



EAGLE HARBOUR MONTESSORI SCHOOL

POLICIES AND PROCEDURES

Welcome to Eagle Harbour Montessori School. This information is meant to help acquaint Eagle Harbour parents by providing you with pertinent information about the school. Please feel free to contact the school for more information at any time. We hope that you will enjoy a rewarding and satisfying partnership with our school.

Introduction

In the heart of West Vancouver's distinctive seaside neighbourhood lies a small, intimate public Montessori school. The teachers are all Montessori trained. We are committed to providing a rich learning environment for all students based both on Montessori principles and on fulfilling the expectations of the Ministry of Education for all schools. Staff collaborate to ensure that the Montessori philosophy underlies all educational decisions at Eagle Harbour.

Montessori classrooms provide a prepared environment where children respond to their natural tendency to work. The children's innate passion for learning is encouraged by giving them opportunities to engage in spontaneous, purposeful activities with the guidance of a specially trained teacher. Through their work, the children develop concentration and self-discipline. Students study language, math, culture, fine arts and physical education.

Students work in multi-age groupings and learn to take responsibility from an early age, making decisions about their learning tasks under the teacher's guidance. A Montessori education supports personalized, continuous progress as children work on personal goals and interests linked to the curriculum. Students learn to work independently in small groups and as members of a class.

Parent involvement is encouraged and there is strong parent support for school initiatives.

A Ministry of Education Strongstart Centre for 0-5 year olds and Eagle Harbour Montessori Child Care providing preschool programs and after school care for school-aged children are both on-site. Please see the school's website for contact information.

MISSION, VALUES, AND PHILOSOPHY FOR LEARNING

Mission Statement – Province of British Columbia

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

Mission Statement – West Vancouver School District

We aspire to provide the finest educational experience in the country for the benefit of our children, our employees, our community, and the world.

Mission Statement – Eagle Harbour Montessori School

At Eagle Harbour we foster an individual learner's potential to acquire the knowledge, skills and attitude needed for lifelong learning in an experiential prepared environment while promoting the values of respect, grace and courtesy.

Our Philosophy

At Eagle Harbour Montessori School we believe that the physical, intellectual, emotional, and social well-being of individuals is essential for success. We further believe that all individuals should strive for their personal best and that learning should foster joy and curiosity.

Therefore, our school is one in which:

- The climate is conducive to purposeful learning, with everyone fostering positive attitudes, a sense of pride, and individual feelings of self esteem
- The discipline is consistent, firm and fair, emphasizing respect and consideration for all, leading ultimately to self-discipline
- The staff holds high but realistic expectations for student achievement in the core subjects, recognizing that children are individuals who develop at different rates. They emphasize quality teaching as well as conscientious study, assess progress regularly, and communicate openly with parents about that progress
- The staff collectively possesses the expertise to offer instruction in the core subjects, as well as enrichment, learning support, and technology
- The administration leads the school effectively, organizes the school efficiently, and communicates openly with the community
- Staff, students, and parents are involved in a shared decision-making process in citizenship and responsibility

The Montessori Program

- Fosters effective, adaptive, independent and responsible citizens who are lifelong learners
- Emphasizes respect, grace and courtesy for self, others and the environment
- Allows students to learn experientially through a prepared environment
- Educates and connects students through an integrated approach to teaching and learning
- Gives students responsibility for their own learning; allowing for freedom of choice and personal interests within a structure. Students are given the opportunity for movement in the classroom.
- Encourages teachers to observe and “guide” students in their learning
- Allows for multi-age groupings; let the students learn from each other
- Encourages students towards intrinsic motivation minimizing reward and punishment
- Emphasizes community and builds learning communities
- Promotes order and ritual as part of the structure in the prepared environment
- Utilizes the three-period lesson (instruction, practice, presentation)
- Encourages the use of self-correcting materials and practices
- Provides opportunities for the valorization of the individual
- Promotes inquisitive learners in a cooperative environment
- Practices concrete, real-world problem solving leading to abstract reasoning
- Encourages "the inner language of silence" providing time for reflection
- Emphasizes communication and storytelling
- Gives the students ownership of the facilities and responsibility for their care
- Emphasizes humanity’s connection to the land and larger environment
- Demonstrates an optimistic, proactive worldview instilling in the students a belief in the importance of contributing to humanity.

HEALTH AND SAFETY

Illness at School

If your child becomes ill at school, you will be contacted and asked to pick up your child. If we cannot locate you, we will contact the emergency contact listed on the student registration.

Handwashing

Handwashing is stressed and students are asked to wash their hands regularly after using the washroom and before eating. Public health nurses come periodically to review handwashing with students and posters are located throughout the school as reminders. Parents can help by reinforcing the importance of this with their children.

Vancouver Coastal Health Authority

A Community Health Nurse is assigned to Eagle Harbour Montessori School. The role is to work with parents, students and staff to help make the school a safer, healthier place. Please note the following:

Immunization Record

Your child's record is a very important part of the school record. Return the form as soon as possible. Let the nurse know if you are having any difficulty completing it.

The Community Health Nurse reviews your child's record and may make a recommendation.

For Kindergarten students

A school entry booster for Diphtheria, Pertussis, Tetanus and Polio is recommended between 4 to 6 years of age. Please advise the nurse when your child receives this before the end of the Kindergarten year.

Serious/Life Threatening Health Condition

If your child has a serious health problem or a possible emergency health condition, please alert the office. The school will discuss with the school nurse. It is the nurse's role to ensure that the staff knows about your child's special health needs and are able to respond appropriately. *Please indicate the problem on your child's online registration.* If your child needs specific medical attention at school, parents *and the child's physician* will need to complete the required medical forms.

Communicable Disease Control

If your child contracts an infectious disease, please contact the school and the nurse. Communicable disease follow-up has to be timely and may be critical to protect at-risk students.

Health Issues

The public health nurse acts as a resource to students, teachers and parents on all health matters

including nutrition, physical/emotional growth and development, parent/child relationships and lifestyle issues. The public health nurse is also available to parents regarding health management of children with special needs.

Emergency Procedures

The school has safety and emergency protocols in place as developed by the school district and North Shore Emergency Management www.nsemo.org to deal with hazards such as fire, flood, earthquake, storm, violence and hazardous materials. Students and staff routinely practice fire, earthquake, lockdown and emergency release procedures. The school is equipped with a large outdoor emergency bin, small classroom kits and lanterns and other emergency equipment.

At Eagle Harbour Montessori, we have established drills and procedures for emergencies. You should know that in the event of any emergency:

No student will be dismissed from school unless a parent, or person designated by a parent, comes for him/her.

All parents or their designates who come for their children must have them signed out at the office or at an alternative Student Release Station and must show picture ID.

A plan is in place to supervise and care for students for an extended period of time in an emergency. We are prepared to care for children in the event of a critical situation until you or your designate can reach the school. Please ensure that your children know the names and phone numbers of several neighbours, and establish a procedure for them to follow. You can help by ensuring that Emergency Information in our school records is kept up-to-date.

Attendance

If your child is ill or away for any reason, please inform the office. Requests for long absences in unusual circumstances must be made to the vice-principal.

Call Back

Please call the office 981-1380 any time (24 hours a day) if your child will be absent or late for school. Leave your child's name (speak clearly), teacher's name, and reason for absence on the answering machine. Alternatively, please email the administrative assistant if your child(ren) will be absent. Office staff will call the parents of students who are marked absent if no message has been received.

Extended Family Holidays

We would like to remind all parents that, should their children be away from classes prior to or after any designated holiday, or at any time when school is in session, it is not the teacher's responsibility to provide packages of work or catch-up materials. In some cases, where there is an extended absence, accurate assessment may not be possible and this will be reflected in the report to parents.

Late Arrivals

All students are expected to be on time and ready for the start of class. Being punctual is part of showing respect and courtesy to fellow classmates. Students who arrive late may begin the day stressed and the class is disrupted when students enter late. If your child is late for some unexpected reason, you must sign them into the office and your child will receive a late slip to take to the teacher.

Departure from School

If a parent or designate is taking a student out of school (i.e. dental appointment), they should notify the teacher and the office in advance. All students need to be signed out at the office if leaving school early.

Supervision

Supervision is provided between 8:30 a.m. & 2:35 p.m. There is no supervision of students before or after school so please do not drop children off before 8:30. Students should not be coming into the school before this time unless supervised by a parent.

Before School

Students are encouraged to arrive at school as close to starting time as possible. Students arriving early are to remain outside until the entry bell rings at 8:30 a.m. In inclement weather, students may use the library *if supervised by parents*.

After School

Parents are requested to organize a meeting spot in which to meet their children at dismissal time 2:35 (i.e. outside classroom, playground, garden, field, parking area). Students should report to the office if they are not picked up on time. Kindergarten students will be dismissed from the classroom to their caregivers unless arrangements have been made with the teacher. There is no staff supervision on the playground after school.

Recess and Lunch

Students are not to leave the school grounds during recess or lunch or after arriving at school in the morning. All students leaving the property during school hours must be signed out from the office by a parent/guardian.

Recess

At recess, students are requested to leave their classrooms and to go outside for fresh air and activity. Students are responsible for being appropriately dressed for the weather conditions of the day. Should weather conditions pose any danger; an announcement will be made from the office indicating that the students may remain indoors in their classrooms. Students would then be expected to be involved in quiet activities while inside.

Lunch

Students eat their lunches in their classrooms, and they are expected to remain seated. Staff supervise the classrooms and hallways during this time. Students are allowed to remain in the classrooms if an announcement is made from the office indicating that students may remain indoors due to extreme weather conditions.

Eating lunch at school is a privilege and the students are expected to display appropriate behaviour. A child may be sent home for lunch if a standard level of behaviour is not displayed.

Healthy Schools

As we endeavour to promote a comprehensive school health environment parents are encouraged to provide nutritious, litterless lunch and snacks for their child. Parents are directed to view the BC Ministry of Education Healthy Schools website for more information.

Health information is regularly posted on the school and district websites.

Lunch Program

Children are given the opportunity of having hot lunches provided at school at least once a week. Online ordering and payment are available at the beginning of each term. This is a major fundraiser of the EHPAC and the school staff.

Code of Conduct

At Eagle Harbour, parents, teachers, and students believe that learning best takes place in a safe, orderly, and positive environment. We believe in a system of fair, firm and consistent discipline in a climate that is conducive to purposeful learning. We further believe that the best way to achieve these objectives is with the support of parents.

The Eagle Harbour School Code of Conduct

RESPECT

GRACE

COURTESY

Please consult our full code of conduct and matrix of behavioural expectations located on our school website.

Five positive visual supports are used in each classroom and on the playground to remind children of acceptable behaviour:

Classroom:

Listen

Raise Your Hand

Quiet Work

Hands to Self

Walking Feet

Playground:

Listen

Take turns

Play Safely

Hands to Self

Stay within boundaries

Reporting to Parents

Ministry regulations for the reporting of student progress require that parents be provided with a minimum of:

- Three formal written report cards. These are normally issued in December, March and June.
- Two informal reports each school year. At least two informal reports are provided to parents or guardians each school year, typically Oct/April. Teachers determine how they will communicate informally with parents. Examples of this type of reporting might be phone calls, interviews or student-led conferences.
- Report cards will be sent out three times each school year on the date posted on our school calendar. To enable the reports to be distributed in a fair manner, report cards will not be given out before the specified date. Families leaving for any reason prior to the specified report card release date, will have the opportunity to pick up their child's report card upon their return or make arrangements at the school office to have the report card mailed to a specified address by providing a stamped and addressed envelope.
- Other parent/teacher conferences may take place throughout the year at the request of either the parents or the teacher.

Communicating Student Learning

We would like to provide you with some information that will help you understand comments made on the report cards that will reflect your child's attainment of classroom achievement based on the British Columbia Performance Standards.

Report Cards for students have structured written comments. These comments relate progress in relation to the expected development of students in a similar age range.

Report Comments describe:

- a) what the student is able to do with various levels of support
- b) the areas in which the student requires further attention or development, and
- c) ways of supporting the student in their learning in the classroom

Some students who receive adaptations and/or learning support will have an Individual Education Plan outlining individual goals and strategies for learning. This will be included with their report card with updates at reporting periods. For students with special needs working on a modified curriculum, they will also have an Individual Education Plan. Their performance is individually assessed according to the goals of their IEP.

Communication

Communication between home and school is important at Eagle Harbour Montessori. The school website and bulletins are the primary communication tools by which the Eagle Harbour staff hope to inform parents of school policy, programmes and activities. Parents are encouraged to regularly check the school website for up-to-date information. We also communicate by means of class bulletins, conferences, phone calls, meetings, and email.

We encourage parents to communicate via e-mail, telephone or note to the teacher or Vice-Principal, to share information that may be important for a child's well-being. While teachers are not usually available to come to the telephone during class hours, they are pleased to return parent phone calls or emails as soon as possible.

Parent/Guardian Concern Protocol

Questions, issues or concerns that parents/guardians may have regarding their child's schooling should be dealt with in a manner which reflects mutual respect and fair process. Whenever possible, the Board encourages parents/guardians to address concerns directly with the employee involved.

- This policy is intended to deal with all parent or guardian concerns or questions about an employee, communicated to any other employee or Trustee of SD45 (West Vancouver), except for allegations of criminal misconduct and complaints undertaken under Section II of the School Act.
- Any parent or guardian initiating (the complainant) shall be directed first to the employee who is the subject of the complaint. An administrative officer and/or teacher may offer to accompany the complainant to the meeting with the employee.
- The employee who initially directs the complainant to the individual who is the subject of the complaint, shall inform that individual that a complainant has been directed to them.
- The complainant and the employee who is the subject of the complaint shall meet in an attempt

to resolve the complaint.

- If a meeting has taken place and the complainant is not satisfied, an administrator whom the employee directly reports to, or designate, shall meet with the complainant and the employee in an attempt to resolve the matter.
- The administrator shall communicate the resolution to all the parties involved, as well as outlining the complainant's right to file an appeal to the School Board under Section II of the School Act.

Multi-Age Classes

A multi-age class is composed of students from separate grades who work within one classroom setting. When working on specific skills, students are combined according to individual needs rather than grade levels. In other cases, curriculum is arranged so that the whole class may study the same or similar material.

How is it different from a "Split" class?

The one room school house was the first example of "split" grades, grades 1-8 shared a room, but were taught as separate and distinct groups. In more recent situations, two grades shared a classroom, but were taught their curriculum independently, one grade receiving instruction, the other doing seatwork. In a "multi-age" class, the focus is on shared learning outcomes and common curriculum, with instructional groups being determined by skill level not age.

What are the benefits to a "multi-age" class placement?

Research and teacher experience suggests many benefits to "multi-age" class placements:

- opportunities for leadership and modelling
- opportunities to experience social and emotional ranges
- opportunities for review and challenge
- opportunities for a broader range of experiences

Will students miss or repeat curriculum material?

In British Columbia, curriculum strands within subject areas are common from Kindergarten through Grade 7, and Learning Standards within the strands are very similar, being extended rather than changed as students move up the grades.

The role of the teacher in both multi-age and one grade classes is to teach students the identified processes and strategies appropriate to a subject area, rather than to a grade level. The selected content material is the vehicle through which these skills are learned. While content material is

indicated by the Ministry of Education for specific grades and subject areas, there is considerable latitude for choice as long as the Learning Standards are being met.

Teachers of combined classes must be sensitive to the past and future curriculum experiences of their students, and select material that is appropriate but not repetitive.

Teachers also meet grade level requirements in combined classes by adjusting the depth, focus and evaluation of a topic. Students from both grade levels, for example, may study the theme of fantasy in literature, but the reading level of the material, the complexity and length of the assignments and the assessment of performance would be grade specific.

Professional Development Days

The Ministry of Education, Board of School Trustees and Parent Advisory Council support the concept of Professional Development Days for staff. During these days, staff are involved in activities such as program planning, professional development, and curriculum implementation.

Fees and School Supplies

The Montessori program is a program of choice in West Vancouver and as such there is an annual fee to cover the cost of materials. In addition, a student supply list is recommended to provide the necessary materials for children to work effectively in the Montessori classroom. This supply list is available from the office.

Telephone

The school or classroom telephone should only be used for urgent family business. Permission is required from the classroom teacher or the administrative assistant before students may use the telephone.

Bicycles, Skateboards, Rollerblades, Scooters, Etc.

Students are not to ride bikes, skateboards, scooters or rollerblades on school grounds prior to 4:00 p.m.

Please note that the school is not offering any direct supervision regarding safety equipment (helmets, etc.) being used or not being used by students when students opt to use skateboards, rollerblades, bicycles and scooters, etc. on the school grounds after school hours.

Due to many safety concerns we request that skateboards be kept at home during school hours. If students choose to use the above items after school hours they do so at their own risk.

Traffic and Safety

Do not park in the no parking zone at the front of the school. This area is for drop-off only. Drivers are not to park in the turn around area and walk their children into the school as it prevents others from

using this area for drop-off.

Use the crosswalk when walking your children to school at all times. Students need to learn that the crosswalk is the safest area to walk when entering the school grounds.

The staff parking lot is not a play area and is out of bounds to students.

Municipal and Provincial regulations include:

- Do not park within 8 metres (20ft) of crosswalks.
- Do not park from 8:00 - 17:00 at curbs adjacent to school property.

Clothing

Students are to dress appropriately for the weather. During inclement weather, students need to wear a jacket and appropriate footwear in order to keep both warm and dry. All students should have a change of clothes at school. All students need to have a pair of indoor shoes at school to wear. Students must know how to put on coats, tie their own shoes and take care of care of personal belongings.

Electronics/Toys

Students should not bring personal electronics to school (i-pod, cell phones, cameras) unless directed to do so by teachers. The use of these devices can compromise others rights and freedoms, therefore when students violate this policy the device will be confiscated and parents notified. Also our insurance does not cover loss of these items. Cell phones carried for safety reasons should only be turned on after school. In addition, children are discouraged from bringing toys to school unless asked to do so by staff.

Dogs

West Vancouver by-laws do not permit dogs in, on or within 5 meters of playgrounds, sports fields and schools.

Lost and Found

Lost items are placed in a bin located in the hallway near the gymnasium.

Community Announcements

Eagle Harbour Montessori School will post information about community events on the website and the community information board in the hallway. It does not accept for publication any announcements of a commercial nature for anyone except Eagle Harbour parents.

Snow Policy

The decision to close schools is made by the Superintendent in consultation with various municipal organizations. If the school will be closed the Superintendent will post the information on the district

website and contact the radio stations. Otherwise, schools will be expected to operate as usual.

If staff experience difficulty reaching the school:

The school will be closed until staff arrives. Parents should telephone the school before sending their children on days when conditions are uncertain. No answer means that staff has not arrived.

Information on school closures will be broadcast usually after 6:00 a.m. on the district's website and on the local radio station.

If conditions worsen during the day:

If it becomes apparent that the children could be sent home earlier than the regular dismissal hour, we will phone parents to ensure they know their children will be on their way home, but more particularly, to ensure that someone is home to receive the children. If no one is home, we will make contact with the emergency contact name listed on the Student Information Form. If it is impossible to place some children, one or more of the staff members will remain at the school to ensure the safety of all children.

In case of an emergency please ensure that your children are aware of the provisions that you have made.

Learning Commons

Our library houses a collection of learning resources. It includes fiction, non-fiction, print and non-print. These resources support the school curriculum. We encourage parent volunteers to assist with clerical tasks. Students sign out books as needed for units of inquiry.

For information access, we have laptops and ipads that provide internet and network connections. Books and other library materials may be borrowed. If books remain unreturned, a notice will be issued with the replacement cost for the book and students will have limited access. There will also be a charge for any home reading books that are lost or damaged.

Technology

At Eagle Harbour Montessori both teachers and students use technology extensively as a tool to support learning. Our computers/ipads are fully networked and are equipped with software that supports a variety of subject areas and grade levels.

Every computer has internet access, and we have in place a Technology Use Contract to ensure ethical and appropriate educational use of the internet.

Field Trips

At Eagle Harbour, curriculum-oriented field trips are planned by the staff. The number of trips is determined by the teacher and the curriculum connections that can be made. Prior to any field trip, parents are notified in writing of the details of each planned field trip. All students must have signed permission slips before participating in any field trip. Transportation costs are borne by the

parents. Volunteer drivers are sometimes required and drivers need to complete a district volunteer driver form accompanied by a copy of his/her driver's licence and auto insurance. When parents volunteer to accompany a class, they should expect to assist with supervision as directed by the teacher.

Assemblies and Events

The purpose of whole school gatherings is to promote school unity, recognize students and to allow children to make presentations. Whole school gatherings are also held for special/cultural events. Parents are always welcome to attend our assemblies.

Visitor Days

As Eagle Harbour is a Montessori school, we offer scheduled visitor days approximately once per month in the morning for an hour at which time visitors may observe the Montessori program.

Teachers on Call

When staff are absent because of illness or other reasons an employee-on-call will be assigned by the school district. Every effort is made to assign staff with Montessori training or experience if possible.

Volunteers

All volunteers must report to the office, and are asked to wear a visitor's tag.

The Role of a Volunteer

We highly value our parent volunteers and continue to encourage parents to assist in various areas. To provide clarity in what is appreciated/expected from our volunteers, the Eagle Harbour Montessori staff has established the following criteria. It is hoped that this will provide new and experienced volunteers with an idea of their role as well as guidelines for any persons who are looking for parent volunteers.

When accompanying students on field trips as a volunteer keep the following in mind:

- As a volunteer, you are in charge of a group of students and are responsible for their safety and educational gains during the trip. It is appreciated if you come on your own, leaving siblings at home in order to provide your utmost attention to the students on the field trip.
- Please refrain from using cell phones during the trip to ensure that full focus is given to the students present on the trip.
- Focus on the group, and model good listening skills and attention if involved in a guided tour. Encourage all students to stay on task. Discussion about the trip, when appropriate, will encourage the students to reflect and remember what they have seen.

Support the teacher by encouraging students to exhibit proper behaviours such as:

- quiet voices;
- appropriate movement (e.g., walking rather than running);
- appropriate bus behaviours (e.g., sitting down and facing the front);
- hands to selves, etc.

Remain focused on the children in attendance. Students need your attention and will soon be off task if they see that the adults are in conversation with one another.

Please refrain from involving the teacher in discussion pertaining to your child. Interviews can always be set up at a more appropriate time.

It is an expectation that parent volunteers will be present on buses with students and teachers to assist with close supervision.

When on buses, it is necessary to have all adults spaced appropriately throughout the bus to monitor behaviours. This is, of course, for safety reasons. Additional standard bus rules are: no food; sitting down and facing the front; staying in one's seat; and quiet voices.

Special Events

Throughout the year special events are scheduled to enhance existing curriculum at various grade levels. Parents are welcome at all of these events. Please check the website for dates and times.

Learning Support

In our district, a number of educational services are available to students. At the school level, the Learning Support Teacher conducts diagnostic testing, programme planning, and individual and small group instruction. The Learning Support Teacher works closely with all staff members.

School Based Team

The school-based team consists of the Learning Support Teacher, Counsellor, Speech and Language Pathologist, Principal and Teacher of the referred student. Other specialists may also be present depending on the need (district behaviour teacher, psychologist, occupational therapist, physical therapist, etc.). The purpose of the team is to share knowledge about children with special needs (learning difficulties and gifted), access community resources for children, and evaluate progress and design strategies for helping children. The school-based team meets once a month or when the need arises. Referrals are made through any of the team members in consultation with the classroom teacher.

School Counsellor

Eagle Harbour Montessori has the regular services of a school counsellor. The counsellor works with

students, parents and teachers and provides a liaison between the school, district and community services. Students are most often referred to the counsellor by the classroom teacher. Parents may make appointments with the counsellor by phoning the school.

District Services

At the district level, more extensive diagnostic services and special programs are available. Included in this department are the following services:

- o Challenge and Gifted Program
- o Speech and Language Development
- o English as a Second Language
- o Reading Advancement Program (RAP)
- o Special Education Assistants
- o Behaviour Support
- o Occupational and Physical Therapy
- o Home and Hospital Instruction

Eagle Harbour Parents' Advisory Council (EHPAC)

EHPAC welcomes all new and returning families to Eagle Harbour Montessori School.

The School Act establishes the right of parents to create a Parent Advisory Council (PAC) in order to advise the School Board, School Administration and Staff regarding any matter relating to the school or students.

All parents and legal guardians of children in Eagle Harbour are members of the EHPAC and are encouraged to actively participate in the school community.

At the Annual General Meeting each year, the EHPAC members elect an Executive. This consists of a Chair, Treasurer and Secretary. As well there are many other PAC committees in which parents can volunteer. Check out the PAC website/bulletin board for further information.

To maintain communication with its members, the EHPAC holds monthly meetings.

The purposes of EHPAC, as stated in their Constitution, are as follows:

1. To advise the school principal and staff on parental views about school programs, policies, and activities.
2. To communicate with parents, and to promote co-operation between the home and the school in

providing for the education of children.

3. To assist parents in accessing the system, and to advocate on behalf of parents and students.
4. To organize PAC activities and events.
5. To contribute to the effectiveness of the school by promoting the involvement of parents and other community members.

To meet these objectives, and to assist the school, EHPAC has a variety of volunteer committees. These include:

Parent Representatives are involved in the following school committees:

- School Planning Council
- DPAC
- Fundraising
- Special Events
- Healthy Schools
- Environment
- Community Relations
- Safety
- Library
- Resources
- Technology/Website

Other Activities

EHPAC also organizes a variety of events throughout the year:

Welcome Coffee, Fall Family Picnic, Book Fair, February Family Dinner, Spring Fundraiser, Community Day Parade and Eagle Harbour Fun Run are a few of the events sponsored annually.

Parents are invited to remain informed about education in West Vancouver through the following groups:

West Vancouver School Board

Public meetings are held twice monthly at 1900h, and are usually held at the School Board Offices, 1075

- 21st Street (phone 981-1000).

West Vancouver District Parent Advisory Council

WVDPAC acts as a link between the parents and the school board trustees and school administrators, providing a two way exchange of information and ideas. They hold monthly meetings, and may be reached at (604) 981-1234 ext. 1556.

Community Links

Eagle Harbour Montessori Child Care provides preschool, extended preschool and out of school care for school-aged children. More information can be found at www.eagleharbourmontessorichildcare.com or call 604-808-1822.

A BC Ministry of Education Strongstart Centre is located in an adjacent building and a morning educational program for children 0-5 accompanied by their caregivers or parents. Call 604-921-6935 for more information or email eagleharbourstrongstart@wvschools.ca