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PER ASPERA AD ASTRA (Through Effort to the Stars)

Mission Statement

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

PARENT MANUAL

INDEX	2
PHILOSOPHY	6
INTRODUCTION	7
SECTION 1 FACILITIES	8
1.1 Buildings	8
SECTION 2 THE STAFF	8
SECTION 3 GUIDANCE, DISCIPLINE AND CLASSROOM	9
MANAGEMENT	
3.1 Proactive Strategies	9
3.2 Possible Reasons Children Misbehave	10
3.3 Responding to Misbehavior	10
3.3.1 Natural Consequences	10
3.3.2 Logical Consequences	10
3.3.3 Fix Up	10
3.3.4 Time Away from the Group	11
3.3.5 Redirection	11
SECTION 4 PROGRAM DESCRIPTION	11
4.1 Little Pythagoras Academy (LPA)	11
4.2 LPA Curriculum	11
4.3 Pythagoras Academy Elementary School (PA)	12
4.4 PA Curriculum	13
4.5 Languages	13
4.6 Fine Arts	14
4.7 After School Ballet, Music and Chess Lessons	14
4.7.1 Goh Ballet	14
4.7.2 Ho Chess Club	14
4.7.3 VSO Music Lessons	14
4.8 Sports	14
4.9 Field Trips	14
SECTION 5 FORMS	14
5.1 Little Pythagoras	14
5.2 Pythagoras Academy	15
5.3 Student Records	15
SECTION 6 POLICIES AND PROCEEDURES	15
6.1 Program Goals and Objectives	15
6.2 Intellectual Development	16
6.3 Social Development	16

6.4 Emotional Development	16
6.5 Physical Development	16
6.6 Creative Development	17
SECTION 7 CARE PLANS (Little Pythagoras)	17
7.1 Child Care licensing Regulations – Division 4/85	17
7.1.1 Planning the Care Plan	17
7.1.2 Development of the Care Plan	17
7.1.3 Compliance of and recording the Care Plan	17
SECTION 8 GRADUAL ENTRY (LPA)	18
8.1 Sample Week for Gradual Entry All Day Program	18
SECTION 9 HEALTH AND SAFETY	19
9.1 Cleanliness	19
9.2 Illness	19
9.3 Injury or Illness	20
9.4 Administration of Medication	20
9.5 Immunization	21
SECTION 10 SNACKS, LUNCHESES AND SPECIAL DAYS	21
10.1 Nut Awareness	21
10.2 Healthy Foods	21
10.3 Allergies	21
10.4 Lunch	22
10.5 Special Days	22
SECTION 11 FIELD TRIPS	22
11.1 Communication	22
11.2 Permission Forms	23
SECTION 12 SAFETY PROCEEDURES	23
12.1 Procedures- Fire, Earthquake, Lockdown, Strangers and Visitors	23
12.1.1 Fire	23
12.1.1.1 Fire Drill Procedures	23
12.1.1.2 Fire Marshall Responsibilities	23
12.1.2 Earthquake	23
12.1.2.1 Comfort Kits for Emergency Preparedness	24

12.1.3	Lockdown	24
12.1.4	Strangers and Visitors	24
12.1.4.1	School Access	24
12.1.4.2	Stranger Recognition	25
12.1.4.3	Abduction Avoidance	25
12.1.4.4	Discussion about Strangers	25
12.2	Missing / Runaway Child	25
12.2.1	Time	25
12.2.2	Child missing while at the Academy	26
SECTION 13	ARRIVAL AND DISMISSAL	26
13.1	Daily Drop-off and Pick-up Times	26
13.1.1	Attendance	26
13.1.2.1	Little Pythagoras	26
13.1.2.2	Pythagoras Academy	27
13.1.3	Dismissal	27
13.1.4	Late Pick Up	27
13.1.5	Late Pick Up Fee	28
13.1.6	Messages	
SECTION 14	THE GOVERNMENT GRANT	28
SECTION 15	CHILD ABUSE OR NEGLECT	28
15.1	Suspected Child Abuse	28
15.2	Definition of Child Abuse	29
15.3	Major Categories of Abuse	29
15.3.1	Physical	29
15.3.2	Molestation	29
15.3.3	Sexual Abuse or Incest	29
15.4	Abusive Situations	29
15.4.1	Neglect	29
15.4.2	Emotional	30
15.4.3	Staff Responsibilities	30
15.4.4	Information supplied to the Ministry of Children and Families	30
15.4.5	Staff Training	30
SECTION 16	THE CHILD, FAMILY AND COMMUNITY SERVICE ACT	31
SECTION 17	CARE AND SUPERVISION	31
17.1	Safe release of Children	31
17.2	Suspected Impairment of Authorized Pick up Person	32

SECTION 18 PYTHAGORAS ACADEMY PARENTS ORGANIZATION (PAPO)	32
18.1 Mission Statement	
18.2 Purposes	
SECTION 19 PARKING	33
SECTION 20 STUDENT CODE OF CONDUCT	33

PHILOSOPHY

Pythagoras Academy is founded on the Renaissance Humanist Philosophy of education which has the classically well-rounded development of students as individuals, and as productive members of society, as its highest goal. It takes into account the student's entire innate potential, and honors the child's dignity and worth in the process.

Our philosophy highlights the humanist dimensions in education, which means that our foremost goal is to develop the child's critical thinking, as well as their creative faculties, and to highlight those as tools that are more valuable than any other external aids. We emphasize creative thinking, as well as innovation, excellence, aesthetic appreciation, expressiveness, and joy.

We take inspiration in our educational approach from Pythagoras, a classical Greek philosopher whose brilliant work informed many of the renaissance humanist ideas, and from there, much of our modern thinking. Pythagoras discovered the Golden Ratio, a mathematical principle of a perfect proportion of the whole to its parts.

The mathematical symbol for the Golden Ratio is Φ (phi), and it has fascinated scientists and thinkers since its inception because it postulates that the Golden Ratio is not only consistent in the physical proportions of most living beings, but also determines proportion in architecture, and describes the dynamics of phenomena in astronomy.

Much in the way Pythagoras sought to describe the universal beauty and harmony in the relation of whole to its parts, we at Pythagoras Academy seek to establish a perfect balance in your child's education. We believe that effective learning requires motivation, effort, and persistence, and we strive to inspire our students to develop all of these facets equally.

Pythagoras Academy provides an extraordinary education for all children. Each child's unique path to achievement is supported through an academically exciting and challenging program.

A dynamic and diverse community of teaching professionals work collaboratively, innovating and inspiring one other, as well as their students. The teachers get to know their students closely, and recognize and nurture the intellectual, developmental, and cultural uniqueness of each child.

Our school is dedicated to teaching students to be involved, active learners who work hard, think critically as well as creatively, and communicate effectively. Students are encouraged to question and to challenge ideas, and to actively participate in the process of achieving their educational goals.

We emphasize high expectations for all of our students, and support them to reach their full potential in all aspects of achievement: academics, arts, sports, social skills, and community involvement, all of which prepare students for success and personal fulfillment in their lives.

INTRODUCTION

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

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

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

1. FACILITIES

A well-equipped, air-conditioned school situated on 6.25 acres of land in a quiet residential area: with ample parking. Easy access to main roads, Garden City Way and Cambie Street.)

1.1 **Buildings**

- 3 connected academic buildings.
- 18 classrooms. (Early Learning, Elementary School)
- Two Visual Arts Studios
- Natural Science Lab
- Library Commons
- Dance Studio
- Theatre/ Music Room
- Gymnasium
- Lunch rooms for LPA
- Kitchen
- Common Areas
- Outdoor Playgrounds and Gardens

2. THE STAFF

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

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

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

All the Staff meets the qualification requirements of the British Columbia Ministry of Education.

3. GUIDANCE AND DISCIPLINE AND CLASSROOM MANAGEMENT

At Pythagoras Academy, we strive to facilitate children's development of selfcontrol, selfconfidence, and ultimately selfdiscipline. To this end we actively encourage verbal expression of feelings and assertion of felt needs. Hitting, biting and other forms of both physical and verbal abuse are not permitted.

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

Specifically, fighting children are separated, encouraged to explain what happened according to each of their perceptions of the conflict, and to express their feelings about it to each other. A child who is still angry and unable to accept the resolution of the conflict is removed from the area of the fight and redirected to play in another area.

With the effective guidance and discipline strategies we focus on the development of the child, this process will continue throughout their school life. We also help preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view the community negatively and can inhibit learning. This can teach the child to be unkind to others, their parents and other caregivers. Actions that acknowledge the child's efforts and progress, no matter how slow or small are likely to encourage healthy development.

Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child. It also requires knowledge of one's own strengths and struggles with disciplinary issues.

3.1 Proactive strategies

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

- Set clear, consistent rules.
- Make certain the environment is safe and worry-free.
- Show interest in the child's activities.
- Provide appropriate and engaging playthings.
- Encourage self-control by providing meaningful choices.
- Focus on the desired behaviour, rather than the one to be avoided.
- Build children's images of themselves as trustworthy, responsible and cooperative.
- Expect the best from the child.

- Give clear directions, one at a time.
- Say "Yes" whenever possible.
- Notice and pay attention to children when they do things right.
- Take action before a situation gets out of control.
- Encourage children often and generously.
- Set a good example.
- Help children see how their actions affect others.

3.2 Possible reasons children misbehave

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

- They want to test whether teachers will enforce rules.
- They experience different sets of expectations between school and home.
- They do not understand the rules, or are held to expectations that are beyond their developmental levels.
- They want to assert themselves and their independence.
- They feel ill, bored, hungry or sleepy.
- They lack accurate information and prior experience.
- They have been previously "rewarded" for their misbehaviour.
- They copy the actions of their peers.

3.3 Responding to misbehavior

Here are five strategies we often use at the Academy (and they will be age related) to respond to a child's misbehaviour. We make sure, however, that the rules are explained fully and clearly understood before misbehaviour occurs. Whenever possible, we involve children in making the rules for the classroom.

3.3.1 Natural consequences

Allowing children to experience the consequences of their behaviour is also called learning the hard way.

3.3.2 Logical consequences

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

3.3.3 Fix-up

If children damage something, they need to help in fixing it or in cleaning up. If they cause someone distress, they should help in relieving that.

3.3.4 Time Away from the Group

During this time specifically in Little Pythagoras, children are required to spend time alone in a specific place that has few, if any, rewarding characteristics. This strategy gives the child a chance to reflect quietly on her or his behaviour away from others. Parents can support the Academy by having similar strategies at home. *One minute for each year of the child's age is appropriate.*

3.3.5 Redirection

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

4.0 PROGRAM DESCRIPTIONS

4.1 LITTLE PYTHAGORAS ACADEMY (Junior Kindergarten) (LPA)

The Little Pythagoras Academy (LPA) is an outstanding Early Learning program with the highest quality standards. The children have access to amazing classrooms and support spaces such as: a visual arts studio, a dance studio, a music studio, a math room, a gymnasium and a Library Commons.

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

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

4.2 LPA CURRICULUM

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

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

Language and Literacy

Science and Discovery

Math Concepts
Music and Movement
Physical Education
Dance
Visual Arts

Drama
Universal Values and Manners
French
Mandarin

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

4.3 PYTHAGORAS ACADEMY ELEMENTARY SCHOOL (PA)

There is a strong link between the Little Pythagoras approach to learning and the Pythagoras Academy Elementary School approach to learning. The Elementary School will build on the foundation the children get in Little Pythagoras. For those students completely new to our programs, they will receive the guidance they need to develop excellent learning habits and to adjust to the learning standards we hold at the Elementary level.

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

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

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

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

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

4.4 PA CURRICULUM

Again a great education must begin early, when young minds are naturally receptive to new ideas, and can easily embrace good learning habits and the Elementary School will build on the foundation the children get in Little Pythagoras.

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

By emphasizing problem-solving, inquiry, discovery, self-directed learning, as well as creative and critical thinking it will provide maximum growth for our students.

Our well thought-out approach focuses on the child's creativity, intelligence, and personal excellence.

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

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

4.5 LANGUAGES

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

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

4.6 FINE ARTS

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

4.7 AFTER SCHOOL BALLET, MUSIC, AND CHESS LESSONS

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

4.71 Goh Ballet – for JK – grade 3. One hour classes held on Wednesdays. Please sign up and pay at the front desk.

4.72 Ho Chess Club – Grades 2 – 7. One hour classes held in the Science room on Fridays from 4:30 to 5:30 pm. Please sign up and pay at the front desk.

4.73 VSO Music Lessons – for piano, violin, guitar and cello. Classes are held after school in our music rooms. The music teachers come to us! Please contact VSO to arrange for your child’s music lessons and make payment. Call Louise at 604-913-9300 ext. 115

4.8 SPORTS

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

4.9 FIELD TRIPS

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

Albert Einstein is quoted as saying

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

—

5.0 FORMS

5.1 Little Pythagoras

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

- Registration Forms

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

5.2 Pythagoras Academy

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

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

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

5.3 Student Records

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

6.0 POLICIES AND PROCEDURES

6.1 Program Goals and Objectives

The Pythagoras Academy program has been thoughtfully developed with a number of goals in mind. First and foremost we want to instill in our students a life-long love of

learning. Through our carefully thought out curriculum we aim to inspire our young learners and encourage them to discover the world around them. We believe in providing open-ended experiences for our students that allow individual creativities to emerge. Many of our activities and lessons allow our students to problem solve independently and promote the development of self-help and self-discipline within the child. We also provide an environment that is socially nurturing which allows children to feel comfortable expressing their feelings and helps to develop understanding and empathy for those around them. All our programs are based on promoting respect for all living beings and the environment.

The main categories of the Pythagoras curriculum aim to provide experiences that will help nurture our students in five very important ways: (These are age appropriate)

6.2 Intellectual Development:

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

6.3 Social Development:

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

6.4 Emotional Development:

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

6.5 Physical Development:

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

6.6 Creative Development:

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

Our teachers understand that children all learn differently and are committed to providing an environment that allows the individual learner to develop in their own way and in their own time. Our holistic approach to teaching combines the best of many early leaning philosophies with the intention of reaching each and every student we encounter.

7.0 CARE PLANS (Little Pythagoras)

7.1 Child Care Licensing Regulations – Division 4/85

7.1.1 Planning the Care Plan

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

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

7.1.2 Development of the Care Plan

- a. The licensee must develop the care plan in consultation with a parent of the child.
- b. The plan must be reviewed at least once each year with a parent of the child requiring extra support and any person requested by the parent.

7.1.3 Compliance of and recording the Care Plan

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

8.0 GRADUAL ENTRY (Little Pythagoras)

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

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

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

8.1 Sample Week for Gradual Entry

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

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

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

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

Day 5: Depending on the adjustment, the parent or guardian leaves and returns in the early afternoon, 4:00 to 4:30 p.m.

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

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

9.0 HEALTH AND SAFETY

9.1 Cleanliness

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

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

9.2 Illness

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

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

Parents and guardians should be advised to keep their child at home (or seek alternate care arrangements in the case of 3 – 5 yr. olds) if the child exhibits any of the following conditions:

- a. Any unexplained or undiagnosed pain

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

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

- a. Unexplained diarrhea or loose stool

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

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

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

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

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

9.3 Injury or Illness

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

9.4 Administration of Medication

Pythagoras Academy staff will administer all medications according to Provincial Child Care Licensing Regulations (Section 18). Families are required to provide:

- Written authorization, including the dosage and times any drug is to be given; and
- Medication in the **original container**, clearly labelled **with the child's name**, name of drug, the dosage, the date of the purchase, and instructions for storage and administration of the drug.
- **In order to have medication be administered by the staff, parent(s) must complete and sign the Permission to Administer Medication form prior to the staff administering the medication.**
- Pythagoras staff will administer medication according to the doctor's instructions only (Pythagoras Academy Policy).
- Medication will be administered by an adult staff member who can identify the child with certainty and remain with the child until the medication has been taken.
- Medication will be stored in a locked cupboard or container, out of a child's reach, and if appropriate, in a refrigerator.
- Over the counter medications **will NOT** be administered by the staff at any time at Pythagoras Academy. Only original prescription medication will be administered under specified Doctor's guidelines.

9.5 Immunization

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

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

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

10.0 SNACKS, LUNCHES AND SPECIAL DAYS

10.1 Nut awareness

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

10.2 Healthy Foods

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

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

10.3 Allergies

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

10.3 Lunch

Lunch at school is an authentic mealtime experience. LPA children have designated places and their food is individually served for them on a plate. Children are encouraged to use proper eating utensils. Polite table manners are modeled by all staff members and reinforced with the students.

Meal time is an enjoyable social event of the day when children can share a meal with friends and teachers and learn how to interact in a pleasant manner with peers and adults.

10.4 Special Days

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

11.0 FIELD TRIPS

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

Prior to the children attending the outing teachers at Pythagoras Academy will adequately prepare the children for the field trip, supplying background information, expected behavior, and any extra information to help them understand and enjoy the field trip. Teachers will plan the purpose, aims, and objectives of the field trip as well as the cost and method of transportation. Suitability of location, safety and risk, are all assessed by staff.

11.1 Communication

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

11.2 Permission Forms

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

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

12.0 PYTHAGORAS ACADEMY SAFETY PROCEDURES

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

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

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

12.1.1 FIRE

12.1.1.1 Fire Drill Procedures

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

LPA Fire Marshall (Top Floor): Jennifer Proverbs

LPA Fire Marshall: Melissa Lugin

PA Fire Marshall: Emma Swords

PA Fire Marshall: Lauren Gilgan

12.1.1.2 Fire Marshall Responsibilities

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

12.1.2 EARTHQUAKE

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

12.1.2.1 Comfort Kits for Emergency Preparedness

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

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

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

All Comfort kits must be submitted on the first day of school.

12.1.3 LOCKDOWN

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

12.1.4 STRANGERS and VISITORS

12.1.4.1 **School Access**

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

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

12.1.4.2 **Stranger Recognition**

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

12.1.4.3 **Abduction Avoidance**

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

12.1.4.4 **Discussions about Strangers**

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

The conversation should revolve around the following questions:

- a. What does the word “stranger” mean?
- b. Are strangers good or bad?
- c. Can you tell the difference between a good stranger and a bad stranger?
- d. Is it ok for strangers to talk to you when you aren’t with your parents or trusted grown-up?
- e. Is it ok to talk to strangers who know your name? Why not?
- f. A bad stranger may use “tricks” to try and get you to talk with them or go with them. What are some tricks they might use?
- g. What should you do if a stranger talks to you or tries to use tricks to have you follow them?
- h. Who are trusted adults?

12.2 Missing / Runaway Child:

12.2.1 Time

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

12.2.2 Child missing while at the Academy:

The following will occur if a child is discovered missing:

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

1. Continue searching while waiting for emergency services to arrive

13.0 ARRIVAL and DISMISSAL

13.1 Daily Drop-off and Pick-up Times

The school doors open at 8:00 am. Students arriving at 8:00 am are asked to wait in the school lobby with their belongings until 8:10 am at which point they may proceed to their classrooms. Students in grade 2 – 7 may be dropped off at the school lobby. We ask that parents of Kindergarten and Grade 1 students drop off children at their child's classroom so that they can make a daily connection with their child's teacher.

13.1.1 Attendance

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

13.1.2.1 Little Pythagoras

Children are expected to be in their homerooms by 8:55am. (Please remember the children will have to change to their indoor shoes.)

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

13.1.2.2 Pythagoras Academy

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

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

13.1.3 Dismissal

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

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

Students that are attending the Mandarin program **MUST BE PICKED UP** by 4:30 pm.

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

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

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

If a person's name is not on the pick-up list the Staff has the duty to notify the Director of Operations.

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

13.1.4 Late Pick Up

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

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

13.1.5 Late Fee Pick Up

A late fee of \$10 will be charged after school hours.

13.1.6 Messages

Parents are asked to leave a message on the school phone (604.370.0199) between 7:15 am – 8:00 am if their child/children is/are going to be late or absent from school. If no call is received, and a child is not present at the beginning of classes, the school will contact the family.

Telephone Messages

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

14.0 THE GOVERNMENT GRANT

The School receives a Government Grant for each child in the elementary school who is a resident of the Province. This grant is dependent on the number of school hours the student attends school. (Min. 600 hours per year) If a student does not fulfill this requirement because of extra days taken for vacations the family will be responsible for government grant subsidy. (Approx. \$2500.00)

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

15.0 CHILD ABUSE OR NEGLECT

15.1 Suspected Child Abuse

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

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

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

15.2 The definition of child abuse and child neglect

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

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

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

15.3 Major Categories of Abuse

15.3.1 Physical Injury

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

15.3.2 Molestation

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

15.3.3 Sexual Abuse or Incest.

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

15.4 Abusive Situations

15.4.1 Neglect

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

15.4.2 Emotional Injury

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

15.4.3 Staff Responsibilities

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

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

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

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

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

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

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

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

15.4.5 Staff training

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

16.0 THE CHILD, FAMILY AND COMMUNITY SERVICE ACT.

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

17.0 CARE AND SUPERVISION

17.1 Safe release of children

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

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

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

Supervising children's play also includes anticipating inappropriate behaviour and intervening before a more difficult situation erupts.

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

Children are supervised at all times. Staff are actively supervising and scanning the activities of the children at all times.

17.2 Suspected impairment of authorized pick up person

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

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

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

18.0 PYTHAGORAS ACADEMY PARENTS ORGANIZATION (PAPO)

18.1 MEMBERSHIP

ALL PYTHAGORS ACADEMY PARENTS ARE MEMBERS OF THE PAPO.

18.2 MISSION STATEMENT

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

18.3 "PAPO"

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

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

18.3 PURPOSES

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

19.0 PARKING

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

PLEASE DO NOT PARK IN RESERVED SPOTS.

20.0 STUDENT CODE OF CONDUCT

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

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

Pythagoras Academy promotes the following beliefs:

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

Students are expected to:

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

Our students also need to:

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

Pythagoras Academy will not tolerate acts of:

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

Consequences of Misbehavior:

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

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

Pythagoras Academy Uniform Requirements

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

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

Uniform Policy

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

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