

# PARENT HANDBOOK



**L'École Sherwood Park School**  
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## WELCOME TO SHERWOOD PARK

This Handbook provides parents with information regarding school goals, expectations, procedures, safety, communications, programs and services. You are invited to review this booklet regularly and to discuss the topics with other family members, particularly your children.

## Our Community and School

### Our Community

L'École Sherwood Park School is situated in a quiet residential community that consists almost entirely of single-family dwellings and town house complexes. Our school also services students from the Tsleil-Waututh Nation on the Burrard Band Reserve land along the Dollarton Highway.

We are located at the end of the cul-de-sac on Dollar Road and are surrounded by parkland, forests and creeks. The community is within walking distance to the Dollar Shopping Centre, the Parkgate Community Centre, and Cates Park, which makes accessibility for our staff and students easy.

Sherwood Park enjoys a strong sense of community spirit and parental support. Parents willingly contribute their time and expertise in the planning of special events such as family barbecues, fund raising initiatives, and year end activities. In addition, they are involved in driving for field trips, assisting in the library, organizing hot lunch programs, reading to young children, helping maintain school gardens, serving on the various committees, assisting with art and cultural events and so on.

### Our School

Sherwood Park School is a community of learners valuing and respecting individual excellence, individual differences, academic achievement and responsible citizenship. It is our belief that, while children learn in different ways and at different rates, they can all learn.

Sherwood Park is a public elementary school providing instruction to approximately 365 students from Kindergarten through Grade 7. Our school is a dual-track school that offers both an English program and a French Immersion program. It also houses a privately run childcare program for infants/toddlers and children aged 3-5 years.

We are very proud of our facilities at Sherwood Park. We have two adventure playgrounds (courtesy of the fundraising efforts and work of our PAC), a gravel soccer field/baseball diamond and a small picnic area. These areas are used by students during school hours and by the community after school hours and on the weekends.

Renovations to Sherwood Park in the year 2000 added classrooms, a music room, and facilities for special needs students to the existing building by a multi-use atrium area. The computer lab, library office and staffroom were also renovated at that time.

# Our Mission, Principles, and Goals

## Our Mission

*Why do we exist?* The mission question challenges members of a group to reflect on the fundamental purpose of the organization, the very reason for its existence. Addressing this question is the first step in clarifying priorities and giving direction to everyone in the organization.

### Mission Statement – Province of British Columbia

“The purpose of the British Columbia School System is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.”

### Mission Statement – North Vancouver School Board

“The purpose of the North Vancouver Public Schools is to ensure that each learner has opportunities to succeed in a challenging educational program.”

### Mission Statement – L’Ecole Sherwood Park Elementary School

“At L’Ecole Sherwood Park School we provide a balanced program with opportunities for the academic, personal and social success of every learner in a safe, positive and respectful environment.”

## Guiding Principles at Sherwood Park

- Child Centered -The well-being and development of children is the focus of all policies, programs and services. It is understood that children are usually best served in the context of their families.
- Preventative - Strategies are planned and implemented that will offer support before problems require costly intervention.
- Cooperation - Educators, community members, families, a range of human service providers and governments work together to identify needs and solutions. There is a sharing of leadership, planning, decision-making, resources, evaluation, and responsibility.
- Equity - It is recognized that some students, because of social, economic, physical, or cultural barriers, require additional, specialized supports to achieve equity.
- Culturally Sensitive - There is respect for the cultural background of all members of the community. Programs and services are culturally sensitive and relevant.
- Affordability – The most efficient and effective use is made of provincial and community resources.

## Our School Plan Goals

Sherwood Park is committed to improving the academic achievement of our students. We are also committed to developing a sense of self-respect and a respect for others. Our School Planning Council, in consultation with staff, parents, and the community at large, has developed strategies designed to:

- 1) To improve the success rates of First Nations students in grades K-7 who are not yet meeting/approaching expectations for reading as measured by report card data (based on B.C. Performance Standards)
- 2) To increase the number of intermediate students reporting that they feel a sense of belonging ‘most of the time’ at Sherwood Park School as per the NVSD 2008 Safe School and Social Responsibility Survey for Elementary Students.

# Student Responsibilities

## Code of Conduct

Our Code of Conduct is a system of behaviour expectations based on respect, cooperation and learning:

- **Be Safe / Soyez prudents**  
We work and play safely  
We help and look after each other
- **Be Respectful/ Soyez respectueux**  
We look and listen to each other  
We treat people, things, and the environment gently
- **Be Inclusive/ Soyez ouverts**  
We work and play together; all the same, all different
- **Be compassionate/Soyez sensibles**  
We think about how others feel  
We act to make things better
- **Act with integrity/Agissez avec intégrité**  
We believe it...we mean it... we do it!  
Nous le croyons... nous le vivons!

This code is reviewed with students in early September and throughout the school year. It would be helpful if parents also reviewed the code with their children. It is our hope that the application of this code will help us to ensure that our school is a happy, safe and productive place for all.

## Student Leaders

At Sherwood Park, we believe that all students can provide positive leadership. Students are provided with many occasions to develop their leadership skills. Examples of these opportunities include leading school assemblies, sponsoring special events, organizing and hosting community outreach programs, participating in school and community improvement projects, monitoring younger students during lunch hour, and providing traffic safety as Traffic Safety Patrollers.

Students are encouraged to develop:

- A love of learning
- A pride in accomplishment
- A spirit of citizenship and involvement
- Respect for and cooperation with others
- Critical thinking and independent expression
- Self-worth and independence

Students are expected to:

- Conduct themselves in a manner that is not disruptive to classroom or school-wide activities
- Conduct themselves in a manner that does not pose a threat to the physical safety or emotional well-being of others
- Exercise such care as to avoid damage to school or personal property
- Complete all school work to the best of their ability
- Respect cultural differences

- Value diversity
- Demonstrate good sportsmanship
- Conduct themselves in a courteous and respectful manner while taking part in all school activities whether at or away from the school

## Goals for Student Behaviour

Sherwood Park believes children want to be helpful, that positive behaviours can be learned and that teaching socially responsible behaviours require modeling, consistency and practice.

Our school-wide approach is designed to prevent and decrease problem behaviours, and to increase and maintain socially appropriate behaviours. Most importantly, it focuses on and emphasizes teaching and re-teaching, recognizing and highlighting positive outcomes, and providing children with every opportunity to learn and experience social success. Like the Framework for Social Responsibility as outlined by the B.C. Ministry of Education, behavioural expectations held for students at Sherwood Park rise as individuals become older, more mature and move through successive grades.

All students are expected to:

- Help make the school a safe, caring and orderly environment for purposeful learning;
- Conduct themselves in a manner that does not pose a threat to the physical safety or emotional well-being of others
- Respect self, others and the school;
- Be inclusive and value diversity; act in non discriminatory ways as set out in the B.C. Human Rights Code
- Increase personal responsibility and self-discipline; balance individuals' rights with the rights of the Sherwood Park Community
- Engage in purposeful learning activities and complete all school work to the best of their ability
- Demonstrate good sportsmanship
- Only use personal technology devices such as ipods, cell phones etc...off school grounds and keep them off in their bags while on school grounds
- Inform a 'tellable' adult, in a timely manner (in advance if possible), of incidents of bullying, harassment or intimidation;
- Refrain from taking retribution against a person who has reported incidents;
- Act in a manner that brings credit to the school whether students are on or off site

Below are some examples of behaviours which meet and do not meet expectations in the four aspects of Social Responsibility as outlined by the B.C. Ministry of Education. Note that in the area of *Valuing Diversity*, behaviour may range from 'treating others fairly and respectfully' to the ability to 'recognize and describe basic human rights'

	<b>Behavior which is meeting expectations</b>	<b>Behavior which is not meeting expectations</b>
Contributing to the class and school community	Being friendly and kind Cooperating with others	Expressing anger inappropriately (abusive language, rude body language)
Solving problems in peaceful ways	Considering others' points of view	Behaving in an unsafe or hurtful way (hitting, kicking, verbal put downs)

	<b>Behavior which is meeting expectations</b>	<b>Behavior which is not meeting expectations</b>
Valuing diversity and defending human rights	Sticking up for others when there is injustice  Including and helping others	*Bullying (repeated physical aggression, name calling, threats or exclusion in a context where there is intent to harm and as imbalance of power  Destroying property
Exercising democratic rights and responsibilities	Following classroom and school rules  Making a difference in the community	Putting one's own needs before those of the group  Wasting materials or littering

\* In addition, Sherwood Parkschool has an anti-bullying policy and action plan.

## **School Routines and Procedures**

### **School Hours**

Please see insert for school hours and bell schedule.

### **Dismissal at 3:00 pm**

We ask that you arrange a specific meeting place outside the school if you are picking up your child after school. This will greatly help reduce the noise and congestion in the hallways outside the classroom doors. Teachers often use the last few minutes of school to go over important information and review the day's activities and a quiet atmosphere is appreciated. Please help us to set a respectful, calm tone in the hallways.

Occasionally, a student may be required to remain after school for up to 30 minutes in order to:

- complete unfinished work
- receive extra assistance
- discuss and consider matters related to behaviour

In such cases, students are always granted permission to use the phone and inform parents of unexpected delays.

### **Attendance**

Regular attendance is an essential part in determining student success at school. It is so important that our students come to school on time and attend each day. In doing so they are able to become an active part of the classroom learning community and are much more comfortable interacting with their classmates. Experience has clearly shown us that students who attend school regularly learn to read and write faster and are better problem solvers.

When absence or late arrival is necessary we ask you to note the following procedures:

*Absences* – please leave a message on the school's Callback phone at 604-903-3812 **before 9:00 am** if your child will be absent that day or has an appointment during the day.

*Leaving during the day* - if a student is leaving during the day or for the afternoon, he/she is asked to use the sign out book located at the front office.

*Late Arrivals* – all students who arrive late for school must check in at the office and pick up a “late arrival” slip before proceeding to class.

## **Call Back Program**

In order to provide an added measure of safety for our students, the office will follow a "call back" procedure. If your child does not arrive at school in the morning or afternoon and we do not have prior notification, we will proceed as follows:

- attempt to contact parent through home or business number
- call emergency numbers that you have provided
- failing these contacts, we will notify the police

It is urgent that you assist us with this program by:

- calling the 24-hour callback line (604-903-3812) if your child will be late or absent
- letting us know if your emergency contacts change

## **Consent Forms / Registration Updates**

At the beginning of each school year, we ask that families amend a Student Verification form with all pertinent information. It is vital that we maintain current information on each student to assist us in the event of an emergency. If there are changes during the year, please ensure that the office is notified as soon as possible.

Internet permission forms are given to each student at the beginning of each year, to ensure that students using computers in the school will abide by the rules governing their use. Both parent and child are required to sign the form.

“Walking field trip” forms are issued at the beginning of the year. This form covers short informal walking tours in the immediate area of the school. Parents are always notified in advance of field trips beyond the immediate neighbourhood and are asked to sign consent forms.

A Photo Release form is given to each student at the beginning of the year, so parents can indicate whether or not their child can have their picture taken for school related activities (newsletter, sports teams, special events, classroom activities, etc).

Parent drivers are occasionally called upon to assist with field trip transportation. It is necessary for all volunteer drivers to carry Third Party Liability insurance (minimum coverage \$1 million) when transporting students. Forms must be filled out and a driver’s record must be included, along with a copy of your current drivers license and car insurance. These forms are in accordance with the School District Policy and are kept in the school office.

## **Emergency and Accident Procedures**

A staff member trained in first aid will handle minor first aid situations and administer essential first aid if there is a serious accident. If your child becomes ill or has an accident of a more serious nature you, or one of the adults you designate, will be contacted immediately. If necessary, for insurance purposes, an accident report may be filed and will be available at the office.

Please be sure that you have provided our office with up-to-date telephone numbers for your home, place of work and the number of a relative, friend or neighbour. It is very important that parents notify the school secretary if there are any changes in home or work telephone numbers, emergency contacts or emergency contact numbers, and family doctor numbers, in case of injury to your child.

## **Medications**

By law, school personnel are not permitted to give any medication to students unless:

- a physician's written order is on file
- a "Request to Administer Medication" form has been completed by a parent

Parents requiring these forms, please contact the school office.

Please alert us to any acute medical situation we may need to know about, i.e. Allergy to insect stings, possibility of seizures, diabetic needs, etc.

## **Fire and Earthquake Drills**

The school has a number of procedures in place to handle emergencies for minor to major (earthquake) situations. Instructions in the safe and orderly evacuation of the building are given several times each year to ensure that all pupils and staff are aware of the procedures to be used and the reasons for their use. These procedures are continually being updated. In the event of a major situation the school is prepared to care for your child if you are unable to reach the school.

We ask for your help in the following ways in the event of a major situation.

- Please do not telephone the school. The lines must be kept open for emergency calls
- Walk to school. Do not drive. The school access routes and entrances must be clear for emergency vehicles
- No student will be dismissed unless a parent, or guardian previously designated by a parent, comes for the child
- The parent or designated guardian must report to the office or Command Centre to sign out their children. Students will not be released by the teacher
- Turn on your radio for instructions and news reports
- Make yourself aware of the school's safety and emergency procedures
- Prepare at home. Make your children aware of safety issues and what to do in the event of an emergency. Have emergency kits in your home and vehicle. Information on emergency situations and first aid is available in the white pages of your telephone book or through the North and West Vancouver Emergency Program office

## **Supervision of Students**

Students are expected to remain outside the building before 8:45 am, unless they are attending a scheduled Band practice, a supervised athletic practice or a prearranged meeting with a teacher. Please note that there is no supervision on the playground prior to 8:45 am. During lunch and recess times, support staff supervise students' activities in the building and on the playground. Students must stay on the school grounds from the time they arrive until dismissal after school. The only exception is if they are going to their own homes for lunch. Usually students are expected to go directly home at 3:00pm. They are expected to advise parents in advance of after-school activities. There is no supervision by staff members after 3:00 pm unless students are involved in school-sponsored activities. Students who are being picked up after school are asked to wait on the blacktop area or at the outside meeting area that has been arranged with the parent or guardian.

At Sherwood Park we have many lovely garden areas that are maintained by parents, staff and students. All students are asked to remain out of the gardens and ornamental trees.

## **Lunches**

Whenever possible, we encourage you to have your child go home for lunch. This provides for a change of scenery, exercise and a "home cooked" meal. However, when this is not possible, children may bring their lunches to school. Students who remain at school for lunch must remain in their own classroom during the

lunch period. A school bell rings to signify the end of the outdoor playtime and the beginning of lunchtime in the classroom.

Lunch at school is considered a privilege for students. Individual students who create problems will lose the privilege of eating lunch at school. It is expected that students will remain on the school grounds if they are staying for lunch.

## **Inclement Weather**

Children need the opportunity to go outside for fresh air and play during recess and lunchtime at school. On most days we will expect all students to go outside during both recess and lunch.

Recess is provided as an outside break for students, so ensure that your child has adequate rain gear and boots for bad weather. There are no "In Days" for recess. Supervision is provided on the playground.

If the weather is very wet, the lunch hour may be declared as an "In Day". On "In Days", the students have an option to stay indoors. Please note that "In Days" are only declared if the weather is very bad, so, as with recess, assume that your child will be playing outside and therefore must be dressed appropriately

Please ensure that your child comes to school on cold or damp days with warm, waterproof clothing. It is very difficult for your child to concentrate on learning if he/she is cold and wet.

## **Traffic Safety**

### ***Staff Parking Lot***

The Staff Parking Lot is available to staff only (including volunteers in the school) between 8:00 am and 4:00 pm. As a result of this arrangement traffic is kept at a minimum when children are in attendance. Please do not drop off or pick up your child in the parking lot at any time.

There are two designated handicapped parking spots for our handicapped students. It is essential that designated handicapped parking spots be available for these students at all times as the special wheelchair vehicles must be able to unload the students safely.

### ***Dollar Road Cul-de-Sac Turnaround***

Do not park or leave your vehicle in this area. Pull in and have your children enter or leave via the passenger side of the vehicle and pull out again.

Other places to pick your children up

- Roche Point Park (at the far end of the Dollar Road cul-de-sac)
- Fairway Drive (there is a pathway from the school to Fairway)
- Roche Point Drive (there is a pathway from the school to the end of the road)

The curbs are painted yellow on either side of the crosswalk area to designate no parking or stopping. Please obey the rules and help to ensure our students' safety.

### ***Traffic Safety Patrol***

Student volunteers in grades 5, 6, and 7 are sponsored by ICBC and trained by the RCMP as Traffic Safety Patrollers. These students are on duty before school and at dismissal time to help with student safety at the crosswalk in front of the school. They take this responsibility very seriously and have won several awards for their conscientious efforts. Please help them by obeying their signals when driving or using the crosswalk as a pedestrian.

## **Pupil Use of Telephone**

Students may use the office phone, with the permission of a staff member, but only for important reasons (not to make arrangements to go to a friend's house). Please encourage your child to make prior arrangements for visiting friends, etc. The office telephone is always available for emergencies.



## **Cell Phone Use**

Cell phones should remain at home and, if necessary for after school use, must remain off during the school day. Students must use the school phone, with staff permission, for any emergency call.

## **Lost and Found**

Sherwood Park has a lost and found box near the office. These articles are frequently on display and parents and students are encouraged to retrieve their missing clothing or equipment. Articles that are not claimed are donated to other agencies or to the Sherwood Park Clothing Exchange program. To ensure minimal losses, please label all your child's supplies and clothing.

## **School Photos**

Each year in the early fall a photographer comes to the school to take individual photos of the students. Parents who wish to purchase these portraits of students may order them through the school. Photo packages are delivered in October. In addition, group photos and a panorama photo of the entire school population are taken in the spring.

## **School Supplies**

Supply lists are available for each grade at the end of the school year. Parents may purchase supplies on their own or through a school supplier who packages them as kits, sells them through the school, and delivers them to the school to be distributed to the students. Orders for pre-packaged supplies are placed in the spring.

Students are also required to have an agenda to keep track of assignments and classroom information. An agenda designed specifically for Sherwood Park is available for purchase through the school. As this agenda is provided at cost, students are encouraged to use the Sherwood Park agenda.

# **Student Placement**

The placement of each student is carefully discussed by a group comprised of the student's present teacher, possible teachers for the upcoming year, any other teachers who have been involved in the student's learning and the principal, with the resulting placement taking into account the whole child. Class placement decisions are made after consideration of several criteria. The following factors are considered when grouping students:

## **Workable Instructional Criteria**

- Age distribution
- Ability distribution
- Work habits
- Teaching/learning styles
- Special needs student distribution

## **Positive Social Groups**

- Friendships
- Group dynamics
- Boy/Girl ratio
- Positive leaders

## **History, Equity, Recommendation and Request Criteria**

- Previous experiences of teachers and students (combined class and straight class placements)
- Teacher recommendations

- Parental input
- Resource Team input

Parents with specific educational concerns that may require a special placement should forward the relevant information to the principal, in writing, by early June.

Teachers develop workable instructional groups by taking into account the child's academic needs and strengths, learning styles, and work habits. Positive social groupings are also considered so that the child can work productively and cooperatively with the teacher and with other children in the class. Maintenance of a reasonable boy/girl ratio is taken into account as well as the establishment of positive leaders in each class.

Resource team recommendations and the past history of students in combined or single-grade classes are also considered. Both single-grade and combined class situations result when we attempt to make class sizes reasonably equitable throughout the school. Whether in a single-grade or combined class, children will receive the program prescribed for their grade level and adjusted to their individual progress. In planning and making class placements our continued goal is to meet the needs of each student and to maximize the growth of all learners.

## **Programs**

### **Provincial Curriculum**

The basic curriculum is defined by the Ministry of Education for all schools in British Columbia. Within these guidelines there is some flexibility for each district to develop curriculum reflecting local needs and interests. Each school, as well, adjusts the curriculum to meet the unique needs of the children of that particular school. Teachers at Sherwood Park vary their teaching strategies to include individual, small group and whole class instruction.

The provincial curriculum encourages child-centered learning, or active learning. Child-centered learning follows the Key Principles of Learning that have been proven to be highly significant factors in the enhancement of learning potential.

The Key Principles are:

- Learning requires the active participation of the learner
- Children learn in a variety of ways and at different rates
- Learning is both an individual and social process
- Curriculum and assessment should be learner-focussed
- Assessment and reporting should help students make informed choices

### **Core Curriculum for English and French Immersion Students**

The traditional subject areas are organized into four groups, as follows:

- Humanities: Language Arts, Social Studies, Personal Planning and F.S.L. (French Second Language for Grade 5, 6 and 7 in the English program)
- Sciences: Math, Science
- Fine Arts: Visual Art, Music, Dance and Drama
- Practical Arts: P.E.

### **French Immersion**

French Immersion is a Kindergarten to Grade 12 program. The French Immersion program is a district sponsored program with limited registration. Registration takes place at the District Reception Centre. Students in the French Immersion program generally enter the program at the Kindergarten level although there are a few spaces available at the Grade 1 level.

Students in the French Immersion program receive instruction only in French during their Kindergarten, Grade 1 and Grade 2 years. Students receive 20% of their instruction in English during Grade 3 to Grade 7.

## **Additional Programs**

### **Band**

Band is a voluntary program available to those intermediate students in Grade 5,6 or 7 who wish to participate. There is a fee involved, and the students are responsible for the purchase or rental of their own instrument. Classes take place during school hours as well as before school. The Band program continues at the high school level.

### **Computers**

Sherwood Park has a computer lab with a class set of Apple computers, a projector for teaching and high-quality laser printers. In addition, the library also has a number of Apple computers networked with the lab. The computer lab and library computers are wired to the Internet with a number of educational programs on the server. Students use the lab to practice keyboarding skills, research, writing and publishing of their own materials, and a variety of other educational activities.

### **E.S.L.**

Students attending Sherwood Park whose native language is not English are provided with small group instruction in the English language.

### **North Vancouver Outdoor School**

The North Vancouver Outdoor School is located at Paradise Valley, 15 km. North of Squamish on a 400 acre site beside the Cheakamus River. The programs involve residential experiences of studying natural and social sciences and conservation in the out-of-doors. Students are prepared before they leave and are instructed at Outdoor School by their own teachers and the Outdoor School staff. There is a fee involved with these programs.

At Sherwood Park, the Grade 3 students attend annually for a three-day program and the Grade 6 students attend for a five-day program. Students in Grade 4 attend the Bighouse program overnight.

### **Extra Curricular Programs**

Students are encouraged to take part in the many extra curricular programs offered at Sherwood Park. Programs are directed primarily towards intermediate students but students as young as Grade 1 can be involved in some of these programs. Some of the programs included in the past have been:

- Choir
- Cross Country Team: (grades 3 to 7) It starts in mid-September and practices are usually after school. The team competes against runners from other North Vancouver schools in a series of runs in various locations.
- Volleyball Teams: (grades 6 and 7) The leagues begin in October and practices take place before school, at noon and after school.
- Basketball Teams: (grades 6 and 7). The leagues begin in January and practices take place before school, at noon and after school.
- Track and Field Meets: beginning in mid-April, students in grade 4 to 7 can sign up for a variety of track and field events. The mini-meets are open to all students. Students then participate in Zone Qualification Meets and the successful athletes in each zone move on the District Meet at Swangard which takes place the first Tuesday in June.
- Kilometre Club: students in primary and intermediate grades are able to participate in a fun fitness running club that starts in May and finishes in June. Students earn points for each kilometer they run

at school and at home. They are awarded ribbons for successfully completing various distances over the months.

## **Student Support Services**

### **Learning Resource Centre (L.R.C.)**

The learning assistance teacher provides concentrated assistance in skills development to those students who are considered by their teachers to be capable of a higher level of competence, but who, for various reasons, have not acquired the necessary skills. As well as assessing and teaching, the L.A.C. teacher consults with classroom teachers and parents regarding the progress and programs of students.

### **District Based Services/Programs**

The school resource team consists of the classroom teachers of the students being considered, the L.R.C. teachers, counselor, district learning support teachers, vice-principal and principal. The purpose of the team's meetings is to share knowledge and impressions about children with special needs and to agree on which resources and strategies might best help these children.

The school district offers a number of services and programs to which we may refer for special assistance. They include: psychologists, speech and language pathologists, occupational therapists, hearing resource teachers, visually impaired resource teachers, facilitator for students in the Gifted program, hospital and homebound teacher, and behavioural support teachers.

Referrals can be made by any of the team members or by a teacher in consultation with a parent.

### **School Counsellor**

The counsellor provides a variety of services to students, usually in areas of emotional, social and behavioural concern. A service may begin by student self-referral, parent referral, or staff referral. Parents will be involved when it appears desirable to provide this service beyond an informal initial contact. In addition to direct services to students, the counselor serves as a resource person to teachers and parents who have concerns about their children.

### **Medical Services**

Medical services are available to the Sherwood Park community – children and adults – through Vancouver Coastal Health. Services to children and youth in school are provided by a number of professionals in Community Health which include: Community Health Nurses, Audiologists, Dental Hygienists, Speech and Language, Nutritionists, Child and Adolescent Team, Tobacco Reduction Coordinator, Medical Health Officer, Environmental Health, Special Needs Nurses, Physical Therapy, and inoculation programs. Local Community Health Nurses consult with parents or teachers on request, and serve as a resource or contact for other health services. School Immunization programs include: Kindergarten / Grade One (school entry booster for Diphtheria, Pertussis, Tetanus and Polio), and Grade Six (Hepatitis B and Meningococcal C). For more information on these and other community and family health issues, please contact Vancouver Coastal Health – North Shore at 604-983-6700.

### **Library/Resource Centre**

The Library/Resource Centre at Sherwood Park is an educational centre where the emphasis is on a program that provides opportunities for students to develop a love of literature and to acquire and practice those skills that allow them to access information effectively and to analyze information critically.

The teacher-librarian and the teachers work cooperatively to plan programs and implement the curriculum. The long term goal is the development of student potential in the skills they need to become independent and life-long learners and active, responsible members of society.

## Reporting Student Progress

Report cards are issued three times annually (November, March and June). The teachers also inform parents of the progress achieved by their child through notes, telephone calls, visits and conferences.

Report cards convey information in only one direction. A conference is an important opportunity for dialogue between the student and those who are supporting him/her. Reporting conferences at Sherwood Park are a two-way conference between the parents and teacher, a three-way conference that includes the student or a student-led conference.

A three-way conference is one in which parents, students and teachers are actively involved in reviewing student strengths, setting goals, and determining support in attaining goals. The students would be responsible for sharing their learning orally and through work samples.

A student-led conference is one in which the student and parent are actively engaged, with the student taking responsibility for leading the conference, and the teacher acting as a facilitator. The student is responsible for sharing his/her learning orally and through work samples.

Remember, reporting conferences need not be your only contact with your child's teacher. Communication between home and school is vital to the education of your child. Teachers will initiate a parent/teacher conference whenever they have a concern or recommendation regarding your child's progress. Teachers will also welcome a parent request for a conference at any time you have a concern or would like information. Because school days often have changes to regular schedules (fieldtrips, etc.), it is requested that you phone to set up an appointment. We welcome the interest of parents.

## Home Study/Homework

**Home Study** is initiated by the student or encouraged by the parent. This study may be in the form of review, extra practice, pleasure reading, informal writing, etc.

**Homework** is teacher-assigned for the child to do at home. It is intended to provide time for:

- additional practice on basic skills
- working on extended projects and reports
- catching up if a student has been absent
- reviewing material in preparation for a test
- completion of assignments

Some tips for parents:

- be supportive, encouraging and interested—help clarify but stop short of doing the work yourself
- provide a degree of regularity—a special place, well lit and ventilated
- encourage your child to seek the teacher's help if "stuck"—if your child has difficulty with homework, talk it over with the teacher
- encourage effective time management

A rule of thumb: 30 minutes for primary students  
60 minutes for intermediate students

## Home/School Communication

### Day to Day Concerns Specific to Your Child

#### *Three Steps to Problem Solving*

**Step One:** Get together with the teacher, discuss the problem, share information and agree to potential solutions. Usually the issue can be dealt with at this level and this leaves you and the teacher in a mutually informed position for future reference. Given a chance to work, most problems can be solved at this step.

**Step Two:** Some problems need extra help. If the problem is unresolved, share your concern with the principal. The principal can work with you and the teacher to resolve the problem or refer you to someone who can be of greater assistance.

**Step Three:** If steps one and two fail, you may wish to contact the Assistant Superintendent at the North Vancouver School Board Office, 604-903-3444.

### Concerns Specific to the Classroom or the School

**Step One:** Once again, speak with your child's teacher first. Often additional information is all that is needed for greater understanding of the situation.

**Step Two:** If your concern is out of the teacher's hands, contact with the school principal should come next. He/she may be able to deal directly with your problem or can direct you to the resource person who can.

**Step Three:** If you feel your concern cannot be addressed at the school level, contact the Assistant Superintendent at the North Vancouver School Board, 604-903-3444.

### Concerns Related to the Educational System in British Columbia

Many parents have concerns or questions about the general state of the education system in which their children are participating. Following is a list of additional possible contact persons for these concerns or questions:

#### MINISTRY OF EDUCATION

Minister of Education, Skills & Training  
Parliament Buildings  
Victoria, B.C. V8V 1X4  
Phone: (250) 387-1977 Fax: (250) 387-3200

#### B.C. TEACHERS' FEDERATION (BCTF)

Suite 100, 550 West 6<sup>th</sup> Avenue  
Vancouver, B.C. V5Z 4P2  
Phone: 604-871-2283 Fax: 604-871-2289

#### NORTH VANCOUVER TEACHERS' ASSOCIATION (NVTA)

#100 – 133 West 17<sup>th</sup> Street  
North Vancouver, B.C. V7M 1V5  
Phone: 604-988-3224 Fax: 604-980-8092

### Websites for Additional Information

Ministry of Education – [www.gov.bc.ca/bced](http://www.gov.bc.ca/bced)

North Vancouver School district – [www.nvsd44.bc.ca](http://www.nvsd44.bc.ca)

L'Ecole Sherwood Park Elementary – [www.nvsd44.bc.ca/sites/sitesviewdefault.asp?SiteID=37](http://www.nvsd44.bc.ca/sites/sitesviewdefault.asp?SiteID=37)

### Newsletters

Our Sherwood Park Newsletter is forwarded home monthly with the youngest child in the family. It is an excellent source of information on upcoming special events, school or class projects, public service announcements, Parent Advisory Council information and general articles that relate to education. Our newsletter is also posted on our website.

## **School Calendar**

In June of each year, the newsletter includes a calendar outlining the dates that school is in session for the upcoming year. It includes the six dates allotted to each school by the Ministry of Education for the purpose of professional development. These dates are repeated in the September newsletter.

## **Parental Involvement**

### **Parents as Important Teachers**

You are an important teacher to your child and a valuable partner to your child's teachers in school. What you do as a parent helps your child to be successful in school and in life. A few suggestions to consider:

- Always speak of the school and staff in positive, constructive terms. If you have a concern, share it with us. We can explain it or solve it together.
- Send your child to school each morning with a cheerful parting.
- Show interest in your child's schoolwork.
- Provide a special time for you and your youngster each day—a few minutes to talk and to enjoy each other's company.
- You are a powerful model—your child should see you reading, writing, solving problems and enjoying these activities.

### **Sherwood Park Parent Advisory Council**

The Parent Advisory Council is a parent group that exists to enhance educational services and opportunities for the children of Sherwood Park by:

- assisting the school in the pursuit of quality education
- encouraging parent participation
- providing educational forums
- providing continued volunteer assistance to staff and administration
- providing an environment of friendliness and cooperation in our school
- serving as a sponsoring body for school events and programs
- fostering cooperation and communication between parents, staff and administration
- assisting in providing funds for specific materials or experiences not included in the district budget

Membership in the Parent Advisory Council is free and automatic for any parent or guardian of a child attending the school.

Regular meetings of the council are held, usually monthly, between September and June and are open to all parents and community members who wish to attend. The meeting date and time are announced in the school newsletters.

### **School Planning Council**

Each public school in B.C. is required by provincial statute to have a School Planning Council. The following information has been taken from the ministry website at <http://www.bced.gov.bc.ca/spc/intro.htm>. Additional information may be found in School District Policy 410. This can be found at <http://www.nvsd44.bc.ca/NV/Policies/410.asp?ID=fourth>.

The School Planning Council must meet requirements outlined in the *School Act*:

“By a date specified by the board, a School Planning Council must prepare and submit to the board a plan for the school in respect of improving student achievement and other matters contained in the board’s accountability contract relating to the school.” 8.3(2)

“A School Planning Council must consult with the parents’ advisory council during the preparation of the school plan.” 8.3(3)

The School Planning Council provides advice to the School Board with respect to:

- allocation of staff and resources in the school
- matters contained in the board’s accountability contract relating to the school
- educational services and educational programs in the school

The School Planning Council does not engage in discussion or provide advice regarding:

- personal/confidential information on students, teachers, parents, or other employees
- complaints about individuals
- personnel matters

The School Planning Council consists of: the school principal; one teacher representative elected by secret ballot from the teaching staff; three representatives elected by secret ballot from the school’s Parent Advisory Council (one representative must be an elected officer of the Parent Advisory Council).

## **Parent Volunteers**

Volunteers are an important part of the Sherwood Park community. They help out with the Hot Lunch program, library, tutoring, coaching, special events, and many other activities. At the beginning of each year, our PAC sends out a form encouraging parent participation in the many events and activities at the school. In almost every aspect of the school program, parents have provided a tremendous amount of time and energy to support the school staff. Parental help and support, no matter how big or small, is greatly appreciated. The school follows the School District’s *Volunteers in School* policy and guidelines.