



PARENT HANDBOOK
2011-12

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

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Dear Parents,

Welcome to a new year. We are delighted that you have chosen to entrust us with the education of your child, a responsibility we take very seriously.

We are pledged to make our school a happy place, where we work together to provide our students with enriching daily experiences, and where we encourage them to develop the excellence of which they are all capable.

We recognize the vital role of parents in the education of children, and we welcome your active participation in our school.

To assist you in understanding what we do, when and why we do it, we are pleased to send you this handbook. We ask you to review it carefully before the school year begins, and to keep it for reference throughout the year. It is also available on our website, where all future updates and amendments are made.

If there is information you would like to see included in future that is missing this time, please let us know.

We look forward with eagerness to greeting your children in September, and to our partnership with you throughout the year.

Yours sincerely,

Graham Baldwin

Chief Executive Officer
& Headmaster

There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.

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What's New?

This will be a momentous year in the history of our school. After spending the first term in our leased premises at 1741 Fifty Sixth Street, we shall be moving to our owned premises at 1900 Fifty Sixth Street. There has been growing excitement as the building has passed through various stages of construction and as the vision revealed in November 2009 approaches the reality of January 2012.

We have been working hard together to improve our school from the inside, too, so that we move into our new school a confident, successful, respectful and worthy student body. To further this end, we are placing members our Leadership Team in the classrooms for this year, to lead both the students and faculty in educational best practice. Mrs. Quenville will teach Grade 2, Ms. Huber will teach Grade 5 and Mr. Griffioen will teach Kindergarten after Mrs. Johnson begins her maternity leave in October. These fine teachers will act as mentors to other teachers, who will be able to observe their teaching and engage them in discussion about best practice. This change of emphasis will see them concentrating on their homeroom students and their parents, just as other Homeroom teachers will concentrate on theirs. Though this means they will not be available to discuss general Program matters with parents, the Headmaster, with the assistance of Mrs. Virji, will.

For a while now, we have been less than happy with our school's athletic performance. That we have some outstanding athletes is without question, but we do not yet have the athletic culture that provides all the advantages students should receive from an athletic program. Mr. McCall has agreed to quarterback a major thrust to develop our athletic program and so will step down as Deputy Headmaster to concentrate on this important task... Mr. McCall has the mandate to lead our enhanced athletic program to excellence within three years. Enhanced staffing and our new gym will help him.

These changes will lead to a re-distribution internally of some administrative tasks (locker distribution and monitoring, duty rosters, exam organisation etc.) giving aspiring teachers, several of whom hold a Certificate in Independent School Leadership, the chance to demonstrate their leadership potential. From the parent point of view, the most noticeable change will be the enhanced importance and empowerment of the Homeroom Teacher. Throughout the school, the Homeroom teacher is the person responsible for the oversight of the welfare of all students in the homeroom. This is not limited to academic welfare, but encompasses all aspects of school activity and life. The best way a parent can help a student in our school, is by establishing a trusting, positive relationship with the homeroom teacher. Homeroom teachers can access advice from all their colleagues, and they are empowered to act in the best interests of their students at all times.

After successfully introducing the International Baccalaureate Program in the Foundation Years' Program, we are now examining the possibility of introducing it fully into the Middle Years' Program in the 2012-13 school year. To facilitate this, we are introducing elements of it this year. This means that we are combining the specializations of teachers to give greater timetable efficiency. For example, in Grade 8, Ms. Kothlow, who is a specialist in both English and Social Studies, will teach both those subjects, thus giving her the opportunity of using, for example, essay topics that count for both subjects; she will also be free to distribute her timetabled time as she thinks best. Duplication of tasks will be eliminated, the interconnectedness of subjects will be emphasized, and the whole educational experience for both students and teachers will be enhanced.

In Grades 11 and 12, we shall be introducing our 'Miniversity' approach, where students will have classes, assignments and tutorial time all built into the regular school day.

In all subjects at all levels, we shall be paying attention to communication skills. There are those who aver that good handwriting no longer matters. We do not agree. We shall expect all written work to be neat and easily legible. In addition, we shall expect spelling, grammar and punctuation to

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be correct. We shall be paying attention to speaking, too, trying to eliminate from the classroom the use of colloquialisms, partial sentences, inadequate enunciation and so on.

We shall also be paying greater attention to organisational skills. The homeroom teachers will, for example, be making frequent checks of notebooks, binders etc. to ensure that work is being recorded carefully enough to make thorough revision possible.

The 'Water Safety Curriculum' mentioned last year has now been completed and it will be implemented this year under the aegis of Project Discover. This will also include the resumption of swimming classes. We apologise that this is later than we hoped, but we assure you the program will now be far more meaningful and prepare students to know and do the right things when using lakes, rivers and pools.

Project Discover's mandate has expanded –as has its staffing –to include the planning of Alternative Program Weeks and Days, the review of all risk assessments for field trips, and the training of Faculty in the supervision of school visits and trips. We are fortunate to have one of the pre-eminent experiential education programs anywhere and we look forward to the effect of these program enhancements.

(More information about the above matters will be presented in the Headmaster's addresses on Curriculum Night)

We experimented last year with a late bus to help students who wished to stay at school to study or participate in co and extra-curricular activities. We found there was too long an unsupervised gap between the end of most activities and the departure of the bus, so we are amending our procedures.

To stay in the school after 3.30pm, students must be enrolled in a specific, teacher- supervised activity, in Study Club or in (for K-3 only) After School Care. Enrolment for After-School Care will take place, as now, on a daily basis, but for all other activities, it will take place on the first day of the school week –usually Monday. A list of what is available each week will be printed in the previous week's 'Midpoint'. Activities will conclude in time for students to take the late bus at the new time of 5pm.

We shall begin the new school year with one JK4 class and two homerooms for every other grade except 10, where we shall have 3. At the time of writing –August 3rd –we are anticipating enrolment of 430. We shall be greeting new colleagues as follows:

Gillian Wright –PE – Gillian has recently graduated from the University of Victoria where she has been a member of their elite Field Hockey team. From a family of Olympians, Gillian was brought up amidst athletes and athletics and knows what it takes to reach the top.

James Mackay-PE –James, a Canadian International at both indoor and beach volleyball has recently retired from professional volleyball to enter the teaching profession. He coaches many other sports.

Marla Mayson –FYP Choral Music –Marla is well-known to us as a parent and a person passionate about choral music. She is a professional singer with the renowned Vancouver Chamber Choir, and a teacher with the BC Boys' Choir. She has assisted often at our school, most recently with this year's MYP musical.

Heather Richardson-MYP/GYP Choral Music – Heather has taught music in schools for several years and witnessed first-hand the decline in support for Arts programs. She, therefore, is delighted to be joining a school where she can teach Choral Music in the timetable! She is a fine singer herself as her membership of the Pacifica Singers attests.

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Lisa Blachut –Project Discover- Lisa has worked in outdoor education and travelled extensively with students.

I am thrilled that we have been able to attract such phenomenal talent to boost our athletic and choral programs.

The good news does not end there, however, as we have a new Grade 1 teacher also. Ms. Stephanie Leo has some of the most glowing practicum reports I have seen and a range of experience with young children that speaks of genuine passion for their interests. She knows our school quite well already as she is the sister of our current Ms. Leo, who will teach Grade 6 next year.

Continuing, we are delighted to welcome back Tamsin McKenzie who will teach Grade 2 – an experienced, consummate teacher, Tamsin won rave reviews from both parents and colleagues during her previous stint with us –and her students truly flourished.

Also returning, to the ILC, is Kirsi Lupton. As Chaucer would have it: ‘Ther is namoor to say....’

Except that Jessica Levitt will change from part-time to full-time as our Teacher-Librarian; she is already dreaming of her new surroundings in January –wonderful light, mezzanine reading room, increased space.....

Our team is now stronger than ever and we cannot wait to begin this incredibly exciting year.



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First, we wish to provide you with a clear understanding of where we are aiming, and the core values that will underpin our school this year. Sometimes, people are inclined to think of things like this as ‘pie in the sky’, but they are not –they are real aims that demand real actions. We start with our vision.

OUR VISION

Southpointe Academy will be a place of happy excellence, a leader in learning, and an inspiration to educators everywhere. From an open entry, all our students will flourish and succeed, so that when they graduate, they will have qualified for university and be ready for life. They will have a choice of futures, the integrity to choose the right one, the work ethic to create the path to the future they choose, and the support of their school forever.

We continue with our mission

OUR MISSION

Our mission is to be a physically and psychologically safe learning community. We aim to develop the professional capabilities of our staff to enable the learning of our students. We expect our students to work hard and to participate in a wide range of activities. We expect them to become academically capable, artistically aware, athletically adept, and personally responsible. We aim to create and nurture the conditions for our students to develop an understanding of their world and how it works; of themselves, their capabilities, and their aptitudes; and of the way to lead a happy life.

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We shall try to succeed in our mission by achieving our goals

OUR GOALS

The ideals defined in Southpointe Academy's mission statement are achieved by:

- ❖ Maintaining an environment of respect, tolerance and truthfulness;
- ❖ Providing a full range of academic courses preparing students for access to, and success at, university;
- ❖ Providing structured athletics and a vibrant fine-arts program where appreciation, participation and skills development will be accomplished;
- ❖ Providing opportunities for leadership and character development involving the whole person: body, mind and spirit;
- ❖ Promoting a community spirit and civic responsibility that stretches beyond the personal to include a global perspective and understanding;
- ❖ Providing a system of behaviour management that is positive, teaching the art of self-discipline;
- ❖ Establishing an effective system of communication with each of the school's constituents; and
- ❖ Providing each student a range of experiential, off-site opportunities that will contribute to their personal development, academic enrichment, and appreciation of their responsibilities as 'custodians of the world'.



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If we reach our goals, then we shall enable our graduates to possess the attributes we have articulated together, following extensive consultation with Faculty and Parents.

A SOUTHPOINTE ACADEMY GRADUATE:

- ❖ Will have learned how to learn;
- ❖ Will have learned how to enjoy learning and be passionate about it;
- ❖ Will have the skills and knowledge necessary to gain entrance to university, to succeed there, and to succeed in life;
- ❖ Will possess discernment and judgement through the practice of critical thinking;
- ❖ Will be well-rounded through the study of a rigorous, balanced curriculum that will include:
 - Academics
 - Fine and Performing Arts
 - Athletics, to include individual health and fitness, introduction to 'life' sports, and team games
 - Life skills;
- ❖ Will be an accomplished communicator in both speech and writing;
- ❖ Will be aware of self, of personal qualities and traits, of learning style, of strengths and weaknesses, sufficiently well to create a sound 'vision for life' path;
- ❖ Will be a moral and ethical person;
- ❖ Will understand the nature of citizenship in a democratic society and be a good citizen;
- ❖ Will be prepared well for global citizenship;
- ❖ Will have a strong, disciplined work ethic and understand the power of effort and perseverance;
- ❖ Will be confident, with a sound, strong sense of self-esteem and self-worth, developed through authentic achievement;
- ❖ Will have exemplary inter-personal skills;
- ❖ Will have developed a global perspective through study of language and culture, travel, service, and understand he/she is a custodian of the world;
- ❖ Will have studied personal cultural underpinnings and those of others;
- ❖ Will have often witnessed exemplary modelling of desired characteristics: e.g. musicians, leaders, artists, professors, and inventors;
- ❖ Will have studied and practised leadership;
- ❖ Will understand the nature of community and friendship and be rich in both;
- ❖ Will feel a strong affiliation to Southpointe Academy; and
- ❖ Will be completely ready for the next stage of life.

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We shall try to accomplish all this while keeping to the core values of:

Respect, Partnership, Passion, Integrity, and Performance

to create a place of

Happy Excellence.



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We wish now to provide you with some details of how our school is constituted and governed

CONSTITUTION AND GOVERNANCE

Southpointe Academy is a Group 2 Independent School accredited by the Ministry of Education of British Columbia. It is operated by The Tsawwassen Independent School Society, a non-profit Society, which has existed since August 2004.

The Members of the Society elect a Board of Governors.

The current Board of Governors is:

Richard Jackson –Chair;
Robert Semple
Julie Wizinsky-Secretary
Vicki Dodwell
Donald Carson-Chair, Finance Committee
Catherine Anderson
Dalbir Rai
Sokhie Puar
Neil Crofton
Kevin Brennan

The Board meets monthly from August to June inclusive, and more often when necessary.

The Board sets policy, monitors operations to ensure policy compliance, and ensures regulatory compliance. The Board does not involve itself in the day-to-day management of the school.

You may contact the Board by writing to them c/o the school.

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LEADERSHIP

The Leadership Team is:

Graham Baldwin: Chief Executive Officer and Headmaster

Robert McCall: Director of Athletics

Julia Common: Director of Community Enhancement

Kate Quenville: Team Leader-FYP and Grade 2 Teacher

Amanda Huber: Team Leader-Advancement (from August 2012) and Grade 5 teacher

Bruce Griffioen: Team Leader- Curriculum and Assessment and Kindergarten teacher

This group meets weekly to discuss program matters, and monthly for policy, planning, and evaluative matters.

The school is arranged in three Programs:

The Foundation Years Program (FYP) is from K to Grade 5.

The Middle Years Program (MYP) is from Grade 6 to Grade 8.

The Graduation Years Program (GYP) is from Grades 9 to 12.

Teachers meet informally on a regular basis and every Monday with the Headmaster in such groupings as: Program, Subject, Homeroom, Athletics, Arts and Professional Development.

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Of course, positive partnership with our parent body is crucial to our success, so now we try to ensure that you know how best to contact us, and to let you know how we shall contact you.

PARENTS

For our school to succeed, we need the support of our parents. For your child to succeed s/he needs to know that the adults s/he relies on are working together harmoniously.

We invite all parents to assist us to become a school that models exemplary parent-school relations. How do we do this?

For our part, we undertake to teach superbly, to treat your children respectfully and fairly, to communicate with you often, to listen to you carefully, to give you our best professional advice at all times, and to join you willingly in going the extra mile for your children.

For your part, we respectfully request: that you read this handbook carefully for it will help you to understand how best to assist; that you volunteer your time and skills for our school whenever you can; that you attend our events even when your own child is not participating, for that is a sign of a supportive community and an insight for you into the range and standard of our accomplishments; that you speak well of us to others, for you are key to our reputation, and our reputation is key to your child/ren; that you pay your bills to us promptly, so that we can concentrate on education rather than debt-collection; and that you recognize that by sending your child to Southpointe Academy, you yourselves have joined a community dedicated to happy excellence, which you are jointly responsible for creating , nurturing, and sustaining.

We look forward to a vibrant, dynamic, positive, year which we all enjoy and from which we all benefit.



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COMMUNICATION

Many of life's irritations can be solved by better communication.

Here, we need to talk, to keep in touch, to keep up-to-date. 'Community' and 'Communication' are clearly close friends. Never hesitate to let us know of anything that is causing you concern, however minor. Don't let it fester –address it with us. Gossip can only flourish in the absence of truth –so never hesitate to find out the truth.

Please contact us whenever you wish to establish the facts!

For your added convenience, please feel free to call the Front Office at any time. The office staff has immediate knowledge of the availability of all faculty and staff and can deal with your inquiry more quickly than anyone else.

To discuss any aspect of your child's progress, please contact your child's Homeroom teacher.

If you need to discuss any aspect of school policy, or if you feel a matter is particularly sensitive, please contact the Headmaster.

Here is a summary of our communications to you:

BEFORE THE SCHOOL YEAR BEGINS:

Summer Midpointes –Published weekly from the week of August 15.

Contains updates, term dates, supply lists, bus route details, invitations etc.

New Parent Welcome Reception

A welcome reception for all New Parents will be held at Gunn House, 6400 3rd Avenue, Tsawwassen. New Parents are encouraged to come and mingle in the beautiful setting of Gunn House from 6pm to 8pm on Monday 29 August 2011.

Kindergarten Parents Evening

This is held on the evening of Thursday 1 September at 7pm

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New Student Day-Grades K-12 only

Being new can cause apprehension and anxiety, so we have a day when the only students at school are new ones. This is Thursday, September 1st from 10am to 12 noon.

New Parent Question Time

This happens on Thursday, September 1st when new students are at the school and provides an opportunity for new parents to have last minute questions answered by the Leadership Team.

DURING THE SCHOOL YEAR

The Three-weekly Call

Homeroom teachers contact you every four weeks to exchange views about your child's progress during the previous three weeks. This ensures that any issues at school or home are quickly identified.

Parent Academies

These are opportunities for parents to hear about and discuss educational matters that have a bearing on school policies and decisions.

Parent-Teacher, Parent-Student-Teacher Meetings

These meetings, held early in the year and then after each reporting period, provide parents with the opportunity to hear first hand about the progress of their child. In some of these meetings, the students from Grade 4 on are there, too, to demonstrate their learning and join the discussion.

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Formal Reports

Three times each year, we create detailed anecdotal reports.

Re-enrolment Packages

In February, we send out re-enrolment packages with details of how and when to enrol for the next year.

Electives Meetings

In the GYP there are many elective choices to be made, so, before re-enrolment is required, we hold an evening meeting to explain the choices and answer any questions there may be.

The Midpoint

This is our weekly newsletter. It is published online on Thursday of each week.

Website –www.spacademy.ca

This site is updated daily. It contains a huge amount of information, including our calendar. The best way to stay in touch is to check this daily.

The Student Agenda

When we want to be doubly sure you see something, we send a ‘heads up’ home in the student agenda (MYP and FYP only)

The Phone Tree

Again, for things that are urgent –like school closure –or particularly important, we shall use the Parent Phone Tree to ensure everyone is in the loop.

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People

These are the people to contact for speediest responses to your questions:

THE DIRECTOR OF COMMUNITY ENHANCEMENT (Julia Common) for all matters.

THE CONTROLLER (Dan Hodgens) for matters concerning fees, payments and invoices.

THE SUBJECT TEACHER for subject specific questions.

THE HOMEROOM TEACHER for all matters concerning your child.

THE CHIEF EXECUTIVE & HEADMASTER if you seek advice on how to deal with something, if you wish to discuss internal policies, or if, having exhausted other avenues, you are still not satisfied.

THE BOARD OF GOVERNORS if the matter concerns governance issues.

Other Key People

Anne O' Halloran is the Front Office Manager and Admissions Officer.

Shahin Virji is Assistant to the CEO & Headmaster. To book a meeting or phone call with Mr. Baldwin, please contact Shahin.

(Please note:

Mr. Baldwin will be spending the school days engaged with students and staff, so he prefers to schedule parent meetings after 5pm when possible. He will, however, be resuming his 'afternoon tea' drop-in at 3pm daily when you can catch him for a quick word without appointment. Often, if you explain your question, dilemma etc. to Mrs. Virji, who will respect your confidentiality, she can find Mr. Baldwin in the school and obtain a very speedy response for you.)

Susan Kirkwood is the University Counsellor.

Ryanne Woolford is the School Psychologist and Leader of the Innovative Learning Centre.

Monica Tice is the Leader of Project Discover and the primary First Aid Responder.

Scott Ukranitz is the Manager of Transportation Services.

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We are going to contact you during this school year as follows:

TO REPORT THE PROGRESS OF YOUR CHILD/REN

We intend to review the progress of each child every three weeks. This review will involve all the relevant teachers, and will examine progress in all aspects of school life. Following each review, you will receive a call from the homeroom teacher.

We shall also create written report cards at the end of each term.

TO REPORT ON SCHOOL EVENTS, SUCCESSES, ETC.

We shall publish Mid-Pointe on our website and by e-mail, weekly, on Thursday night. Should you have anything you would like included, please let Anne O'Halloran know by noon on Wednesday. Archive copies of Midpointe will also be on the website.

We shall use our web site, your SPADE mail, backpack notices, and class parent phone trees to ensure everyone knows details of upcoming events.

TO REPORT ON THE PROGRESS OF THE SCHOOL AND SOCIETY

The CEO and Senior Management will meet parent groups in their own localities in November. This will be a chance not only to report on current operations, but to discuss planning for the next year, and to receive parent input into matters under consideration.

The Board will hold one Community Meeting per year, usually in February.

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TO ASSIST YOUR UNDERSTANDING OF RELEVANT ISSUES

We are pleased to announce the continuation of ‘The Parent Academy’ (TPA) in a new format. We shall record the information and post it on our web. Then we shall invite parents to sign-up for a follow-up discussion. We hope this will prove more convenient for parents and faculty as ‘live’ attendances have been poor recently, so the hard work of the Faculty in preparing their presentations has been less effective than we hoped.

TO ASSIST OUR FINANCIAL OPERATIONS

We shall send you an invoice when any payment is due from you. To be fair to all, and to compensate for time unnecessarily spent on collections, we shall charge interest at 3% per month on overdue accounts. We are not a profit-making business, and we do not have a dedicated accounts receivable department, so we rely absolutely on the integrity and co-operation of our parents.

Should a genuine difficulty arise for you, please contact us promptly.

It is particularly important during this time of funding our new school that our financial policies are adhered to. Due dates do matter and late payments do cause problems. It is important to note that school trips are available only to students whose fee payments are up-to-date.

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As you understand, we want you to communicate with us. We include the following to try to ensure that some potentially less happy experiences do not recur.

COMMUNICATING WITH EMPLOYEES

We expect our employees to behave at all times with maturity and professionalism. We expect them to be respectful in all dealings with students and parents. At the same time, we are responsible for ensuring that their workplace is safe and free from intimidation, harassment, bullying etc. We, therefore, request and require that parents behave respectfully and appropriately towards our employees.

Please bear in mind the following things:

The school day begins at the 0805am. At that time the students should be in their homerooms. Parents should not linger. Of course, very young students appreciate the comfort of a parent accompanying them to their room, and the parent of such children appreciates the certainty of seeing the child settled in. Nevertheless, we ask that all parents vacate classrooms and corridors no later than 0820.

A teacher's day is crammed with activity. Many teachers schedule meetings, tutorials etc. at recesses and lunchtimes, and then involve themselves with co-curricular activities after school. This means that they are not free to receive or send messages during the school day –except by chance – nor are they likely to be able to accommodate an unexpected 'drop-in' meeting. Please, therefore, arrange meetings in advance and contact the Front Office for urgent matters.

When arranging a meeting with a teacher, please give the teacher an idea of what you wish to discuss. This makes sure that all necessary material can be readily available –it is not easily accessible on the spur of the moment if, for example, it is stored in a classroom that is being used at the time.

Please do not allow yourself to use threatening words or gestures, nor to be dismissive of the teacher's professional expertise. We understand that your child's welfare is important to you, and that your emotions may well be in play, but, if you feel yourself losing some control, please take some time away from the meeting to compose yourself.

Please remember that we teachers are people first, and that things go on in our lives, too. We are not, nor would we claim to be, perfect, but we are, as a group at our school, totally and impressively committed to your child's success. We are completely willing to work with you to ensure it. We need a positive relationship with you and will do our best to create and maintain one. We ask only that you do the same.

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To keep our fees as reasonable as possible, we rely on funds raised from our events, and assistance with a number of school activities. Such things are organised by our Parent Volunteers.

We at Southpointe Academy rely heavily on volunteers to keep our school as affordable as possible, and to ensure that our students and teachers have excellent resources with which to work. Without volunteer help, we would have to raise fees considerably, but, much more importantly, we would not be the community we are. Our volunteers set a wonderful example for our students and encourage them to develop attitudes that will contribute to a better world.

You will receive information about our volunteer needs. As you think about your busy lives and the many demands on your time, I hope you will decide to volunteer some of it to our school.

If you would like to volunteer, please let Julia Common know. She is the Director of Community Enhancement with particular responsibility for parent and student volunteers and their community-enhancing activities.

If you do volunteer to work with our students, you will need to have a clean 'Criminal Record Check'. If you wish to drive students, you will also need a clean driver abstract and a minimum of \$4 million passenger liability insurance.

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We move now to explain some matters with which we shall need your help. One of the main ways you can help is by ensuring that your child understands what it means to be a member of the Southpointe Community.

THE STUDENT CODE OF CONDUCT

Every student who accepts membership in Southpointe Academy is expected to follow the Code of Conduct found below. Everyone has a right to function in a safe, happy, and orderly environment, an environment that creates the best opportunity for learning and success. We believe that our expectations should be clear and well understood. **No one is perfect, but an earnest, continuing desire to meet these expectations is a condition of membership.**

JURISDICTION

The School's Code of Conduct applies to students as follows:

- ❖ When a student is on school property;
- ❖ When the student is travelling to and from school, including travel on a school bus;
- ❖ When a student is attending a school-organized function;
- ❖ When a student is representing the school;
- ❖ When a student is identifiable as a member of the school; and
- ❖ **When a student's conduct is likely to impact the interests and reputation of the school.**

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CODE OF CONDUCT

As a student of Southpointe Academy, I will:

KEEP MY SCHOOL SAFE

- ❖ I will not bring to school any potentially dangerous objects;
- ❖ I will move carefully in the halls, stairways and around the school premises;
- ❖ I will always behave in a safe and responsible manner;
- ❖ I will neither possess nor use any drugs, alcohol or tobacco products; and
- ❖ I will not push, shove, hit or behave in any way that may hurt or cause injury to others or myself.

RESPECT MYSELF, OTHERS & ALL PROPERTY

- ❖ I will endeavour to treat others only in ways that I myself would wish to be treated;
- ❖ I will treat all adults and students with respect;
- ❖ I will respect the privacy and personal property of others;
- ❖ I will respect school equipment and facilities;
- ❖ I will respect our environment;
- ❖ I will be honest;
- ❖ I will dress according to the Dress Code in this handbook;
- ❖ I will not tease, name call, swear, threaten, put down or cause hurt feelings in others; and
- ❖ I will not bully or intimidate others.

BE RESPONSIBLE FOR MY LEARNING

- ❖ I will act in a way that enhances the teaching and learning in my classroom and my school;
- ❖ I will work hard;
- ❖ I will be where I'm supposed to be, when I'm supposed to be there, fully prepared;
- ❖ I will follow instructions, and classroom and school rules;
- ❖ I will manage my time and materials effectively;
- ❖ I will complete all assigned work;
- ❖ I recognize that cheating is wrong, and that I must not do it, nor help anyone else to do it; and
- ❖ I commit myself to helping the school be a happy place for all.

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

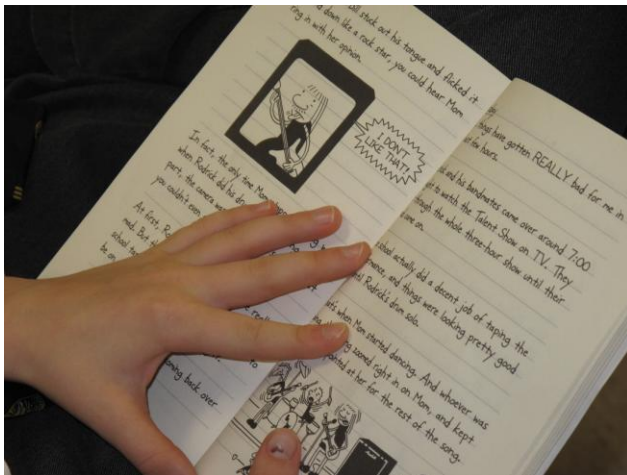
REQUIREMENTS FOR MEMBERSHIP

Southpointe Academy is open to all young men and women of good character, who behave according to the Code of Conduct, and whose family aspirations for the student are congruent with the vision, mission, and goals of the school.

We recognize, of course, that young people need guidance to assist them to understand right behaviour, and that we have a responsibility to work with all our students to enable them to become people of integrity and good character.

We have implemented a Behaviour Management System to ensure consistency of approach. This system is described fully in an appendix at the end of this handbook. Please read this appendix carefully, and discuss its contents with your child/ren before they return in September.

When a student ceases to meet the requirements for membership, s/he may be required to leave the school immediately and will not be offered enrolment for the next year.



SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

SUBSTANCE ABUSE POLICY

Southpointe Academy recognizes that to provide the greatest opportunity for healthy student growth and development, the school environment must be free from mood altering substances. Southpointe Academy supports a proactive and comprehensive approach to substance abuse, which includes preventative curriculum, early intervention and appropriate consequences.

It is often illegal to be in the possession of or use mood altering substances. Southpointe Academy prohibits the use (including being under the influence of), possession or distribution of mood altering substances by students, employees and parents while on school property or at school-sponsored events.

Mood altering substances include alcohol and drugs prohibited or restricted under the Controlled Drugs and Substances Act, but exclude drugs that have been prescribed for the student by a physician.

STAFF RESPONSIBILITIES

All employees of Southpointe Academy share responsibility for increasing their awareness and knowledge of:
Southpointe Academy's Substance Abuse Policy;
the incidence and identification of substance abuse;
their duty to report all cases of substance abuse; and
the appropriate procedures to follow when reporting suspected cases of substance abuse.

SCHOOL RESPONSIBILITIES

The school will provide students with age appropriate instruction on the prevention of substance abuse including street drugs and alcohol. Those students who are involved in handling or using alcohol will be required to remain at home in accordance with the Behaviour Management Policy. The school will provide the parents of a student who is involved with the abuse of drugs and alcohol with the names of resources where advice or treatment may be obtained.

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

What follows now will give you information about marks, reports, and other academic matters.

ACADEMIC POLICY AND PROCEDURES

ACADEMIC REQUIREMENTS – GRADES 6 – 12

All students are required to take the full academic program unless specific alternatives have been agreed and are noted on an Individual Education Plan.

Students are required to reach and maintain at least a C+ level in every subject.

Where a C+ level is not attained, but the student is deemed to be working as hard as can be reasonably expected, a limited Individual Education Plan, specific to the necessary subject(s) may be prepared to assist the student to improve.

Where a C+ level is not attained, and the student's effort is unsatisfactory, the student will be placed on academic probation.

ACADEMIC PROBATION

The Homeroom Teacher may place a student on Academic Probation at any time during the school year. When placed on academic probation, a student's performance and effort is monitored class by class. Students are granted six weeks to improve. If they do not improve their effort, their membership of the school will be placed in jeopardy. If they do improve their effort, but do not improve their performance, they may be placed on an Individual Education Program.

PROMOTION POLICY

Research is clear –retention almost always has a negative effect on a student's achievement. If, therefore, a student returns to the school, s/he will be promoted to the next grade. If such promotion is clearly not in the best interests of the student, then s/he will not be offered membership of the school for the next year.

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

STUDENT ASSESSMENT GRADES 6-12

To be eligible for a mark in any subject, a student must complete all the requirements of the course. These include attendance at and participation in class, completion of all assignments, writing of all tests and examinations, maintaining neat, complete notes and other such requirements the teacher may have.

Students who are eligible will be awarded marks according to the Ministry of Education Letter Grades Order:

THE MINISTRY OF EDUCATION LETTER GRADES ORDER

A (86-100) = The student demonstrates **excellent or outstanding** performance in relation to expected learning outcomes for the course or subject and grade.

B (73-85) = The student demonstrates **very good performance** in relation to expected learning outcomes for the course or subject and grade.

C+ (67-72) = The student demonstrates **good performance** in relation to expected learning outcomes for the course or subject and grade.

C = (60-66) = The student demonstrates **satisfactory performance** in relation to expected learning outcomes for the course or subject and grade.

C-(50-59) = The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.

I (Below 50) = (In Progress or Incomplete) The student, for a variety of reasons, **is not demonstrating minimally acceptable performance** in relation to the expected learning outcomes.

F = (Failed) The student **has not demonstrated the minimally acceptable performance** in relation to the expected learning outcomes for the course.

We know it seems odd, but it is a mistake to think that the difference between an A and a B for example is just one mark. It is, in fact, an entirely different description that must be met. So, a student with an 85 is at the top of the 'very good' range, but may be as far from 'excellent' as, say, Mike Weir is from Rory McIlroy, or the Vancouver Symphony Orchestra is from the Berlin Philharmonic, or Chris Martin is from Sachin Tendulkar.

At the beginning of the school year curriculum night, you will receive course outlines that will tell you what the 'expected learning outcomes' for each course are. To see these in complete detail, you can refer to the Ministry of Education website.

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

INTERNAL ASSESSMENT

Assessment is continuous. Teachers are constantly observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on.

Three times a year, teachers are asked to codify their assessments, using the system created by the Ministry of Education. These assessments are always sent to parents.

The marks for the individual assignments, tests etc., that lead to these assessments are not themselves necessarily coded according to the Ministry system, so it is not possible to add up your child's marks and accurately gauge the report mark. Why is this? It is because internal marks are used to assist learning, rather than to make summative judgements. For example, teachers may wish to build confidence, so they set a relatively easy assignment, or they may wish to challenge students to their limit, so they set a particularly difficult one.

To reach a summative judgement –the one you see on the report cards – a teacher takes all the evidence the student has produced in the form of assignments, examinations, tests, classroom participation, discussion etc., and decides which Ministry descriptor best fits the student. Then using experience, comparison, Ministry-published examples, and professional judgment, the teacher assigns a mark within the prescribed range.

Though some people are uncomfortable in this knowledge, it is true that report card marks are more the result of a judging process akin to ice-dancing, say, or gymnastics, than they are to an absolute, scientifically measured standard, like the 100 metre sprint or High Jump.

Because the Ministry of Education uses examinations as part of its system for evaluating learning in the Graduation Program, and because examinations require a particular skill and approach, we use them from Grade 6 on.

Grades 6 to 8 will write examinations in June. These examinations will be formal and exacting but not necessarily traditional. In some subjects 'presentations' with vivas (oral questions and answers) may replace the usual written exam.

Grades 9 to 12 will write examinations in June. Examinations will be held in core academic subjects only. Where there is a mandatory Provincial examination, there will not be an internal one. Where there is an internal examination it will count for 10% of the final mark.

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

EXTERNAL ASSESSMENT

During the month of February, all students in Grades Four and Seven participate in the Foundation Skills Assessment (FSA). This series of standardized tests is given by the Province of British Columbia and measures a student's interest and basic skills' ability in the areas of language, reading, and mathematics.

These tests are marked partially by the school and partially by the Ministry of Education. We receive documentation from the Ministry and we will share this with you. This documentation shows individual competency and proficiency levels in language, reading, and mathematics.

We use these test results to evaluate our school program, and the Fraser Institute uses them to rank BC's Elementary Schools.

Students in Grade 10, 11 and 12 are required to write external examinations set by the Ministry. In Grade 10, students must write English, Math and Science; in Grade 11, Social Studies; in Grade 12, English.

Several other Grade 12 academic subjects are provincially examinable. The examinations are, however, voluntary, and not required for university entry. We strongly recommend against writing these examinations. When taken, they count for 40% of the final mark.

Grade 12 students taking AP courses write examinations in May. These examinations are mandatory for the award of an AP score.

Students often elect to write the Scholastic Aptitude Tests (SAT's) and may have to write the Language Proficiency Index (LPI) test for certain universities.

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HOW YOU KNOW YOUR CHILD'S PROGRESS?

We will let you know on a regular basis, sometimes more formally than others, how your child is progressing.

First, we shall be reviewing your child's welfare and progress every three weeks of the year, and we shall share our observations with you and look forward to hearing yours.

Second, we shall send you more formal reports at the end of each term.

PARENT – TEACHER INTERVIEWS; PARENT-TEACHER-STUDENT MEETINGS

These are designed to enable parents to enjoy a personal meeting with all their child's teachers to review progress. Students in the GYP and MYP are invited to some meetings, while at one meeting towards the end of the year, the students demonstrate their learning to their parents.

FORMAL REPORT CARDS

Formal reports are prepared at the end of each term in December, March, and June.

Students in Kindergarten through Grade Three receive anecdotal reports for each subject.

For Grades 4-5, these reports give a cumulative letter grade for each course, and provide an anecdotal summary of the student's performance in each subject over the course of one full term. Grade 6-8 receive letter grades in December and March, and percentages in June. Grades 9-12 receive percentages on all reports. The reports include information about work covered, the student's current standing, and the reasons for it. They will also include specific information about deficiencies and strengths, with suggestions for remediation or enrichment.

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TEACHING AND LEARNING

Student progress results from learning, which needs to be inspired and led by teaching. We expect our teachers to teach expertly, using a variety of strategies, giving huge quantities of encouragement, and assisting our students in a most committed way. Our small class sizes make this possible. We expect our students to make every effort to learn. And effort is required. The effort, though, needs to be sensibly directed. Such direction is provided by the teacher almost exclusively in the younger years, but the student takes increasing responsibility as the years pass. In order to cover the necessary material and to create academic discipline, we also expect our students to work independently outside the classroom. Wherever they do this work, it is usually called 'homework'.

HOMEWORK

We expect our students to work outside the classroom, and daily homework is necessary. It should not, however, be of such quantity that home life, recreational activity, or sufficient sleep, become impossible. We do not necessarily set all students the same homework, for homework should never be drudgery. It should be engaging and positive. Nor need it be set by a teacher.

It is crucial for students from Grade 6 on to ensure that the work of the day is reviewed the same evening. Their notes should be organized, the appropriate part of the textbook re-read, and the new concepts re-visited. This simple daily task serves to fix new information in long-term memory. Later, it can be revised, whereas, neglected, it will need to be re-learned, a much more arduous task. The vital importance of daily revision is discussed in detail in a book we strongly recommend: 'Use Your Head' by Tony Buzan.

Homework should also be preparation for the next day's classes –pre-reading ready for discussion, thinking of some questions to ask etc.

If your child claims to have no homework, s/he is wrong! The homeroom teachers will monitor the homework load of their students and intervene as necessary.

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HOW WE PROVIDE EXTRA HELP FOR YOUR CHILD.

Sometimes students need assistance outside the classroom. Often, parents choose to pay to engage tutors. This should not be necessary, except in the most extreme cases. (Please note that our teachers may not tutor our students for additional payment.)

We know we must help our students, and so we are pleased to operate 'Study Club'. This will take place daily from 1530 to 1645. The club will provide small group and individual tuition, based on the recommendation of the teachers. Tuition will be provided by teachers and by senior student members of the Peer Tutoring Group. If your child would like to receive tutoring, s/he simply lets the subject teacher know and it will be arranged. Students who are behind with their work or giving insufficient effort to their studies may be assigned Study Club by their Homeroom Teachers. When they are, it takes priority over all other activities.

Should your child run into difficulties, we have counselling available, and we can also recommend external assessment services.

We also provide library services. Our library is a good place for individual work, for quiet reading, and for meaningful research. Mrs. Levitt, the librarian, works daily from 8am to 5pm and there are often other teachers in the library who are willing to help students.

Our 'bottom line' is this: we believe all children who try hard can learn successfully, and we will work with you to ensure that they do. Each child is an individual, and here, s/he is treated as such.

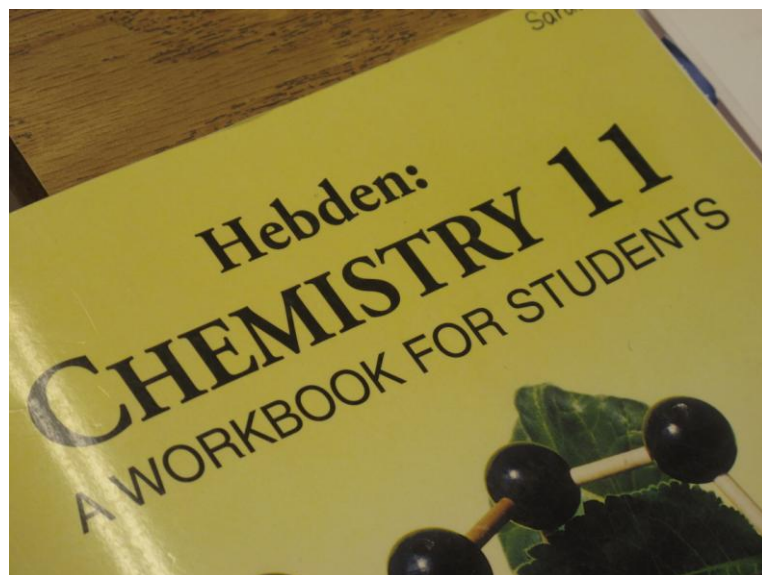
SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

SCHOOL TIMETABLE

The school is open to students from 0755 to 1700 daily. At 1700 all doors are locked and only students under the direct supervision of teachers may remain on the premises. It is imperative, therefore, that all students are picked up by 1700.

From 1530 to 1700 daily, students may be in the school only if they are enrolled in an official activity or in the official after-school care program. The weekly co-curricular program will be published in the previous week's Midpoint; registration will be on the first day of the school week –usually Monday. Once registered, a student is obliged to attend.

When students are engaged in extra-curricular activities off site and return after 1700, the supervising teacher will admit them to the school buildings on their return and remain with them until the pre-arranged pick up time.



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We want to encourage our students to be of sound body as well as sound mind, so we have a full program of Physical Education and Athletics.

ATHLETICS

Students are given the opportunity to experience a wide range of athletic activities. Students in Grades Three through Twelve are encouraged to join one or more of the representative school teams offered throughout the year.

Through PE, Games, and Athletics Programs, students participate in 150-200 minutes of athletic activity per week.

P.E.

P.E. classes are instructional lessons on the skills and concepts associated with major and minor sports, gymnastics, locomotion, fitness, health, and so forth. Instructional units for students in Grades Four to Twelve focus on the specific skills for sports such as soccer, volleyball, gymnastics, track and field, etc. Instruction for students in Grades Kindergarten to Three is more general in nature and is directed towards the establishment of movement patterns and skills as a foundation for future development.

GAMES

Games periods are activity periods. During these periods, students are engaged in a variety of activities. "Island" competitions will take place during games periods. Students in Grades One to Three have one games period every two weeks ("Island" Games) while the older grades have one scheduled games period each week. "Island" games are inter-Island competitions. All students must participate in "Island" Games since they take place during school time. Students will be competing in games such as Soccer, European Handball, Ball Hockey, T-ball/Softball, Half-court Basketball, etc. Each game or competition is scheduled over a four to six week period and results are recorded. "Island" Champions are determined for each term and for the entire year.

INTRAMURALS

Intramural games are voluntary competitions that are held during lunch breaks. Intramurals provide an opportunity for competition in an enjoyable and non-threatening environment. Students in Grades 4 to 8 are able to participate in ball hockey, volleyball, indoor soccer, and basketball.

Students wishing to participate are placed on balanced intramural teams by the Intramural Co-ordinator. Each intramural team plays at least six games in league competition. Results are recorded and the top placed teams move on to the playoffs, which generally consist of semi-finals and a final. A champion for each intramural competition is determined and the winning team members receive an "Intramural Champion" t-shirt.

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SCHOOL ATHLETIC TEAMS

Our school teams compete against other schools in the Greater Vancouver Independent School Athletic Association (GVISAA), The Independent Schools Association of BC Elementary Schools (ISEA) and the Independent Schools Association of BC (ISABC).

Students selected for our squads are required to participate fully under the guidance of their coach(es) and to represent our school to the best of their ability.

Currently our major teams are:

Term 1: Soccer –boys; Volleyball –girls; Cross-country running –Co-Ed;

Term 2: Basketball-boys; Basketball-girls; Swimming-elementary team.

Term 3: Track and Field –Co-Ed; Soccer-girls

We are also currently developing teams in Swimming (Term 1) and Badminton (Term 3).

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THE ARTS

We strongly encourage the Arts. We have programs in Drawing and Painting, Theatre Arts, Instrumental Music, Choral Music and Media Arts. All students are required to take Arts in the timetable, but there are many extra-curricular opportunities too. Concerts of both instrumental and choral music take place throughout the year, while mini-concerts enhance our Assemblies; Art exhibitions enhance our corridors throughout the year, while Media Arts students help in the production of our weekly newsletter 'Midpointe'.

THE GLOBAL PROGRAM

Our Global Program offers extraordinary opportunities to our students. Designed to enable our students to learn about Canada and the world, our Program begins at Grade 6. This program operates in term time; it is an additional cost, so it is not mandatory, but we hope all parents will make every effort to have their children participate.

GRADE 6	Language and Cultural Immersion in Quebec. No homestay but inter-school co-operation.
GRADE 7	The Great BC Exploration. A Province-wide road trip with no homestay but inter-school co-operation
GRADE 8	The UK –York and London with Canadian connections. The party stays together but enjoys some inter-school co-operation.
GRADE 9	New Zealand. Combined with Project Discover, students experience homestay for the first time and complete their PD expedition: all hosted by our partner, Oxford Area School.
GRADE 10	France or Spain. We have partner schools in both countries and students visit depending on the language they are studying. Both homestay and group accommodation.
GRADE 11	China. Our partner schools in China host us with homestay accommodation and provide an outstanding program of cultural insight. 3 nights hotel stay in Beijing is included.
GRADE 12	Europe. This trip is based on the AP European History curriculum and is both moving and thrilling, including Vimy, Ypres, Berlin, Paris, Auschwitz etc.

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

ANSWERS TO FREQUENTLY ASKED QUESTIONS

ABSENCES

We make every effort to keep your children safe, a key aspect of which is knowing where they are.

Please, therefore, inform us if your child/ren will be absent. All absences must be reported to the Front Office prior to 0815, either in person, or by leaving a message on the designated “Safe Arrival” line at 604-948-8826. We request that the school office also be informed of any student who will be arriving late or leaving early.

SICK

If a student is away due to illness, the Ministry of Education requires that on return to school the student bring an authorized note from their parent / guardian / doctor stating the reason for their absence. These notes are checked during our Ministry Inspections, so please understand our insistence that signed notes must be received.

EXTENDED ABSENCES

It is the responsibility of parents in BC to ensure that their children attend a full-time program of schooling. We are not, therefore, authorized to permit student absence or ‘approve’ such absences.

We provide a yearly calendar of important dates and request that family vacations are taken during these scheduled holiday times.

Students will be responsible for completing all missed work and assignments on return from their absence. Teachers will not necessarily be able to provide students with all anticipated assignments prior to any absence. The Ministry stipulates the number of hours instruction a student must receive in each course; where these hours are not completed, course credit cannot be awarded.

Extended absences will directly affect a student’s qualification for the Ministry of Education Government grant. This grant is based on the number of school days a student attends during the year. Should a student not qualify for the whole grant, parents of the student are responsible for any shortfall.

ALCOHOL / DRUG / SUBSTANCE ABUSE

Please see the Behaviour Management Policy which appears in a separate document..

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

DAILY ANNOUNCEMENTS

Information regarding the school day / after-school activities / sporting events is distributed to the students through the use of the “daily announcements”. These announcements are read in the morning, following morning attendance.

NOTICES

School Notices for parents will be posted by e-mail.

APPOINTMENTS

Whenever possible, we request that parents make medical and dental appointments after school to avoid conflict with the school timetable. In the event that an appointment is made during the school day, students are required to sign in / out with the Front Office. A note from the parent / guardian is also required.

ATTENDANCE

School begins promptly at the stated time. Attendance is taken first at this time. All notes regarding school attendance (absences, injuries, and appointments) are collected at this time. Any student who arrives late is required to sign in at the Front Office.

DRIVING TO SCHOOL (GR. 11/12 STUDENTS)

Grade Eleven and Twelve students may drive to / from school only with written authorization from the Headmaster.

For any student to be granted permission to drive to school, the following guidelines must be completed: the Headmaster requires detailed documentation on both the driver and the car; this documentation includes a copy of the student’s driver’s license, copy / verification of insurance policies, license plate number, colour and type of car.

Parents must sign school documentation allowing the named student to use the stated car for transportation purposes to and from school. Students may not transfer other students or classmates during school hours. Grade Eleven / Twelve students who are involved in carpooling to school must provide written authorization from all parents involved in the transfer of students.

Students may not use cars during the school day for lunch, transferring between locations etc.

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EARTHQUAKE DRILLS

Earthquake Drills are completed several times throughout the school year.

EXTRA-CURRICULAR ACTIVITIES

Extracurricular participation is a valuable part of our school program. Extracurricular activities are offered to our students during all three terms. These activities complement and enrich our academic, athletic, and fine arts programs.

All teaching staff at Southpointe Academy are directly involved in the extracurricular programs offered at the school. By supporting these activities, teachers are able to gain a greater insight into their students, seeing their students outside of the classroom setting. Teachers are also given the opportunity to meet students that they may not otherwise teach. By participating in these programs, students see their teachers in a different context - unrelated to the classroom setting.

PERMISSION FORMS

All students who participate in a school related field trip / tour are required to submit a permission form, signed by a parent or legal guardian. This form will be sent home with each student prior to the departure date, allowing for adequate time for these forms to be returned to the organising teacher. Permission slips will also be posted on our web site for download.

FIRE DRILLS

Fire Drills are completed several times throughout the school year.

INCLEMENT WEATHER

It is the school's policy that all students spend recesses outside. Students must come to school with appropriate outerwear to accommodate a variety of weather changes

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LOST AND FOUND

Southpointe Academy students must take responsibility for their personal belongings. Students should not bring non-essential valuable items to school; the school cannot be held responsible should these items go missing.

All clothing must be clearly labelled with the students name and grade. All found items will be retained for a maximum of one week. Labelled items will be returned to their owners. A description of unlabelled items will be at the Front Office and claimants can enquire there. All unclaimed items will be donated to a local charity. These donations take place at the end of each week.

ELECTRONIC DEVICES

With the proliferation of educational material now available for viewing on i-phones, i-pads and the like, it is helpful for students in the MYP and GYP to use such devices in school responsibly. When attending class, all devices must be placed on the student's desk in clear view of the teacher, and used only at the teacher's specific request. On no account may they be used for social purposes and any student found using them for such purposes will be banned from any use on the school premises.

Any device brought into the school must be available for inspection on request.

No devices may be used when moving about the school.

Cell phones may be used only in the lobby outside the Front Office.

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LIBRARY

The library is located on the main floor of our school. Students are able to access the library for resource material and fiction / non-fiction books. Students are routinely given opportunities to take out books from our library. Students also use the library for class research projects.

Graduation Program students are expected to make use of the library during teacher absence or independent study books.

The library is open daily from 0805 to 1700.

Library passes are available at lunchtimes.

LUNCH

A lunch program is available through the Coast Hotel, and operates through the hotel web-site.

Most parents send their children to school with a bag lunch that is eaten under teacher supervision. Some parents choose to deliver lunches to Reception for pick-up (please ensure your child knows to pick up. Reception is not able to track down children for lunch delivery). Occasionally, the students organize pizza or hot dog days. These are notified in the Midpointe and on the Parent Calendar.

POLICY FOR LEAVING DURING THE LUNCH HOUR.

Any K-9 student requesting to leave school property during the lunch break must be signed in / out by their parent or legal guardian. Students must be accompanied by their parent at all times.

Any Grade 10-12 student requesting to leave school property during the lunch break, must a) have written parental permission registered with us, b) have the written permission of the Homeroom Teacher and c) must sign out and in on each occasion.

FIRST AID RESPONDER

A First Aid Attendant is on site and available through reception throughout the school day. Usually, this is the School First-Aid Responder, who is responsible for: administering first aid; staff and students health records; community health liaison; immunizations; vision/hearing screening; health education; and first aid certification.

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MEDICAL RECORDS

Medical Records are kept on each student. We request that you keep these files current and inform us should your child's health information change over the school year.

ADMINISTRATION OF MEDICATION

Students should not bring prescription medication to school, unless under the direction of their doctor. Administration of any medication while at school is completed by the school first-aid responder and/or staff member under written permission from the parent or guardian. All medication must be in its original bottle. The bottle must be clearly labelled with the student's name, date, and dosage to be takenNON-EMERGENCIES

Students who require non-emergency care must report to their homeroom teacher first (FYP) or directly to the Front Office (MYP,GYP).The school first-aid responder will address the student's needs on site, and if possible, have the student return to class. Parents will be contacted by the school should the school first-aid responder feel that a student needs to be sent home. Parents should not come to take a child home unless contacted by the school.

MEDICAL EMERGENCIES

The school first-aid responder is trained to assist staff and students with any first aid emergencies. Should a situation require further or immediate medical attention, 9-1-1 will be called.

OUT OF SCHOOL CARE

The school does offer out-of-school care for children in Grades K-3 from 1530 -1700 daily. Parents must register their children for this care. Please call the Front Office to register.

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OUTDOOR EDUCATION

Students in Grade Four through Twelve participate in a mandatory Outdoor Education Program that is reflective of the grade specific curriculum. These outdoor education experiences take place in a variety of locations around our province. The focus of this program is to encourage independent thinking, strategy / leadership skills, teamwork, and cooperation outside of the classroom setting.

The Outdoor Education Program is a year-round program, the main objectives of which are to expose students to a variety of outdoor learning experiences (e.g. sailing, rock climbing, orienteering), to develop an understanding and appreciation of the environment, and to foster the development of leadership skills. This is also a valuable experience to develop new friendships.

The homeroom teachers, as well as other subject grade teachers, participate in these programs. Depending on the particular camp program the students are participating in, our staff members act as counsellors, group leaders or instructors.

Our Outdoor Education Program is called ‘Project Discover’ and its informal motto is ‘Discomfort Without Danger’.

ALLERGY AWARE SCHOOL

As we have a number of students with severe allergies, we strive to be an allergy-aware school. This means that students and parents are made aware of the need for allergic students to avoid contact with allergens. We ask for your co-operation in this regard by not including nut products in snacks and lunches.

PREP BOOKS

All students (Kindergarten – Grade Eight) receive Southpointe Academy Prep Book / Student Agendas at the start of the school year. The ‘Prep Book’ acts as an essential communication device between the school and the students’ family.

All students will copy out the assigned homework into the Prep Books daily. Until the end of Grade 7 level, homeroom teachers sign the Prep Books daily to ensure that all assigned work has been copied down correctly. Teachers may also include important notices / messages / reminders in the Prep Books.

Parents of FYP and MYP students are asked to check their child’s Prep Book nightly, and sign the Prep Book once their child has completed all assigned work. By signing the Prep Book, the parent acknowledges receipt of all school correspondence.

Web site alerts will be sent home in Prep books.

GYP students are free to choose and purchase their own day-timer/planner, readily available in such stores as Staples.

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SECURITY AND VALUABLES

The school is frequently an open facility, with freedom of access for students and, on occasion, members of the community. For this reason, students are requested not to bring expensive and/or valuable items to school. Should students choose to do so, the student is solely responsible for his/her possessions. The school cannot be held liable for missing or stolen items.

ROLLERBLADES / BICYCLES

Students are not allowed to bring skateboards to school.

If a student wishes to commute to school by bicycle or rollerblades, parents are required to first contact the Front Office. A written letter authorizing the students travel arrangements needs to be given to the Front Office to be kept in the student's file. We will do our best to provide a safe place for leaving bicycles during the day. Helmets must be worn by all bladers and cyclists when on school grounds or en route to and from school.

SMOKING

As per our School Code of Conduct, smoking is prohibited by any student in uniform and by anyone on the school premises.

TELEPHONE / MESSAGES

A telephone, located near the front lobby of the school, is available for student use. If you need to leave a message for your child, please contact the Front Office.

TEXTBOOKS

During the first week of school, students at all grade levels are assigned textbooks. A student profile is then created documenting each textbook borrowed. Students are solely responsible for the care and custody of all books assigned to them. Students are solely responsible for the safe return of their assigned textbooks at the end of the school year. Should a textbook be lost or returned damaged, the student will be charged for its replacement. Final report cards are not issued until all textbooks have been returned or payment for replacement has been received.

TEXTBOOK RENTAL / CONSUMABLE CHARGES

All students are charged a yearly textbook rental fee. Students are also charged for any consumable books that they use during the course of the school year (practice books, journals etc).

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SCHOOL UNIFORM POLICY AND PROCEDURE

The school uniform at Southpointe Academy has been standardized to provide consistency throughout the grades. All uniform items should, therefore, be supplied by Top Ten School Wear

TYPES OF UNIFORMS

NUMBER ONE UNIFORM

Formal Uniform (“Number One” uniform) is required for all full-school Assemblies, Ceremonies, School Functions, and School Sponsored Field Trips. It is also required on the first day of each term.

- ◆ Formal Uniform (all boys): school crested blazer, school tie, long- sleeved, white, button-down dress shirt buttoned at the wrist, grey trousers, grey or black socks, black belt, and black leather dress shoes.
- ◆ Formal Uniform (Gr. K - 3 girls): school-crested blazer, school tie, long sleeved white button-down dress shirt, tunic, navy socks/tights, and black leather dress shoes.
- ◆ Formal Uniform (Gr. 4 girls and up): Crested school blazer, school tie, long sleeved white button-down dress shirt, kilt, navy socks/tights, and black leather dress shoe

NUMBER TWO UNIFORM –DAILY DRESS

Number One uniform is always acceptable. It is not, however, always necessary. For normal daily dress, the blazer need not be worn. A blue, uniform school-crested sweater may be worn in its place, but shirt and tie is equally acceptable.

SUMMER UNIFORM

The optional Summer School Uniform may be worn from May 1 to the end of June, and from September 1 to Thanksgiving Weekend. The Summer Uniform consists of:

- ◆ Boys: School- crested golf shirt, grey dress shorts with grey or black socks or grey dress pants, and school crested sweater, black leather dress shoes.
- ◆ Girls: School-crested golf shirt, tunic/kilt/skort, and school crested sweater, black leather dress shoes.

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OUTERWEAR

Students should have a waterproof coat for recess, field trips, travelling between the schools' various locations and so on. All such outerwear must be of a single colour and devoid of anything other than minimal logo or branding.

Hoodies are never acceptable with the uniform.

In cold weather, inside the school, the only acceptable sweater is the school-crested one.

School tracksuits are required for team and international travel.

ADDITIONAL UNIFORM ITEMS

School crested fleece jackets / athletic "TITAN" sweatshirts, track suits, baseball caps and sports' bags are available for purchase by special order in September and February annually through Top Ten School Wear Inc. We encourage students to purchase these items to wear to/from or on the sports field. These jackets / sweatshirts, however, may not be worn in lieu of the school crested sweater. Students are also not allowed to wear these articles of clothing during class time.

PHYSICAL EDUCATION UNIFORM

It is mandatory for all students to arrive to all Physical Education classes in their school PE uniform.

Up to Grade 8 Students: The PE uniform consists of navy PE shorts, navy Southpointe sweatshirt / sweatpants, white socks, and running shoes. Students are assigned to an Island – Denman, Main, Pender, and Quadra, that corresponds to the colour of their PE t-shirt. The school track suit is mandatory and may be worn in PE class during inclement weather.

Grade 9 and above: The PE uniform consists of navy PE shorts, grey Southpointe PE shirt, navy Southpointe sweatshirt / sweatpants, white socks, and running shoes. The school track suit is mandatory and may be worn in PE class during inclement weather.

NOTE: Skateboarding shoes are not acceptable P.E. footwear.

LABELLING / LOST & FOUND

We cannot stress enough the importance of labelling clearly, with both surname and first name, all of your child's clothing.

We recommend iron-on labels or simply marking items with a permanent laundry marker (available at your local drugstore).

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SCHOOL UNIFORM POLICIES

Southpointe Academy students must set exemplary standards for personal hygiene and overall cleanliness. Students are asked to wear their uniform with pride. While students are attending Southpointe Academy, they are asked to abide by the following policies:

Make-up Policy

- Nail polish is NOT allowed for any students
- Foundation Years and Middle Years Program students are not allowed to wear any type of make-up.
- Graduation Program students may wear minimal make-up, applied in an inconspicuous manner.

Jewellery Policy

- Students are not allowed to wear excessive jewellery while at school.
- Students may wear one pair of stud earrings only.
- Visible body piercing is not acceptable here.

Badges and Pins Policy

Only official badges and pins that are presented by the school may be worn on or with the school uniform.

Hair Style / Hair Color Policy

- No extreme styles, streaks, or colours will be allowed for any student.
- All boys must be clean-shaven unless written dispensation is received from the Homeroom teacher.
- Hair must be kept neat; with long hair tied back or pulled off the face.

Homeroom teachers, supported by all others, are responsible for ensuring their students comply with uniform and dress regulations.

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We collect information in the course of our interactions with you and we want you to feel comfortable with that fact. As required by law, we have a policy that governs personal information and your privacy.

PERSONAL INFORMATION PRIVACY POLICY FOR EMPLOYEES AND VOLUNTEERS

The School's Commitment to You

Safeguarding personal information of employees and volunteers is a fundamental concern of Southpointe Academy. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation. This Personal Information Privacy Policy describes the policies and practices of Southpointe Academy regarding the collection, use and disclosure of personal information about employees and volunteers, including the steps the school has taken to ensure personal and financial information is handled appropriately and securely.

Southpointe Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this Personal Information Privacy Policy can be found in the Parent Handbook, the Staff Handbook and the Policies and Procedures Manual of Southpointe Academy or is available from Administration. This Personal Information Privacy Policy may be supplemented or modified from time to time.

Ten Privacy Principles

As part of Southpointe Academy's commitment, the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information. This Personal Information Privacy Policy describes the Ten Privacy Principles and provides further details regarding Southpointe Academy's compliance with the principles.

Definition

In this Personal Information Privacy Policy, the following term has the meaning set out below.

"Personal information" means any information about an identifiable individual, as further defined under British Columbia's Personal Information Protection Act or other applicable laws. Personal information excludes the name, position name or title, business telephone number, business address, business email, and business fax number of an individual, as well as any publicly available information as designated under applicable laws, such as information available from a public telephone directory or from a public registry.

Principle 1 – Accountability

Southpointe Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the school has designated two individuals who are accountable for the school's compliance with the Ten Privacy Principles. These individuals are the Privacy Officers of the school.

You may contact our Privacy Officers as follows: David Scholefield and Shahin Virji.

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Principle 2 - Identifying Purposes

What Information is Collected, Used and Disclosed?

Employees

Southpointe Academy collects, uses and discloses personal information about employees in order to establish, manage and terminate the employment relationship and for other purposes identified when the information is collected.

Set out below are some examples of personal information about employees collected, used and disclosed by Southpointe Academy:

- ❖ Personal information collected, used and disclosed in the hiring process, including information on resumes and application forms (contact information, personal and professional history, qualifications, emergency contact information) results of criminal records checks, information collected from references;

- ❖ Payroll and related information including, social insurance number, rate of pay, hours of work, deductions, bank account information, any court orders;
- ❖ Benefit information including social insurance number, premiums or contributions, coverage information, date of birth, marital status, dependent information, medical information;
- ❖ Performance information, including work history, performance reviews, discipline and related notes and memorandums, documentation related to job qualifications (professional or technical qualifications), internal competition information;
- ❖ Other personal information as required or permitted by law.

Volunteers

Southpointe Academy collects, uses and discloses personal information about volunteers for the purposes of recruiting volunteers and establishing and managing an effective volunteer program and for other purposes identified when the information is collected.

Set out below are some examples of personal information about volunteers collected, used and disclosed by Southpointe Academy:

- ❖ Information collected, used and disclosed in the recruiting process including information on resumes and application forms (contact information, personal and professional history, qualifications) and information collected from any references;
- ❖ Information related to the volunteer's services, including availability, schedule, duties, reviews, and related notes and memorandums and documentation related to volunteer qualifications (professional or technical qualifications);
- ❖ Personal information about employees and volunteers (including photographs and biographical information) may also be collected, used and disclosed in the course of the school's activities including in publications such as yearbooks, Handbooks, newsletters, and websites;
- ❖ Computer use and e-mail are monitored in accordance with the Computer, Internet and/or Email Policy as applicable and personal information is collected in the operation and maintenance of these systems;
- ❖ Personal information about employees and volunteers may be collected and used and disclosed in the course of the operation of building security systems, including sign out book and other surveillance systems.

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Principle 3 – Consent

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed.

In determining whether consent is required and, if so, what form of consent is appropriate, Southpointe Academy will take into account both the sensitivity of the personal information and the purposes for which Southpointe Academy will use the information. Consent may be express, implied (including through use of “opt-out” consent where appropriate), or deemed.

Most personal information is collected, used and disclosed for the purposes of establishing, managing and terminating the employment or volunteer relationship. In most cases, consent is not required. In other cases, consent will be sought or implied where it is reasonable to do so.

From time to time, Southpointe Academy may advise employees and volunteers of other purposes for which it will collect, use or disclose personal information, in which case the school will, if appropriate, obtain consent for collection, use or disclosure of that personal information.

Principle 4 - Limiting Collection

Southpointe Academy will limit the personal information collected to that information necessary for the purposes identified by the school.

Principle 5 - Use, Disclosure and Retention

Southpointe Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented, or when its use, disclosure or retention is required or permitted by law.

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How is Information Used?

Personal information about employees and volunteers is used for the purposes identified under Principle 2.

If for any reason personal information is required to fulfill another purpose, the school will notify the employee or volunteer of that purpose. Southpointe Academy may use anonymous information, such as information collected through surveys or statistical information about employees and volunteers to improve the school's operations.

When May Information be Disclosed?

Southpointe Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. Personal information about employees is disclosed to third parties for purposes related to the employment relationship, including to:

- ❖ Government departments, bodies and agencies such as Canada Customs and Revenue Agency, Workers Compensation Board, Ministry of Education, College of Teachers;
- ❖ Payroll outsourcers;
- ❖ Financial institutions for payroll related purposes;
- ❖ Insurance companies, benefit, group RRSP and pension plan administrators for enrolment in and administration of benefits, plans and claims;
- ❖ Teacher certification information as per form I-2001 filed with the Ministry of Education;
- ❖ Advisors to Southpointe Academy including accountants, lawyers and consultants; and
- ❖ When required or permitted by law.

Personal information about volunteers may be disclosed for the purposes of establishing and managing an effective volunteer program and for other purposes identified when the information is collected. Information may also be disclosed when required or permitted by law.

The school does not sell, lease or trade information about employees and volunteers to other parties

Outside Service Suppliers

At Southpointe Academy, the school sometimes contacts outside organizations to perform specialized services such as printing, payroll services, market research or data processing. (For example, the school gives its yearbook publisher the information required to produce the annual yearbook.) Suppliers of specialized services are given only the information necessary to perform those services, and Southpointe Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

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Restricting Sharing Information

If an individual wishes to limit the sharing of personal information as permitted by law, the individual must submit to the Privacy Officer a written letter specifying which items of personal information are to be limited and to whom these items are to be restricted. The Privacy Officer will advise the individual whether the requested information can be restricted in the manner requested.

How Long Is Personal Information Retained?

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

Principle 6 – Accuracy

Southpointe Academy will take appropriate steps to ensure that personal information collected by Southpointe Academy is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed. Employees and volunteers are responsible for providing up-to-date personal information to the school.

How May I Update Outdated or Incorrect Information?

An individual may, upon written request to Southpointe Academy, request that Southpointe Academy correct an error or omission in any personal information that is under Southpointe Academy's control and Southpointe Academy will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

Principle 7- Safeguarding Personal Information

Southpointe Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information. Employees and volunteers will be appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information. An employee's failure to abide by school policies may result in discipline, up to and including termination of employment. A volunteer's failure to do so may result in termination of the volunteer relationship.

Employee Files

Employee files are stored in secured filing cabinets. Access to personal information is restricted to authorized employees who have a legitimate reason for accessing it.

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Electronic Security

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

Principle 8 – Openness

Southpointe Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information.

Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officers of Southpointe Academy.

Principle 9 - Individual Access

Southpointe Academy will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

How May I Access My Personal Information?

An employee or volunteer may access and verify any personal information with appropriate notice so that the office is able to supply the information required.

Principle 10 - Complaint Process

Individuals may question compliance with the above principles by applying in writing to the Privacy Officers.

Questions, Concerns and Complaints

Questions, concerns and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed in writing to the school's Privacy Officers, who are Shahin Virji and David Scholefield.

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Major Dates Calendar.

We provide here a calendar of major dates. Our comprehensive calendar is on your school Zimbra account.

DAY/DATE	ITEM	NOTES
Monday 29 August	Welcome Reception 6pm-8pm	A welcome reception for all New Parents being held at Gunn House, 6400 3 rd Avenue, Tsawwassen. New Parents are encouraged to come and mingle with senior Faculty and the Headmaster in the beautiful setting of Gunn House.
Thursday 1 September	New Student Day – Grades K-12 10am-12 noon	New students are given orientation tours so they can locate their homerooms, meet teachers and so feel at home on day 1. Parents are welcome to enjoy coffee in EduCafe while the orientation takes place. For some students, the orientation will be brief, so it is better that parents remain at the school.
Thursday 1 September	Kindergarten Parent Meeting 7pm	The start of the school year uses staggered starting times for Kindergarten students, so they work their way gradually into the full day. To let you know the details of this about this and all other aspects of Kindergarten operation, Mrs. Johnson, teacher, and Mrs. Quenville, Team Leader of the FYP will be on hand.
Tuesday 6 September	First Day of Fall Term	Students attend in #1 Uniform. School begins and ends at the normal times –except for Kindergarten. The Opening of Year Ceremony, to which parents are most welcome, is at South Delta Baptist Church at 1030am.
Monday 10 October	Thanksgiving-School Closed	
Friday 21 October	Faculty Only Day – students do not attend	This is a collaborative ISA professional day when our teachers join with others from the Independent Schools Association of BC to advance their subject/level expertise.
Friday 11 November	Remembrance Day – School Closed	
Friday 16 December	Last Day of Fall Term	The term ends at 3.15pm. It is very important for all students to be at school today as we shall all be packing for our move to 1900 Fifty Sixth Street.
Monday 20 December to Friday 13 January	CHRISTMAS VACATION	
Monday 16 January	First Day of Winter Term	
Friday 16 March	Last Day of Winter Term	Term ends at the close of the normal school day.
Monday 19 March to Friday 30 March	SPRING BREAK	
Monday 2 April	First Day of Spring Term	

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Friday 6 April	Good Friday-School Closed	
Monday 9 April	Easter Monday- School Closed	
Friday 18 May	Faculty only day-students do not attend	On this day, as we approach year end, the Faculty undertakes a comprehensive review of the progress of each and every student.
Monday 21 May	Victoria Day –School Closed	
Monday 18 June to Thursday 28 June	Examinations and Presentations – Grades 6-12 only	Examinations or Presentations are held in all subjects. GYP students attend only for examinations and other obligations; MYP students have a full daily program.
Thursday 28 June	Last Day of Spring Term and end of School Year	Examinations end at 12 noon. The Major Awards and Closing Ceremonies begin at 1.30pm and the school year ends at 3.15pm *Please note the change of date
Friday 29 June	Commencement	The graduation ceremony of Commencement will begin at 1pm.

Students attending Southpointe Academy do so on the strict understanding that their parents have read all the information in this Parent Handbook, and that they wish their child/ren to be committed to the community standards and expectations noted here. Parents, by sending their child/ren to the school, also subscribe to the processes described here.

Please keep in close touch this year by checking calendars, the Midpointe, your school e-mail etc. There will be various amendments to processes when we move into our new school in January, not to mention events you will not want to miss, such as our ‘Farewell to 56th’ celebrations to end Term 1, and our New School Opening Ceremonies early in Term 2.

We look forward to a great year.

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SHOULD IT BE NECESSARY TO CLOSE THE SCHOOL OR FOR ANY OTHER EMERGENCIES THAT ARISE, WE SHALL

- A) USE THE CLASS PARENT PHONE TREE TO CALL YOU**
- B) INFORM THE CBC (AM 690) AND CKNW (AM 980) AND GLOBAL TV**
- C) POST THE INFORMATION TO OUR WEBSITE**
- D) SEND YOU AN E-MAIL**

OUR CONTACT DETAILS:

PHONE: 604 948 8826

FAX: 604 948 8853

E-MAIL: INFO@SPACADEMY.CA

**WEB: WWW.SPACADEMY.CA
WWW.SOUTHPOINTEACADEMY.CA**

OFFICE HOURS: 7.30AM -5PM DAILY IN TERMTIME

TO ACCESS ZIMBRA:

- A) GO TO THE WEBSITE**
- B) CLICK ON E-MAIL**
- C) SIGN IN**

NOW YOU HAVE ACCESS TO YOUR E-MAIL, TO THE CALENDAR(S), AND TO THE BRIEFCASE. THE COMPREHENSIVE SCHOOL CALENDAR APPEARS ON THE LEFT AND IS CALLED ‘GRAHAM BALDWIN’S SCHOOL CALENDAR’ (THIS IS BECAUSE IT WAS CREATED ON MY COMPUTER). MANY OF YOU HAVE RECEIVED INVITATIONS TO USE THIS CALENDAR, BUT A NEW INVITATION IS BEING SENT AT THE SAME TIME AS THIS HANDBOOK.

YOU HAVE TO ACCEPT THE INVITATION. LOOK AT THE TOP OF THE INVITATION AND YOU WILL SEE WHERE TO CLICK TO ACCEPT. ONCE DONE, YOU WILL BE ABLE TO SEE THE CALENDAR. IT IS FOR THE SCHOOL ADULT COMMUNITY ONLY AND YOU MUST NOT ALLOW STUDENTS TO ACCESS IT. THANKS.

YOU CAN ALSO USE THE ‘BRIECASE’ FEATURE. THIS ALLOWS YOU TO UPLOAD DOCUMENTS TO ZIMBRA SO THAT YOU CAN THEN ACCESS THEM FROM ANY COMPUTER CONNECTED TO THE INTERNET.

**Academic Year
2011-2012**

***BEHAVIOUR
MANAGEMENT
POLICY***

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12

PURPOSE

The purpose of the Behaviour Management Policy is to ensure clarity of expectations, certainty of process, and assuredness of fairness. The policy places our requirements in context, explains our methods, and outlines appeal procedures available to students and parents. We are not yet satisfied that our students fully understand their commitments in this area, so we recognize the need to help them to this understanding by emphasizing and explaining our core values at every opportunity, and by referring to them whenever unacceptable behaviour occurs. We also recognize that the consequences for offending our core values need to be clearly understood and fairly applied.

GOAL

Our goal is to create, nurture, and sustain a community which is bound together by moral commitment, trust, and a sense of purpose. The moral commitment is to our core values of respect, partnership, honesty, passion, and performance. Our purpose is to be a place of happy excellence.

RESPONSIBILITY

The responsibility for achieving this goal rests with all members of the Southpointe Academy community. It is not the sole responsibility of teachers and administrators, for it requires the full co-operation of aides, drivers, office staff, volunteers, Board Members, and parents.

ACHIEVING THE GOAL

The goal will not be achieved by understanding our school in terms of policies and punishments. It will be achieved by understanding that relationships within our school are key, and by working positively to create and enhance healthy ones. This applies to all relationships, not simply the ones students have with the school and each other.

We view ourselves as an educational institution, as opposed, say, to a behaviourist or welfarist one. We believe that our school should be a psychologically safe place, and that, when people go wrong, they should be given every opportunity to learn, and thereafter go right.

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WHAT THIS MEANS

In brief, what this means is that we define unacceptable behaviour as that which does not meet the moral commitment we expect of members of our school. When unacceptable behaviour occurs, we attempt, through conferencing, to enable the offender to understand why the behaviour is unacceptable, to make amends for it, and to renew a commitment to our stated values. We may term this 'restorative justice' for, when successful, it restores all that was lost by the unacceptable behaviour.

It also means that we work constantly to teach our students how to build good relationships, and how to enhance and nurture them. We engage them actively in the process of considering what our values mean. What is respect? What is partnership? What is happiness? What is excellence? As well as the formal, deliberate opportunities to consider these things, we are aware that they are constantly being modelled by the adults in our school.

❖ EMPLOYEES OF THE SCHOOL.

All employees of the school need to be aware at all times that their dress, attitude, manner, language, effort, and demeanour profoundly influence our students. We are all role models and, hard as it may be, we must accept that situation and behave correctly at all times. Our influence is profound and continuous. We must not allow any inappropriate word or action to pass without comment, for that implies acceptance.

❖ PARENTS

You are the first educators of your children. Your first responsibility in this policy is to be aware of it, and to ensure that your children know you support it. If your child does not live up to our requirements, please work with us to effect the necessary improvement.

❖ STUDENTS

As our students progress through the school, we expect more and more of them. We expect older students to be aware of and respectful of, the needs and sensibilities of younger ones. We do not, however, expect miracles. We expect age-appropriate responsibility and behaviour.

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DETAILS OF THE POLICY

FREEDOM TO TEACH AND LEARN.

We are a school. In this place, people teach and learn. That is why they attend, and that is what parents pay for. Behaviour that prevents learning, or negatively impacts it, is not acceptable.

Teachers will teach well. They will be well-prepared, clear in their expectations, suitably paced, respectful of the learning needs of their students, and appropriate in their manner. This will mean that there is neither need nor time for unacceptable student behaviour.

A student who is behaving inappropriately in class will receive, at the most, one warning. A warning is a formal event, akin to a yellow card in soccer. A second warning will result in removal from participation in the class. The student will not be allowed to resume participation until he/she has understood the problem and undertaken to behave appropriately.

A student who is removed from participation more than once will be guilty of two things –inappropriate behaviour, and proving untrustworthy, for s/he will have broken the promise that allowed re-engagement with the class. The matter will now be addressed by the Headmaster or his Delegate, who will take corrective action.

Cheating is another way of negatively impacting learning. We shall be at pains to explain to our students all the ethical ways of completing work, and we shall, without teaching them what they need not know, point out practices that constitute cheating. Students who cheat once will be reprimanded, punished and counselled. A second instance will lead to suspension. During the suspension, there will be frequent contact with us, as we work with the student and family to re-build our relationship and prepare the student for future success.

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THE NEED FOR SAFETY

We need a safe school. No-one can work, teach, or learn satisfactorily without being both physically and psychologically safe. Such safety results from trust –trust that members of our community act to improve it, and not to make it unsafe.

We need to be mindful of this, so, even while we are committed to restorative justice, we cannot put our community at risk. This means that some forms of unacceptable behaviour will necessarily require suspension from the school while we work with the student. These behaviours include:

- ❖ Bullying. This behaviour is most destructive of relationships, and always has at least two victims –the bullied and the bully. A bully allowed to proceed unchecked is not being properly educated. Bullying can be verbal as well as physical. Bullying includes cyber-bullying, slander, defamation, and social exclusion.
- ❖ Possession or use of weapons;
- ❖ Possession or use of drugs (including alcohol).
- ❖ Any other action that we feel requires this process

THE NEED FOR INTEGRITY

Our parents and students agree to abide by our Code of Conduct. When students do not do this despite their agreement, they demonstrate a lack of integrity and need to be corrected. Minor infractions can be left to the discretion of Faculty, with a request for correction, or a combination of request and reprimand, often sufficient, but there are those things that demand both correction and a penalty. There is no discretion in the following matters, which must be penalised and reported for the record:

Swearing –in any language
Racism –in any form
Disrespectful behaviour e.g. obscene gestures, personal insults
Lying when questioned
Cheating –in any form
Stealing
Leaving the school premises without permission
Skiping class
Deliberate littering
Damaging property
Bad manners
Possession or use of drugs, alcohol, tobacco, weapons
Assault

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Slander or libel or bullying in any form of any member of our community whether at school or not and whether during school time or not and whether during school term or not

Direct disobedience of any teacher, staff member or Prefect on Duty

When any student in the MYP or GYP is guilty of any of the above infractions, s/he will be required, when not suspended (see 'Safety'), to attend the next available detention. These detentions operate from 3.30pm to 5.00pm and are mandatory. The form of the detention will depend on the nature of the infraction. Students may not be released from detention for any purpose. When the infraction has a 'victim', the detention will be followed in the next week by the restorative justice process, which involves conferencing.

All reprimands, detentions and suspensions are recorded and become part of the student's file.

CONFERENCING

The act of conferencing is much more than a chat. It is a meeting of suitably qualified and trained people, under the chairmanship of a skilled facilitator. It is an educational process, to which the student and family need to be committed.

It is designed to ensure that the student understands (as opposed to merely 'knows') why the behaviour is unacceptable, to agree on what form of restorative actions need to be taken by the student, and to receive the necessary commitment to allow the student to resume membership of the class/group/school. The conference has scripted questions that need to be used –they are in the 'Restorative Justice –Conferencing' booklet.

IS THIS POLICY FOR STUDENTS ONLY?

Absolutely not. This is how we, as a community, define unacceptable behaviour, and how we deal with it. Whether the person behaving unacceptably is a student, a teacher, a volunteer, or a parent, we shall apply these principles to the resolution of the matter.

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PROCEDURAL FAIRNESS

We recognise that there are few things more distressing in life than being accused of something. We further recognize that students feel this most acutely.

We undertake, therefore, in the case where the accusation is of a serious nature, to inform the affected member(s) of our community of any accusation we are about to investigate. Where this is a student, we shall also inform the parents.

We undertake to investigate promptly, fairly, and carefully.

When we make a decision, there is always the right of appeal, as follows:

- ❖ When the decision is made by an individual teacher, it may be appealed to the Program Team Leader.* If the decision is made by the Program Team Leader, it may be appealed to the Headmaster. If the decision is made by the Headmaster, it may be appealed to the Board of Governors.
 - ❖ The decision of the Board of Governors is final.
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- For 2011-12, the designated Program Team Leaders **for this purpose only** are: MYP – Mrs. Amanda da Silva; GYP – Mr. Alasdair Ross

SOUTHPOINTE ACADEMY PARENT HANDBOOK 2011-12



**TIME TO ENJOY FOR THE LAST TIME, TO REMEMBER, TO SAVOUR
-LET'S MAKE THIS THE BEST TERM EVER...**

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...AND THE BEST YEAR EVER

HELLO 1900 FIFTY SIXTH STREET