensure the safety of all students.

Illness and First Aid

Our School has a number of staff trained with basic First Aid, and a small supply of basic first aid products available to use for minor scrapes, cuts, aches and pains. Medication can only be administered by the school with written permission from parents/guardians. Should your child feel ill while at school, they can rest in the school foyer or administration office while they wait for an authorised parent/guardian/adult to pick them up.



ACADEMICS

The traditional academic program at Cathedral school enriches the BC Curriculum and can be described as moving through three stages: Primary, Intermediate, and Middle. In our Primary School, there is an intention to foster individual child development through the use of different mediums and through imagination and play-based learning, where students actively explore, experiment and learn through hands-on activities.

In our Intermediate School, our program shifts to an inquiry-based approach to learning where students actively build knowledge through investigation, case scenarios, and problem solving.

In our Middle School, learning is both project and inquiry based, and aims to solve complex, real-world problems and challenges. Our focus here is high school readiness and the development of well-rounded, critical thinking, and globally minded students.

Our classroom learning meets the Core Competencies set out by the [BC Ministry of Education](#), with Indigenous cultures and perspectives thoughtfully interwoven. Within our program, we work towards creating interdisciplinary learning opportunities within flexible learning environments.

Adding value to our Academic Program, we offer specialty instruction in the Fine Arts and Athletics, along with a variety of co-curricular options and service initiatives.

Home Learning

Developing homework skills, such as organising supplies, completing tasks, knowing when to ask for help, and submitting work takes time throughout elementary school. Our goal is for students to learn to manage their school work and home learning independently so they are prepared for high school.



If your child struggles with homework or it takes too long, please communicate with the teacher immediately. This feedback helps us adjust the workload or re-teach concepts as needed. Homework is typically assigned on weekdays and may include classwork completion, enrichment activities, concept reinforcement, quiz prep, or lesson previews. Grade 2 & 3 students use a homework book or agenda; please check it regularly and use it to communicate with the teacher. Intermediate and Middle School students receive homework updates via Google Classroom.

Homework Tips

Consistency in a homework routine helps students understand that there are clear expectations that they are capable of meeting. If your child is having difficulty getting started, you might offer help with the first few questions, then step back and express confidence in their ability to complete the rest independently.

If further support is needed, provide it in small doses and gradually step away with a statement such as, "You seem to understand it now, try a few on your own and then show me." This reinforces your belief in their ability to do the work and builds their confidence.

Communication of Student Learning

When in partnership with parents/guardians, effective communication is an essential part of student success. Homeroom teachers will provide open communication with families, and the most effective way to reach out is by email. Throughout the year, we have a number of meetings, reports and other communications which include:

- September: Curriculum Evening
- November: Triangle Conferences
- December: Formal Learning Update
- February: Ongoing Sharing of Learning
- March: Student-led Parent/Teacher Conferences
- June: Formal Learning Summary



STUDENT SERVICES AND ENGAGEMENT

Our Learning Support Team is made up of our Learning Support Teacher, Educational Assistants (EA's), and Associate Teachers who are dedicated to helping students reach their full academic potential. Support is provided through academic and behavioural strategies tailored to individual needs. Each classroom is supported by an EA who works closely with the Classroom Teacher and Learning Support Teacher to deliver individualized and small-group interventions and accommodations, as outlined in students' Individual Education Plans (IEPs) or Student Support Plans (SSPs).



Learning Support (LS)

The Learning Support team provides targeted support in literacy and mathematics through focused instruction and interventions. Working collaboratively, the Learning Support teacher and EAs assist students using evidence-based approaches designed to promote academic growth and confidence in key subject areas.

English Language Learning (ELL)

ELL provides focused small-group instruction for students advancing their English language proficiency. Our mission is to equip students with the confidence to communicate effectively and thrive academically within our inclusive community.

Co-Curricular Clubs & Sports

To keep our students on campus and engaged in learning opportunities and to provide parents with later pick-up times, we offer co-curricular options for students after school. Ranging in their focus on athletics, arts, music, and academics, these programs are designed for students in Grades 3–8 and generally run from 3:10 p.m. to 4:00 p.m. Co-curricular options change each term and are led by our Teachers, Administrators, and Educational Assistants.



FAMILY ENGAGEMENT

Parent Support Group

The Parent Support Group (PSG) is a vital part of the Cathedral School community and performs two vital functions, both which are summed up in the word "support":

1. They support the School and each other by uniting the parents as a group, providing channels of communication, welcoming new parents, holding social events, and encouraging volunteerism.
2. They support the School by raising funds. These funds are typically spent on upgrading school equipment (e.g. new playground surfacing, new early warning earthquake alarm system), and on friend-raising experiences, such as the Halloween Dance, Christmas Potluck Dinner, Pancake Breakfast, and more!

An elected executive meets regularly throughout the year, working closely with the Head of School. All parents and/or guardians are automatically PSG members and are encouraged to attend meetings and get involved in the activities. A vibrant group makes all the difference to the School, helping morale, increasing the sense of community, and enhancing educational opportunities, all of which contribute towards a positive and rewarding experience for the children. Would you like to get involved? Email psg@cathedralschool.ca to let us know!

PSG Meetings

All CCCS parents are welcome! Meetings usually take place on every month's 3rd Wednesday on Zoom.

Volunteering

Volunteer participation by parents/guardians and friends of Cathedral School plays an integral and very important part in the operation of the School. Working together, we can provide the best education for the children, build community, and ensure the future of our school for generations to come. There are opportunities throughout the year for which parents can contribute. Reaching out to your child's class PSG Representative, Homeroom Teacher, or School Administration is a great place to find a role that suits your interests.



Invitations

Part of our education in a Christian community is to teach sensitivity to others' feelings. Almost nothing is more divisive in the classroom community than one or two children being left out when a party is being planned. We ask that you be sensitive to this. We have found that invitations on [evite.com](https://www.evite.com) can help to control the emotions within the classroom community when some students are not invited to an event. With this consideration, we ask that parents and students please distribute party invitations off school grounds if they are not intended for the entire class.

Birthdays

To ensure the safety of all children, please be reminded that we do not allow sweet treats in the classroom and we are a nut-free school. If you would like to celebrate with food, please choose a healthy sharable option and check with your child's homeroom teacher before sending it in. This helps us make sure all students can enjoy the celebration safely.

WITHDRAWAL POLICY

If a parent wishes to withdraw a registered student before the school year for which they are enrolled is complete, the parent must provide written notice to the Head of School. If notice is provided before the beginning of the school year then any registration deposit is forfeit. If notice is provided after the start of the school year, the tuition and fees for the school year to the date of notice, the month in which notice is provided, and the month immediately following are forfeit.

THE BOARD OF DIRECTORS

The Board of Directors of the Christ Church Cathedral Educational Society, a non-profit society operating in conformity with the BC Societies Act, and registered charity, has overall responsibility for the Purpose and Policy of the School. Through their regular meetings and through their committees, they chart the long-term course of the School.

The Head of School, responsible to the Board, carries out the Purpose of the School with the help of all other members of the School community. The day-to-day operations of the School, the financial administration, the hiring of staff, and the setting of the curriculum are all part of the duties of the Head of School.

The nine members of the Board of Directors are elected or appointed according to the constitution. The financial report for the year is presented to the members of the Society and any unfilled positions on the Board are filled according to the constitution.

One board member is a parent selected by the Parent Support Group (PSG).

Members of the Board of Directors

- CHAIR: Will be appointed this fall
- VICE CHAIR: The Rev. Jonathan Thomas, Dean, Christ Church Cathedral
- TREASURER: Janet Sime
- Darren Douglas
- Jane Gardiner
- Dr. Thomas Chase
- Jane Evans
- Franco Silletta

DRESS CODE

Students wear school uniforms every day. The Number One dress uniform is required on Wednesdays, for special events, and when students are representing the school. Please see the table below of our Cambridge Uniform items available at www.cambridgeuniforms.com using the code HED 567.

Cathedral School athletic wear is available for purchase at select times of year on our [online store](#).

Occasionally, Cathedral School will have a non-uniform day. For these days, students are expected to wear appropriate clothing, meaning no muscle shirts, bare midriffs, short shorts or skirts, halter tops, spaghetti straps, offensive slogans, rips, or tears.

	Number One Uniform <i>(worn Wednesdays and at CCCS special events)</i>	Number Two Uniform
Junior Kindergarten - Worn September to June	Tops: • Red polo shirt • Crested pullover or cardigan • Crested quarter zip Bottoms: • Grey dress pants • Grey tennis skort • Grey tunic • Grey shorts Footwear: • Grey socks or tights • All black shoes (no white soles)	Junior Kindergarten does not have a Number Two uniform
Kindergarten to Grade 2	Tops: • White dress shirt • Crested pullover or cardigan Bottoms: • Grey dress pants • Grey tennis skort • Grey Tunic Footwear: • Grey socks or tights • All-black shoes (no white soles)	Tops: • White dress shirt or golf shirt • Navy polo shirt • Crested pullover or cardigan • Crested quarter zip Bottoms: • Grey dress pants • Grey tennis skort • Grey tunic • Grey shorts Footwear: • Grey socks or tights • All black shoes (no white soles)

Grades 3-8	Cathedral School tie Tops: • White dress shirt • Crested pullover or cardigan Bottoms: • Grey dress pants • Grey tennis skort Footwear: • Grey socks or tights • All-black shoes (no white soles)	Tops: • White dress shirt or golf shirt • Navy polo shirt • Crested pullover or cardigan • Crested quarter zip Bottoms: • Grey dress pants • Grey tennis skort • Grey shorts Footwear: • Grey socks or tights • All black shoes (no white soles)
Gym Strip K-8	• Yellow CCCS gym t-shirt & navy gym shorts • White socks and athletic non-marking running shoes • Cathedral School sweatshirt and sweatpants	
Optional - Casual Fridays	• Navy Blue Cathedral School Sweatsuit • Gold Cathedral School PE t-shirt • Running shoes - student choice	

Note: If a student is not dressed in proper uniform, the student will be asked by the teacher to return to school in proper uniform the next day. If the student returns to school without the proper uniform a second time, a note will be sent home asking for parental assistance and support. If an item has been lost or is on order and has not yet arrived, we will, of course, make allowances for that.

Note: Kindergarteners, Grade One, and Grade Two are exempt from wearing a tie.

Note: Kindergarteners, Grade One, and Grade Two will need a navy drawstring bag, also ordered from Cambridge Uniforms.

Campus Shop - Used Uniform Items

Available on campus is a supply of used uniforms which provide families with gently used, appropriate items. Proceeds from these sales go directly to our Parent Support Group who help fund many learning and co-curricular opportunities for our student population to enjoy. Please contact our school office for more information and to schedule time to shop: reception@cathedralschool.ca

BEHAVIOUR EXPECTATIONS

Cathedral School is committed to providing a place of learning, where students, parents and staff are free to learn, play, and work together. In a culture of excellence, it is our goal for each of our students to feel safe, seen, and heard in order to move through their learning journey effectively.

Our mission statement and school pillars are the heart of our expectations for students. We set clear boundaries in the belief that students are happiest and able to achieve most when they understand behavioural expectations and develop self-discipline. We encourage our students to be honest and take responsibility for their actions.

By showing Respect towards one's self, others and the community:	By showing Responsibility we recognize the <i>rights of others</i> to:	By showing Resilience we:
• We are considerate and show positive actions towards ourselves, our peers and the things around us • We assume good intent from the actions of others • We take care of ourselves and those around us	• Learn • Hear and be heard • Be safe • Have privacy • Be respected	• Choose good behaviour • Focus on our own actions and what is within our own control • Problem solve with kindness and compassion • Have optimism by finding the positive in things

Through our full program, our staff are thoughtful about teaching students the expectations of behaviour. In our approach, we believe that children experience big emotions, yet sometimes they do not have the skills to manage these emotions, and instead make poor choices or mistakes. As educators, we know that making mistakes is an essential part of learning, and when these mistakes surface in behaviour, our staff seek to take prompt action, make well informed decisions, and make every effort to help the students learn and grow. Guided by our School Values, we frame our behaviour discussions in a way that supports our students.

Our intent is to use fair judgment in our intervention, and help students implement *respectful* solution based strategies, show *resilience* through self-regulation, and become more *responsible* and self-aware. We recognize that poor choices can sometimes stem from circumstances beyond a student's control, and we remain mindful of each student's unique needs, and life situations outside of school hours. While we inform parents/guardians in a timely manner, each case is handled with confidentiality and details are shared only with the student and their immediate family members.

Adding to this, we recognize that each situation is unique and there are a range of responses that may come from the school, depending on the nature of the situation. It is always our intent to work with students on campus, and with a continuation of daily programming. However, depending on how serious the behaviour, the result may be an internal or external suspension, or dismissal.

Please see *Appendix 1: Respectful Community Framework* for more information.

SAFETY POLICIES

Privacy Policy

In accordance with the [Personal Information and Privacy Act \(PIPA\)](#), the School has developed Privacy Policies for Parents/Students and for Staff/Volunteers. Details are available in the School Office.

Smoking and Vaping Policy

Our Campus and School are smoke and vape free environments as is stipulated by our licensing and the [BC Tobacco and Vapour Control Act](#). This means that the use of tobacco, e-cigarettes and/or cannabis is not permitted on the property, in a vehicle within this area, or within six metres of school property.

Building Security

The safety of the children in our care is our highest priority. We have outlined above the procedures in case of earthquake, fire, and lockdown. We have also adopted procedures to ensure that the children are always safe when on school property or on field trips away from the School. Teachers are equipped with critical incident response plans for incidents that may happen at the School or on a field trip. When teachers leave the building they take a first aid fanny pack or full first aid kit, a list of students' emergency contacts, and a cell phone.

It is important that we have accurate knowledge of who is in the building at any time so that we can evacuate and count heads in the event of fire, earthquake or any other incident. For this reason, all visitors are required to sign in at the front office.

To control access to the building:

- The door from the playground into Memorial Hall is closed to parents and students from 8:00 until 8:15 a.m.
- Parents and visitors to the School should use the intercom system at the Vancouver Street entrance and then report to the School Office.
- Please sign in and out in the office and sign your child out if you are taking them out of school during the day. Please do not go straight to your child's classroom. Lunches, coats, or other belongings should be delivered to the School Office.
- At 3:00 p.m., the door will be opened and is then closed at 4:00 p.m. The other doors into the building (from Vancouver Street and the Cathedral end of the building) are closed and always locked.
- The gate by the basketball court will always remain locked.

APPENDIX 1: RESPECTFUL COMMUNITY FRAMEWORK

Reviewed: August 29, 2025

Effective Date: September 1, 2025

Next Review: September 1, 2027

Cathedral School is committed to providing a safe, respectful, inclusive, and welcoming environment for all members of our school community, including students, staff, and parents/guardians. This framework is intended to prevent and address harassment, bullying, and discrimination in accordance with the [British Columbia Human Rights Code](#) (RSBC 1996, c. 210).

Guiding Legislation

This framework guided by

- [BC Human Rights Code](#)
- [BC School Act](#)
- [Safe, Caring and Orderly Schools Guidelines](#)
- [WorkSafeBC Occupational Health and Safety Regulation](#)

This framework applies to:

- All school community members (students, staff, parents/guardians, volunteers, contractors)
- All school-related activities, whether on or off school property, including field trips, online interactions, and school events

Definitions

Harassment: Any unwelcome conduct, verbal, physical, or visual, that is based on a protected ground under the BC Human Rights Code and creates a hostile or intimidating environment.

Bullying: is defined as the repeated pattern of aggressive behaviour meant to cause hurt or discomfort to another person. There are four primary types of bullying:

1. Physical: where a person is repeatedly harmed or their property damaged
2. Verbal: where a person's feelings are repeatedly hurt through insults and name-calling
3. Social: where a person is frequently shunned or excluded from groups or events
4. Cyber: where a person's character is attacked or they are threatened in an online space

Discrimination: Any action, policy, or practice that treats a person or group unfairly based on protected grounds under the BC Human Rights Code, such as:

- | | |
|-------------------|-------------------------------------|
| • Race | • Physical or mental disability |
| • Colour | • Sex |
| • Ancestry | • Sexual orientation |
| • Place of origin | • Gender identity or expression |
| • Religion | • Age (for employment) |
| • Marital status | • Political belief (for employment) |

What Bullying and Harassment Are Not

It is important to recognize that not all conflict or interpersonal difficulty amounts to bullying, harassment, or discrimination. The following does not fall under this framework unless they involve behaviour that meets the definitions above:

- Respectful disagreements or differences of opinion, even when passionate or emotional
- Constructive feedback, discipline, or performance management carried out in good faith by staff
- One-time conflicts, arguments, or incidents that are not part of a pattern of harmful behaviour
- Reasonable actions taken by staff to ensure student safety, maintain order, or fulfill professional responsibilities

All members of the school community are expected to engage with one another in a manner that is respectful and appropriate. Even when conduct does not meet the threshold for bullying or harassment, it may still require resolution or intervention to support a positive school climate.

Community Responsibilities

Administration:

- Promote a positive school culture.
- Ensure awareness and enforcement of this framework.
- Investigate all complaints in a timely and fair manner.
- Maintain confidentiality where possible.

Staff:

- Model respectful and inclusive behaviour.
- Intervene when they witness or become aware of bullying, harassment, or discrimination.
- Report incidents to the administration.

Students:

- Treat others with respect and kindness.
- Report any bullying, harassment, or discrimination they experience or witness to school staff or administration.

Parents/Guardians:

- Support the school's efforts to maintain a respectful environment.
- Communicate concerns promptly with school staff or administration.
- Model respectful interactions with staff, students, and other parents

Procedure

Our goal is to work alongside staff, and families in support of their children and if your child is struggling at home, in the classroom, or on the playground at school, it is best to find resolve quickly by bringing it to the attention of the school. Please follow the procedure below:

- Speak to the person responsible for the conduct, or a supervisor to help address the concern. If acting on your child's behalf, speak to your child's homeroom teacher first, as they know your child and the dynamics of their peer group best. It is always best to address concerns with the teacher before taking them elsewhere to avoid miscommunication or breaches of privacy.
- If the concern is not resolved to your satisfaction, then speak with the Deputy Head or Head of School. *Concerns can be brought to their attention either verbally or in writing.*
- If the concern remains unresolved following communication with the Head of School, then written communication can be sent to the Board of Directors.

- All complaints will be taken seriously and handled in accordance with procedural fairness which may include an investigation:
 - Interviews with complainant(s), respondent(s), and witnesses (if applicable)
 - Review of any written, digital, or physical evidence
 - A determination of whether this framework was breached

Confidentiality will be maintained to the extent possible, but cannot be guaranteed if safety or legal obligations require disclosure.

This framework is not designed to deal with every type of unfair, hurtful or inappropriate conduct and it is possible that your concern may not meet the definition of discrimination, harassment and bullying. Sometimes concerns arise from perceptions or misunderstandings and proceeding informally may identify and resolve the problem readily. However, this does not mean that your concern is not important and it will certainly not be ignored.

Response

When a concern is brought to the attention of the school an investigation will follow and the person or people responsible will be subject to measures deemed appropriate by the school. Families can refer to our *Behaviour Management Framework*, staff can refer to the *Staff Handbook*, and if needed, the full School Board Policy is available upon request.

No student, staff member, or parent will suffer retaliation for reporting a concern in good faith, participating in an investigation, or supporting others in reporting a concern.

Education and Prevention

The school will:

- Provide training to staff on respectful community and inclusive education.
- Incorporate age-appropriate lessons into the curriculum to promote kindness, respect, and anti-bullying awareness.
- Communicate school policies clearly to students, staff, and families.

Unjustified or Malicious Complaints

While all complaints of bullying, harassment, or discrimination will be taken seriously and investigated fairly, intentionally false, malicious, or frivolous complaints are unacceptable and may result in consequences. Knowingly making false allegations to cause harm, or repeatedly filing complaints in bad faith with no merit, would be considered unjustified, and undermine the purpose of this framework. Such actions could lead to disciplinary measures for staff or students, or restricted involvement for parents or guardians in school activities. That said, individuals will not be penalized for making a complaint in good faith, even if the concern is not ultimately found to be a violation.

Contact Information

For questions or concerns regarding this framework, please contact the Head of School, Crystal Harvey at head@cathedralschool.ca.

APPENDIX 2: FAILURE TO COLLECT POLICY

This policy applies to regular school dismissal, childcare programs, before/after-school care, sports teams, clubs, performances, school events, field trips, and any other school-supervised activity. If a parent/guardian is unable to collect their child, the school's next step is to identify and verify an authorized alternate caregiver. If no authorized caregiver is available and reasonable contact efforts have failed, the child remains under school supervision while administration determines whether police or MCFD assistance is required to ensure a safe transfer of care.

Purpose

To ensure student safety when a child is not collected at the designated time and to establish clear procedures for staff, parents/guardians, and administrators.

Parent/Guardian Responsibilities

1. Ensure their child is collected promptly at the scheduled dismissal or event end time.
2. Provide at least two current emergency contacts who are authorized and able to collect the child if needed.
3. Notify the school as soon as possible if they are delayed or unable to collect their child.

School Procedure When a Child Is Not Collected

After 15 minutes:

1. Student remains under supervision in a designated area.
2. Staff attempt to contact the parent/guardian.

After 30 minutes:

1. Staff attempt to contact all emergency contacts.
2. The Principal, Director, or designate is notified.

If the parent/guardian advises they are unable to collect the child:

1. The school will ask the parent/guardian to identify an authorized adult who can collect the child.
2. The school will verify the identity of the authorized adult before release.
3. If no authorized adult is available, the child remains under supervision while further arrangements are pursued.

After 60 minutes with no successful arrangement:

1. The Principal or designate takes over coordination.
2. The school documents all contact attempts and actions taken.
3. The school assesses the situation based on the child's age, circumstances, and any known safety concerns.
4. If no responsible adult can be located and the school is unable to ensure an appropriate transfer of care, the school may contact local police and/or the Ministry of Children and Family Development (MCFD) for guidance and assistance.

Field Trips, Sports, and Off-Campus Events

For field trips, sports, performances, tournaments, and other off-campus activities:

1. Parents/guardians must be informed of the expected return and pick-up time.
2. Students are released only to a parent/guardian or authorized adult identified in advance or approved by the parent/guardian.
3. If no authorized adult is available at the return location, the supervising staff member follows the same escalation steps outlined above.
4. Staff should not ever be expected to transport students home in personal vehicles unless explicitly authorized by school policy and administration and the school holds information on their insurance and licence.

Documentation and Follow-Up

1. All incidents are documented, including times, contact attempts, and actions taken.
2. Repeated late pick-ups or failure-to-collect incidents may result in a meeting with the parent/guardian and, where permitted by school policy, additional supervision fees.

RESOURCES

[BC School Act](#)

[BC Curriculum Overview](#)

[BC's Redesigned Curriculum](#)

[BC Human Rights Code](#)

[Safe, Caring & Orderly Schools Guidelines](#)

[WorkSafeBC Occupational Health & Safety](#)

[Minimalist Phones - Right Tech, Right Time](#)

[Parenting in an Online World](#)

[PSG Website](#)

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples, on whose traditional territories the School stands, and the W̱SÁNEĆ Peoples, whose historical relationships with this land continue to this day.

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Christ Church
Cathedral School
Junior Kindergarten - Grade 8