

# École Pauline Johnson

1150 - 22nd Street  
West Vancouver, B.C.  
981-1225



## Parent Handbook

## **PRINCIPAL’S WELCOME**

Welcome to L’École Pauline Johnson school community. A special “Bienvenue” to our new students and parents. This Parent Handbook provides families with essential information about our school and will help you to feel a part of our school community as quickly as possible.

Our staff appreciates and welcomes the high level of parent involvement in the school. This is a dynamic learning environment: in and out of the classrooms. We value our parents as partners at “PJ” and the close relationship that exists between the staff and the families in the school community. The strength of this close relationship is due in no small part to the quality of communications between home and school, and the strong parent community support to the children and staff. This document provides yet another means of communication.

We hope and trust that you will enjoy a rewarding and satisfying relationship with our school.

## **ACKNOWLEDGEMENTS**

We thank the many school parents who have been involved in the production of this handbook. This version of the Parent Handbook was revised in 2016.

Tara Zielinski  
Principal

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# **1. ABOUT ÉCOLE PAULINE JOHNSON (PJ)**

## **Introduction**

École Pauline Johnson, located in West Vancouver, B.C., is a public elementary school providing French Immersion instruction to approximately 380 students in Kindergarten to Grade 7. It is a single-track French Immersion school offering both early immersion (Kindergarten or Grade 1 entry) and late immersion (Grade 6 entry) programs.

## **Mission & Vision Statements**

### **École Pauline Johnson**

The mission of École Pauline Johnson is to inspire students to achieve their intellectual, physical, artistic and social potential through a bilingual environment that nurtures and motivates students while embracing the importance of the francophone culture.

### **West Vancouver Board of Education (School District 45)**

The vision of the Board of Education includes 9 keys values. They are: pursuit of excellence, collaboration, inclusiveness, respect and openness, fairness, ethical action, responsible, meaningful engagement and joy. The Board aspires to be the finest education system in the country—for our children, our employees, our community, and our world.

### **Government of B.C. (Ministry of Education)**

The vision of the provincial government is to make B.C. the best educated, most literate jurisdiction on the continent, helping its citizens and communities thrive.

## **Curriculum and Learning Goals**

École Pauline Johnson follows the B.C. curriculum and utilizes learning resources recommended by the Ministry of Education. Our school teaches children similar content areas to all other B.C. schools. A “Curriculum Evening” is held early in the school year to provide parents with overviews of the curriculum content and themes taught at all grade levels. Learning outcomes or goals for each grade are available through your teacher(s) or from the school library. Information is also available on our school website at <http://go45.sd45.bc.ca/schools/paulinejohnson>.

## 2. QUICK REFERENCE GUIDE

### School Calendar

There is a full school calendar on our school website's landing page. There is also a "Year-at-a-Glance" calendar of holidays, important dates and events. It, too, is on our school website. The "Year-At-A-Glance" calendar has been included as an appendix at the back of this handbook ([Appendix B](#)).

### Important Telephone Numbers

#### **École Pauline Johnson :**

Address: 1150 - 22nd Street, West Vancouver, BC V7V 4C4

**Tel: 604-981-1225**

Fax: 604-981-1226

**CALL BACK: 604-981-1229**

**Voicemail Access: 604-981-1234 + 4 digit code**

Staff List		Local
PRINCIPAL	Tara Zielinski	132
Vice Principal	Christopher Parslow	133
Administrative Asst.	Susie Chubb	250
Office Support Staff	Kara Aspden	221 or 0
Counsellor	S. Jayarajah	251
Learning Support Teacher	C. Ouattou	216
Library	G. Brisson	137
Band	D. Jackson	
Music	D. Jackson	P3 /249 249
School Nurse	M. Chateaufneuf	604-505-7605
Custodian	A. Amano	
Gifted Support Teacher	R. Hood	
<b>USEFUL NUMBERS</b>		
Call-Back Voicemail		604-981-1229
Gym Kitchen		254
PJ Kids Club	Diana Kadi	604-926-5972
West Van Playschool	Arezou Gouneili	604-922-4214

### 3. SCHOOL ROUTINES AND ACTIVITIES

School Hours	
8:30 a.m.	Supervision of the playground begins
8:45 a.m.	First bell. School opens for student access
8:50 a.m.	Second bell. Classes begin
10:25 a.m.	Recess break (no bell) - 20 minutes
10:45 a.m.	Bell to end recess
12:15 p.m.	Noon hour recess break (no bell) - 35 minutes
12:35 p.m.	Kindergarten class big recess
12:39 p.m.	Bell to return to class to eat lunch (Gr. 1 – 7)
12:54 p.m.	Warning Bell to end lunch eating period
12:59 p.m.	Bell to start afternoon classes
2:50 p.m.	End of school day. All students dismissed.

#### **Morning Arrival and Drop-off Procedures**

- The playground is supervised daily beginning at 8:30 a.m.
- The library is open at 8:30 a.m. on Monday, Tuesday, and Thursday for the exchange of books and quiet reading or study time, but is not a formally supervised study room.
- Students are expected to stay outside until entry bell rings (8:47). This is a time when teachers prepare for their teaching day and are unavailable to supervise.
- All students are expected to be in school by 8:52 a.m.

It is important for all students to maintain regular attendance and avoid arriving late to school. Learning is optimal with regular attendance and late arrivals can cause classroom disruption. When absence or late arrival is necessary, please note the following procedures:

#### **Late Arrivals**

Students are considered late if they arrive after the 2nd bell (8:50 a.m.). All late students must report on arrival to the call back parent at the hall window beside the payphone (near the office) to get a “late ticket “and hand it to their classroom teacher for tracking purposes. This is not to be seen as a consequence for being late

#### **Student Absence**

Parents are asked to call the Call-Back line **604-981-1229** any time before 8:45 a.m. of the day your child will be absent or late for school. Please leave a message clearly stating your child’s name, teacher’s name, grade, division, date and expected length of absence and reason. Messages can be left 24 hours a day on the Call-Back voice mail system.

### **Illness – When to Keep Your Child at Home**

If your child is too ill to participate fully in the day's usual activities or to play outside at recess or lunch, please keep your child home for the day. There is no provision for indoor supervision at morning or noon recesses. Also, please consider the health of others in the school. If your child is contagious, you are advised to keep him/her at home until the possibility of infection has passed. Giving your child the opportunity to rest will speed the recovery. There is a useful resource guide on the school website with information on common childhood diseases.

### **Safe Arrival/Call Back Program**

A Call-Back service is provided by parent volunteers to support the safe arrival of students by accounting for all children absent from school. Parents of children who have not arrived to school by 9:15 a.m. will be contacted by the Call-Back volunteer to explain their child's absence. If a parent or emergency contact cannot be reached, the police department may be contacted.

### **Recess and Lunch Procedures**

#### **(i) Supervision**

School staff provides supervision during morning recess between 10:25 and 10:45 a.m. and again during lunchtime between 12:15 and 12:59 p.m.

Students are **NOT** to leave the school grounds during recess or lunch or after arriving at school in the morning.

#### **(ii) Leaving School During School Hours**

The student's teacher and the office must be informed and written permission presented to both if a student will be leaving the school during school hours. All students must have a parent/guardian sign the Student Sign-out Book at the office prior to departing school property during school hours.

#### **(iii) Recess Routine**

All students are encouraged to use the washrooms and then to go outside. We expect children to come prepared to play outside at recess time. This means having boots, umbrellas or hats and raincoats on rainy days. **On cold or wet weather days, students must have winter coats, mittens, and appropriate footwear.**

#### **(iv) Lunch Routine**

The school has a "Play First, Eat Second, Lunch Hour." Students go out to play first at 12:15 p.m. and then return to their classrooms at 12:39 p.m. to eat their lunches. Schools using this system have found that without the wish to rush out to play, students eat all of the lunches provided and are more focused on healthy eating. Providing a more substantial snack at recess will hold the students over until the 12:39 p.m. lunch period. All students are expected to eat lunch at their classroom desks from 12:39 – 12:59 p.m. Grade 6 and 7 students help to supervise primary classes (as lunch



“monitors”) with support from our paid Supervision Aides who circulate from classroom to classroom. Afternoon classes resume at 12:59 p.m.

In accordance with Metro Vancouver’s Zero Waste challenge, we encourage parents to use reusable containers whenever possible. Please promote the “Pack it in, Pack it out” routine.

**(v) Severe Weather**

Students may be allowed to remain in the classrooms due to severe weather if an announcement has been made from the office. Each classroom has developed a routine for safe (calm and quiet) activities for students to do during inside days.

**(vi) Food Choices**

Children are encouraged to make healthy food choices by eating fruits and vegetables at snack time and lunch. Some classes are designated “allergy aware” due to children with severe allergies in the class. Parents are reminded to adhere to the rules specific to their child’s classroom.

**(vii) Fun Lunch**

Parents can register their children in the school’s Fun Lunch program to receive a prepared lunch delivered weekly to their child’s classroom on the three designated Fun Lunch days (Tuesday, Wednesday and Thursday). This is a great fundraiser to support a variety of school programs, as well as an opportunity for parents to take a break from making their children’s lunches. The menu selection is based on the Ministry of Health’s new food guidelines for schools. Contact the Fun Lunch Co-ordinator via email ([funlunch@ecolejpac.com](mailto:funlunch@ecolejpac.com)) for details regarding registration and fees or visit the PAC webpage at [www.ecolejpac.com](http://www.ecolejpac.com) for more information.

Please note: All garbage and waste from fun lunch will be sent home (pack in/pack out).

**(viii) Fruit and Vegetable Nutritional Program**

Our school participates in this program, sponsored by ActNowBC (a provincial agency). Local fruit and vegetables are delivered to the school every 6-8 weeks and parent volunteers arrange for classroom delivery. Students are not required to try the product provided; however, students are invited to eat the snack during class time. It is not intended as a replacement snack. Food-allergic children should only be offered food approved by their parents. Please notify the school if your child has a significant food allergy.

## **After School**

### **(i) Pick Up Procedures**

- Kindergarten, Grade 1 and 2 students are dismissed with great care by their teachers: either from their classroom door or to the playground. The staff has established safety routines for dismissal.
- All primary students should also go directly to the playground to meet a parent or caregiver.
- Parents who feel strongly that they prefer to meet their child at the classroom door should discuss this option with the teacher.
- Children who are still waiting for a parent or guardian after 3:15 p.m. must report to the office. The family or an emergency contact (designated by the parent/guardian) will be called. Students will stay in the office until an adult arrives to pick them up.
- A parent or caregiver who will be late for pickup due to unforeseen circumstances, must contact the office and provide alternate arrangements. This message will be delivered to their child(ren).
- Students are not permitted to wait in the staff parking lot.

### **(ii) Extra Time In School**

School hours may be extended one-half hour beyond the regular dismissal time of 3:00 p.m. Students may be asked to remain for the completion of work or for other reasons. Children will always be permitted to use the telephone to inform parents of an unexpected delay in their usual departure time.

## **Traffic Safety Procedures**

The following traffic safety regulations have been established to support the safe arrival and departure of both students and drivers. (Refer to School Map)

### **(i) No Stopping/No Parking Zones**

- School Parking Lot is for staff parking only. The school parking lot is CLOSED for 45 minutes at the beginning of the school day as indicated by the chain across the entry. The Parking Lot is again closed at 2:00 p.m. for the rest of the day. Parking or driving through the staff parking lot during drop off and pick-up time is prohibited (even if the chain is not up).
- North side of Inglewood west of 22<sup>nd</sup> street. This “No Stopping” zone is to allow children a safe walkway to and from school along Inglewood to the crosswalk. Please respect the law and our children’s safety!

### **(ii) Drop-Off and Pick-Up Zone**

- South side of Jefferson Avenue at 22<sup>nd</sup> there is a 5-car pull-out lane adjacent to the school for drop-off and pick-up only during school hours. If this area is full, drivers are encouraged to continue a short way further along Jefferson where they can almost always find short term parking and safely drop their children off onto the sidewalk adjacent to the school.

### **(iii) Parking Zones**

- East side of 22<sup>nd</sup> adjacent to the school is 10 minute parking between the hours of 8:30 - 9:30am and 2:30 – 3:30pm on school days.
- South Side of Jefferson Avenue in the pull-out lane adjacent to the sidewalk and playground (heading East to Inglewood at 21<sup>st</sup>)
- North side of Jefferson Avenue between 21<sup>st</sup> and 22<sup>nd</sup> Streets.  
N.B. A municipal bylaw restricts parking adjacent to any school between 8 – 5 p.m. Monday – Friday. When in doubt, refer to parking signs.  
\*Please be respectful of our neighbours! Do not park on lawns or block driveways.

### **(iv) Important Safety Reminders**

Please remind your children to cross the street at the designated crosswalks:

- The junction of Jefferson and Inglewood Avenues
- The corners of 22<sup>nd</sup> Street and Jefferson Avenue
- The corner of Inglewood Avenue and 22<sup>nd</sup> Street.

Drivers must keep clear of crosswalks, lanes and driveways at all times. Stopping on a cross-walk, backing up into a crosswalk, double-parking and letting children run between cars, performing U-turns by the school are all unsafe and against the law.

**(v) No-idling signs** are posted around the school. Please turn off those engines and save our lungs and the environment!

### **Telephone Use**

Students with cell phones (or related PEDs) may use them when classes are not in session (e.g., before/after school), but its use is not permitted during class time. Students are encouraged to limit their phone calls and make social arrangements in advance of school time to limit any need for making calls while at school. Parents may also wish to consult the School District's [Administrative Procedure 145](#) - USE OF PERSONAL ELECTRONIC DEVICES for further information on this topic.

### **Instructional Improvement Days**

The Ministry of Education, Board of School Trustees and Parent Advisory Council support the concept of Instructional Improvement Days for staff. During these days (often referred to as “Professional Development Days”), staff members are involved in activities such as program planning, collaborative planning, staff and professional development, and curriculum implementation. There is no school for students during these instructional improvement days. Please refer to our school website calendar for all the dates when students do not attend.

### **School Supplies**

Towards the end of each academic year, a list of the following year's supplies is issued to all new and returning families. The PJ PAC provides an opportunity for parents to purchase pre-ordered school supplies. Purchasing supplies through the school's PAC is not obligatory. In September, students purchase a school agenda/planner, which has been specifically designed for our school (in French).

### **Lost and Found**

Lost and found articles are kept in a specially designated storage box located in the foyer on the main floor nearby the entrance to the library. Labelled items will be returned to their owners. Unclaimed clothing is donated to our sister school in Vancouver, or to charitable agencies at the end of each school term.

### **PJ Kids Club**

PJ Kids Club is a licensed, non-profit, childcare centre available to the families of École Pauline Johnson. The purpose is to provide an extended home environment that is safe, happy and fun. Program activities include: inside and outside play, crafts, games, snack times, stories and field trips. The service offerings include:

- Before-school care (7:30 to 8:45 a.m.)
- After-school care (3:00 to 6:00 p.m.)
- Preschool (2.5 and 3.5 hour morning and afternoon programs available)
- Pro-D Day Camps
- School Break Camps

(A "drop-in" service is also available).

PJ Kids Club operates independently from the school as a non-profit organization managed by an elected "Parent Board". For more information contact the staff at 604-926-5972 or visit [www.pjkidsclub.com](http://www.pjkidsclub.com).

## 4. SCHOOL POLICIES

### Code of Conduct Overview

The Code of Conduct of École Pauline Johnson, developed in collaboration with staff, parents and students, is based upon the BC Ministry of Education Standards for student codes of conduct (outlined in the *Safe, Caring and Orderly Schools Guide*).

The purpose of our Code is:

- To create an environment where students feel safe, respected and have a strong sense of belonging within a bilingual school setting.
- To establish clear expectations for student behaviour at school, travelling to and from school and while attending any school function or activity at any location.

The following five student expectations form the basis of acceptable student conduct at our school.

- Be Polite
- Be Kind
- Be Safe
- Be Great
- Take care of each other and the environment

The Student Code of Conduct is available in both languages on the school web site. The English version has been included in this Handbook at [Appendix C](#). The Code of Conduct is prominently displayed in all public areas of the school in both English and French and displayed in classrooms in French. Behaviour expectations are communicated directly to parents through the online e-forms that all parents must complete in the fall of each new school year.

### Discipline

At École Pauline Johnson, we support a progressive disciplinary process that is respectful of the individual, focusing on either restitution or logical consequences (depending on the circumstances). The progressive nature of the “three steps” outlined below sheds some insight into the school’s disciplinary approach:

**Step #1:** Students will receive a warning/reminder about a school rule which they are having difficulty respecting. An explicit connection is frequently made to our code of conduct. In most cases, this is the only intervention students will need. If another child has been victimized, then restitution is followed. An apology is offered and accepted with a commitment to cease the hurtful behaviour.

**Step #2:** If the student continues to experience difficulty respecting our Code of Conduct, then he/she is either given redirection or requested to take a “time-out” lasting from two to fifteen minutes (or until the student feels ready to return to the

activity). If deemed appropriate by an administrator, the student may receive a community service assignment, or other logical consequence, to help re-establish their respect for their school.

**Step #3:** If the behaviour continues, the student's parent/guardian will be informed. As well, if there is a victim involved, then the parent/guardian of the victim is also informed. To assist students with understanding where they went wrong, an administrator may request a meeting with the student and parent to review the school's concern and work collaboratively with the parent to correct the misconduct and/or seek restitution. An Incident Report form is completed and kept on file for the school year documenting the incident.

In the rare instance when a student has had repeated interventions by staff for misconduct, parents will be requested to meet with school staff to review the incidents and to develop strategies to address concerns.

Please note that when an incident is deemed to be serious in nature where perhaps another child (or children) is harmed, this three-step process does NOT apply. Each serious incident will be dealt with on a case-by-case basis. Parents will be contacted immediately.

### **Clothing Guidelines**

One of École Pauline Johnson's core beliefs is *respect* as reflected in our Code of Conduct. Wearing appropriate clothing to school demonstrates respect for the rights and perspective of others, the school context, and the student's responsibilities as a member of the school community. All members of the school community have a responsibility to respect the school's learning environment, and to assist the school to establish a climate that will promote self-esteem, enhance learning, and maximize student success. Students, parents and staff have a shared responsibility to contribute to a positive climate and public confidence in the school through their dress and demeanour. Parents are strongly encouraged to take an active interest in monitoring their children's clothing selections, and offer guidance to help them make good decisions regarding the clothing they wear to school. It is the responsibility of parents to ensure student compliance with these clothing guidelines.

These clothing guidelines were created by the École Pauline Johnson Parent Advisory Council, in consultation with school staff, based on the results of a school-wide survey which provided overwhelming support for developing school clothing guidelines.

Some examples of unacceptable dress for the school environment include:

- Halter tops
- Tube tops
- Low cut tops and low rise pants
- Lingerie tops (expose brassieres and other visible underwear)
- Spaghetti-strap tops (less than 2 fingers in width)
- Tops or bottoms that expose mid-riff
- Skirts or shorts that are shorter than mid-thigh
- Muscle shirts
- Low hanging pants with underwear exposed
- Hats and caps (permitted outside only)
- Clothing with vulgar language or swearing
- Clothing promoting drugs, alcohol, hatred, sex or violence

It is the responsibility of staff to oversee these guidelines. If a staff member feels that a student has come to school inappropriately dressed, then he/she will bring it to the administration's attention and the student will be reminded of the guidelines and may be provided with a T-shirt or a sweatshirt to be worn over their clothing for the day.

### **Extended Family Holidays**

As parents must appreciate, it is difficult for teachers to prepare work for students who will be absent for vacation reasons. Should children be away from classes prior to or after any designated holiday, or at any time when school is in session, it is not the teacher's responsibility to provide packages of work or catch-up materials. Many of the learning activities are designed for the classroom environment and are often interactive in nature. This is particularly relevant for students in French Immersion where students' learning environment (which is predominantly in French) is usually limited to when students are in attendance at school. It is important that parents discuss this situation with their child's teacher(s) *as early as possible* so that classroom assignments can be discussed.

For example, students can write about their travels in a journal. It may be necessary in some cases, such as Math, for tutoring to be arranged at parents' expense in order for students to keep up with new concepts and the unit under study.

### **School Fundraising**

The School Board's [Administrative Procedure #520](#) states that "fundraising is a school-based activity requiring authorization and co-ordination by the school Principal in consultation with staff, PAC and student council, as appropriate."

Students may not solicit door-to-door.

## 5. COMMUNICATION

### Report Cards

Three formal written report cards will be issued each school year. The dates are provided on the school website calendar. Teachers report to parents on the student's progress/achievement on key learning outcomes covered during the reporting term. The reporting format adheres to the B.C. Ministry of Education standards for student reporting. More information of B.C. standards can be viewed at [here](#).

To enable the reports to be distributed in a fair manner, report cards will **not** be given out before the end of the day on the specified date. Families leaving for any reason prior to the specified report card release date will have the opportunity to pick up their child's report card upon their return or make arrangements at the school office to have the report card mailed to a specified address.

As the Ministry of Education is exploring different reporting formats, there may be a change in the report cards issued by School District 45 schools.

***All staff members are eager to maintain effective and constructive communications with parents. They will contact parents at any time deemed necessary.***

### Teacher and Student Conferences

Following the first term and second term report cards, parents are invited to come to school for a conference. Near the end of Term One, Parent/Teacher Conferences are convened. After Term Two, Student-led Conferences are held to enable parents to review their children's progress. (These dates are provided on the school website calendar and on the "Year-At-A-Glance" calendar in [Appendix B](#).)

### Principal's Weekly e-Bulletin

A weekly bulletin with important school information, extracurricular activities, PAC events and community notices is sent electronically to all school families on Thursday.

### Notice Board

A notice board is located at the main entrance to the school. Sign-up sheets and information about school events are posted here.

### Student Assemblies

Student assemblies are held regularly throughout the year for a variety of purposes: to promote school community and special events, recognize students for outstanding achievement and to allow children to make presentations. We also use assemblies to discuss school issues, to reinforce positive social responsibility and our Code of Conduct. Occasionally, student assemblies are held for special/cultural events.



### **Curriculum Night**

Curriculum Night is held early in the school year for all parents to provide an overview of the curriculum content and themes taught at all grade levels. An overview of the Action Plan for Learning is presented, as well as classroom presentations by your children's teachers. This event is published on the school's website calendar, or you can call the office for further details.

### **Class Parents/E-mail**

Every enrolling class has a "class parent." Class parents play a key role in maintaining good home-school communication. The class parents normally communicate information from the PJ-PAC to the parents in the class. They may also help the teacher communicate information and distribute materials through e-mail or take-home notices. Class parents compile a class list including students' names, their parents'/caregivers' names, telephone numbers and email addresses.

### **Messages From Home**

We encourage parents to telephone the school, or to email the teacher or an administrator, to share information that may be important for a child's wellbeing. While teachers are not available to come to the telephone during class hours, they are pleased to return parent phone calls or emails as soon as possible. Messages can be communicated to teachers either by email or a note in your child's Agenda.

### **Parent/Guardian Concerns**

Ongoing communication between the home and school is very important to the maintenance of good working relationships. If parents have issues related to the curriculum or to class routines, their inquiries should be directed to the teacher. When parents have questions or concerns regarding their child's schooling, they must first contact the teacher directly. The School District's "Parent/Guardian Concern Protocol" ([Administrative Procedure 151](#)) states:

*"Questions, issues, or concerns that parents/guardians may have regarding their child's schooling should be dealt with in a manner which reflects mutual respect and fair process. Whenever possible, the Board encourages parents/guardians to address concerns directly with the employee involved."*

Parents are encouraged to contact the teacher(s) concerned by email if they need more information about classroom activities, or contact the Principal or Vice-Principal with concerns about any other aspect of the school. Please do not hesitate to contact the school if you have a concern.

## 6. STUDENT SAFETY

### Personal Safety

As part of the Health & Career Education curriculum, all students from K – grade 7 are taught the Second Step Program. At all grade levels, this program focuses on three major components:

- Empathy training
- Impulse control & problem solving
- Anger management

### Anti-Bullying Program

Staff is deeply committed to reducing bullying at our school. Staff has received specific training related to responding to bullying and have implemented a number of strategies to help all students understand their responsibility in helping to deal effectively with this problem. Incidents of bullying are reported and tracked. The school is committed to following up on reported cases and taking appropriate actions with both the victim and offender. Similarly, teaching programs are in place to heighten the awareness about bullying in a proactive and effective way.

The way in which we respond to bullying is similar to how we respond to other incidents related to our Code of Conduct. (Please refer to this section in the Parent Handbook for more information.) It is important to understand that bullying is defined as REPEATED incidents of physical aggression, social alienation, verbal aggression or hurtful teasing, and/or intimidation. Reported incidents are recorded and tracked carefully by the school. Whenever and wherever possible, the response by staff to bullying is linked to logical, realistic and consistent consequences. Individual dignity is maintained by setting consequences that teach responsible behaviour and respect. Students, who are the victims of bullying, are provided with support and strategies to help them deal with the bullying behaviour. The following list of strategies offers some ways parents can help if they believe that their child is a victim of bullying:

- Encourage your child to tell you about bullying he/she may be aware of
- Take the situation seriously
- Listen closely to your child without interrupting
- Help your child problem-solve
- Persuade your child not to deal with the situation alone, but to seek others' help
- Refrain from blaming your child
- Consult with your child about reporting the incident to the child's teacher, the school counsellor, or the school administrators, instead of to the parent of the child who is bullying
- Get your child involved in something he/she is good at; in clubs or teams outside of school. In doing this, you help keep your child's self-esteem intact. *(Adapted from "Live Violence Free" – BC Government)*

For more information about dealing with bullying in elementary schools, the BCCPAC has produced an excellent document entitled “Call it Safe” which is available through the PJPAC’s website ([www.ecolepjpac.com/document-library](http://www.ecolepjpac.com/document-library)) or the West Vancouver District PAC.

### **Internet Usage**

École Pauline Johnson adheres to the School District’s Administrative Procedure 140 ([District Electronic Information Systems: Acceptable Use Guidelines](#)) and its Appendix ([Guidelines for Acceptable Student Access](#)) to deal with cyber bullying and other misuse of various electronic media. The School District accesses the Internet via a provincial portal (PLNet) which has a robust firewall in place preventing student access to inappropriate sites.

Parents may find the information on the Ministry of Education website helpful for getting Internet safety tips and links to more detailed information about the question of the Internet and media. It can be found at:

[http://www.bced.gov.bc.ca/sco/resourcedocs/internet\\_safe/](http://www.bced.gov.bc.ca/sco/resourcedocs/internet_safe/).

### **Visitor Sign –In**

All visitors and volunteers must sign in at the office and will be asked to wear a volunteer/visitor badge while they are in the school.

### **Traffic Safety**

The PJ-PAC and staff have established traffic safety guidelines to provide for the personal safety of all students. Please refer to the “School Routines” section of this Handbook for further guidance on how to maintain traffic safety by parking in authorized areas and in pick-up / drop-off areas.

### **Playground Safety**

#### **(i) Bicycles, Scooters and Skateboards**

In keeping with general safety rules for the playground, we treat scooters and skateboards with the same restrictions as bicycles. Please remind your child that bicycles, scooters and skateboards may not be ridden on school grounds between 8:30 a.m. and 3:30 p.m. as they pose a threat to pedestrians, particularly our smaller students and preschool children.

#### **(ii) Dogs on School Grounds**

Municipal bylaws and school district policy prohibit dogs from being in school or on school grounds at any time.

#### **(iii) School Boundaries**

Students must stay within playground boundaries at all times during school hours. The teachers of Kindergarten children may designate smaller boundaries within the

playground for their students. The playground and grass playing field are enclosed by a chain link fence. Students must remain inside the fenced playground at all times during regular school hours.

### **Injury or Illness at School**

The Administrative Assistant (secretary) has first aid training and deals with cases of illness and injury. If necessary, parents or alternates are contacted to make appropriate arrangements. For this reason, it is **extremely** important that all families provide the names of at least three emergency contacts. If no contact is possible, the principal ensures that medical aid is obtained and parents are informed of developments as soon as can be arranged.

Blows to the head are given special consideration. While most incidents are minor in nature, office personnel will examine any student who reports a blow to the head and appropriate action will be taken. Parents will be informed by the office, or students may be given a note to their parents informing them of the incident.

## 7. EMERGENCY PROCEDURES

### Fire and Earthquake Drills

The school practices fire and earthquake drills regularly. A plan is in place to supervise and care for students for an extended period of time in an emergency until parents, or their designated alternates, come to collect them.

Should an earthquake strike during school hours, the following procedures will be followed:

- The teacher initiates a “drop, cover and hold on” drill. Students and teachers count aloud to 60 with their backsides to the outside windows.
- The Principal and custodian evaluate the condition of the building (structure, staircases, doors) to determine whether evacuation is safe or not.
- If evacuation is deemed necessary, all classes proceed to the gravel playground for attendance. A Command Centre and Student Release Station are set up.
- After attendance is taken and a survey is done to determine injuries and the extent thereof, if the classrooms are safe, students and teachers with parent volunteers would return to the classrooms until the Police/Fire Department have given the Principal the signal that it is safe to dismiss students.
- If the Command Centre were indoors, for security and safety reasons, all exterior doors would be locked. Parents arriving to take their children home will be directed by staff to the Student Release area to verify identification and release students only to those adults known to the school. A sign-out procedure is in place for record-keeping.
- Students will be supervised after an earthquake for as long as needed. In the event that the bridges are down and working parents are unable to reach the school, or communicate with the school, students will be cared for at the school, or at a municipal Reception Centre if designated.
- The District of West Vancouver has an Emergency Social Services Committee that is responsible for the lodging, feeding, clothing, first aid and other needs of evacuees during a municipal emergency. Reception Centres would be established throughout the district. The nearest one to us would be the Community Centre.

Families should discuss with their children what to do in the event of an earthquake occurring before or after school hours, particularly if a child is en route to or from school. It is **extremely** important that all parents provide a ‘**Comfort Kit**’ for their child (ren) including a current “**Student Release Form**” which provides the school with important information for these kinds of emergencies.

**School Closure Due to Weather (e.g., snow or power outage)**

The decision to close schools or delay opening will be made by the Superintendent after consultation with municipal and District officials, as required. Parents will be informed of the Superintendent's decision through a broadcast voice message to their smart phones. As well, information will be posted on the School District's website [www.westvancouver schools.ca](http://www.westvancouver schools.ca)

If it becomes apparent that the weather is turning for the worst earlier than the regular dismissal hour, we will phone parents to ask that they pick up their child as soon as possible. If parents are unable to come to the school, we will call their emergency contacts.

## 8. STUDENT LEARNING

### French Language Expectations

To support our students in maximizing the learning opportunities available in our French immersion program, we continually reinforce the following guidelines (as appropriate to the student's grade level):

- Use of French to address teachers
- Use of French between students in classroom conversation
- Use of French in addressing teachers on the playground (within reasonable safety limits)
- Use of French on the P.A. system announcements
- Use of French at Assemblies
- Use of French by students in the hallways;
- Use of French by staff and students on school trips as appropriate;

### French/English Instruction

K - Grade 3      100 % French

Grades 4 – 7      80% French (English Language Arts and Music taught in English)

Late Immersion

    Grade 6      100% French

    Grade 7      90% French (English Language Arts taught in English)

### Support at Home

The following are some suggestions for helping your child in the French Immersion Program. ***You don't have to speak French to support their learning!***

- Read to/with your child in English. Your child will be learning to read in French in the primary grades at school. Those reading skills should transfer in to English reading. Give your child lots of opportunities to allow the transfer to happen.
- Listen to your child speak and read in French. Students will be bringing home hand-made or published books to share with you. If the book is part of the program, the student should be able to read it and will take pleasure and pride in sharing it with you. Listen and enjoy it even if you don't speak French!
- Help your Kindergarten child learn the alphabet letters and their sounds in English. Play with words and numbers (rhymes, beginning sounds, counting). Teach your child how to print his/her name.
- Purchase a French/English dictionary as a resource for the family. Visit the public library for books in French and English and purchase some French reading materials for your child (e.g. through the Scholastic book club at school).
- To support your child with pre-reading and reading skills, you may contact the Learning Support teacher for information and resources. (Refer to PJ's Staff Contact List)

- Help your child with homework. (Please refer to the Homework Guidelines that follow.) Provide a regular homework spot and routine for him/her. Students have an agenda/planner that should be checked every night. Your child should be able to explain the homework to you. If this is not happening, contact the teacher.
- Consult the Canadian Parents for French (CPF) website: [www.cpf.ca](http://www.cpf.ca) and the BC Chapter website: [www.cpf.bc.ca](http://www.cpf.bc.ca) for other useful information.

### **Homework Guidelines**

We believe that students should have a regular time set aside to read and to do homework. Students will be assigned work as needed to achieve the desired goals or learning outcomes, to establish good work habits and to maintain a reasonable standard of achievement.

#### **Homework in the Primary Grades (K – 3):**

- Encourage a daily reading (or being read to) time each evening.
- Encourage family involvement in games to practice basic skills.
- Encourage the discussion of topics at home that involve the family.
- It is common to have a weekly “dictée” of spelling words to practice.
- Grade 3 students may be introduced to regular assignments to develop good habits.

#### **Homework in the Intermediate Grades (4-7):**

- The “rule of thumb” for homework is approximately 10 min. of homework for the grade 4 (e.g., 30-40 min. for grade 4 and 60-70 min. for grade 6/7)
- Assigned homework is the norm at PJ; however, the amount of time spent on homework varies considerably from student to student and from term to term. (There are actually some students will work through recess and at lunch to avoid taking work home!)
- When students are consistently taking longer than the timeframes outlined above, a discussion with the teacher and child/student is required.
- Completing unfinished class work may add to the homework time guidelines for the grade.
- Intermediate teachers who share teaching responsibilities for a class (i.e., “platooning”) need to be aware of assignments from other teachers in order to not overload students.

Parents of intermediate students are invited to contact the teacher if their child is spending more than an hour a night on homework on a regular basis, or if the child is consistently having difficulty completing the assigned homework tasks.



### **Student Planner (Agenda)**

The Student Planner is purchased in September for use throughout the year to help students organize and plan their homework and activities. This tool is used to help students track major events, document homework assignments, and manage their time more effectively. The Agenda also allows parents to communicate with the teacher in a consistent and effective way as well as keeping parents informed of school/classroom happenings. Notices going home should be kept in the front plastic pocket of the agenda.

### **Technology at PJ**

The Technology Committee implemented a Technology Plan to ensure that our students learn those much-needed skills and have access to appropriate devices. We are very thankful to the PJ PAC for their financial support. We have devices for every grade level (iPads, laptops) and students in Grades 5 to 7 are encouraged to Bring their Own Device (BYOD) to use as needed during instructional time.

## **9. SCHOOL PROGRAMS**

### **Library**

Library is open at 8:30 a.m. on Monday, Tuesdays, and Thursdays. The library is closed on Wednesday and Friday mornings and after school on the 3<sup>rd</sup> Wednesday of every month. Parents are welcome to borrow materials to use with their children. If you wish assistance in choosing materials for your child, or if you wish to read to your child, please come before or after school to speak with our Teacher-Librarian, Mme Boulet.

If materials are long overdue, lost, or damaged, parents are contacted. Payment is requested if the materials cannot be located, or damaged beyond repair.

### **Music**

The school has a specialist music teacher to provide music instruction to all early French Immersion intermediate grades (4-7). Many of the primary grade (K – 3) teachers integrate their own music programs into their class activities to enhance the French immersion experience. The school continues to expand its music program to offer instruction in voice, recorder, guitar and percussion instruments for all students dependent on grade level. The music teacher may also offer special/seasonal opportunities for choir or “talent shows”.

### **Band**

Students in grades 6 and 7 have the opportunity to sign up for Band. This is a user pay program and students receive one block of teaching before school (8:00 a.m.) and one block of teaching within the regular weekly timetable.

### **Gym and Daily Physical Activity**

To support the need for children to be active, all students attend weekly gym classes. Each individual teacher determines gym attire. Refer to the student’s teacher for attire specific to their class.

In addition to physical education classes, the Ministry of Education, in conjunction with ActNowBC, has mandated 30 minutes of Daily Physical Activity (DPA) for all students in B.C. Individual teachers determine how they incorporate this requirement into their class’s daily timetable.

### **Collaborative Planning Time (CPT)**

Collaborative Planning Time is a period embedded in the timetable to allow teachers to meet and pursue school goals for the Action Plan for Learning. Students are typically involved in Physical Education (Gymnastics sessions at the WVCC) or Art and Drama activities during this period. Collaborative periods are Thursday afternoons.

### **Concours d'art oratoire**

The Concours d'art oratoire is a French language speech arts contest held annually for students from grades 4 to 7. Students in the intermediate grades are eligible to participate in the school competition. Our senior grade winners are eligible to participate in the district competition, where winners move onto provincials.

### **Student Recognition**

Students are recognized for effort and achievement on an ongoing basis: both in class and at school assemblies. Certificates, ribbons for achievement and for participation are presented to all inter-school sports participants. They are also awarded to participants and winners in the annual *Concours d'art oratoire*. Grade 7 students receive a certificate in June celebrating their successful completion of their elementary years in French immersion.

### **Roots of Empathy**

“Roots of Empathy” (ROE) is a complementary volunteer program offered in Kindergarten to support the students’ developing empathy skills – the ability to understand another person’s feelings. In the program, a mother (or father) and newborn baby visit a classroom every 6 weeks with a Roots of Empathy facilitator. Through observation and guiding questions, the facilitator helps children learn about a baby’s needs, how they develop, and observe the loving relationship between parent and baby. As a result, children learn new skills of empathy to care and respect each other. This program is very effective and has been shown to lead to a reduction in bullying behaviours and aggression. ROE has been offered at PJ continuously for many years now.

### **Sexual Health Education**

Every second year, sexual health education workshops are offered for all grades. The workshops are conducted by a qualified sexual health educator, Saleema Noon, and are tailored to age of the students in each of the specific grades. Information and class dates will be sent home to the parents. Prior to the workshops, a parent information session is held to provide an overview of the content and answer any questions. Parents are welcome to visit Saleema’s website ([www.saleemanoon.com](http://www.saleemanoon.com)) and/or correspond with her on email.

### **Cultural Events**

*La fête d’hiver* is celebrated in February each year with a variety of theme activities occurring over the period of one to two school weeks. Selected activities typically include: a voyageur crêpe luncheon, and a day on the mountain for Grades 4-7 (snowboarding, downhill and cross-country skiing, and snow-shoeing), and a “Bonhomme” skating party. A cultural workshop on making maple taffy is held bi-annually. In addition, two or three cultural presentations are brought to the school each year.

The Grade 7 students have an opportunity to participate in a weeklong cultural excursion to Quebec City. The staff, in cooperation with the Grade 7 parent group, determines the program each year. The Québec excursion trips include a visit Montreal and the city of Québec.

### **Field Trips and Supervision Policy**

Field trips are intended to enrich and extend learning activities in the classroom. All field trips and outdoor group activities are conducted in a manner that ensures the safety and wellbeing of students. In addition to the following guidelines, the School Board's [Administrative Procedure #260 \("Field Excursions"\)](#) applies to school field trips in every regard.

#### **Field Trip Guidelines for Teachers:**

1. *Obtain principal's permission for the proposed activity.*
2. *General permission forms are completed online (Policy & Procedures) for neighbourhood excursions where the destination can be reached by walking and are valid for the entire year.*
3. *Individual and specific permission forms are required for all other field trips and outdoor activities requiring transportation.*
4. *Permission forms go home a week in advance. All students without written permission must stay in school.*
5. *When private vehicles are used, each parent must complete an authorization form. The vehicle owner and the principal must sign all consent forms. One million dollars third party liability coverage is required.*
6. *The school secretary must be informed of all field trips (copy of field trip consent letter/form on file in the office for reference).*
7. *Recommended supervisory ratio of 1:10 (adult supervisor: students).*
8. *Be aware of "red dot" students with medical/health conditions and advise supervisors of information as required.*
9. *Attendance to be taken prior to departure, upon arrival, prior to return and upon return to school.*

### **After School activities**

#### **(i) Sports**

A school gym strip is available for purchase. Please contact the office for the name and number of the parent volunteer who has stock available. We encourage all PJ students in grades 4-7 to purchase and wear their PJ T-shirt. It must be worn for all district and community events.

École Pauline Johnson participates in all elementary school district sports events and activities. All events are open to boys and girls, although some grade restrictions apply. The sports we participate in include:

Cross-country for Grade 3-7	(Sept. - Oct.)
Basketball for Grade 7	(Nov. - Dec.)
Volleyball for Grade 7	(Jan. - Feb.)
Ultimate for Grade 7	(April)
Track and Field for Grade 4-7	( May)

Please note:

- Tuesdays after school are reserved for district sports activities, so please keep them free if your child wishes to participate.
- Separate permission slips must be signed for each sport.
- A deposit is required for use of the school uniform assigned to each athlete.
- Practices are held before and after school and sometimes during lunchtime.

**(ii) Choir**

Choir may be offered by the school’s music teacher. Participation is extra-curricular and all practices are held outside of school hours.

**(iii) User Pay Activities**

There are also user pay activities offered such as the Chess Club, Mad Science, Soccer Camp, and Art Mania. Parents and students will be provided with information about all extra-curricular activities from the school principal, or PAC.

## 10. SUPPORT SERVICES

### Testing and Assessments

The district conducts standardized yearly testing and assessments at different grade levels:

- District Kindergarten/Grade 1 Early Literacy Screener is administered in January and May of the kindergarten year;
- A Grade 1 Developmental Spelling test is given in the fall;
- A Grade 2 District Developed Reading Assessment is administered in the fall and spring;
- Grades 4&7 complete the DART (an assessment of English reading proficiency) in the fall and spring each year.
- Grades 3, 5 & 6 complete the RAD (an assessment of English reading proficiency) in the fall and spring each year.
- Students requiring learning support are identified and referred to the school's Learning Support teacher.

In addition, the Foundation Skills Assessment (FSA) is administered annually to all BC students in grades 4 and 7. The FSA provides the parents and the school with a measure of the students' achievement in Reading Comprehension, Writing and Numeracy. These tests are conducted in English. The dates for Grade 4 and 7 Foundation Skills Assessment are in January/February. Parents will be informed prior to the assessment.

### School Based Team

The School Based Team (SBT) is a group of staff (including administration, counselling, learning support and district staff) which meets monthly to ensure that student support services are provided to individual students to the best of the school's and district's ability and resources.

The mandate of the SBT includes the following areas:

- To process all referrals for support services (including learning support, counselling, gifted learning support, speech and language assessment, and general abilities testing).
- To review programs and progress of all students receiving support services on a regular basis and to make recommendations for continuance or modification.
- To support and sustain the efforts of at-risk students and all staff to perform at the best of their abilities.

Parent permission is required prior to proceeding with any individualized educational programming conducted outside of the child's regular classroom setting. Permission may be obtained orally, or in writing.

### **Learning Support**

Learning support in French is available to all students recommended by the teacher and the School Based Team. Learning support is available to assist students in English in Grades 4-7 only. There is a Learning Support Centre (LSC) for the purposes of diagnosis, consultation and/or remediation of student learning. Upon referral, the student is usually assessed by the Learning Support teacher to determine his or her needs, and this, with input from other sources, determines the remediation plan. Individual and/or small group assistance is classrooms and in the Learning Support Centre. The length of time spent in learning support is based on the needs of the individual student.

### **English Language Learning Support**

ELL is available for students who need support in English. Our ELL teacher screens new students to assess their proficiency level.

### **District Support Services**

At the School District level, the District Special Education Department directs more extensive diagnostic services and special programs. District services are available at all schools for:

- Program identification and assessment
- Counselling services
- Gifted program
- Hospital and homebound instruction
- Learning disabilities, and
- English language learners (ELL).

### **School Counselor**

École Pauline Johnson has a school counselor available on a half-time basis. The counselor works with students, parents and teachers and provides a liaison between the school, district and community services. Students are most often referred to the counselor by the classroom teacher. Parents may contact the counselor by email to arrange a meeting.

### **Vancouver Coastal Health Authority**

The health services for West Vancouver are located at the West Community Health Centre – 990 22<sup>nd</sup> Street, West Vancouver. Telephone: (604) 904-6200

A Community Health Nurse is assigned to École Pauline Johnson. Her role is to work with parents, students and staff to help make the school a safer, healthier place. Please note the following:

#### **(i) Immunization Record**

Your child's immunization record is a very important part of the school record. Newly registered students must have a full immunization history completed by their

parent/guardian. This form is a part of the initial registration process. Let the nurse know if you are having any difficulty completing it. (Her cell number is listed on page 2 of this Handbook.) The Community Health Nurse reviews your child's record and may make a recommendation.

**(ii) For Kindergarten students:** A school entry booster for Diphtheria, Pertussis, Tetanus and Polio is recommended between 4 to 6 years of age. Please advise the nurse when your child receives this before the end of the Kindergarten year.

**(iii) Serious/Life Threatening Health Condition**

If your child has a serious health problem or a possible emergency health condition, please discuss this with the nurse. It is the nurse's role to ensure that the staff knows about your child's special health needs and are able to respond appropriately. Please indicate the problem on the Health Registration form and call her at 604-904-6251 or at the school.

**(iv) Communicable Disease Control**

If your child contracts an infectious disease, please contact the school and the nurse. Communicable disease follow-up has to be timely and may be critical to protect at-risk students.

**(v) Vision Screening**

Kindergarten: Visual acuity, muscle balance, colour vision (for boys).

Other Grades: Visual acuity will be done on a referral basis in any grade. The Community Health Nurse will contact parents.

**(vi) Hearing Screening**

The program is focused on all Kindergarten and Grade 1 students new to the school system. Parents will be notified if a referral has been recommended.

**(vii) Health Issues Resource Consultant**

The Nurse acts as a resource to students, teachers and parents on all health matters including nutrition, physical/emotional growth and development, parent/child relationships and lifestyle issues.

The Nurse is also available to parents regarding health management of children with special needs.

**(viii) Medication**

School staff cannot administer medication to any child, unless all of the following has been done:

- Contact the school office;
- Obtain a physician's signature and personally sign a "Request to Administer Medication" Form;



- Provide the appropriate medication, clearly labelled with your child's name; and
- Provide a physician's written order to be placed on file.

## **Support for Parents**

### **(i) Canadian Parents for French (CPF)- West Vancouver Chapter**

Canadian Parents for French was founded in 1977 by a group of interested and concerned parents. It has evolved over the years into a three-tiered volunteer organization with national, provincial and local levels. West Vancouver Parents for French (WVPF) is the local chapter. The aims of Parents for French are to promote opportunities for young Canadians to learn French and to provide a communications network for parents.

French Immersion programs were introduced into West Vancouver in 1979 as a result of the efforts of the first members of WVPF. In June 1991, the first class graduated from Sentinel Secondary School.

WVPF needs the support of all parents as members to ensure the continuing growth and quality of the French programs in our School District.

WVPF aims to help parents and students by:

- Providing information
- Monitoring the quality of French programs
- Representing members at School Board and School Association meetings
- Making French books available at Book fairs in the schools
- Helping to facilitate extra-curricular activities in French
- Providing cultural events for the students in the program
- Providing library materials for the school and municipal libraries.

Parents can help WVPF by providing:

- Visible and audible support for French language learning
- Strength in numbers
- Ideas for further improvement
- Membership fees for newsletters and cultural support
- Support for WVPF functions.

Information about CPF and the BC Chapter can be found on their websites:

CPF ([www.cpf.ca](http://www.cpf.ca)) and BC CPF ([www.cpf.bc.ca](http://www.cpf.bc.ca)).

## 11. PARENT INVOLVEMENT

### Parent Volunteer Guidelines

All volunteers must sign in at the office and are asked to wear a visitor's tag.

The following parent volunteer guidelines, developed by parents and staff, are followed:

*The job of volunteer is to assist the educational process, working in consultation with and under the supervision of the teacher or other person designated by the principal.*

*The volunteer is expected to be scrupulous in respecting confidentiality of students, adults, and school operations, both in and outside of school.*

*The volunteer is expected to work co-operatively with others in carrying out the tasks requested.*

*The volunteer is expected to be familiar with school policies and operating practices and to act in accordance with them.*

*The responsibility of student discipline lies with staff. It is expected that parents may need to intervene if and when it is deemed that students' safety may be at risk.*

We recognize and greatly appreciate the role that parent volunteers play in our school community. The commitment parents make to volunteer work is an important one that is highly valued by our staff. Many of our programs and excursions depend on parents' commitments. Therefore, it is expected that volunteers who cannot help as scheduled will contact the school and let the supervising staff member know as soon as possible.

### Parent Volunteer Activities

#### **Class Parent**

Class parents play a key role in maintaining good home and school communications. The class parents normally communicate information from the PJ-PAC to the parents in the class. They may also help the teacher communicate information and distribute materials through e-mail or take-home notices.

#### **Classroom Assistance**

- Parent volunteers working in the classroom do so in a partnership with the classroom teacher. Parent volunteers are under the direct supervision of the teacher and work in the presence of the teacher when working with students.
- Parents who assume the role as volunteer in the classroom could be exposed to personal information about individual students. In the interest of protecting each child and his/her family, it is crucially important that such information be kept in the strictest of confidence.

- Parent volunteers will meet and discuss with the teacher to plan activities. Parents may be involved in helping to prepare, obtain and/or collect material for projects.
- The teacher must approve special celebrations in the classroom, organized by parents.

### **Library**

- Training has proven most effective on a one-to-one basis according to need, interest, and previous experience. Training is usually done before class time as the librarian is often unavailable when teaching. Most volunteers are able to work independently, but remain under the supervision of the librarian.
- Library volunteers are generally present during class time and must respect the school's "Volunteers' Code of Ethics" even if not working directly with students.

### **Call Back**

- Parent volunteers report to the office at 8:50 a.m. Volunteers verify absences and when there are absences that are unaccounted for, a phone call is made to the students' parents/guardians.
- When children cannot be accounted for, the secretary and Principal will be contacted immediately.

### **Field Trip Supervision**

- The School District's Administrative Procedure #260 ([Field Excursions](#)) is very comprehensive and adhered to strictly. Teachers are reminded to consider the following factors in determining the appropriate supervisor/student ratio when planning field excursions:
  - The age of students (the younger the children, the greater the number of adult supervisors that may be needed);
  - The nature of the field excursion; (Will guides/instructors be working with students at the site? Will students be in a confined or open area? Will the students need to be divided into small groups?)
  - The structure of the field excursion (the less structured, the greater the need for adult supervision).
- Teachers need to remind their students that our school Code of Conduct is in effect when they are attending field excursions. Students need to understand that they represent the school and that we expect them to be co-operative and well behaved. It is also expected that they recognize that the parent is in a supervisory role.
- When parent volunteers are involved in transporting and supervising students as part of a field excursion:
  - An "Authorized Driver Form" must be completed and signed by the Principal prior to the excursion. This form is in effect for the duration of the school year in which the form was completed.
  - Students may not sit on the right front passenger seat in the vehicle if there are air bags installed - except when a parent permits his/her own child to sit on the passenger side.

- Primary students are required by law to travel in vehicles seated on a booster seat. BC's new booster seat regulations require the use of child seats for kids up to the age of nine, unless they first reach 145 cm. (4'9").
- Ratio: While a parent may be able to transport many students because of seat capacity in his/her vehicle, the parent will also be supervising these students and consideration should be given to this ratio.
- Teachers should consider travelling in one of the vehicles with the parent to assist with supervision.
- When grouping students for an excursion, it is recommended that teachers consider assigning parent volunteers to each group, allowing themselves the flexibility to 'float' and to be available to assist when necessary should there be problems of discipline, lost children, etc.
- It is recommended that teachers make use of the "Field Excursion Planner" and that completed copies are provided to parent volunteers supervising on the field excursion.
- It is recommended that teachers provide information to parent volunteers about the excursion (including the itinerary, etc.) prior to the time of departure.

### **PJ-PAC**

The Parent Advisory Council (PAC) provides parents/guardians and school administration an opportunity to communicate with each other; provides a forum through which they can funnel their comments and concerns; and provides information on volunteer opportunities for parents/guardians to become involved in their children's school.

All parents or guardians of children who attend École Pauline Johnson are members of the Parent Advisory Council. The PAC provides operating funds for the school, funding such things as computers, field trips, classroom supplies, special events, etc. It also represents the parents of the school in dealings with the administration, the School Board and the Ministry. It is an important voice on behalf of the children of PJ. Everyone is welcome - in fact encouraged - to attend the PAC meetings which are held monthly. Agendas and for the upcoming meetings will be published a week in advance and will be available the website (The minutes and newsletters are also available on the website and at the Office.)

At the Annual General Meeting the PAC, parents elect an Executive. Executive Committee. The executive positions consist of the PAC Chair, Vice Chair or Co-Chair, Treasurer, Secretary and WVPAC (District Parent Advisory Committee) Representative. Positions for the Members-at-Large include Communications, Fundraising Chair, CPF Representative and French Immersion Advisory Committee Representative.

## PAC Committees

There are many ways of becoming involved in the school through the PAC as co-coordinators or committee members in any of the following areas:

<b>Call Back</b>	Phone system to ensure safe arrival of your child at school. Can be once/week or more for about one hour from 8:52 to 9:45 approx.
<b>Communications</b>	Coordinate electronic and print communications of all PAC events and activities for all PJ parents
<b>Community Day</b>	The planning and presentation of PJ's entry in the Community Day Parade in June.
<b>DPAC Representation</b>	Represent PJ at the District Parent Advisory Council
<b>Emergency Preparedness</b>	Coordinating comfort packs for each child at the school, providing earthquake packs in each classroom, as well as arranging the set-up and maintenance of the school's emergency system.
<b>Fête d'Hiver</b>	Winter festival in February includes: Bonhomme Skate fundraiser, Mountain Day, and Voyageur Lunch.
<b>Fundraising*</b>	Fundraising for PAC includes funds to support the operating budget, cultural and educational activities such as the Grade 7 Quebec trip, and legacy projects such as play area enhancements. Examples of activities:
	<b>Fun Lunch</b> Providing pre-ordered fun food lunches at the school.
	<b>Gala - Spring</b> Major fundraising and social event of the year - a dinner/dance with live and silent auctions.
	<b>School Supplies in June and September</b> School supplies from a specified list can be purchased through the school/PAC
<b>Grade 7 Grad</b>	Coordinating the Grade 7's year-end ceremony and celebration.
<b>Spirit Wear</b>	Sale and distribution of PJ clothing, T-shirts, shorts, etc.
<b>Playground Committee</b>	Enhancing the outdoor learning and playing environment for the school and community
<b>Class Parent</b>	Represents parents in each Division.
<b>Santa's Workshop</b>	Charity fundraiser for our Nicaragua sister school: students purchase and wrap Christmas gifts for the family from donated items.
<b>Staff Appreciation</b>	Organizes refreshments for PAC meetings; staff appreciation lunch; thank-you gifts for staff.
<b>Technology Committee</b>	Researches technology requirements and coordinates with District to implement best practices
<b>Volunteer Coordinator</b>	Volunteer recruitment in September/October and continuous support to committees.

\* *The School Board's [Administrative Procedure #520](#) on fundraising states "fundraising is a school-based activity requiring authorization and co-ordination by the school Principal in consultation with staff, PAC, and student council, as appropriate." Students may not solicit door-to-door.*

There is something for everyone - if everyone pitches in the jobs are not onerous for anyone. If you can help, please contact any executive member at [volunteer@ecolepjac.com](mailto:volunteer@ecolepjac.com).

## 12. ADMINISTRATION

### History of the School

Pauline Johnson School opened in 1922 and was in continuous use until 1984 when it was closed as a public school. École Pauline Johnson was re-opened for French Immersion in September 1985, and housed Grades 4 to 6. In June 1992, the school was vacated temporarily to permit extensive renovations, expansion and structural enhancements. During the nine-month reconstruction period, the P.J. students were amalgamated with the Hollyburn primary French immersion students. The renovated facility was officially opened on April 15, 1993, as a full elementary school for French Immersion students from Kindergarten to Grade 6. Grade 7 classes were added in the 1998/99 school year.

### Action Plan for Learning

Each year, schools have to write an Action Plan for Learning outlining their goals for student learning. Our school's [Action Plan for Student Learning](#) is posted on our school website. The School District's Accountability Contract is available on the District website.

### Admission Requirements

The early French immersion program is designed specifically for non-francophone speakers. It is not expected that students entering our program in Kindergarten or grade one have any background or experience

### Emily Pauline Johnson

*"My aim, my joy, my pride is to sing the glories of my own people."*

E. Pauline Johnson

E. Pauline Johnson was a Mohawk born on the Six Nations Reserve on the Grand River. She was born in 1861 at the family home "Chiefswood". She was of Indian blood on her father's side and British blood on her mother's side. Pauline's early education was at home where her governess tutored her. Later, she attended the school on the Reserve and finally she went to Brantford Collegiate where she graduated at sixteen years of age. At an early age, she wrote "verses". In her family library, she read the classics voraciously and participated in dramatizations with the rest of the family. Later, she performed with the Hamilton Dramatic Society. Pauline moved with her sister and her mother to a house in Brantford following the death of her father, Chief George H. M. Johnson. Between 1884 and 1892 she attended social events, visited with friends, entertained and wrote poetry. She was first published in 1883. But it was not until 1892 in Toronto that she made her first public appearance reciting her own poetry. This performance made her an instant sensation. She was thirty-one years old. For the next seventeen years, she entertained audiences in Canada, the United States and England, finally retiring from the concert circuit in 1909. Her stage partner, Walter McRaye, called her "Canada's well beloved vagabond". Pauline's published works include three volumes of poetry and three volumes of prose. Pauline Johnson died in 1913. 19131913Vancouver. She dies a credit to her race and to her beloved nation – Canada.

with the French language. Most of our parents also do not speak French. Parents who have registered their children at PJ have all made the conscious decision to have their children attend school here. Families come from all areas of a wide geographical area that includes the District of West Vancouver, the municipalities of the Village of Lions Bay and the island community of Bowen Island. Unlike other schools in the district, we do not have a “catchment area”. We receive the same services and financial support as other schools in the School District. We participate in all district wide events and are represented at the District Parent Advisory Council (DPAC) level.

First priority in registration at École Pauline Johnson is provided to families who are residents of West Vancouver, Bowen Island and Lions Bay. Subject to available space, families residing outside of the School District boundary may also register. Early Immersion students can enter the school in Kindergarten or Grade One and Late Immersion students enter in Grade 6. When families register at PJ they must provide two documents showing proof of residency, as well as the original birth certificate of their child. A copy of the child’s immunization record must also be provided. Students transferring into PJ in grades 2 – 7 must be transferring from either an immersion school or a school where French is the primary language of instruction. Unfortunately, we are unable to accommodate entry points beyond grade one for students who have not attended a French immersion (or equivalent) program.

### **Class Placement Process**

#### **Overview**

Class placement is probably one of the most challenging tasks for the school and particularly for the administrative team. Every June, the school staff works collaboratively to organize classes for the following September. Several members of the PJ team are involved to discuss each child in order to ensure that all known factors are discussed and taken into consideration before a decision about class placement is made.

Very often, time is needed for students to adjust to their new learning environment and for parents to gain a better understanding of the program being planned for their child in their new classroom. (Parents may meet with the Principal or Vice-Principal and due consideration will be given. We feel confident, however, that the decisions made in June about student placement will be respected as placement has been done in a careful and consultative manner with educators who know and work with each child.)

#### **Objectives of Class Placement**

- To organize classes so that each student is in a positive learning situation.
- To ensure that each teacher has a manageable teaching assignment.

Criteria used to act as a guide for consideration and discussion when placing students.

**1. Instructional Factors:**

*Ability distribution:*

Each class should have a range of abilities.

*Special needs:*

Classes should be arranged to maximize the learning potential of students with special needs.

*Gender distribution:*

The ratio of boys to girls taken into consideration.

*Age distribution:*

Each class should have fairly equal representation of early, middle and late year birth dates.

**2. History, Equity, Recommendation and Request Criteria:**

*Previous experiences:*

Previous educational experiences of both teachers and students will be considered.

*Teacher recommendations:*

These are a priority when placing students.

*Resource Team recommendations:*

These will be considered.

*Time commitment:*

This is another factor or criterion that is taken into account for families who require extra time and support

*Parental input:*

Taken into consideration.

**3. Positive Social Grouping:**

While the preceding criteria are heavily weighted in this process, staff recognizes it is also important to consider the social grouping of children as it will impact on the learning environment of the classroom.

As learning is both an individual and group process, we believe that consideration should be given to working partners for each student. Teachers know best which partnerships are productive. The staff will make every endeavour to ensure that students are placed in a positive learning environment. This might include single or combined class settings, teaching and learning styles and/or social/emotional issues.

**Attention Given Each Child**

Near the end of June, the PJ team meets to discuss each child at length to ensure that all known factors are discussed and taken into consideration before a decision about class placement is made. This team consists of the following individuals: Principal, Vice-Principal, current classroom teacher/s, next year's classroom teacher/s at that particular grade level (if known), all support staff (Counsellor, Learning Support Teacher, Gifted Support Teacher, and Teacher-Librarian) who have worked with the child, and all teachers who will be working with the child at the next grade level (if known).



**Parental Input and Requests**

Parents are encouraged to maintain on-going communication with their child's classroom teacher/s regarding any concerns or issues throughout the year. Parents may wish to discuss with their child's current teacher components of the classroom setting that they believe would best complement their child's learning. This might include single or combined class settings, teaching and learning styles and/or social/emotional issues. While input from parents will be considered by the school staff during preliminary placement in June, it is not appropriate to request a particular teacher for your child. It is also recommended that parents write the Principal with the specific reasons for a special placement request. Students move to their new classes during the first week in September. In our experience, students quickly adapt successfully to their new class and any initial upset evaporates.

## 13. TERMS AND ACRONYMS

**Call Back** The service provided by parent volunteers to support the safe arrival of students at school. Parents of children absent from school will be contacted to explain the absence. Parents are to call the Call-Back line (604-981-1229) to advise the school of any planned absences.

### **Code of Conduct / Code de Conduite**

The purpose of our School Code is: To create an environment where students feel safe, respected and have a strong sense of belonging within a bilingual school setting; To establish clear expectations for student behaviour at school, travelling to and from school and while attending any school function or activity at any location. A copy of the code is available at the back of this handbook ([Appendix C](#)).

**Comfort Kit** A kit of basic emergency supplies and comfort items provided by parents for their child to have at school in the event of an emergency (e.g., earthquake). Please click on this [link](#) to open an electronic copy of the Comfort Kit instructions.

**CPF/WVPF** Canadian Parents for French is a three-tiered volunteer organization with national, provincial and local levels (West Vancouver CPF) The aims of CPF are to promote opportunities for young Canadians to learn French and to provide a communication network for their parents. The websites are [www.cpf.ca](http://www.cpf.ca) (national) and [www.cpf.bc.ca](http://www.cpf.bc.ca) (provincial)

**ICT** **Instructional** Collaboration Time is a regularly scheduled block of time and is embedded in the school's timetable to allow teachers to meet, develop curriculum themes and related materials, and to implement strategies to achieve the school's goal in the Action Plan for Student Learning. Students are involved in learning activities during this period. CPT is scheduled on Thursday afternoons.

**DART** District Reading Assessment is a standardized yearly assessment completed by grades 4 - 7 in the fall and spring each year.

**Division** Each class is assigned a division number to identify the class. As the grade level goes down the Division number goes up.

**DPA** The Ministry of Education, in conjunction with ActNowBC , has mandated 30 minutes of Daily Physical Activity (DPA) for all students in B.C. This can include the time allotted for Physical Education classes. Individual teachers determine how they incorporate this requirement into their class's daily timetable.

<b>DPAC</b>	The District Parent Advisory Council (DPAC) is made up of representatives from all schools within the district #45 to address district-wide issues. The superintendent attends regularly.
<b>Fête d’hiver</b>	The school’s winter festival in February that includes Bonhomme Skate, Mountain Day, Voyageur/Crêpe Lunch.
<b>FSA Tests</b>	The Foundation Skills Assessment (FSA) is administered annually to all BC students in grades 4 and 7. It assesses student performance in Reading Comprehension, Writing and Numeracy. These tests are written in English. The tests are written in February.
<b>Fun Lunch</b>	Parents can register their child (ren) in the school’s Fun Lunch program to receive a prepared lunch delivered to their child’s classroom on the designated weekly Fun Lunch days.
<b>The Gala</b>	The PAC’s major fundraising and social event of the year – usually a dinner/dance with live and silent auctions.
<b>LST</b>	Learning Support Teacher provides diagnosis, consultation and/or remediation of student learning. The Learning Support Teacher is available for assessments and support to students recommended by their classroom teacher.
<b>PJ Kids Club</b>	A licensed out-of -school care service available to PJ families.For more information, contact the PJ Kids Club staff at (604) 926-5972.
<b>PJ-PAC</b>	Pauline Johnson’s Parent Advisory Council (PJ-PAC or PAC). All parents/guardians of children attending PJ are members of the PAC and are encouraged to attend the PAC’s monthly meetings.
<b>Pro-D Days</b>	Professional Development Days are also referred to as “instructional improvement days”. There are a total of 6 Pro-D Days each academic year. There is no school for students because teachers are involved in activities such as curriculum planning and professional development. All Pro-D Days are listed on the school calendar.
<b>Santa’s Workshop</b>	A charity fundraiser where students purchase donated items and wrap them as Christmas gifts for their family .
<b>SBT</b>	School Based Team is a group of staff who meet to ensure student support services are being provided to individual students. The team includes the Principal,Vice Principal, Learning Assistance teacher,

Challenge teacher, District Speech & Language Pathologist, the student's classroom teacher.

**WVSD (#45)**

**West Vancouver Schools**

The West Vancouver School Board, District #45, includes all public schools in the West Vancouver municipal area, Lions Bay and Bowen Island.

## APPENDIX A

### Staff List 2015-2015

Div	Grade	Teacher	email
1	7 LFI	T. Carter	<a href="mailto:tcarter@wvschools.ca">tcarter@wvschools.ca</a>
2	6 LFI	I. Barran	<a href="mailto:ibarran@wvschools.ca">ibarran@wvschools.ca</a>
3	6/7	L. de la Salle	<a href="mailto:ldelasalle@wvschools.ca">ldelasalle@wvschools.ca</a>
4	6/7	P. Powell	<a href="mailto:ppowell@wvschools.ca">ppowell@wvschools.ca</a>
5	6/7	E. Parker	<a href="mailto:eparker@wvschools.ca">eparker@wvschools.ca</a>
6	4/5	S. Sturgess	<a href="mailto:ssturgess@wvschools.ca">ssturgess@wvschools.ca</a>
7	4/5	M. Belanger	<a href="mailto:mbelanger@wvschools.ca">mbelanger@wvschools.ca</a>
8	4/5	N. Langlois	<a href="mailto:NLanglois@wvschools.ca">NLanglois@wvschools.ca</a>
9	3	L. Welsh	<a href="mailto:lwelsh@wvschools.ca">lwelsh@wvschools.ca</a>
10	3	S. Heiberg	<a href="mailto:sheiberg@wvschools.ca">sheiberg@wvschools.ca</a>
11	2	C. Whyte	<a href="mailto:cwhyte@wvschools.ca">cwhyte@wvschools.ca</a>
12	2	L. Storry	<a href="mailto:lstory@wvschools.ca">lstory@wvschools.ca</a>
13	1	C. Adam	<a href="mailto:cadam@wvschools.ca">cadam@wvschools.ca</a>
14	1	J. Gauthier	<a href="mailto:JGauthier@wvschools.ca">JGauthier@wvschools.ca</a>
15	K	M. Roper	<a href="mailto:mroper@wvschools.ca">mroper@wvschools.ca</a>
16	K	J. Dawkins	<a href="mailto:JDawkins@wvschools.ca">JDawkins@wvschools.ca</a>
	PE/Prep Teacher	K. Schwartz	<a href="mailto:kschwartz@wvschools.ca">kschwartz@wvschools.ca</a>
	Music/Band	D. Jackson	<a href="mailto:djackson@wvschools.ca">djackson@wvschools.ca</a>
	Learning Support	C. Ouattou	<a href="mailto:couattou@wvschools.ca">couattou@wvschools.ca</a>
	Counsellor	S. Jayarajah	<a href="mailto:sjayarajah@wvschools.ca">sjayarajah@wvschools.ca</a>
	Librarian	G. Brisson	<a href="mailto:gbrisson@wvschools.ca">gbrisson@wvschools.ca</a>
	Principal	T. Zielinski	<a href="mailto:tzielinski@wvschools.ca">tzielinski@wvschools.ca</a>

To to send a message to any staff member using the email system, the address is the first letter of the person's first name followed by their surname @wvschools.ca. For example, to send a message to the principal, Tara Zielinski, the message should be addressed to [tzielinski@wvschools.ca](mailto:tzielinski@wvschools.ca)

To speak to a staff member directly, please call the PJ main telephone number (604-981-1225) during regular school hours and ask the Receptionist to connect you to that person. Teachers will not be able to take telephone calls during class time unless it is a dire emergency.

## APPENDIX B

### Year at a Glance Calendar 2015-2016

Mon 5 <sup>th</sup> Sept	Labour Day Holiday <b>School closed</b>
Tues 6 <sup>th</sup> Sept	<b>First Day of School Grades 1 – 7, 9:00am - 10:00am (No Kindergarten)</b>
Wed 7 <sup>th</sup> Sept	First <b>FULL DAY</b> of school Kindergarten 1 <sup>st</sup> day (2 hour session)
Thurs 22 <sup>nd</sup> Sept	Meet the Staff Night 5:30 - 7:00 pm
Fri 23 <sup>rd</sup> Sept	District wide Pro-D Day <b>No classes</b>
Thurs 29 <sup>th</sup> Sept	Terry Fox School Run
Mon Oct 3 <sup>rd</sup> to Wed Oct 5 <sup>th</sup>	Gr 6 Outdoor School in Squamish (Brackendale)
Mon 10 <sup>th</sup> Oct	Thanksgiving Day Holiday <b>School closed</b>
Mon 17 <sup>th</sup> Oct	Individual Student Photo Day
Fri 21 <sup>st</sup> Oct	Province wide Pro-D Day <b>No classes</b>
Wed 2 <sup>nd</sup> Nov <b>and</b> Thurs 3 <sup>rd</sup> Nov	Parent / Teacher Conferences Early dismissal on Wednesday only at 1:30 pm
Thurs 10 <sup>th</sup> Nov	Remembrance Day Assembly
<b>Thurs 10<sup>th</sup> Nov</b>	<b><u>Student Photo Retakes (pm only)</u></b>
<b>Fri 11<sup>th</sup> Nov</b>	Remembrance Day Holiday <b>School closed</b>
<b>Mon 14<sup>th</sup> Nov</b>	Curriculum In-service Day – <b>Students not in session</b>
<b>Fri 2<sup>nd</sup> Dec</b>	First Term Report Cards home
Mon 5 <sup>th</sup> Dec	District wide Pro-D Day – <b>Students not in session</b>
Wed 14 <sup>th</sup> Dec	<u>Santa’s Workshop</u>
Thurs 15 <sup>th</sup> Dec	Primary Holiday Concert (afternoon in gym)
Fri 16 <sup>th</sup> Dec	<u>Last day of school before Winter Break</u>
19 <sup>th</sup> Dec to 2 <sup>nd</sup> Jan	<u>Winter Break</u>
Tues 3 <sup>rd</sup> Jan	<u>School re-opens</u>
Fri 20 <sup>th</sup> Jan	<b><u>District wide Pro-D Day – Students not in session</u></b>
Fri 3 <sup>rd</sup> Feb to Thurs 9 <sup>th</sup> Feb	<b><u>Fête d’hiver</u></b>
Fri 3 <sup>rd</sup> Feb	Voyageur Crêpe Luncheon
Tues 7 <sup>th</sup> Feb	Bonhomme Skate (pm. for K-gr. 3) To be confirmed
Thurs 9 <sup>th</sup> Feb	Bonhomme Skate (p.m. for gr 4-7) To be confirmed
Fri 10 <sup>th</sup> Feb	Reading Break <b>School closed</b>
Mon 13 <sup>th</sup> Feb	Family Day Holiday <b>School closed</b>
Fri 10 <sup>th</sup> Mar	Last day of school before Spring Break - <b>Term Two Report Cards home</b>
13 <sup>th</sup> to 24 <sup>th</sup> Mar	<b>Spring Break - School closed</b>

## Year at a Glance Calendar 2015-2016 Continued

Mon 27 <sup>th</sup> Mar	School re-opens
Wed 5 <sup>th</sup> Apr	Student Led Conferences Early dismissal 1:30 pm
Fri 14 <sup>th</sup> and Mon 17 <sup>th</sup> Apr	<b><u>Good Friday and Easter Monday - School closed</u></b>
Thurs 20 <sup>th</sup> Apr	<b><u>School Panorama and Class Photo Day</u></b>
Fri 19 <sup>th</sup> May	<b><u>District wide Pro-D Day – Students not in session</u></b>
Mon 22 <sup>nd</sup> May	Victoria Day Holiday <b>School closed</b>
Fri 9 <sup>th</sup> Jun to Thurs 15 <sup>th</sup> June	Gr 7s to Quebec (Dates to be confirmed)
Fri 23 <sup>rd</sup> June	Sports Day <b>Early dismissal at 1:30pm</b>
Wed 28 <sup>th</sup> June	Grade 7 Promotion Last day of classes for grade 7 (Dates to be confirmed)
Thurs 29 <sup>th</sup> June	Last day of school for K-gr.6 <b>Early dismissal at 1:30 pm Third Term Report Cards home</b>
Fri 30 <sup>th</sup> June	Administrative Day – <b>No classes. School closes for summer</b>

## APPENDIX C

# ÉCOLE PAULINE JOHNSON

## Code of Conduct

- Be Polite
  - Say hello
  - Use a polite tone
  - Look and listen
  - Hold door for someone
  - Use an indoor voice
  - Wait your turn
  - Be on time
  
- Be Kind
  - Be sensitive toward others' feelings
  - Share
  - Include others
  - Respect others' things
  
- Be Safe
  - Walk in hallways and stairways
  - Leave rocks, snowballs and branches where they are
  - Dress appropriately
  
- Be Great
  - Speak French
  - Always try your best
  - Tell the truth
  - Challenge yourself to go beyond your comfort zone
  - Be organized
  - Be prepared
  
- Take care of each other and the environment
  - Help others in need
  - Put your garbage in the garbage can
  - Recycle whenever you can