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PER ASPERA AD ASTRA (Through Effort to the Stars)

Mission Statement

We strive to create, support and maintain powerful, engaged learning in the Arts and Sciences. We dare to use innovative techniques to enhance our student's life long passion for learning through the multiple intelligences, varied instructional strategies, and exposure to a variety of Fine Art disciplines.

2019-2020

PARENT AND STUDENT HANDBOOK

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INTRODUCTION

Great education must begin early—when young minds are naturally receptive to new ideas and can easily embrace good learning habits.

The program is based on strong academic and instructional principles, in addition to carefully selected fine art components.

It provides maximum growth for our students by emphasizing problem-solving, inquiry, discovery, self-directed learning, as well as creative and critical thinking.

1. THE STAFF

Pythagoras Academy staff is a team of experienced, dedicated, and passionate educators and administrators. Our teachers are determined to help each student reach his or her academic potential while building a life-long love of learning. The teachers work together to ensure continuity throughout the curriculum that benefits students, from Junior Kindergarten through Grade Eight.

At Pythagoras Academy the teachers and management staff work in partnership with both parents and students to create a school environment that is comfortable and welcoming for everyone. We strive to create strong relationships and open dialogue with parents, as we believe they are critical for a child's progress and success.

Additionally, teachers provide a solid foundation for enhancing students' learning through well-developed, inspiring educational programs tailored to each child's interests, skills, and needs. Teachers work to encourage students to develop friendships and positive attitudes while promoting independence. On a daily basis, teachers look forward to both learning from their students and being inspired by them.

Every teacher on staff meets the qualification requirements of the British Columbia Ministry of Education.

2. GUIDANCE, DISCIPLINE AND CLASSROOM MANAGEMENT

At Pythagoras Academy, we strive to facilitate children's development of self-control, self-confidence, and ultimately self-discipline. To this end we actively encourage verbal expression of feelings and assertion of felt needs.

The Teachers employ guidance techniques based on the Ministry of Health booklet "Guidance & Discipline with Young Children".

Actions that acknowledge the child's efforts and progress, no matter how slow or small are likely to encourage healthy development.

Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child.

2.1 Proactive strategies

Child misbehaviour is impossible to prevent completely and children tend to react impulsively. Children—who are usually curious and endlessly creative—are likely to do things parents and educators have not expected. There are many positive steps Pythagoras Academy teachers take to help prevent misbehaviour.

- Set clear, consistent rules.
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities.
- Provide appropriate and engaging activities.
- Encourage self-control by providing meaningful choices.
- Focus on the desired behaviour, rather than the one to be avoided.
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Expect the best from the child.
- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right.
- Take action before a situation gets out of control.
- Encourage children often and generously.
- Set a good example.
- Help children see how their actions affect others.

2.2 GROW Model

A central feature of our school is the GROW model. GROW is an acronym for Gratitude, Respect, Openness and Wonder. GROW is not just a model for students, but rather it is the culture of our school. Pythagoras Academy staff encourage students to embody the characteristics of GROW not just when they are in school or on the playground, but in their personal lives as well. We believe in a holistic approach to education. While academic knowledge provides a solid foundation, it is insufficient by itself for long-term success. Pythagoras Academy believes that gratitude, respect, openness and wonder are key traits that promote both academic and social-emotional growth.

2.3 Possible reasons children misbehave

By understanding why children misbehave, we can be more successful at reducing behaviour problems. Listed here are some of the possible reasons why we believe children misbehave:

- They want to test whether teachers will enforce rules.
- They experience different sets of expectations between school and home.

- They do not understand the rules or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehaviour.
- They copy the actions of their peers.
- They experience strong emotions such as jealousy, embarrassment, anger or stress that they are unequipped to cope with in a healthy manner.

Pythagoras Academy staff believes that delicately uncovering the root issue, giving students the tools to manage their emotions, and setting strong limits and expectations will reduce the instances of misbehaviour.

2.4 Responding to Misbehaviour

At Pythagoras Academy, teachers and staff work very hard to create a safe and positive learning environment. Behaviour that strays from our accepted Code of Conduct will be met with the appropriate strategy, based on the nature and severity of the offence. Pythagoras Academy staff ensures that classroom rules are clearly articulated, understood and displayed in a visible location in the classroom. All students are required to sign a Student Code of Conduct form at the beginning of each school year that outlines the school expectations for behaviour. Any behaviour not in accordance with classroom rules or school Code of Conduct will be met with one or more of the following strategies:

2.4.1 Natural consequences

Allowing children to experience the consequences of their behaviour helps them to mature without feeling the resentment that can be caused by feelings of being punished.

2.4.2 Logical consequences

These are structured consequences that follow specific misbehaviours. The child should be able to see how the behaviour and the consequence are directly related. It is important to note that the child will have prior knowledge of the consequences.

2.4.3 Reconciliation/Rectification

Reconciliation means to restore a friendly relationship. Rectification means to correct or make something right. If a child causes someone harm, they are guided to take responsibility for their behaviour, apologize when appropriate, take reasonable steps to avoid the offensive behaviour and make every effort to restore friendly relations. If a child damages an item, they replace the item or make amends. If a child creates a mess, they need to clean it up.

2.4.4 Time In

Teachers may use a *Time In* strategy when students are having difficulties with following classroom routines. With this strategy the teacher has the student move closer to the teacher for a time. This allows for closer observation and re-establishes a healthy connection between student and teacher.

2.4.5 Redirection

This strategy can work when you notice that a child is not following the rules and is being uncooperative. Quickly get the child's attention and introduce another activity.

In serious cases of misbehaviour, a student may experience an in-school suspension or an out-of-school suspension. An in-school suspension is when a student is temporarily removed from their classroom and peer group. Students will be supervised in a separate area where they will be required to complete work or other tasks. An out-of-school suspension is when a student is temporarily removed from the school. Students may be suspended for a period of time ranging from one school day to 20 school days. Students who are suspended for longer than 5 days are considered to be on long-term suspension. Students cannot participate in school events or activities while suspended. The principal and/or Head of School will consider suspension if students have engaged in any of the activities listed below. This is not an exhaustive list. They include:

- Swearing at a teacher or another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property or other property
- Bullying

2.5 Expulsion

Expulsion means a student is removed from the school indefinitely. It is a consequence reserved for the most serious offences. If students have engaged in any of the behaviours listed below, the principal or Head of School will immediately expel them from the school. This will happen whether the event took place at school, at a school-related activity (i.e. field trip), or in any other circumstance where the activity has a negative impact on the school climate.

These include:

- Possessing a weapon, including a firearm
- Using a weapon to cause or threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons
- Trafficking in illegal drugs
- Committing robbery
- Drinking alcohol

Expulsion will also occur if a student's misbehaviour continues after repeated warnings and three suspensions at Pythagoras.

3. PROGRAM DESCRIPTIONS

3.1 JUNIOR KINDERGARTEN

Junior Kindergarten is an outstanding Early Learning program with the highest quality standards. The children have access to amazing classrooms and support spaces such as: a visual arts studio, a dance studio, and a Library Commons.

We take into account that every child has a unique learning style and areas of interest. It is through the diversity of our instruction and a variety of teaching styles that we are able to reach each child's potential and encourage a lifelong love for learning and exploration.

Our enhanced program allows students to study material that is often ahead of their chronological grade level. Small teacher-to-student class ratio, high standards of academic instruction, and distinct school pedagogy set the stage for the success of each and every one of our students.

3.2 JUNIOR KINDERGARTEN CURRICULUM

Our curriculum teaches young learners that creative ideas come from within the individual and not technology. Our main goal is to encourage children to create their own authentic work by using their inner power and become passionate and enthusiastic learners. By surrounding children with a rich learning environment, they will be encouraged to become creative explorers and develop into independent, self-confident and inquisitive individuals.

Each week will include a variety of activities, including the following curriculum areas:

Language and Literacy	Visual Arts
Science and Discovery	Drama
Math Concepts	Values and Manners
Music and Movement	French
Physical Education	Mandarin

Our programs cater to parents who are seeking an educational program that combines a dynamic academic curriculum with strong fine art components. The weekly schedule for each group follows a logical sequence of structured and unstructured activities that provide opportunities for movement, creative expression and academic development.

3.3 PYTHAGORAS ACADEMY ELEMENTARY SCHOOL (PA)

There is a strong link between the Pythagoras Junior Kindergarten approach to learning and the Pythagoras Academy elementary school approach to learning. The elementary school will build on the foundation the children receive in Junior Kindergarten. For those students completely new to our programs, they will be provided with the guidance

they need to develop excellent learning habits and to adjust to the learning standards we hold at the elementary level.

The new BC Curriculum emphasizes the importance of critical and creative thinking, Big Ideas, Content, and Curricular Competencies (Skills). At Pythagoras Academy, this emphasis has already been in place since the inception of our school. We look forward to implementing this curriculum as it is a better fit for our school philosophy.

Teachers at Pythagoras Academy develop their lesson and unit plans in a very specific way. Our unit plans are structured in a way that help students utilize the knowledge and skills they are learning to deepen their understanding of complex concepts. Instead of expecting students to memorize content, we support them to learn content and skills in a way that relates to Big Ideas that they will remember for a lifetime. By ensuring that students understand Big Ideas, we make it possible for them to engage in critical and creative thought. For some areas of the curriculum (e.g., mathematics times tables) we still promote some memorization of content as an effective and important teaching method alongside learning mental math.

The benefit of the new BC Curriculum and the Pythagoras Academy approach to learning is that students find learning to be more relevant to them and are often able to extend their thinking beyond their current grade level curricula.

This style of education results in students that are able to apply their knowledge to new situations and to the real world. By emphasizing problem-solving, inquiry, discovery, self-directed learning, as well as creative and critical thinking we provide maximum learning opportunities for our students.

The Pythagoras Curriculum will include carefully selected fine art components to enrich the students and to allow their creativity to develop. These components will be taught as stand-alone classes and will also be integrated throughout the various subject areas.

3.4 PA CURRICULUM

As previously mentioned, a great education must begin early, when young minds are naturally receptive to new ideas, and can easily embrace good learning habits. The elementary school will build on the foundation our students receive in Junior Kindergarten.

The program is based on strong academic and instructional principles incorporating the learning outcomes as set out by the BC Ministry of Education. The Pythagoras Curriculum will include carefully selected fine art components to enrich the students and to allow them to grow globally. These will be integrated throughout the various subject areas.

By emphasizing problem-solving, inquiry, discovery, as well as creative and critical thinking we support students in being fully engaged in their learning.

Our thorough and innovative approach focuses on the child's creativity, intelligence, and personal excellence.

Each week will include a variety of activities, including the following curriculum areas:

Language and Literature	Physical Education
Science and Discovery	IT
Math Concepts	Visual Arts
Social Studies/ Geography	Drama
Music	Health, Safety and Nutrition
Musical Theatre	French
Montessori	

3.5 LANGUAGES

At Pythagoras Academy, we put great emphasis on the acquisition of foreign languages. Our students will learn French starting with Junior Kindergarten. We offer an afterschool Mandarin program begin in Grade 1.

Bilingual children have a better understanding of our multicultural world and have the skills necessary to succeed in a world with increased global connections.

3.6 FINE ARTS

Learning at our school comes alive in meaningful and creative ways through various venues of artistic expression; Visual Arts, Music, and Musical Theatre help to expand the ability of children to understand and express their feelings about the world around them. Our wonderful Visual Arts, Music and Musical Theatre studios allow for full immersion in the arts.

3.7 AFTER SCHOOL BALLE, ROBOTICS, DEBATE, PUBLIC SPEAKING, BASKETBALL AND MANDARIN

We are offering the following after school programs this year at PA:

3.71 Goh Ballet – for JK – grade 3. Classes held on Wednesdays. Please sign up and pay at the front desk.

3.72 Lego Robotics – For K – Grade 8. Classes held on Tuesdays or Thursdays depending on grade level. Please sign up and pay at the front desk.

3.73 Public Speaking – For K – Grade 3. Classes are held on Thursdays. Please sign up and pay at the front desk.

3.74 Debate – For Grade 4 – Grade 8. Classes are held on Tuesdays. Please sign up and pay at the front desk.

3.75 Basketball – For K – Grade 8. Classes are held on Tuesdays or Thursdays depending on grade level. Please sign up and pay at the front desk.

Please visit our School website for detailed descriptions of each program:
<https://pythagorasacademy.ca/after-school/>

3.8 SPORTS

Physical activities are part of the daily routine at our school. Apart from regular physical education classes, our students have the opportunity to learn basketball, and soccer skills.

3.9 FIELD TRIPS

Field trips to the theatre, art galleries, and museums are scheduled throughout the school year because they support the curriculum and enrich learning.

Albert Einstein is quoted as saying

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

4.0 FORMS

4.1 Junior Kindergarten

Licensing Regulations and standard childcare practices require that a number of forms be completed by registered families and maintained at the school. *(These forms will be confidential and stored in a locked facility)*. These forms include but may not be limited to:

- Registration Forms
- Parent Enrollment Agreement
- Status of Parent
- Current picture of the child
- Immunization Records
- Request for Administration of Medication (when needed)
- Asthma Emergency Action Plan (when needed)
- Life Threatening Allergy Emergency Action Plan (when needed)

- Emergency Card (Emergency Consent Form)
- Permission for Outings, Picture Taking, and Emergency Medical Aid
- Pick-up Authorization
- Custody agreement or court orders restricting access to the child

4.2 Pythagoras Academy

Ministry regulations require that a number of *forms be completed by registered families and maintained at the academy. (These forms will be confidential and stored in a locked facility)*. The following forms will be included in the Elementary Parent Package:

- Registration Forms
- Parent Enrollment Agreement
- Status of Parent
- Current picture of the child
- Immunization Records
- Emergency Consent Form
- Permission for Outings, Picture Taking, and Emergency Medical Aid
- Immunization Form
- Pick up Authorization
- Custody agreement or court orders restricting access to the child

It is extremely important that all forms are kept up-to-date, particularly emergency and permission forms. **Please notify staff immediately regarding any changes in information.** (E.g. telephone numbers, emergency contact, custody information, allergies, etc.)

4.3 Student Records

All student records are kept in a locked filing cabinet. Copies of the Emergency Cards and Licensing Forms are accessible to teaching staff and are stored in the classrooms.

5.0 POLICIES AND PROCEDURES

5.1 Program Goals and Objectives

The Pythagoras Academy program has been thoughtfully developed with a number of goals in mind. First and foremost, we want to instill in our students a life-long love of learning. Through our carefully thought-out curriculum we aim to inspire our young learners and encourage them to discover the world around them. We believe in providing open-ended experiences for our students that allow each students' individual creativity to emerge. Many of our activities and lessons allow our students to problem-solve independently and promote the development of self-help and self-discipline within the child. We also provide an environment that is socially nurturing which

allows children to feel comfortable expressing their feelings and helps to develop understanding and empathy for those around them. All our programs are based on promoting respect for all living beings and the environment.

The main categories of the Pythagoras curriculum aim to provide experiences that will help nurture our students in a manner that is age-appropriate. There are five important ways we develop every student:

5.2 Intellectual Development:

The program encourages children to develop individual thinking processes and the ability to identify and recognize both simple and complex concepts. Our students are introduced to a multitude of subject areas including; mathematics, literacy, science, French, practical life, arts and social studies. They are encouraged to contemplate, question, experiment and discover at their own pace. The goal of our academic program is to encourage the transform their knowledge from basic representation to abstract thought.

5.3 Social Development:

Children are encouraged to share, co-operate, respect, and accept others. They are stimulated to develop friendships, participate in group and individual activities, and appreciate the similarities and differences of their peers.

5.4 Emotional Development:

Experiences are provided to help each student develop a positive self-image. Students are taught to accept and express emotions in a socially acceptable manner, develop independence, enjoy participating and learning, and grow with confidence and self-esteem.

5.5 Physical Development:

Children practice new skills and physical accomplishments every day. Through dance, gymnastics, drama, music and outdoor play, children learn respect for their bodies while also learning to practice personal safety. As healthy physical development depends on more than just one area, we also practice good nutrition and hygiene habits at the Academy.

5.6 Creative Development:

Each child's creativity is personal, unique, and delightful. This area of the curriculum includes developing sensory awareness, visualizing ideas and images, exploring, experiencing and creating through a variety of materials and mediums. Children are encouraged to become creative thinkers and to feel confident about expressing original ideas and trying new experiences.

Our teachers understand that students learn differently and are committed to providing an environment that allows the individual learner to develop in their own way and in their own time.

6.0 CARE PLANS (Junior Kindergarten)

6.1 Child Care Licensing Regulations – Division 4/58

6.1.1 Planning the Care Plan

The Licensee will put a Care Plan in place for each child requiring extra support, a current care plan showing the following information:

- a. The diagnoses relevant to the child's requirement for extra support, as made by health care professionals.
- b. The courses of action recommended by health care professionals to address the needs of the child requiring extra support.
- c. The resources to be made available to the child requiring extra support by the licensee.
- d. Any adaptation of the community care facility necessary to ensure the child's safety or comfort.
- e. Any modification to the program of activities necessary to enable the child to participate in or benefit from the program.
- f. The Licensee must keep these plans confidential and stored in the file of the child.

6.1.2 Development of the Care Plan

- a. The licensee must develop the care plan in consultation with the parent(s) of the child.
- b. The plan must be reviewed at least once each year with a parent of the child requiring extra support.

6.1.3 Compliance and recording the Care Plan

- a. The Licensee must record compliance with the care plan of a child requiring extra support in respect of each of the following that are applicable to the child:
- b. Any therapeutic diet given to the child by the licensee.
- c. Any medication administered to the child by the licensee, including the amount and the time at which the medication was administered.
- d. Any modification to the program of activities for the child's benefit.
- e. Any behavioural guidance provided to the child, and its effect.
- f. Any other matter for which the licensee has agreed with the parent of the child to record compliance.

7.0 GRADUAL ENTRY (JUNIOR KINDERGARTEN)

Starting school is an important event in your child's life. For some children this will be their first large group experience. Children may wonder "Why am I being brought here?", or "What will happen to me?" It is natural for children to have concerns, though they may not have the language to express their feelings. New situations can be a frightening change, which may confuse or disturb children, even those who have had some large group experience already.

In order to assist families with the transition to a new centre, gradual entry will be arranged by the Early Learning Director of the Academy on a family by family basis. Gradual entry is a common process where during the child's first week, they attend the centre with a gradual build-up of hours each visit.

Families should be prepared to spend some time with their child during the first few days of gradual entry until the child has established a comfortable, trusting relationship with the staff.

7.1 Sample Week for Gradual Entry

Day 1: Child comes to the Academy accompanied by a parent or guardian for one to two hours.

Day 2: Child attends, still accompanied by a parent or guardian and stays for one to three hours including snack and circle time. (Parent takes a fifteen to thirty-minute break away from the child but remains on the premises).

Day 3: Child comes accompanied by a parent or guardian and stays for the morning and lunch. The parent will leave the facilities after the child is settled in and will come back at 12:30 p.m.

Day 4: Child arrives with a parent who settles child into the room. The parent says goodbye explaining where they are going and when they are coming back. The child stays for a nap and is picked up at 3:00 p.m.

Day 5: Depending on the adjustment, the parent or guardian leaves and returns in the early afternoon, 3:00 to 3:30 p.m.

This sample schedule is only a guideline. As each child adjusts at their own pace, close consultation with the centre staff will determine the length of the orientation. If at any time during the orientation week the parent and staff agree that the child can manage without the parent, the parent may leave after first explaining to the child where they are going and when they are coming back.

If a child is having difficulty with adjusting to their new environment after three weeks, it may be necessary for the parent to find an alternate solution.

8.0 HEALTH AND SAFETY

8.1 Cleanliness

The staff at Pythagoras Academy takes all precautions in preventing the transmission of communicable diseases. The most practical and effective approach is to practice good hygiene. The staff model good hygiene practices including hand-washing and encourage the children to similarly observe this routine. Other precautions include use of disposable gloves when handling blood or other bodily fluids, disinfecting objects and surfaces daily, washing dishes and cutlery appropriately, washing play clothing, and regularly and routinely cleaning the toys, equipment, and play surfaces.

In addition to regular maintenance of the cleanliness of the classroom by the teachers, we also have a cleaning company who comes in to do a thorough cleaning and disinfecting job every night.

8.2 Illness

It can sometimes be difficult for parents, guardians and staff to determine when a child is too ill to attend school. The well-being of the child is of the utmost concern. To help decide when a child should not attend school, the following should be considered:

- a. The protection of the other children from communicable diseases.
- b. The comfort and safety of the child who is ill.
- c. The capacity of the school to care for an ill child.

Parents and guardians should be advised to keep their child at home (or seek alternate care arrangements if the child exhibits any of the following conditions:

- a. Any unexplained or undiagnosed pain
- b. A cold accompanied by fever, runny nose, sneezing and coughing
- c. Difficulty in breathing, wheezing or a persistent cough
- d. Fever of 38.3 degrees C (100 degrees F) or above
- e. Sore throat or difficulty swallowing
- f. Infected skin or eyes or an undiagnosed rash
- g. Headache and stiff neck
- h. Severe itching of body and scalp
- i. Nausea & Vomiting

A child who has been vomiting may not return to the school until 48 hours after the symptoms develop.

- a. Unexplained diarrhea or loose stool

A child with diarrhea may not return to school until 48 hours after the last time they had diarrhea.

It is in the best interest of the child and other children that they not attend school when:

- a. They exhibit one or more of the above symptoms.
- b. They are not well enough to participate in the school program for one reason or another

A child with fever or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) may not return to the school until after 24 hours with no symptoms and without the use of fever-reducing medicine. This policy is in accordance with the Centers for Disease Control and Prevention.

If a child develops any of the symptoms listed above while at school, you will be contacted by the school and arrangements must be made to have your child picked up as soon as possible. It is very important to keep your contact information up to date throughout the school year.

If your child is absent due to illness, please call the school (604) 370-0199 before 8:15am (please leave a clear message – name of child, age and class) and inform either the teacher or administration of the absence and also of your child’s symptoms.

8.3 Injury or Illness

If a child is seriously injured or becomes ill while at the Academy, the parent or guardian will be notified by telephone immediately. If necessary, an alternative contact person and/or family physician will be called. In an emergency we will call a taxi or ambulance and a staff member will accompany the child to their home or a hospital.

8.4 Administration of Medication

Where the term drugs and/or medications is used in this policy, the term refers to any product with a drug identification number (DIN), with the exception of sunscreen, lotion, lip balm, bug spray, and hand sanitizer that is not used for acute, symptomatic treatment. For the purpose of this policy, drugs and medications fall into the following category, unless otherwise specified:

- Prescription, intended for acute, symptomatic treatment

Over the counter medications will NOT be administered by the staff at any time at Pythagoras Academy. Only original prescription medication will be administered under a specified physician’s guidelines.

The policy and procedures support children’s health, safety and well-being by setting out measures to:

- ensure children receive only those drugs or medications deemed necessary and appropriate by their parents;
- reduce the potential for errors;

- ensure medications do not spoil due to improper storage;
- prevent accidental ingestion;
- administer emergency allergy and asthma drugs or medications quickly when needed; and
- safely administer drugs and medications according to established routines.

Parental Authorization to Administer Medication:

- Whenever possible, parents will be encouraged to administer drugs or medications to their children at home if this can be done without affecting the child’s treatment schedule.
- Prescription for acute, symptomatic treatment will only be administered to a child where a parent of the child has given written authorization to do so by completing the Permission to Administer Medication form. This form must be accompanied by a doctor’s note.
- The authorization must include a schedule that sets out the times the drug or medication is to be given and the amounts to be administered.
- Where a drug or medication is to be administered to a child on an “as needed” basis (i.e. there is no specific schedule or time of the day for administration), the drug or medication must be accompanied with a doctor’s note outlining signs and symptoms for administering the drug or medication and the appropriate dosage. In addition, the Permission to Administer Medication form must clearly indicate the situations under which the medication is to be given as outlined in the doctor’s note, including observable symptoms. Examples may include:
 - ‘when the child has a fever of 39.5 degrees Celsius’;
 - ‘when the child has a persistent cough and/or difficulty breathing’; and
 - ‘when red hives appear on the skin’, etc.
- Authorization for Medical Administration Forms will be reviewed with parents [insert frequency] to ensure the dosage continues to be accurate (e.g. based on the child’s age or weight).
- As long as sunscreen, lotion, lip balm, bug spray, hand sanitizer and diaper cream are non-prescription and/or are not for acute (symptomatic) treatment, and due to their longer-term daily usage, these products:

- can be administered without an Authorization for Medication Administration form; and
- do not require record-keeping

Drug and Medication Requirements

All drugs and medications to be administered to children must meet the following requirements:

- All drugs and medications must be stored in their original containers as supplied by a pharmacist, or their original packages. Medications that have been removed from their original package or transferred into a different container will not be accepted or administered to children.
- All drug or medication containers must be clearly labelled with:
 - The child's full name;
 - The name of the drug or medication;
 - The dosage of the drug or medication;
 - Instructions for storage;
 - Instructions for administration;
 - The date of purchase of the medication; and
 - The expiry date of the medication, if applicable.
- The information provided on the written parental authorization must match with all the requirements listed above.
- Where information is missing on a drug or medication label and/or the written parental authorization does not match the label on the labelled container, Pythagoras staff will not accept or administer the medication until the label and/or written parental authorization accurately contains all the required information.
- Over-the-counter epinephrine purchased for a specific child can be administered to a child with an individualized plan and emergency procedures for an anaphylactic allergy as long as it is accompanied by a doctor's note and is clearly labeled with the child's name, the name of the drug or medication, the dosage, the date of expiration and the instructions for storage and administration.

Drug and Medication Handling and Storage:

- All drugs or medications will be kept inaccessible to children at all times in a locked container or area (e.g. in a refrigerator, cabinet, cupboard or drawer). There are exceptions for emergency medications as outlined below:
 - Emergency medications such as epi-pens will never be locked up and will be made easily accessible to all staff.
 - Where a child has written permission to carry their emergency allergy or asthma medication, precautions will be taken to ensure that these medications are not accessible to other children (e.g., in cubbies or backpacks that are unattended).
- In case of an emergency, all staff, students and volunteers will be made aware of the location of children's emergency medications at all times.
- Emergency medications will be brought on all field trips, evacuations and off-site activities.
- Any topical products or drugs/medication in the first aid kit will not be used on children to clean or treat wounds.
- All drugs and medications for children will be stored in accordance with the instructions for storage on the label. Medication requiring refrigeration will be stored in the refrigerator in a locked container.
- Where drugs or medications are past their expiry date, they will be returned to the parent of the child, where possible, and this will be documented.
- Any drugs or medications remaining after the treatment period will be returned to a parent of the child, where possible, and this will be documented.
- Where attempts have been made to return a drug or medication to a parent and the parent has not taken the medication home, the person in charge of drugs and medications will ensure that the efforts made to return the drug or medication have been documented, and the drug or medication be returned to a pharmacist for proper disposal.

Drug and Medication Administration:

- Medication will be administered by an adult staff member who can identify the child with certainty and remain with the child until the medication has been taken.

- Drugs or medications will be administered according to the instructions on the label and only with written parental authorization.
- Designated person(s) in charge of medications will deal with all drugs and medications to reduce the potential for errors, whether on or off the premises. Where the person(s) is absent, they will delegate this responsibility to another individual. The name of the individual who has been delegated and the duration of the delegation will be documented in the appropriate staff communication book.
- A drug or medication will only be administered from its original container as supplied by a pharmacist or its original package, and where the container is clearly labelled.
- A drug or medication will only be administered using the appropriate dispenser (e.g. syringe, measuring spoon/cup, etc.).
- To support the prompt administration of emergency medication:
 - Emergency medications may be administered to a child by any person trained on the child's individualized; and
 - Children will be allowed to carry their own asthma or emergency medication in accordance with this policy, the drug and medication administration procedures, and the child's individualized plan, where applicable.
- Drugs or medications that are expired (including epinephrine) will not be administered at any time.
- Record-Keeping:
 - Records of medication administration will be completed using the Records of Medication Administration every time drugs or medications are administered. Completed records will be kept in the child's file.
 - Where a child's medication administration form includes a schedule setting out specific times to administer the medication and the child is absent on a day medication would have been administered, the child's absence will be documented on the medication administration record to account for all days during the treatment period (excluding weekends, holidays and planned closures).
 - If a dose is missed or given late, reasons will be documented on the record of medication administration and a parent will be notified as soon as possible as it may impact the treatment schedule or the child's health.

- Where a drug or medication is administered ‘as needed’ to treat specific symptoms outlined in a child’s medication administration form or individualized plan and emergency procedures for an anaphylactic allergy (e.g. asthma, fever, allergic reaction), the administration and the reason for administering will be documented in the appropriate staff communication book (e.g. daily written record) and in the child’s symptoms of illness record. A parent of the child will be notified.

- Confidentiality

Information about a child’s medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, law enforcement authorities or a Children’s Aid Society).

8.5 Immunization

All children at Pythagoras Academy are required to have immunization information in their files. The parents have the right to decide if their child is going to be immunized and if they do, we will require the following documents:

In addition to the usual immunization for DPT, Polio, Measles, and Rubella, children between the ages of 18 months and 3 years must be immunized with the HIB vaccine (Haemophilus Influenza Type B) to protect against Bacterial Meningitis which is spread by coughing, sneezing and close face-to-face contact.

Prior arrangements with the Academy must be in place if a parent cannot comply with our Immunization Policy. A child who is not immunized must be withdrawn immediately if there is an outbreak of a communicable disease that is on the immunization list. Families will still be responsible for full payment of fees throughout the outbreak period. If a child acquires a communicable disease that is on the immunization list, the child must be withdrawn immediately for the full quarantine period and prior to re-entry, he/she will require a letter from his/her physician confirming complete recovery. Again, the full fees will be due and payable to the Academy.

9.0 SNACKS, LUNCHES AND SPECIAL DAYS

9.1 Nut awareness

The Academy is a nut aware facility and asks parents not to send any item to school that may contain nuts or a nut derivative.

9.2 Healthy Foods

The Academy encourages healthy food routines for all children. The morning and afternoon snacks and hot lunch will be administered by our Kitchen Coordinator and will include a wide choice of international menu items.

As a school that promotes healthy eating habits, the meals served to the children will include items from the various food groups, are low in sodium, and do not contain any preservatives or MSG.

9.3 Allergies

Children with allergies will be provided with an alternative meal that looks similar to the food their peers are eating that day.

9.4 Lunch

All students receive a nutritious lunch every day at school. Students in older grades also help to serve the lunch to younger students. Students are encouraged to use proper eating utensils. Polite table manners are modeled by all staff members and reinforced with the students.

9.5 Special Days

At Pythagoras Academy we are more than happy to recognize children on their birthdays. Please talk to your child's homeroom teacher if you wish to have a celebration at school. **Please keep in mind that items made in a bakery most likely contain nuts. It is very important that the label states *no nuts*. If an item is brought in for a celebration that contains nuts, we will ask for it to be taken home.** One more thing to consider is that when it comes to birthday treats, less is usually better than more. Children often won't eat a whole piece of cake or a cupcake. Some popular alternatives include rice crispy treats, cookies, and mini cupcakes.

10.0 FIELD TRIPS

Field Trips are exciting and out of the ordinary daily routine. At Pythagoras Academy we feel that a field trip should suitably enhance the program being implemented at school and be encompassed by the philosophies and beliefs of the Academy. One of the main objectives of a field trip is to participate in a delightful experience. There are tremendous opportunities for learning and special memories are created.

Prior to the children attending the outing teachers at Pythagoras Academy will adequately prepare the children for the field trip, supplying background information, expected behavior, and any extra information to help them understand and enjoy the field trip. Teachers will plan the purpose, aims, and objectives of the field trip as well

as the cost and method of transportation. Suitability of location, safety and risk, are all assessed by staff.

10.1 Communication

Parents and guardians will be informed in writing about all field trips with details outlining location, time, date, and the reason for attending the outing. The cost for students attending the field trip will vary depending on the location. Parents will be informed in advance of the cost (if any) for the field trip and money will be collected before the day of the trip. Any additional fees for parents/caregivers or siblings must be paid for by that individual.

10.2 Permission Forms

Permission forms **must** be returned to staff before a child is permitted to attend the outing. Due to safety regulations in driving students in personal cars, field trips may require the renting of a bus to transport the children. This cost will be included in the overall field trip fee.

Staff will take all necessary safety precautions and carry adequate supplies and a First Aid Kit, in order to ensure the well-being of the children.

11.0 PYTHAGORAS ACADEMY SAFETY PROCEDURES

11.1 PROCEDURES – FIRE - EARTHQUAKE - LOCKDOWN- STRANGERS AND VISITORS

Over the course of each school year there will be practices for each procedure. It is the responsibility of every member of Staff to be fully aware of all safety procedures.

There are **five** major areas that may create an unsafe situation in the school:

11.1.1 FIRE

11.1.1.1 Fire Drill Procedures

Because we have fundamentally two major groups, Junior Kindergarten and Pythagoras Academy it is necessary to have 2 Fire Captains and 2 Fire Marshalls.

Fire Captain (JK):Yen Chao
Fire Captain (Elementary): Kyra Wang
Fire Marshall: Linda Yan
Fire Marshall: Kabira Yi

11.1.1.2 Fire Marshall Responsibilities

- a. Sweep wing to ensure ALL staff and students have left the building.
- b. Close any doors/windows left open.
- c. Go directly to the Assembly Area – TENNIS COURTS - and report an “ALL CLEAR” or any “ENTRAPPED PERSONS” to the Fire General.

11.1.2 EARTHQUAKE

The school will follow the Earthquake Drill “Drop, Cover and Hold”.

11.1.2.1 Comfort Kits for Emergency Preparedness

Making sure your child is safe is our first priority. In the event of an emergency we need to be prepared to look after the needs of your child for up to 72 hours. Our school provides a general emergency kit containing items such as a first aid kit, flash lights, batteries, AM/ FM radio and water purification tablets. We need you to provide a comfort kit for your child containing:

- Emergency phone numbers of Parents
- Emergency Blanket (Available at Canadian Tire, Camping supply stores and various dollar stores)
- One 500 ml Bottle of Water
- Nut Free Snacks with an expiry date printed on the package
- One can of food (i.e.: Ready to serve meals such as pasta, soup etc.)
- Family Photo
- Card with out-of-province contact’s name and current phone numbers
- Small Toy

All items are to be stored in a large Zip-Lock bag labeled clearly with your child’s name. As space is limited, we ask that the bag not exceed a large size plastic bag.

All Comfort kits must be submitted upon request by the school.

11.1.3 LOCKDOWN

The school will follow “Lockdown Protocol” as outlined in the Staff Handbook. All persons in the buildings will not be allowed to leave until the “All Clear” has been announced.

11.1.4 STRANGERS and VISITORS

11.1.4.1 School Access

Access to the school is through the front doors from 8:00 a.m. until 9:00 a.m. At all other times access is through an intercom system beside the front doors. All persons entering the school must report to the reception desk. Those wishing to spend time in the buildings must sign the visitor's book and receive a visitor's pass. It is important that everyone adheres to this request. Only authorized persons are permitted access to Pythagoras programs. The identity of anyone entering the facility must be confirmed.

Visitors are not allowed in the buildings without an appointment or without notifying the Head of School or the Director of Operations first. The visitor will be asked to remain at the reception area. All visitors will be required to wear a visitor's pass.

11.1.4.2 Stranger Recognition

If any student does see a stranger on our premises, the student will be encouraged to notify a teacher or a parent they recognize immediately.

11.1.4.3 Abduction Avoidance

Experts suggest that every family develops a secret word, henceforth called a "family word," that is only given out to people whom your children should trust. When someone who does not know the family word approaches a child to ask him or her to come away with them, the child is then instructed to yell as loudly as possible and immediately tell a safe adult what has occurred.

11.1.4.4 Discussions about Strangers

We would ask parents to have a conversation with their children about "How to deal with strangers".

The conversation should revolve around the following questions:

- a. What does the word "stranger" mean?
- b. Are strangers good or bad?
- c. Can you tell the difference between a good stranger and a bad stranger?
- d. Is it ok for strangers to talk to you when you aren't with your parents or trusted grown-up?
- e. Is it ok to talk to strangers who know your name? Why not?

- f. A bad stranger may use “tricks” to try and get you to talk with them or go with them. What are some tricks they might use?
- g. What should you do if a stranger talks to you or tries to use tricks to have you follow them?
- h. Who are trusted adults?

11.2 Missing / Runaway Child:

11.2.1 Time

The total search time for a missing child prior to calling 911 should be no longer than 4 - 6 minutes.

11.2.1 Child missing while at the Academy:

The following will occur if a child is discovered missing:

- a. An immediate check of the number and whereabouts of all children
- b. Gather the group together, do an attendance check
- c. A check of children against sign-in and attendance sheet to determine who is missing if numbers are different
- d. Start enquiring if anyone knows where missing child is or where they were last seen
- e. One staff is to stay with the group while the other staff begins to search
- f. First check any washrooms and secluded areas in the Academy or facility being used, including areas that may be off limits to children such as office, kitchen, art room, etc.
- g. Check buildings and surrounding areas including playground and outdoor storage areas.
- h. Continuously call out the name of the missing child during the search.
- i. **Call 911**
- j. Have the emergency card on hand as well as information about where the child was last seen, what they are wearing, a physical description and any important medical information.
- k. Head of School, The Principal or The Director of Operations is to call the parent/guardian
- l. Continue searching while waiting for emergency services to arrive

12.0 ARRIVAL and DISMISSAL

12.1 Daily Drop-off and Pick-up Times

The school doors open at 8:00 am. Students arriving at 8:00 am are asked to wait in the school lobby with their belongings until 8:10 am at which point they may proceed to their classrooms. Students in grade 2 – 7 may be dropped off at the school lobby.

We ask that parents of Kindergarten and Grade 1 students drop off children at their child's classroom so that they can make a daily connection with their child's teacher.

At pick-up time, parents wait in the lobby until 3:30 pm at which point they may proceed to their child's classroom.

12.1.1 Attendance

Attendance for morning classes takes place at 8:30 am. If you arrive after 8:30 am, please go first to the office to support your child to pick-up a late slip. You will then give this late slip to the teacher so that we can ensure that we have an accurate count of students for the day on our attendance register.

12.1.2.1 Junior Kindergarten

Children are expected to be in their homerooms by 8:45am. (Please remember the children will have to change to their indoor shoes.)

All students are expected to attend classes daily. Classes start at 9:00 a.m. and end at 3:30 p.m. After school care is from 3:30 p.m. – 5: 30 p.m. (Please see the front office for details.)

12.1.2.2 Pythagoras Academy

Children are expected to be in their homerooms by 8:20am. (Please remember the children will have to change to their indoor shoes.)

All students are expected to attend classes daily. Classes start at 8:30 a.m. and end at 3:30 p.m.

12.1.3 Dismissal

After classes are over at 3:30 pm, many grade 1 -7 students will stay at school for our after school Mandarin Program.

If your child is in Kindergarten or not attending the Mandarin program, he/she **MUST BE PICKED UP** from their homeroom classroom immediately following dismissal at 3:30 pm.

Students that are attending the Mandarin program **MUST BE PICKED UP** by 5:15 pm.

If somebody other than the Parent or Guardian is collecting the child, the school must be notified. This information should preferably be on the child's information list.

No child can be released to a person whose name is not on the child's information list. (Please see FORMS 5.0)

The teachers are responsible for reading student's information and getting to know all family members, especially persons authorized to pick-up the children.

If a person's name is not on the pick-up list the Staff has the duty to notify the principal or Head of School.

A child will not be released to an adult who is impaired because of alcohol, drugs, medication or illness.

12.1.4 Late Pick Up

Staff will follow these procedures when a parent has not picked up their child five minutes after closing time.

1. Check daybook and sign-in sheet to see if there is a message regarding alternate arrangements for pick up
2. If the parent does not arrive after 15 minutes, try to contact parents at home and work. If alternate arrangements were made, call alternate's phone number. If not successful after 15 minutes, call emergency contacts and the principal or Director of Early Learning in the case of Junior Kindergarten children.
3. The principal or Director of Early Learning will authorize the Staff member to contact the Ministry for Children and Families (MCF)

Late Fee Pick Up

A late fee of \$1/min will be charged after school hours.

Messages

Parents are asked to leave a message on the school phone (604-370-0199) before 8:15 am if their child/children is/are going to be late or absent from school. If no call is received, and a child is not present at the beginning of classes, the school will contact the family.

Telephone Messages

Except in emergencies, messages left at the office in the morning will be conveyed by lunchtime; those communicated in the afternoon by 3:00 pm.

13.0 THE GOVERNMENT GRANT

The School receives a government grant for each eligible child in the elementary school who is a resident of British Columbia. An eligible student means a student who is of school age and whose parent or guardian is a citizen of Canada, a permanent resident or is lawfully admitted to Canada and is ordinarily resident in British Columbia. This grant is dependent on the number of school hours the student attends school (minimum 600 hours per year). If a student does not fulfill this requirement because of extra days taken for vacations the family will be responsible for government grant subsidy (approximately \$4,000.00).

Parents must inform the office in writing all absences. These notes will be kept on file. Please be aware the school is audited, and the statements are sent to the Ministry of Education for verification.

14.0 CHILD ABUSE OR NEGLECT

14.1 Suspected Child Abuse

If staff have reason to suspect abuse or neglect of a child, this concern will be reported to the Ministry for Children and Families as required by law. Information regarding this issue and current provincial legislation is available upon request from the Director of Operations.

Reporting suspected child abuse is a sensitive and difficult issue. The law is designed to protect children because they are unable to protect themselves. **It is essential that parents understand that educators have a legal obligation to report any suspected child abuse or neglect without notifying the parent.** The Child, Family and Community Service Act requires that anyone who has reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child, must report the suspected abuse or neglect to a child welfare worker (**BC Handbook for Action on Child Abuse and Neglect**).

All Educators at Pythagoras Academy have the responsibility to prevent child abuse and neglect of any children involved in the School.

14.2 The definition of child abuse and child neglect

“The physical or emotional injury, sexual abuse, negligent treatment or maltreatment of a child under the age of 19 by a person who is responsible for the child’s care.”

Child abuse refers to the non-accidental situations in which a child suffers physical trauma, deprivation of basic physical and developmental needs, or emotional injury as a result of an act or omission by a parent, supervisor, or legal guardian.

The definition of child neglect is a child who has been abandoned, denied proper care and attention physically, educationally, emotionally or morally.

14.3 Major Categories of Abuse

14.3.1 Physical Injury

Physical injury occurs when a child or person receives bodily punishment from the use of force.

14.3.2 Molestation

Molestation occurs when a child or person is subjected to any form of sexual behaviour.

14.3.3 Sexual Abuse or Incest.

Sexual abuse occurs when a child or underage person is subjected to any form of sexual behaviours. Incest occurs when a child or underage person is subjected to sexual behaviour from a relative.

14.4 Abusive Situations

14.4.1 Neglect

Neglect is a gross lack of supervision or abandonment, gross or repeated failure to meet the child's nutritional needs, failure to seek or comply with needed medical advice.

14.4.2 Emotional Injury

Failure to meet the emotional needs of a child for normal development. Refusal to recognize and seek help for a child's emotional disturbances.

14.4.3 Staff Responsibilities

As educators the Staff are mandated by law to report **any suspicion** that a child is being abused, neglected or at risk within 12 hours of the incident occurring, by making a verbal report to the Ministry of Children and Families (MCF).

Specifics on reporting a suspected case of abuse or neglect are directed to the Ministry of Children and Families

14.5 Information supplied to the Ministry of Children and Families (MCF)

- a. Name, address, phone number of the child.
- b. Name, address, phone numbers of parents or guardians.
- c. Relevant information such as: physical or behavioural indicators, nature and extent of injury, maltreatment or neglect.
- d. Exact description of what has been observed.
- e. Time and date of incident.
- f. Information about previous injuries, if any.
- g. Circumstances under which the abuse was discovered.

- h. Name of any person suspected of causing injury. Any information reporter believes would be helpful.
- i. Any action taken to help or treat the child.
- j. Seek medical attention for the child if needed.

Staff must report orally to MCF or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected.

Within 48 hours of making the report, the staff member must submit a written report to MCF. All staff are protected by law from discrimination or retaliation for reporting suspected abuse or neglect.

All phone calls to MCF shall be documented and kept on file at the Academy. A copy of all statements from staff and the MCF-136 shall also be kept on file.

Because staff are required by law to report abuse it is our school policy not to disclose any information about a report to the MCF made by PA staff.

14.6 Staff training

All new staff will be trained in these procedures prior to their start in the classroom.

15.0 THE CHILD, FAMILY AND COMMUNITY SERVICE ACT.

The Act imposes a duty on any person who has reason to believe that a child needs protection to promptly report the matter to the appropriate authorities.

16.0 CARE AND SUPERVISION

16.1 Safe release of children

At Pythagoras Academy, our responsibility is to monitor the children. We try to be aware of all issues relating to health, safety and security and act to cover every eventuality within our control.

The teaching Staff is responsible for establishing and implementing safety checks and maintaining appropriate levels of supervision as per regulatory standards.

Supervision involves both attending to the children and an awareness of the physical setting.

Keeping focused on the whole group while working with a few children is part of the staff role in maintaining a positive secure environment. Actions of and interactions between the children are monitored at all times.

16.2 Suspected impairment of authorized pick-up person

It is the staff's legal responsibility, to the extent that this is possible, not to release a child to an authorized person who is unable to adequately care for a child. If teachers believe that a child will be at risk, they will:

- a. Offer to call a relative or friend to pick up the person and child.
- b. Contact the Ministry for Children and Families.

If the person is driving a vehicle, staff will explain that driving while under the influence of drugs or alcohol is against the law and the staff is obligated to ensure the safety and well-being of the children and adult. If the presumed impaired person chooses to get in the car with or without the child, staff will immediately notify the police. The senior staff person will call the Ministry for Children and Families and the principal or Head of School if they feel that the child is in need of protection.

17.0 PYTHAGORAS ACADEMY PARENTS ORGANIZATION (PAPO)

17.1 MEMBERSHIP

ALL PYTHAGORAS ACADEMY PARENTS ARE MEMBERS OF THE PAPO.

17.2 MISSION STATEMENT

- 1. To encourage parents to volunteer, to build and promote a strong school community.**
- 2. To promote and maintain communication between the parents and the school.**
- 3. To enhance our children's experience at the school.**
- 4. To encourage parents to help organize special events and to fundraise when necessary.**

17.3 "PAPO"

The "PAPO" will operate as a non-profit organization with no personal financial benefit.

The business of the "PAPO" will be unbiased towards race, religion, gender or politics.

17.3.1 PURPOSES

1. To encourage parents to volunteer, to build and promote a strong school community.
2. To communicate with parents and to promote co-operation between the home and the school in providing volunteer assistance.
3. To organize PARENT activities and events.
4. To contribute to the effectiveness of the school by promoting the involvement of parents and other community members.
5. To promote the interests and welfare of the students of Pythagoras Academy (PA)
6. To help supply equipment and other means of assistance to students' education through fundraising.
7. To create a strong social network among the families and students by promoting a spirit of involvement.

18.0 **FACILITIES**

Our well-equipped learning facilities are situated on 6.25 acres of land in a quiet residential area with easy-access to Garden City Way and Cambie Street. It features:

- 3 connected academic buildings.
- 22 classrooms. (Early Learning, Elementary School)
- One Visual Arts Studios
- Library Commons
- Music Theatre Studio
- Music Room
- Gymnasium
- Lunch cafeteria for Junior Kindergarten
- Kitchen
- Common Areas
- Outdoor Playgrounds and Gardens

19.0 **PARKING**

When you drop your child please park in the designated parking spots. There are some in the front of the school and many more on the west side. Please do not park in front of the school entrance doors or on the road in front. Cars have received tickets for parking there. You can also use Odlin Road as a drop off. Children can then walk through the Staff parking lot to the school.

PLEASE DO NOT PARK IN RESERVED SPOTS.

20.0 **STUDENT CODE OF CONDUCT**

At Pythagoras Academy, all students are expected to exhibit a commitment to learning and to achieving success. We have guidelines for appropriate student behavior which reflect the school's philosophy of responsible and compassionate conduct.

The guidelines indicate that students are expected to take personal responsibility for their behavior. This responsibility applies not only to academic duties, but also to the use and care of school facilities, equipment, textbooks, and supplies. Each responsible student contributes to the well-being and success of everyone at Pythagoras Academy!

Pythagoras Academy promotes the following beliefs:

- All students have the capacity to be valued and worthy contributors to society
- All students are accountable for their choices and decisions
- In order to grow and to thrive, individuals need caring relationships, and a nurturing environment
- Supportive family relationships are the foundation of the community
- High expectations lead to higher performance that empowers individuals, and strengthens society as a whole
- Continuous learning is a lifelong process that is essential to an enriched and productive existence

Students are expected to:

- Be respectful and responsible at school
- Be respectful and responsible on the way to and from school
- Be respectful and responsible while attending any school functions or field trips
- Be self-directed good citizens who demonstrate compassion, tolerance, kindness, and honesty on a consistent basis.
- Be respectful and speak English whilst at school

Our students also need to:

- Understand and abide by the school rules
- Attend school regularly
- Attend all classes
- Arrive prepared for class each day
- Request permission for authorization to leave class when needed
- Adhere to the school dress code
- Use respectful and appropriate language
- Show genuine concern for others
- Use conflict management skills to resolve problems peacefully
- Conduct themselves in a cooperative, friendly, and respectful manner when interacting with staff, classmates, and parents

Pythagoras Academy will not tolerate acts of:

- Bullying, harassment, threat and intimidation
- Verbal, physical, or sexual abuse
- Violence of any form
- Discrimination of any kind, especially based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation. This is in accordance with the BC Human Rights Code.
- Theft and vandalism

Consequences of Misbehaviour:

In the event that a student is referred to the school's administration for a disciplinary issue, disciplinary action may include any single, or a combination of the following actions:

- Verbal reprimands
- Additional academic duties
- Detention
- Impact statements, and meeting with the students, and possibly parents of all parties involved in a conflict
- Increased parental supervision
- Mentoring, counseling, or conflict resolution
- Part-time school attendance
- In-school suspension
- Suspension from school for a period of time
- Permanent dismissal from the school

Pythagoras Academy Uniform Requirements

The school's dress code contributes in a very important way to the overall sense of unity in our school. The dress code enhances the learning atmosphere, adds a sense of pride regarding the school identity, and reduces competition among students.

Pythagoras Academy students are expected to wear their uniform in a manner that portrays a positive self-image, conveys neatness and cleanliness, and demonstrates an attitude of excellence towards achievement.

Uniform Policy

The school uniform is a symbol of pride and belonging at the Academy. The uniform is not to be altered or worn in a manner that is sloppy or inappropriate. Students who consistently fall short of the uniform standard will face disciplinary action.

- Students are expected to uphold the uniform policy. If there is a valid reason for a student to be improperly dressed, the parent must write a note to the appropriate administrator specifying the likely duration of the altered attire. If the reason is medical in nature, a doctor's note is required.