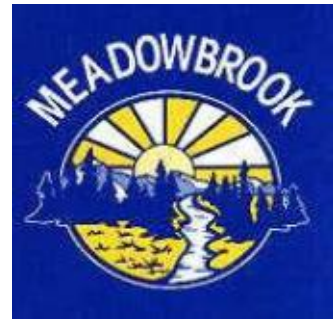


# Meadowbrook News

## MAY 2014



### HIP HOP

We opened May with an entertaining Hip Hop performance – our students put on a great show that showcased all the moves and routines they learned throughout the week! Thank you Meadowbrook PAC for providing such a wonderful opportunity for our kids!

### PANORAMA PHOTOGRAPH

Our panorama photograph of the whole school is available for purchase for \$ 12.00 including tax.. You can have a look at it in front of the office and pick up an order form.

### DISTRICT TRACK AND FIELD

The grade three, four and five students are doing track attack right now, learning the skills needed to qualify for the track meet on May 23. The district sets standards that students need to meet in order to be able to attend the meet. By next week , you and your child will be informed if he or she has met the standards and has been selected to attend the meet.

### AFTER SCHOOL PROGRAMS

The after school programs are in full swing. We have two tennis programs, an art class and a dance class running from 3:00 – 4:00 p.m. - some great opportunities for our students! If there is something you would like to see happen after school in September please come to see me and I will see what I can do.

### DOWNLOADS

Our counselor, Mrs. French, has shared this free download with me . You can access [Playing With Anxiety – A Guidebook For Parents And Kids](http://www.lynnlyonsnh.com/). It looks like a great resource for talking to kids about ways to deal with their anxiety. <http://www.lynnlyonsnh.com/>

## BAKER'S ALERT

After school treats will be sold for a loonie on May 21nd - this time the theme is Spring. The PAC is looking for donations of baked goods - cookies, squares, cupcakes, bars.... Please consider pulling out a favourite recipe to share with our students and help raise money for our school.

I have sent home an updated Code of Conduct for you to review - I welcome your suggestions. As well, teachers have sent home a survey about the use of the Mood Meter - your input is very helpful in determining if our efforts have been effective. Please complete it and return it to the office.

## UPCOMING EVENTS

- May 6 & 8 & 13- grade three students - Swim to Survive 10:30 - 1:00
- May 9 - grade fives to Hillcrest
- May 15 - hot dog lunch
- May 16 - Mobile planetarium set up in gym in morning, astronomy talk in afternoon
- May 21 - afterschool treat day
- May 19 -Victoria Day - schools closed
- May 23 - Track and Field event for qualifying grades 3,4 & 5 students
- May 26 Mobile Dairy visit

## COMMUNITY EVENTS

### **SCHOOL DISTRICT #43 COMMUNITY SCHOOL'S SUMMER DAY CAMP**

Minnehada, Pitt River and Maillard Community Schools are again, this year, offering 6 weeks of Summer Day Camp programs at Central, Leigh and Montgomery Schools. In addition 3 weeks of half day camps will be offered at Miller Park. These Camps continue to be a lower cost option for parents and they are available for all children from ages 6 to 12 years. The Camps are as follows: Central, Montgomery, Leigh - 6 weeks, July 2 - August 9 and the Miller Park Camps - 3 weeks, July 8 - 25 (Noon - 2:45). Camp Leaders will vary activities from week to week and they will be offered in age appropriate groupings. This year parents will be able to register on-line and use the payment method of their choice

Registration information can be found on the school's website.

## **Coquitlam Principal's and Vice-Principal's Association 13<sup>th</sup> Annual *In Motion* Event for Cancer Research**

The Coquitlam Principals and Vice Principals Association 13<sup>th</sup> Annual *In Motion* for Cancer Research event will be held Sunday, May 25<sup>th</sup> at 9:00 am at Terry Fox Secondary School. There are three routes for participants: 2km, 5km, and 10 km

This 13<sup>th</sup> anniversary year's event will be the best yet, with individuals and teams participating on behalf of members of the School District 43 family who have been affected by cancer. We have always enjoyed good staff and student participation and are hoping for another large turnout this year. In 12 years we have contributed over \$100,000 to the **Canadian Cancer Society**. Individual registration forms will be available soon at any school site/website or at the board office. Donations received at the door or online (site address announced soon) will be matched by Scotiabank up to \$5000

Feel free to join a school team or for more information about forming your own team contact Darlene Proulx by e-mail at [dproulx@sd43.bc.ca](mailto:dproulx@sd43.bc.ca) or by phone at 604-941-3408

## **THEATRIX THEATRE**

### **Auditions and early bird deadlines approach for two performing arts summer camps**

The award winning Theatrix Youtheatre Society is pleased to present two exciting summer camps for children and youth that will inspire creativity, boost confidence, and get them actively engaged in performing arts. **Lunchbox Theatre Summer Camp**, and **HAIRSPRAY, JR - Teen Triple Threat Boot Camp**, July 21 – 25, 2013, at the Evergreen Cultural Centre, Coquitlam, from 9:30 am to 3:30 pm.

**Lunchbox Theatre Summer Camp** is an extension of the wildly successful theatre program that was available in select SD43 elementary schools during the school year. Designed to introduce basic performing arts skills to children aged 6 to 12, the camp includes three segments each day.

Actor's Playground focuses on acting, starting with improv and working up to short scenes and stories. It also looks at how to create a character using our voices, bodies and minds. Kids will learn the groundwork of acting skills as well as confidence, awareness and comprehension skills through a mix of theatre games, improvisation and scene work.

The Musical Theatre segment integrates the performing art forms of acting, dancing, and singing.

Backstage Pass includes elements of theatre production including lighting, sound, makeup, prop and set making. A look at clowning, stage combat and other special forms is also included.

A performance at the end of the camp highlights the students newly acquired skills. **No auditions are required for this fun and very economical camp. May 25 is the deadline for early bird pricing of \$195.**

**HAIRSPRAY, Jr.** is geared to the 12-17 age groups. Performers in this **Triple Threat Boot Camp** focus on singing, dancing, and acting skills on the set of Hairspray Jr. for five days, with two performances at the Evergreen Cultural Centre on day six, Saturday July 26th. The faculty For more detailed program information or to register, please visit [www.theatrixyoutheatre.com](http://www.theatrixyoutheatre.com) Since 1991 Theatrix Youtheatre Society, a registered non-profit organization, has been making theatre accessible to the Tri-City community by offering performing arts programs to District #43 youth and adults.

## **Meadowbrook Code of Conduct 2014-15**

### **Conduct Expectations**

#### **Acceptable Conduct:**

*This refers to the following behaviours by students:*

- *Do their best*
- *Take responsibility for their choices*
- *Play in a safe manner and follow playground rules*
- *Show respect for self, others and the environment*
- *Use appropriate language*
- *Take care of our school and its property*

*These expectations fall within three simple statements;*

- *We respect everyone's bodies and personal space.*
- *We respect everyone's feelings.*
- *We respect everyone's property and our school.*

#### **Unacceptable Conduct:**

*We will treat seriously all behaviour that has a negative impact on self or others. Such behaviour may include but is not limited to:*

- *Bullying, cyber-bullying, harassment and marginalization*
- *Threat and intimidation*
- *Violence in any form*
- *Abuse in any form*
- *Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry or national origin*
- *Retribution against a person who has reported incidents*
- *Theft or damage to property*
- *Possession or use of weapons*
- *Possession, use or distribution of illegal or restricted substances*

#### **Or misuse of...**

*Cyberspace/cell phones/electronic devices/computers – students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.*

## **Consequences**

*When inappropriate behaviours occur, the following guidelines govern the use of consequences:*

- *consequences will be corrective and restorative, not punitive in nature*
- *We will take into account the nature and frequency of the misbehavior.*
- *Consequences will be meaningful, relevant and immediate when possible*
- *Consequences may involve input from parents and/or the student.*
- *Students are given the opportunity to restore relationships between the individuals involved.*
- *Students are disciplined in a timely, fair, judicious and responsible manner with consequences for unacceptable behavior that take into account the student's age, maturity and special need, if any ( Policy 17, no. 2, no 2.4 )*
- *All reasonable steps will be taken to prevent retaliation by a person against a student who has made a complaint of a breach of Code of Conduct by another person.*

*When someone has been harmed, restorative language is used to discuss the incident using the following questions.*

- *What did you think when you realized what had happened?*
- *What impact has this incident had on you and others?*
- *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

*When things go wrong students are asked*

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought about since?*
- *Who has been affected by what you have done? In what way?*
- *What do you think you need to do to make things right?*

## **Parent Involvement**

- *Ongoing communication between home and school will be facilitated through the student agendas and /or an alternate system as agreed upon by the classroom teachers and parents.*
- *When inappropriate behaviour is of a serious or repetitive nature, parents will be notified and will be expected to be involved in planning interventions to support modification of the concerning behaviour. Parents of the victim(s) will also be notified. Depending on the situation, intervention in these cases may include the use of suspension.*

**School Mission:** The community of Meadowbrook builds on the strengths of all students, helping them to develop socially, intellectually, and physically in order to become responsible members of society. Education is the shared responsibility of the home, school and community.

The purpose of this Code of Conduct is to ensure that we maintain a Safe, Caring and Orderly Learning Environment at Meadowbrook Elementary. This code applies to those in attendance at school, at school related activities or during any other circumstance where engagement in an activity will have an impact on our school environment.

**Introduction:** School boards and schools are entrusted through the School Act with the authority to establish codes of conduct. Recognizing the autonomy of these bodies and acknowledging the effort they have already undertaken to ensure that school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in the communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit the existing codes and/or develop new codes of conduct reflecting the provincial standards. (Safe, Caring and Orderly Guide, page 15)

### **Code of Conduct: Key Elements**

**Process:** “All British Columbia schools include students, parents and staff in the development and review of codes of conduct.”

This Code of Conduct is a result of collaboration between all members of our community including students, parents and staff. It is designed to reflect and communicate what our school community values and expects in terms of student behavior. Each year the code of conduct is presented to the staff, parents and students for input. In January, 2012, each class was invited to identify the kinds of behaviours that would lead to the kind of school community we wanted to be. With input from Peace Squad students who have been trained in helping others solve problems through the language of restorative justice, revisions were made to the current code of conduct and then provided to staff for input and revisions. The code of conduct was then presented to the intermediate students and the grade five leadership group, discussed and further input was obtained. This draft was then presented to the Parent Advisory Council and to the School Planning Council for further input and/or revisions.

**Implementation:** At the beginning of the year, the code of conduct is reviewed in each class and appropriate behaviours are explicitly taught during the first week using literature that demonstrates socially responsible behaviours. Throughout the year, behavioural expectations are consistently taught and actively promoted. In mid-October, the Code of Conduct is reviewed for all students at an assembly and acceptably social behavior is recognized and celebrated. The school’s counselor visits each class at the beginning of the year, making connections with students in addition to presenting information on solving problems in peaceful ways. Restorative Language is modeled and displayed in the halls on posters by staff and by the student Peace Squad, who receive yearly training from CERA. Restorative meetings are held on an ‘as needed’ basis allowing purposeful student dialogue in addition to encouraging students to

examine their own personal responsibility to be a good citizen of Meadowbrook Elementary School. The use of Healing Circles was introduced in September 2012 to promote a sense of community, and encourage reflective listening. Circles are presently used in all classes, emphasizing that everyone's voice is important. In September 2013, the use of the Mood Meter was implemented throughout the school and this common language has enabled students to recognize their emotions. All staff model this language and students are taught strategies to move from a nonproductive emotion to one better suited to the situation. Within classrooms, calming strategies and tools are used by students as needed.

Parents are actively involved in the implementation of the code through their understanding and support of its use. Parents regularly contribute in many aspects of our school life and our school community is expected to model socially responsible behavior.

**Monitoring and Reviewing:** Conduct is continuously monitored to ensure the Code of Conduct reflects current and emerging situations and that are contributing to school safety. "Codes of conduct are reviewed and improved in light of evidence gathered and/or relevant research, and are revisited as part of a regular cycle of policy review". The code of conduct is reviewed at the beginning and end of each year by the staff and at PAC and SPC meetings.

**Alignment:** It is important to align our Code with common teaching practice in the classroom regarding the expectations within the Code. Our educators are focused on promoting self-regulatory capacity in our students, which will help them to make choices that benefit their well-being and their learning. It is our intent that students are given opportunities to develop understanding and strategies which will help them becoming increasingly capable of choosing positive, pro-social behaviours.

In 2014-15 we will continue to focus on teaching strategies that will promote the development of self-regulation and socially responsible behaviour. We will emphasize the development of emotional vocabulary so that students are better able to label and express their emotions in a socially appropriate way.

**Standards:** Statement of Purpose

Meadowbrook Elementary School "promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law-prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex or sexual orientation-in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. We recognize that optimal learning occurs in an environment that is safe from threat or harm or emotional distress. We also recognize that our Code of Conduct must be designed to promote social learning and positive choice making among all our students and that our conversations must center on exploring all contributing factors."