



CHIEF MAQUINNA ELEMENTARY SCHOOL

MESSAGE FROM THE PRINCIPAL

Welcome to Chief Maquinna Elementary!

At Chief Maquinna we believe that all students have the right to learn in a safe, caring, and orderly environment. Our overarching expectation is that students will maintain an attitude that is cooperative, courteous and respectful to fellow students and all adults in the building.

Chief Maquinna counts on parent involvement, and we encourage you to join the Parent Advisory Council (PAC) which meets once per month. This will provide you with a "voice" and insight into the day-to-day operations of the school. There are numerous ways you can become involved in the school community such as: volunteer driver for field trips, coaching sports teams, class presentations to share knowledge or skills in a particular area. When parents and school work together, we are better able to support the learning and social/emotional well-being of the students. We ask that families are respectful in their interactions with staff and the entire Maquinna Community.

School Goals

School goals provide a focus and direction for school improvement. At Chief Maquinna we:

- Provide experiences and opportunities that challenge students to think globally
- Strive to instill a love of life-long learning
- Develop student understanding of accountability
- Help children learn to demonstrate self-awareness
- Develop critical thinking/problem solving mindset
- Focus on solutions as opposed to blame
- Strive to create an environment of risk-taking
- Encourage inquiry over judgement
- Accept diversity
- Develop resilience (ability to handle obstacles, challenges, be resourceful and know how to seek assistance)

Communication

We encourage open, honest communication between home and school. When parents work collaboratively with the school we are better able to guide students to take ownership, solve problems, and focus on successful outcomes.

Should parents or students have concerns, we ask they take it directly to the source. Only after that avenue has been attempted and resolution has not been found, should it be brought to administration. This teaches students how to problem solve in a respectful manner.

Student Illness/Injury

The School Act gives teachers the same responsibility as that of a prudent parent. It is essential that the school have up to date phone numbers and emergency contact information. In case of injury or illness, please keep in mind the following:

- If your child is unwell you **MUST** keep them at home. We **MUST** follow the District's Communicative Disease Prevention Plan protocols and protocols set by VCH and BCCDC.
- If a child hits their head, we will contact parents immediately
- Bumps, bruises and minor cuts - we will administer first aid and you may not be contacted (if you want to be contacted regardless of how minor the injury, please let the office know)
- In an emergency situation, we will contact an ambulance first and then make contact with you
- Should a student have head lice, we will contact the home and arrange for the child to be picked up and treated. After treatment the student is free to return to school the next day. A letter will go home with all students of the class so parents are informed and can use due diligence in having students' hair checked and tied back. The child's privacy will be maintained to the best of our ability. This is the same procedure for communicable diseases.
- If your child requires prescription medication, you must complete a medication form that is to be kept on file at the office. We are unable to administer medication that is not supplied by the parent (eg. Aspirin/Tylenol etc).

School Based Team (SBT)

This group of teachers consists of Resource Teachers, Speech Language Pathologist, counsellor, classroom teacher, school psychologist and administration. The team meets to discuss students the teacher feels requires extra support. This may be in the form of assessments, alternate placements, or simply strategies to support learning. Students are referred by the classroom teacher with the goal being to receive support to better meet the needs of the student. If you have concerns regarding your child's progress, and believe the School Based Team can help, please consult with your child's teacher.

School Counsellor

The function of the school counsellor is to facilitate the academic, social and personal development of students; particularly students who have difficulty in making effective use of their abilities. The counsellor has 4 main functions in the school:

- Direct counselling of children
- Consultation and support for teachers
- Consultation and information for parents
- Co-ordination of community services

Kindness Counts

At Chief Maquinna we believe that one of the most valuable skills we can teach/model is that of kindness and respect. We seek out opportunities to demonstrate responsible actions and words; we also teach strategies to students to deal with conflict in a positive, proactive way. We embrace the Seven Sacred Teachings of the Indigenous Peoples of Canada and try to act in accordance with them. The following excerpt from our Code of Conduct best states what our goals for the entire Chief Maquinna community (staff, students & families) are:

Respect Yourself- means that we are demonstrating being responsible for ourselves and our actions. Treat ourselves with pride and acceptance. ***We show this through respect, truth, humility, and honesty. We use our wisdom to understand what we need.***

Respect Others- means we take into consideration other people's feelings. We treat others just how we'd like to be treated. We treat others with respect. ***We show this through respect, courage, and love. We use our wisdom to understand what others need.***

Respect this Place- means we take pride in our school. We treat our physical belongings like we'd treat our home. Our school is a reflection on us and how we feel about ourselves. ***We show this through respect for our world and our environment. We use our wisdom about nature to treat the Earth respectfully and to make it better for generations that follow us.***

Kind regards,

Joyce Chong
Principal

Chief Maquinna School Song:

At Chief Maquinna life is cool!
We try our best
We work at great activities,
playing with the rest of our classmates Come along,
sing our song,
sing it soft
and sing it STRONG!
Sports and arts, that is our rule!
At Chief Maquinna,
talk about a winna,
Chief Maquinna, that's our school! Yeah!

2025-26 BELL SCHEDULE

<i>Welcoming Bell</i>	<i>8:55am</i>
<i>Morning Session</i>	9:00 - 10:30 am
<i>Recess</i>	<i>10:30 – 10:50 am</i>
<i>Morning Session</i>	10:50 – 12:10 pm
<i>Lunch</i>	<i>12:10 – 12:55 pm</i>
<i>Afternoon Session</i>	12:55 – 2:58 pm

STUDENT ABSENCES

When a child is absent, his/her learning is interrupted or missed. If your child will be missing for more than a couple of days, it is difficult for teachers to send work: concepts, projects and assignments need to be taught with students in attendance. Teachers are not expected to provide work to cover absences.

SUPERVISION

Teachers, SSWs, or paid supervisors are on duty:

Before school: 8:40- 9:00 am

Recess: 10:45-11:05 am

Lunch: 12:05-12:52 pm

After school: 2:58 -3:18 pm

Unless in a school activity, students are unsupervised before 8:40 am and after 3:18 pm . Please directly supervise your children before and after these times.

SAFE ARRIVALS (Morning Attendance procedure):

Student safety is of paramount importance at the Vancouver School District. Ensuring student safety is a shared responsibility. In order to assist the school, we ask parents to notify the school (via office) of student absences/lateness and early pick-up from school. School offices are busy places: consistently notifying the school in advance of your child's absence will significantly improve the efficiency and effectiveness of the Safe Arrival Morning Routine.

To report your child's absence or late arrival: Please call 604-713- 4705, select 1 for Safe Arrival. (This is a 24 Hour answering service)

LATE ARRIVALS:

Please sign in at the office and get a Welcome Slip before going to the classroom.

This ensures we don't make a phone call to check on where your child is when they are already at school. Teachers have been instructed not to admit students who are late without a Welcome Slip.

STUDENT EARLY SIGN OUT:

Let the office and teacher know you are planning to pick up your child early for any reason – via Safe Arrival line or email/phone call. When you arrive at the office, sign the child out.

If you do not sign out your child, they will be unaccounted for, the school will identify your child as a 'missing' student and will commence a search of school grounds. If the school staff do not locate the child, and are unable to reach a parent promptly, the school will call the Vancouver Police Department. Therefore, clear communication is essential for ensuring the safety of your child and to prevent unnecessary searches.



CHIEF MAQUINNA ELEMENTARY SCHOOL

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Phone ~ 604-713-4705 ~ maquinna@vsb.bc.ca

CHIEF MAQUINNA STUDENT CODE OF CONDUCT

Reviewed May 2025

School Mission Statement

A school with more than a half century tradition of service, Chief Maquinna is committed to enabling students to reach intellectually, aesthetically, athletically and socially within a school community that fosters respect, empathy, achievement, cooperation and helpfulness. We embrace the Seven Sacred Teachings of Canada's Indigenous Peoples and attempt to integrate them in all that we say and do at Maquinna.

What does the Code of Conduct look like at Maquinna?

Respect Yourself- means that we are demonstrating being responsible for ourselves and our actions. Treat ourselves with pride and acceptance. *We show this through respect, truth, humility, and honesty. We use our wisdom to understand what we need.*

Respect Others- means we take into consideration other people's feelings. We treat others just how we'd like to be treated. We treat others with respect. *We show this through respect, courage, and love. We use our wisdom to understand what others need.*

Respect this Place- means we take pride in our school. We treat our physical belongings like we'd treat our home. We throw away garbage, recycle and compost. We treat all school equipment and buildings with respect. Our school is a reflection on us and how we feel about ourselves. *We show this through respect for our world and our environment. We use our wisdom about nature to treat the Earth respectfully and make it better for generations that follow us.*

Some examples of expected behaviour in and around the school:

In the hallways:

- walk, don't run on the right-hand side of the hallway, use inside voices-no shouting, give others space

In class:

- Listen to the teacher, allow other students to work, try your best, allow other students to work, keep your belongings tidy

In the lunchroom:

- eat quietly using good manners, clean up after yourself: recycle juice boxes: throw garbage in can

On the playground at recess and lunch:

- Include others in games, play safely, stay within in school boundaries

Before and after school

- Play safely and fairly, do not ride bikes, scooters or skateboards on the playground, follow the school crossing guards instructions

Use of technology at school :

- Follow the AUP that students sign (K-7)

Sometimes students need help to solve problems at school. These are some people who can help you are: supervision aides, teachers/ student support workers, the Principal, the office administrator, the counselor, the school engineer, CST Staff.

Parents, family members and guardians can help by:

Talking to your child about the school code of conduct and why their behaviour matters, discussing problems and issues that arise, teaching students about solving problems peacefully, encouraging your child to take responsibility for his or her belongings, work and behaviour and supporting your child with his or her school work. Please review the AUP, Acceptable Use Policy with your child (on the VSB AUP website).

Unacceptable Behaviour

At Maquinna and in our school community, all forms of discrimination will not be tolerated:

- **Racism will not be tolerated in our school**
- **Homophobia will not be tolerated in our school**
- **Sexism will not be tolerated in our school**

Some other examples of behaviours that are not acceptable at the school:

- Disrupting the learning of others
- Using bad language.
- Hurting others' feelings by words or actions
- Pushing, playing, roughly, playing unsafely
- Littering

Some examples of very serious breaches of the Code of Conduct:

- Violent behaviour such as hitting with intent to hurt, fighting and threatening others.
- Vandalism to school or others' property.
- Bringing a weapon to school.
- Any form of bullying (cyber or otherwise)

Consequences: *vary according to the frequency and severity of the action. We consider the ability of the child to understand their behaviour and expect that as children mature, they are able to take more responsibility for their actions. Special considerations may apply to students with special needs if they are unable to comply with parts of the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature. Our goal is to have students take responsibility for their actions, to commit to changing their behaviour and to apologize to the person who has been hurt.*

1. Students will discuss the issue with the Principal.
2. Student may complete a problem-solving sheet either in class or in the office. This will be signed by the teacher, parent, student and Principal.
3. Our goal is to be restorative-to ensure that the student understands the behaviour and makes a plan for how to improve it going forward.
4. Student may lose playtime at recess or lunch or work in another classroom for a time.
5. Students will have a logical consequence such as garbage duty for littering, writing a letter of apology for hurting someone's feelings.
6. A meeting may be set up with the parent, teacher, student and administration to set up a plan to improve behaviour.
7. For serious issues, student may receive an in-school suspension, or a formal suspension. A plan will be put in place with expectations for improvement when the student returns.
8. When a student is suspended, parents will be contacted by phone or in person in cases of serious misbehaviour. School board officials will also be notified, as well as other authorities, if necessary.

Chief Maquinna 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, family 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.

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

The school code of conduct applies while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

In accordance with the School Act, Sec. 85 (2) (ii) and (d), The Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a. Because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. Because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. Because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy <http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>

Personal Digital Device Usage

To foster a safe and focused learning environment for students, the use of personal digital devices, that distract from learning, such as cell phones, tablets and electronic devices, are restricted during school hours and on school property. Educators and school staff will continue to model digital citizenship in the classroom and avoid the use of personal digital devices for non-instructional purposes.

Personal digital devices are restricted for the instructional day. This includes class time, recess and lunch during school hours of 9:00am to 3:00pm. Personal digital devices must be turned off or placed on silent mode and out of sight for the entire school day.

The use of personal devices is permitted under the following circumstances:

For educational purposes, as directed by the educator in the classroom.

For health and medical purposes as outlined in an Individual Education Plan or Student Safety Plan.

To support special or diverse educational needs, such as assistive technology related to Individual Education Plans or Student Support Plans.

The expectation is that students will follow the direction of the educators. Students who repeatedly do not follow the personal digital device policy may be asked to store their personal digital devices with an administrator for the remainder of the day.

The Vancouver School Board is not responsible for the loss, damage, or disappearance of personal digital devices that students decide to bring to school.

A regular review of the school's Code of Conduct guidelines for personal digital devices are essential to ensure their effectiveness and relevance in addressing current issues and meeting the evolving needs of students, teachers, and parents. Adjustments to the Code of Conduct may be necessary to ensure that school guidelines remain relevant and effective in promoting a conducive learning environment. Changes may be prompted by emerging incidents that highlight the need for enhanced measures to protect student well-being and privacy.

PLEASE SIGN: We have read the above Code of Conduct and understand the importance of abiding to it.

Parent's Signature

date

Student's Signature

date

Peer conflict, mean behaviour, and bullying – what's the difference?

When a child is having a problem with her or his peers, it can be hard for parents to know what is really happening – is it bullying? Or is it something else?

Each type of behaviour must be handled differently, to keep children safe and help them learn how to get along with others.

Peer Conflict

Conflict between and among peers is a natural part of growing up. Children will have times when they disagree and can't solve their own problems. They may even become so frustrated that they say mean things or act out physically by hitting, kicking or trying to hurt.

If it's peer conflict you will be aware that these children:

- usually choose to play or hang out together.
- have equal power (similar age, size, social status, etc.).
- are equally upset.
- are both interested in the outcome; and
- will be able to work things out with adult help (after calming down).

Adults can respond by helping the children talk it out and see each other's perspective. This is often referred to as "conflict resolution".

Mean Behaviour

Children may try out behaviours to assert themselves – sometimes saying or doing mean things – such as making fun of others, using a hurtful name, taking something without permission, leaving a child out, or "budging" in line. If it is mean behavior, usually:

- it is not planned and seems to happen by chance, spontaneously.
- it may be aimed at any child nearby.
- the child being mean may feel badly when an adult points out the harm they've caused.

When adults see mean behavior, they should not ignore it. Adults should respond quickly, firmly and respectfully to stop the behavior, to let kids know that their actions are hurtful and to re-direct children to more positive behaviour.

This quick response stops children from developing a pattern of mean behaviour as their way of interacting with peers and prevents mean behavior from escalating into bullying. It is a lot easier to correct a child for one nasty comment than to turn around a pattern of cruelty that grows over time.

Bullying Behaviour

Bullying is serious behavior that has three key features – **all three must be present for the situation to be considered bullying:**

- **Power imbalance** -- One child clearly has power over the other(s), which may be due to age, size, social status, and so on.
- **Intention to harm** -- The purpose of the bullying behaviour is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental.
- **Repeated over time** -- bullying behaviour continues over time and gets worse with repetition.

There is a real or implied threat that the behaviour will not stop, and in fact will become even more serious.

The effect on the child who is being bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on their own.

Adults must stop the bullying behaviour and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behaviour that adults are taking care of it.

When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions and change their behaviour. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety.

The "conflict resolution" style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened.

Calendar 2025 - 26

CHIEF MAQUINNA

ELEMENTARY SCHOOL

School Operation Overview

Number of Days in Session	187
Number of Days of Instruction	180
Number of Days of Non-Instruction	6 Non-Instructional Days; 1 Administrative Day (June 26)

Important Dates

First Day of School for Students	Tuesday, September 2, 2025
National Day of Truth & Reconciliation	Tuesday, September 30, 2025
Thanksgiving Day	Monday, October 13, 2025
Remembrance Day	Tuesday, November 11, 2025
Last Day of Instruction Before Winter Vacation	Friday, December 19, 2025
Winter Vacation Period	Monday, December 22, 2025 - Friday, January 2, 2026
School Re-opens after Winter Vacation	Monday, January 5, 2026
Family Day	Monday, February 16, 2026
Last Day of Instruction Before Spring Vacation	Friday, March 13, 2026
Spring Vacation Period	Monday, March 16 - Friday, March 27, 2026
School Re-opens after Spring Vacation	Monday, March 30, 2026
Good Friday	Friday, April 3, 2026
Easter Monday	Monday, April 6, 2026
Victoria Day	Monday, May 18, 2026
Last Full Day of Pupil Attendance	Thursday, June 25, 2026
Administrative/School Closing Day	Friday, June 26., 2026

Professional Development and Curriculum Implementation Days (school not in session)

Friday, September 19, 2025	Professional Development Day (<i>Date set by school</i>)
Friday, October 24, 2025	Professional Development Day: <i>Province Wide</i>
Friday, November 21, 2025	Professional Development Day: <i>District Wide</i>
Monday, January 12, 2026	Professional Development Day (<i>Date set by school</i>)
Friday, February 13, 2026	Professional Development Day: <i>District Wide</i>
Monday, April 20, 2026	Professional Development Day: <i>District Wide</i>

Parent Conference Dates

Dismissal Times

Wednesday, October 8, 2025	Early Dismissal at 2pm
Thursday, October 9, 2025	Early Dismissal at 2pm
Wednesday, April 22, 2026	Early Dismissal at 2pm
Thursday, April 23, 2026	Early Dismissal at 2pm