



Family Handbook

2023-2024

A helpful guide for life at James Cameron School

Welcome to James Cameron School! This handbook has been prepared to inform you about the many facets of life at JCS.

The staff of James Cameron School provide an exceptional learning environment, specialized instruction and the tools children need to experience success and realize their full potential. Every student in this school is important; each student has something to contribute; each student can be successful.

The school/parent partnership is an essential one in which we all work together to provide optimum learning experiences for our students, your children. Open and cordial communication between staff and parents is essential. We encourage all parents to communicate with the staff and discuss any concerns as soon as they arise.

The school is staffed by dedicated and trained professionals who make every effort to provide for the special educational, social and emotional needs of our students. The Parents Support Group provides support for the parents, the needs of the school and is an integral part of the school experience.

Everyone at James Cameron School is very proud of the achievements of our pupils and organization. We trust that you, whether parent, guardian or student, will feel and share our enthusiasm as we all work together to make JCS a great place for learning.

SCHOOL PHILOSOPHY

Every school must have a philosophy which reflects its day-to-day operation. At James Cameron School, our philosophy is:

- All children deserve an opportunity to learn in a way that best matches their individual learning profile (needs).
- At James Cameron School we embrace and celebrate diversity and believe in the unique potential of each child.
- We support and aim to inspire every student in a passionate, caring and stimulating environment.
- At James Cameron School, the intellectual, social, emotional and physical development of children who have a specific learning disorder are addressed.
- To provide a specialized approach to learning so the words, "**I can't**", coming from new students who haven't been able to trust that they can learn, change into "**I can**" when they build confidence by engaging in academic tasks successfully.

VISION

For students to return to the regular school system with an understanding of their learning profile, and strategies to fulfill their potential.

MISSION STATEMENT

The mission of James Cameron School is to provide a specialized approach to learning, with a focus on the development of social and emotional skills, to change students' belief from "**I can't**" into "**I CAN!**"

OUR GUIDING PRINCIPLES

1. As members of the James Cameron School community, each of us has both the privilege and responsibility to choose how we influence our community and our world. We are social beings that flourish in community.
2. We commit to the power of a positive attitude.
3. Respect for oneself and respect for others is the foundation to a positive and committed community that seeks to flourish through a web of interdependence.

SERVING AND SUPPORTING OUR GOALS

When joined by a common set of beliefs and values, the parents and the school form a powerful team with far-reaching positive effects on children and the entire school community. Our guiding principles support our preferred daily interactions and guide and inform our school community relationships.

Parents play an important and formative role in the development of the students' sense of belonging, dignity, fairness and their appreciation of the worth of all members of our school community. They are the most influential role models within their children's lives. As role models they play a vital part in promoting and upholding school values. The following serve and support our guiding principles:

1. It is very important, especially in times of conflict, that correct procedures be followed to allow all parties to be heard and for harmonious solutions to be reached. If the conflict centres on a classroom issue, the first approach should always be to seek a resolution with the classroom teacher. If a resolution is not reached, it is then appropriate to involve the principal. If the issue or concern still does not reach a satisfactory conclusion, the next course of action would be to contact the Board Chair.
2. Issues and situations that deal with your child(ren) can easily become emotionally charged. For this reason, it is suggested that you allow 24 hours to pass before engaging in a dialogue with the school.
3. Except in the case of safety, no parent or guardian is to discipline another child, because of actions towards their own child, while the students are in the care of the school. It is appropriate to approach the class teacher to seek their intervention in finding a peaceful and equitable solution. An approach to the other child's parent or guardian in conjunction with an approach to the school may also be appropriate in some circumstances.
4. A school climate of trust and respect is best supported by communicating concerns openly and constructively to the teacher, tutor or principal closest to the problem. If a parent wishes to discuss a concern in person, it is most productive and respectful if this is done by appointment since teachers, tutors, and principal must attend to many other important tasks between classes. To respect the privacy and personal time of our faculty, no phone calls should be made directly to teachers' residences or cell phones. Parents should not enter the classroom

or hover in the entry during class time as it is disruptive for both the teacher and students.

5. Due to developmental maturity differences, a child's perception is not the same as that of an adult. Each child is not necessarily lying when his or her story conflicts with another's or when the teacher's perspective doesn't match what you have been told at home. Children see their world through their own limited experiences, which colour their perceptions. Adult perceptions are balanced with greater life experiences. Listen to your child as they tell their "reality" but remember that a different "reality" may exist elsewhere.
6. Children act differently at home and school. When faced with an audience and the influence of their peers, often children will act/react in a way which appears completely out of character to you. The saying, "My child wouldn't do that" might not hold true for the current situation.
7. In keeping with our vision and mission, we trust there is no situation which cannot be resolved if we participate openly, honestly, and respectfully with one another. Every community member's desire should be to provide our students with the very best educational setting.
 - a. We should always strive to protect peoples' good names. Problems, differences of opinion, and personality clashes are not resolved by involving other people in a disagreement or by taking sides in the argument. We should attempt to resolve these issues through calm dialogue between parties directly involved while respecting the dignity of each person.
 - b. Be prepared to actively listen to another's point of view. It may be that you have not considered the perspective from which the person is approaching the situation. Each may be of equal value.
 - c. Try to be positive. We all have bad days and at times events occur which don't always appear fair. However, it is often the case that the perceived injustice was not intentional and many times not even apparent to others. Please approach these situations in a spirit of cooperation and genuine partnership. In doing so, we believe most situations can be easily, quickly and respectfully resolved.
8. Parents are encouraged to work productively with teachers, tutors and administrators by staying informed about their child and important events at school. Thoughtful questions and suggestions are welcomed by the school. It is the school's responsibility to provide parents with timely and pertinent information. It is equally important for parents to share information regarding events and situations affecting children outside of school, so that teachers can approach issues with greater understanding and sensitivity.
9. It is sometimes easy for opinion or speculation to be mistaken for fact. This can result in inaccurate information (sometimes referred to as gossip) being repeated among community members with no truth or fact (or partial truth, i.e.,

exaggeration) as foundation. Speaking to the appropriate personnel within the school to verify the factual basis of a story can assist in allaying your concerns regarding the events in question and the intent involved. Passing along inaccurate information to others compounds the problem.

10. Parents with issues or concerns are encouraged to follow the protocols outlined in the Communication section of this handbook. Other approaches, such as off-campus meetings with selective attendance, have the potential to fragment the community and are therefore ineffective in resolving issues.
11. It is inappropriate to use the school e-mail directory or lists for purposes other than official school interactions. E-mail is best used for communicating brief information, arranging phone calls or meetings and following up on phone conversations or meetings. It is not appropriate for communicating strongly held opinions, bad news, emotionally charged messages or for something that need not be part of a permanent record. Whether formal or informal, e-mail constitutes a legal record and should be regarded as similar to any other form of written communication.
12. Parents with concerns about the school or with decisions made by the principal or faculty are encouraged to inquire about and follow the school's appeal policy.
13. Those who are interested in policymaking are encouraged to stay informed about the work of the Board of Directors by reading school newsletters, regularly checking the school website, attending appropriate meetings and by making inquiries of Board members directly.

While parents may not agree with every decision made by the school, in most cases, the parent and the school will find enough common ground to continue mutually respectful relations. In extreme cases, however, an impasse may be so severe that the parent cannot remain a constructive member of the community. In such cases, both the parent and the school should consider whether another school would be a better match for the family.

GOALS AND OBJECTIVES

James Cameron School seeks to provide an educational environment expressly adapted to the individual needs of students with specific learning disabilities. This is done by following the Ministry of Education curriculum, in the various subject areas, but taught with adaptations and accommodations to maximize student success. Extra support for reading, spelling and writing is provided by certified Orton-Gillingham tutors. Our objective is for our students to return to the regular school system with an understanding of their learning profile, and strategies to fulfill their potential.

THE JCS BOARD OF DIRECTORS

Directors are elected at the Annual General Meeting of the Society. The Board consists

of parents of former students and members of the school community. Board members have a particular skill set that coincides with the Board's responsibilities listed below. The Board meets monthly. The Annual General Meeting is held in October.

The Board's responsibilities:

1. The Board organizes and manages itself to fulfill duties to the school.
2. The Board plans, develops and establishes policy and assesses the performance of the school.
3. The Board is responsible for the school's financial condition and physical plant.
4. The Board selects the principal and works cooperatively with that person. Administration of the school is delegated to the Head.

JAMES CAMERON SCHOOL COMMUNITY

THE FRASER VALLEY SOCIETY FOR CHILDREN WITH LEARNING DISABILITIES

All parents automatically become members of this society which operates the school. There is one membership meeting every year in October. All parents are urged to attend this meeting "where matters affecting the school are discussed".

STAFF

Staff members at James Cameron School include teachers, tutors, and aides. Teachers are certified by the Teacher Regulation Branch, Ministry of Education. All therapeutic tutors are certified by the Canadian Academy of Therapeutic Tutors (Orton-Gillingham). Some of the tutors also serve in other functions such as classroom aides or study hall supervisors. Trained Special Education Assistants (EA) also assist teachers in the classroom.

On designated professional development days, staff members attend professional upgrading workshops/conferences or meet for in-depth discussion and/or planning.

PARENTS

Parents are required to sign a form agreeing to fulfill the requirements of the Parent Participation program:

- 20 hours of parent participation is required per year, 10 hours between September and January, and 10 hours between February and June.
- Failure to participate or fulfill the requirements is billed at \$20.00 per hour.
- Two post-dated cheques for \$200.00 (per family) each are to be provided upon registration as a deposit toward participation hours. The funds are reimbursed upon completion of volunteer hours.
- Attendance at General Membership meetings may fulfill part of the Parent Participation program requirements.

STUDENTS

Every student has a current psycho-educational assessment with a stated diagnosis of a learning disability. The students range in age from 7 to 14 (grades 2 to 7).

ADMISSIONS POLICY

James Cameron School (JCS) operates as a not-for-profit elementary school for children with learning disabilities. It is accredited by the Independent Schools Branch of the Ministry of Education and has been in operation since 1980.

To be eligible for enrollment, a student must be at least 7 years of age by December 31 of the year of enrollment.

Parents/Guardians are required to:

- 1) Provide a current (**no older than three years**) psycho-educational assessment, prepared by a registered psychologist, showing a learning disability or specific learning disorder* as a diagnosis.
The school uses the Ministry of Education's definition of a learning disability which was adopted from the Learning Disabilities Association of Canada and the BC Association of School Psychologists.

*A Learning Disability is referred to as "a Specific Learning Disorder" in the DSM-5

"Learning Disabilities refer to several conditions that might affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual disabilities.

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction, and perspective taking."

- 2) Provide written confirmation that:
 - a) They/he/she understand and support the school's philosophy, policies, procedures, and practices.
 - b) Accept and agree to pay the school's tuition and other fees with respect to their/his/her child.
- 3) Provide **full disclosure** of the student's educational history and learning disability.
- 4) Attend an interview and tour of the school.
- 5) Ensure that their child visits the school and spends a whole school day in the classroom with the teacher and students on a regular school day.
- 6) Complete all registration documentation.

Each applicant for enrollment will be assessed on an individual basis, having regard to the characteristics and needs of the student, as well as the talents and capabilities of the school's teachers and therapeutic tutors, and the school's facilities. The role of the administrator is to facilitate a process that identifies and enrolls mission-appropriate students with aligned families who support the mission, vision and guiding principles of the school.

ENROLLMENT AND RE-ENROLLMENT

Offers of re-enrollment are sent to parents and students in good standing. This helps the school determine the number of spaces that need to be filled for the upcoming year. Enrollment is not automatic at James Cameron School. Factors such as the family's commitment to the school, keeping student accounts current, respect for others within the school community and support for the school's values, policies and philosophy can, in their absence, cause the school to reconsider an offer of enrollment. For example, if a parent mistreats teachers, parents or students within our school community, their child could be asked to leave the school.

Occasionally, students may not be allowed to re-enroll due to circumstances that occur during their time at the school. For example, at times there may be a student who has failed to meet the school's standards and expectations of conduct and good character.

The school has an obligation to maintain a positive learning environment for all students. When a student's behaviour has a negative impact on that environment or on the rights of others to learn in such an environment, that student may be asked to leave the school. Except in the case of the most serious offences, this decision is rarely taken after a single incident. More often, it occurs only after considerable efforts by parents, teachers, the administrator, and sometimes external professionals to bring about improvements to his or her behaviour. Other reasons the school may deny a student admission are:

- 1) There is insufficient space in the appropriate grade; and/or
- 2) The school cannot provide a suitable educational/social development program for his/her needs.
- 3) The school would be unable to meet the student's needs based on the facilities with which the school is equipped and the abilities of its staff; and/or
- 4) The special costs related to a student's admission could not be covered by grants, tuition, or other fees.

If the School needs to limit its enrollment, it will prioritize admissions as follows:

- 1) Students in good standing re-registering by the stated deadline from the previous school year.
- 2) Students who have submitted a completed registration package, including payment of all appropriate fees and who meet the requirements of the Admissions Policy.

ESSENTIAL AGREEMENT

Parents/legal guardians shall agree with and ensure that the student(s) for whom we are responsible will comply with all policies, rules, and regulations of James Cameron School, including those set out in the Family Handbook and/or Student Agenda or in any other written materials that currently exist or those that may be implemented in the future. In addition to any other rights it may have, James Cameron School may, at the discretion of the principal of the school, suspend, or expel a student for breach of any policies, rules, or regulations of James Cameron School.

Parents/legal guardians who are not supportive of the mission statement, goals, and policies of James Cameron School may be asked to withdraw their child(ren). Any

decisions regarding refunds or exemptions of monies in such cases are subject to the procedures outlined in the James Cameron School appeal process.

EXIT POLICY

Graduation:

Students will graduate from James Cameron School at the end of grade seven. If the student has also completed the Orton-Gillingham Remedial Training, an Orton-Gillingham Completion Certificate will be issued at the end of the school year.

Withdrawal prior to Graduation

James Cameron School has a ninety-day probation period in place for new students. If, within that time, it is felt by staff that JCS is not able to accommodate the unique needs of the student, parents/guardians will be required to find another educational institution for their child.

If a student is withdrawn from the school by parents/guardians before the school year ends the full years tuition fees must be paid.

GENERAL INFORMATION

Snacks and lunches must consist of healthy items. Chips, sugary snacks, and pop are not acceptable lunch/snack foods and should not be brought to school. Personal electronic devices are not allowed in class and must stay in students' bags out in the hallway. They cannot be used until after school hours and outside the building. Roller blades, scooters and skateboards are not allowed at school, unless arrangements are made with staff to have them stored in the office until the end of the school day. If bikes are brought to school, they must stay locked in the bike rack until the end of the school day.

SCHOOL HOURS AND EXPECTATIONS

8:15 a.m.	First bell rings and the students enter the building, hand in their tutoring homework, change into indoor shoes and go to their homerooms. *Arrivals after 8:20 a.m. are marked as "Late" *
8:30 a.m.	Block 1
9:15 a.m.	Block 2
10:00 a.m.	Recess
10:15 a.m.	Block 3
11:00 a.m.	Block 4
11:45 a.m.	Block 5
12:30 p.m.	Lunch begins. Eat lunch first then outdoor time for 30 minutes
1:15 p.m.	Block 6
2:00 p.m.	Block 7
2:45 p.m.	School dismissed

AT BREAK TIME

- Students are required to bring a snack for the morning recess. They must eat this outside during their break time.
- Sports equipment is available for use, but students are requested to return it at the end of the break time.
- At least two staff members are on duty during recess and at lunchtime. Students are requested to speak to staff if problems arise during break times.

The school has adopted a no garbage policy. This means that all containers, peels, and leftover food etc. is taken home by the student at the end of the day.

LUNCH

- Students must eat only their own snacks and lunches.
- In accordance with the Ministry's initiative on healthy eating, parents are requested to provide lunches that adhere to Canada's Food Guide.
- Fifteen minutes are set aside for eating lunch in the classrooms. Eating is NOT allowed in the hallways.
- Any unfinished food and all containers and garbage must be taken home.
- Desktops must be cleaned after eating. .
- Students are allowed to eat healthy snacks only during class time with the permission of their teacher.
- Students are encouraged to bring a water bottle to school.

THE CLASSROOM

Each classroom has its own set of expectations. All of these expectations have been put in place to create a positive classroom atmosphere, as well as for the safety of all students and staff.

BEFORE AND AFTER SCHOOL

- There is no outside supervision before school starts at 8:15 a.m. Students may arrive at any time after 8:00 a.m. but will not be allowed into the building until the first bell has rung. Please ensure your child is wearing weather-appropriate clothing.
- Student footwear must be changed when students enter or leave the building. Shoes are kept in each student's designated cubby.
- Planners and homework (classroom and tutoring) must be handed in every morning.
- At the end of the school day tutoring homework must be picked up by the student from the homework 'bins' before leaving the building.
- A supervisor monitors the students as they leave the building or line out front, at the end of the school day. Students are only allowed to leave the building or line out front when their ride has arrived.

HOMEWORK

Students are responsible to review their card deck and read aloud to a parent/guardian/caregiver daily. Parents/Guardians/Caregivers are requested to sign or initial the homework log each day after completion.

Commitment to summer homework shows tremendous benefit as well. A nonacademic summer can cause students at every grade level to digress two to three months in their academic skills. Half an hour to an hour set aside daily can help students close learning gaps and perform at higher levels during the upcoming school year.

The data below illustrates the benefits of summer homework. These reading (bold) and spelling (bottom row) scores are of one of our own JCS students who committed to 20 minutes of homework daily over the summer.

<u>Grade Equivalent</u>	June 2014	Sept. 2014	June 2015	Sept. 2015	June 2016	Sept. 2016	June 2017	Sept. 2017
<u>6</u>								6.3 3.8
<u>5</u>							5.9 3.7	
<u>5</u>						5.7 2.6		
<u>4</u>					4.6 2.8			
<u>4</u>				4.6 2.5				
<u>4</u>			4.2 3.7					
<u>3</u>		3.3 2.2						
<u>2</u>	2.7 2.0							

COMMUNICATIONS

School communications are intended to inform community members of the various occurrences at the school as well as provide other vital information regarding student and parent activities.

- **AGM** – This meeting is held once a year (October). If elections are held that year, voting takes place at that time. Formal business is conducted.
- **Family Handbook** – This handbook is an important resource, a compilation of all school information. All rules and expectations of students are included in the

handbook. Please read the handbook with your child(ren) as they are expected to know and understand these rules and expectations.

- **Parent Evening** – Throughout the year, meetings take place that are intended to provide parents with information on curriculum, field trips, parent education and other topics.
- **Staff and Faculty Directory** – A Staff and Faculty Directory can be accessed on the website.
- **School Calendar** – The calendar includes a list of all school events and important dates. The calendar is also on the website.
- **Principal's Newsletter** – Our regular newsletter, The Jaguar Journal is distributed electronically every Friday. Submissions should be sent to Mrs. Jody Vanegas by Wednesday at jody.vanegas@jcs.bc.ca.
- **Student Report Cards** – Report cards are distributed three times per year. Additionally, students report on their own progress at Student Led Conferences in the spring.

Protocols

We ask parents to use the following protocol for concerns or inquiries.

1. Teacher, Tutor, or Classroom Level Problem
 - a. Discuss the matter directly with the teacher or tutor whose judgement or decision is being questioned.
 - b. If not resolved, discuss your concern with the principal.
2. Principal or School Level Problem
 - a. Discuss directly with the principal the action, policy, procedure or practice being questioned.
 - b. If not resolved, an appeal should be made in writing and addressed to the committee of the Board of Directors within 14 days of receipt of the decision under appeal.

Please refer to the School Policy Manual found in the school office for a detailed description of the Appeal Policy.

Face-to-face communication should always be the first step and is clearly the optimal form of communication. It is interactive and allows one to have full benefit of the non-verbal aspects of the message which, according to experts, can be up to 65% of the communication. In practice, the use of written communication seems best when there are *not* strong feelings involved, or any need to negotiate or clarify. For example, a letter or an e-mail is perfect for communicating a student's absence but probably not for expressing a concern about a child's difficulties understanding math concepts for which an interview is best. E-mail requires the most caution because it is quick and easy to write a very terse message and send it off without any "sober second thought."

CODE OF CONDUCT

At James Cameron School (the “School”) we believe that open, direct, honest communication between parents, students and school personnel serves the best interest of students and assists parents and school personnel in resolving a problem. We encourage students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early as possible. The staff at the school strives to ensure that our school becomes and remains a place where all students feel safe – both physically and psychologically. Because of their learning disabilities, students often need direct instruction about interacting with others in society, and this is part of all instruction and supervision at the school. The staff work constantly with the students to teach them socially acceptable behaviour.

Statement of Purpose:

- To recognize that each child and situation is unique.
- To always strive to ensure that our school is a safe, caring and orderly environment in which to learn and work.
- To foster appropriate social interaction, respect for instruction and regard for learning by purposefully limiting distraction.
- To develop study-habits and strategies for learning.
- To maintain a quiet school environment when required in certain areas.

Rights	Responsibilities
All members of the JCS community have:	All members of the JCS community have:
the right to learn.	the responsibility to actively participate and be responsible learners. Such as: <ul style="list-style-type: none"> • Being on time and ready to work • Staying focused and not distracting others • Completing assignments and using a planner • Show perseverance; it's okay to make mistakes

<p>the right to be respected.</p>	<p>the responsibility to treat everyone with respect and dignity regardless of their sex, color, race, religion, family status or mental capabilities. Such as:</p> <ul style="list-style-type: none"> • Not displaying any sign, symbols or emblems which could offend or discriminate against others • Treat others the way you would like to be treated • Be courteous and polite • Being truthful • Using kind words
<p>the right to hear and be heard.</p>	<p>the responsibility to contribute positively to the learning environment. Such as:</p> <ul style="list-style-type: none"> • Be active listeners • Using appropriate language (tone, volume, words)
<p>the right to be safe.</p>	<p>the responsibility to behave in a safe manner and to protect the safety of others. Such as:</p> <ul style="list-style-type: none"> • Walking calmly • Playing games safely • Staying in designated areas • Reporting dangerous situations to staff
<p>the right to privacy and personal security.</p>	<p>the responsibility to respect the property and privacy of others. Such as:</p> <ul style="list-style-type: none"> • Getting permission before touching other's property • Respecting personal boundaries • Getting permission before photographing or recording others

Safe, Caring and Orderly Schools Are Free Of:

- Bullying, cyber-bullying, harassment and marginalization
 - Comments or conduct that is unwelcome and often creates an intimidating, demeaning, or hostile environment
 - Such as: Physical bullying, Verbal bullying, Social/Emotional or Relational Bullying
- Threat and intimidation
- Violence in any form (physical aggression)
- Abuse in any form
- Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry or national origin
- Retribution against a person who has reported incidents
- Theft and vandalism
- Intoxication or banned substance
- Weapons or replica(toy) weapons and explosives

Bullying can be confused with conflict that happens between students; however, bullying can be defined as a repeated action, targeted action and/or include a power imbalance

Behaviours:

This model serves as a guideline for encouraging positive behaviour. In each instance, teachers will use their professional judgment, based on the circumstances, to determine the level of the behaviour, and appropriate consequences.

Level One - Minor Problem	
Looks like:	<ul style="list-style-type: none"> • Minor behaviour, involving one or two children, that runs counter to school-wide or class expectations, rights and responsibilities • Does not seriously interfere with learning • Likely to persist if left unattended • First occurrence
Level Two - Moderate or Chronic Problem	
Looks like:	<ul style="list-style-type: none"> • Behaviours that disrupt activities or interfere with learning • A pattern of minor behaviour that constitutes a threat to learning • Minor problem behaviours that a group of students are engaged in
Level Three - Major Problem	
Looks like:	<ul style="list-style-type: none"> • Any major behaviour, including those causing serious psychological or physical harm to self or others • Student is unable or unwilling to control their actions, and therefore unable or unwilling to respond to an adult • An illegal act

Response to Code of Conduct Violations:

In each instance, teachers will use their professional judgment, based on the circumstances, to determine the level of the behaviour, and appropriate consequences. Whenever possible and appropriate, consequences for breaches of our code of conduct are restorative, rather than punitive in nature. For example, restorative circles are employed to facilitate *growth* in conflict at the individual, small group, and classroom levels.

We want our students to be able to:

- resolve conflict independently.
- express emotion in a helpful way.
- be seen, be heard, and be known by others.
- take responsibility for restoring relationships.

Staff are needed to provide authority and structure but as a **convener** and **facilitator**, NOT as a punisher. Restorative circles are a framework for dialogue and an opportunity for mutually acceptable agreements to be created.

The school will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct.

As circumstances warrant, administrators have a responsibility to advise other parties following a behaviour incident:

- parents/guardians of a student exhibiting major behaviours
- parents/guardians of a student on the receiving end
- JCS Board of Directors
- Ministerial agencies and/or School Liaison Officers (Police)

Rising Expectations:

Expectations for student conduct for younger students differ from those for other students, as they do for students with special needs who are unable to meet expectations due to a disability (of an intellectual, physical, sensory, emotional or behavioral nature). It is expected as students move through successive grades, become older and more mature, they will be more socially responsible and practice greater self-discipline. As such, older students may face increased consequences for inappropriate behaviour.

Level one - Minor Problem

School response may include:	Using any of the following: <ol style="list-style-type: none"> 1. Proximity Control 2. Signal or Non-Verbal Cue 3. Ignore problem behaviour - as a prompt, praise another student who is exhibiting expected behaviour Then: <ol style="list-style-type: none"> 1. Provide immediate and effective positive reinforcement after displays of desired behavior.
Level Two - Moderate or Chronic Problem	
School response may include:	<ol style="list-style-type: none"> 1. Pull the child(ren) aside, and in a calm voice, describe the behaviour in terms that are clear and direct (this may include pointing out the impact on others and/or creating a restorative circle) 2. Use an instructional correction (i.e., re-direct, re-teach, provide choice, student conferencing) to solicit the expected behaviour 3. Set limits by telling student that their behaviour is not meeting school expectations and impose a natural consequence (i.e., restrict privileges, miss recess to complete work) 4. Document behaviour (who, what where, when) 5. Family is advised of behaviour 6. Monitor students' behavior if behaviour is chronic 7. Provide immediate and effective positive reinforcement after displays of desired behavior in the future 8. Referral to School Counselor
Level three - Major Problem	
School response may include:	<ol style="list-style-type: none"> 1. Report student incident to principal 2. Contact family 3. Referral to School Counselor 4. Meeting with parents/guardians 5. In School Suspension: Student will be removed from classroom for specified period (usually 1 day) and will not be allowed to participate in school activities. Teachers/Tutors will provide schoolwork for the student. 6. Out of School Suspension 7. Expulsion: Only used in situations that cannot be addressed by other measures.

ELECTRONIC DEVICES, TECHNOLOGY and INTERNET USAGE:

As a school, we believe that technology is an important tool for enhancing learning. While the intent of the school is to increase educational opportunities for students, the school also remains committed to appropriate, responsible behavior about technology use and to minimizing the risks associated with the use of electronic communications systems and access to social media.

All members of the JCS community Responsibilities:

- Students are responsible for their network/school accounts and all activity taking place in their allotted storage space.
- Students must not use another person's account.
- Students are to conduct themselves in a way that is not disruptive to others.
- Students are expected to conduct themselves in a manner that respects the rights of others and should not include offensive or illegal behavior.

All members of the JCS community Responsibilities:

- Harassment or bullying using electronic devices is prohibited. Students are reminded that even if harassing or bullying occurs away from school, the Code of Conduct may require the school to act in any situation that impacts our learning environment.
- Students must not view, display or use inappropriate content on computers or other devices, including saved photos, video footage etc.

Students' Personal devices:

- Students can use personal devices only with the expressed permission of their teacher.
- Students' cell phones and other personal learning devices must be switched off and packed away throughout the school day. The school's phone is available for emergency purposes.
- JCS will also not be held responsible for any misplaced, lost, stolen, or broken technological devices brought to school by students.

Any action which violates the terms outlined in the Electronic Devices, Technology and Internet Usage Section of the JCS Code of Conduct, will lead to a leveled response.

James Cameron School Code of Conduct aligns with and adheres to the standards outlined in:

- The School Act 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007
- BC Human Rights Code
- BC Ministry of Education: Safe, Caring and Orderly Schools A Guide (Nov. 2008), found at <http://www.bced.gov.bc.ca/sco/>
- BC Ministry of Education: Developing and Reviewing Codes of Conduct: A Companion (Aug. 2007), found at <http://www.bced.gov.bc.ca/sco/>

CURRICULUM

At James Cameron School, the B. C. School Curriculum, as set out by the Ministry of Education, is followed for Language Arts, Math, Social Studies, Science, Art, Health and Career Education (HACE), and P.E. (including thirty minutes of daily physical activity). The curriculum is adapted to suit the learning needs of students with learning disabilities, according to their age, grade level and progress at James Cameron School. The basic skills of reading, spelling, grammar and handwriting are supported by the school's Orton-Gillingham Tutors. Each student works one to one, for one block every day, with their Orton-Gillingham tutor who uses the multi-sensory Orton-Gillingham Approach to support that student's acquisition of reading, spelling and writing skills.

All students are encouraged to do their best, and their instructional program is designed to remediate where necessary, to reinforce what has been learned, to capitalize on their strengths, and to challenge students to continue to strive to reach their potential.

INDIVIDUAL EDUCATION PLAN

Every student at James Cameron School has an individual education plan (IEP). This is written based on the results and recommendations in the child's Psychoeducational assessment, and with input from the student's support team. The student's support team consists of teachers, tutors, JCS special educational specialist, aides, specialists (such as SLP and/or OT), and parents. The IEP is a working document so changes can be made at any time, but at least once a year parents are invited to meet to discuss their child's IEP. Further changes can also be made at that time. The IEP identifies the student's current level of performance and includes focus areas where the student needs extra support. Each child's strengths and interests are used as a means of developing personalized goals, strategies and supports that will be used in the classrooms.

REPORTING TO PARENTS

Parents will receive written report cards in December, February/March and June. These reports will consist of anecdotal reports from the student's tutor and classroom teacher(s). Students receive effort and proficiency grades in the various subject areas, based on the Curricular Competencies as outlined in the Ministry of Education's curriculum, in the different subject areas. The report card will also show the student's progress in the stages of the Core Competencies. Letter grades are available upon request.

Following the December and March reporting periods, parent-teacher/tutor conferences are scheduled, and parents are urged to attend. In April Student-led Conferences are scheduled where students showcase their best work.

It is not necessary to wait for scheduled conference times to communicate with the school. Parents are encouraged to schedule interviews as needed. The school will communicate with parents whenever necessary and this may take the form of a phone call, letter, email or a note in a student's planner. Parents are required to check in with the office if they wish to talk to a staff member without a prior appointment.

SCHOOL CLOSURES

In the event of severe weather conditions, the school may be closed. At James Cameron School this may occur more frequently than in neighbourhood schools, as both the school's staff and students drive in from all over the Fraser Valley. Any school closure will be communicated via Twitter and the school's website. In addition, closures will be called in and announced at the earliest possible moment on radio station CKNW, 980 on the AM dial and on the Global BCTV morning news program. An announcement will also be recorded on the school's voice mail no later than 6:45 a.m. (604-465-8444) and an email will be sent out to all parents and staff.

ATTENDANCE

Attendance is taken in homeroom. **Any student who is not present in their homeroom between 8:15 a.m. and 8:20 a.m. will be marked down as late.** If the school has not already been informed of the reason for the student's absence, the student's parent will be contacted to verify any absence or lateness. Parents are requested to inform the school office by phone or email by 8:20 a.m. if their child will be absent or late. **Any student who has been absent requires a note signed by the parent or an email giving the reason for the absence, as required by the Ministry of Education.** This is important for verification of a student's eligibility for receiving Ministry of Education funding.

The number of days absent and/or late will be noted on the report card and the student's

Permanent Record Card. If a student needs to leave during the school day, please write a note in his/her planner, email or call the school.

Regular school attendance and full participation in all aspects of the academic program of the school are required of every student as deemed by the Ministry of Education. JCS complies with the Ministry direction providing a minimum of 600 hours of full-time instruction per school year. If your child does not meet this 600-hour minimum, you will be charged a rate proportionate to any funding loss.

Parents are requested to take their children on vacation during school holidays only and not while school is in session. In a Ministry audit, vacations are classified as “non-fundable” days. School work will not be provided for students to take on vacation when school is in session.

EMERGENCY DRILLS

At the sounding of the fire alarm, everyone (without exception) must treat the situation as if it were not a drill but a real situation. Earthquake, fire, and lockdown drills are given throughout the year to practice safety procedures.

Upon the sounding of the fire alarm, all students walk out of the building by the nearest exit and proceed to a designated area. They will line up by their grade under the direction of their teacher or tutor, who will then report the class status. Students must remain quiet during this period as it will help the staff make an immediate determination as to whether everyone is accounted for.

FIRE AND DISASTER PLANS

Fire and Earthquake Drills occur throughout the school year. The Maple Ridge Fire Department requires the school to hold six fire drills per year. Three Earthquake drills also take place each year.

Lockdown Drills also take place. At these times students and staff practice procedures to be followed in the case of a threatening intruder in or outside the building.

JCS requires all families to provide specific information in case of emergency situations. [The yearly registration package contains this form.] This includes a small up to date photo of your child, information on alternates who may pick up your child in case of emergencies, and the name of a contact person outside of the Greater Vancouver area, in case communications are disrupted.

The school requires all parents to provide an emergency pack for their child to be stored at school and used in the case of an emergency when the child is not able to leave the school grounds, such as during an earthquake or other major incident. If this pack is not used it is returned to the parents at the end of the school year. A new pack is required at the beginning of each school year.

EMERGENCY PREPAREDNESS

In most emergencies your children will remain and be cared for at the school. In the rare event of an emergency affecting the school that requires evacuation of the building (e.g., broken gas or water main, a fire, toxic spill or earthquake), students will be transported by foot to either the

primary site location: **St. Luke's Parish (next door) or Maple Ridge Christian School (a short walk up 121 Avenue, and across 203rd Street)**. In the event of a catastrophic emergency, James Cameron has a Critical Incidence Response Team that will convene to determine the best response to an incident. If such an emergency occurs, students will remain under the care of the school until a parent, guardian, or caregiver, who has been designated in the event of an emergency, collects them from the school. Every effort will be made to contact parents by phone and/or email as soon as possible following an emergency or incident.

The school has an emergency procedure plan for fires and earthquakes that has been informed by the *Emergency Management Planning Guide for Schools, Districts and Authorities*. In accordance with regulations, the school also conducts fire and earthquake drills on a regular basis. James Cameron stores emergency kits provided by parents to help sustain life in the event of a catastrophic emergency.

The emergency pack must contain:

- One emergency silver blanket
- One large yard size garbage bag – may substitute as a raincoat
- One travel size tissue pack
- One travel pack of wet towelettes
- Three straws
- One small box/travel pack of Band-Aids
- One dust mask
- One small garbage bag
- Two safety pins
- 2/3 high calorie peanut/nut free energy bars
- One water pouch or small bottle of water
- One pack sugarless gum
- One small comfort toy that will fit in the ziplock bag
- Medications & delivery instructions for at least 24 hours (*if applicable*)
- One family photo & letter (*optional*)
- One small comfort toy that will fit in the ziplock bag (*optional*)
- One small flashlight (batteries checked yearly)/crank flashlight (*optional*)

All emergency pack items must fit into a large 26.8cm x 27.3cm ziplock bag

DRESS CODE and UNIFORM REQUIREMENTS
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- Students are required to wear an official JCS hoodie or jacket for all off campus excursions or field trips.
- With the exception of un-tinted lip balm, students are not allowed to wear cosmetics while at school.
- A note from a parent/guardian is needed if their child is not wearing the correct uniform, giving the reason. If a note is not received from the parent, the staff will send a note home requesting the student return the next day in the correct uniform.

Mandatory Outerwear

Choice of:

- Fleece Jacket - Navy
- Crewneck - Black

- Zip hoodie - Black
- Pullover hoodie - Black
- Rain jacket – Navy

Mandatory Uniform

Choice of:

- Short or long-sleeved golf shirt - Steel Blue or white
- Rugby or dress pants (full elastic or adjustable waist in unisex cut) - Navy*
- Sweatpants - No logo – May be worn in lieu of navy bottoms) – Black only*
- Walking/Dress shorts (adjustable waist) - Navy*
- Girls' elastic back pull-up pants - Navy*
- Girls' adjustable waist pants – Navy*
- Girls' adjustable waist tennis skort* - Navy*
- One pair of indoor shoes: Athletic, non-marking soles (no slippers or crocs)
- Ankle socks, knee high socks tights - Black, navy or white*
- Tights: Black, navy or white. May be worn under tunics and skirts*
 - Leggings are NOT acceptable

*All bottoms may also be purchased elsewhere

Mandatory PE Uniform

- Wicking Gym T-shirt - Blue/grey
- Wicking Gym shorts - Navy
- Sport socks – White
- Runners with non-marking soles

Gym uniforms must be worn for P.E.

Grades 5, 6 and 7:

- Students are required to change into their gym shirt and change back into their regular school uniform shirt after class. P.E. uniform bottoms may remain on for the remainder of the day.

Grades 2, 3 and 4:

- Students may wear their gym uniform all day on P.E. days

DRESS CODE CONTINUED

Uniform supplier: Cambridge Uniforms

Web site: <https://www.cambridgeuniforms.com/>

School code: MER285

- Shop in person **only at 2455 Dollarton Hwy #112, North Vancouver BC**
- It is recommended to visit the store to confirm sizing for your first purchase
- Create an online account using the unique JCS code above
- Shop online 24/7
- In person or virtual fittings available
- Online purchases are shipped directly to your home address within two weeks
- Optional items may be purchased from any suitable source

HEALTH GUIDELINES

Since students and staff work very closely together, viruses spread very easily and we urge parents to keep an unwell child at home, to protect both the staff and the other students from contracting illness.

A Public Health Nurse assigned to James Cameron School checks-in every few weeks to deal with concerns. She schedules and administers the grade 6 vaccinations. She also checks for major health issues and medications and provides support in all health-related matters. Parents/guardians are required to give signed written consent if their child is to be administered medication while at school.

In case of illness at school, you (or the alternate person on your registration form) will be phoned, to take your child home. In case of emergency, your child will be taken to Ridge Meadows Hospital Emergency Department, or an ambulance will be called, and you will be contacted. Please be sure that we always have your and the alternate contact's current telephone numbers on file. In an emergency a staff member with first aid credentials will stay with the student until the child is transported to hospital, or the ambulance arrives. A staff member will also go to the hospital until a parent arrives.

HEALTH GUIDELINES CONTINUED

It is always helpful to optimize physical health factors for a child struggling with learning or behavioural difficulties:

1. **Sleep** – Over time, sleep deprivation has a negative impact on attention, focus, working memory, impulse control and emotional regulation.
2. **Exercise** – Regular intensive exercise is beneficial for cognitive functioning.

3. **Nutrition** – A balanced diet that contains a variety of proteins, essential fatty acids and leafy green vegetables with minimal sugar and food additives sets a child up for successful learning.

4. **Hydration** – Optimal hydration is very helpful for optimizing brain and mental functioning. Mild dehydration has been shown to negatively impact executive functions.

LOST AND FOUND

All 'found' articles are in the Lost and Found at the top of the stairs. Please check on a regular basis. At the end of the year, left-over items are donated to the Salvation Army Thrift Store or saved for the 'swap and shop'.

SPECIAL EVENTS

Many special events occur during the school year. Teachers arrange class and whole school fields trips. Specialists come into the classrooms to give presentations to the students.

Major events that happen during the school year are included in the school calendar which is sent home in the students' planners and emailed to parents. The calendar is also posted on the school's website. Separate permission slips are sent out before each field trip.

For most field trips volunteer parent drivers are required. All parents who drive for school activities must provide specific paperwork to be able to drive students. The Office Administrator will provide information regarding what paperwork is required for a parent to transport students.

All school field trips are paid, allowing the students many enriching experiences linked to the curriculum.

Other events are organized within the building and allow the school community to come together to celebrate the accomplishments of the students. These may include Christmas concert, student led conferences, art show, and the Grade 7 promotion which is immediately followed by presentations by each of the other classes.