



Woodland Park Elementary Newsletter

January 2016

Ms. E. Harrison, Principal
Ms. Wendy Rines, Vice-Principal
604-589 5957

woodlandpark@surreyschools.ca

Message from the Principal

Last year we held several parent coffee mornings where parents had the opportunity to meet with the principal in an informal setting (coffee/tea and muffins provided) and discuss topics of interest. I would like to start this again beginning in February. I look to you for suggestions of topics that would be of interest. Please call the office and share your ideas! I will schedule the first meeting for Thurs. Feb. 4 from 9-10AM. Please RSVP to the office if you plan on attending. I look forward to hearing from you.

February Important Dates

Jan 21 – Thursday	Cookie Sales \$1.00 each
Jan 28 – Thursday	Reading under the stars
Jan 29 – Friday	PAC Hot Lunch
Feb 8 – Monday	Family Day – No School
Feb 9-12 – Tuesday-Friday	Multicultural Week – more details soon.
Feb 18 – Thursday	Run for Heart Cookie Sales \$1.00 each
Feb 19 – Friday	Pro D Day – No School
Feb 24 – Wednesday	Anti-Bully Day – wear pink
Feb 24-26 – Wednesday-Friday	Book Fair
Feb 26 – Friday	PAC Hot Lunch

Student Art Gallery

A few months ago we started a Student Art Gallery just outside the gym. We are getting some lovely pieces of art to display. If your son/daughter is interested in painting, please encourage them to paint something – the theme is Valentines! Submissions should be in by Friday, January 29.



Parent Pub Night

Our grade 7 parents are having a fundraiser “Pub Night” at the Dublin Crossing on Sat. Feb. 20th. This is open to all parents, not just parents of grade 7 students. The cost is \$20 which includes a burger and beverage of choice. Keep your eyes open for more details!

Attendance/Late!



I would like to ask for your assistance. Regular attendance and arrival to school on time is an important factor in the success of student's at school. Some of the most important skills we can teach children are that of organization, reliability and consistency of effort. The expectations of the school are no different than that of a workplace, regular attendance and arrival at the proper time. Children learn what they live and therefore it is important for parents to teach and model for their children the skills of responsibility and reliability.

Each day, we have anywhere from 5-10% of our total school population either absent or late. When a child is not feeling well we encourage you to keep them home to rest and get better. My concern is focused more on the number of students who are late on a regular basis. 20-50 students arriving late each day is an extremely high number. When students arrive late, a number of people are directly affected; the office personnel, who must put on hold their regular duties to deal with the late students and the teachers and students due to interruption of the lessons. When a child is frequently absent or late, it is difficult for both the teacher and student to make up the lost instructional time.

Here are several ideas that will help encourage children to take ownership/responsibility for being ready for school each day:

- Have a conversation with your child around adults having a responsibility to be at work on time and children having a responsibility to be at school on time
- Make sure your child has his/her own alarm clock and takes responsibility to set it rather than relying on a parent (this can be done with even very young children)
- Set the clock 30 minutes earlier if your child needs extra time
- Bath or shower before bed rather than the AM
- Set an earlier bed time so your child feels rested and ready for an early start (children need at least 9 hours of rest)
- Have all electronics (iPads, video's, TV, phones) turned off at least 1 hour before bed time (it is scientifically proven that the brain needs this to slow down)

If we work together with shared expectations and consistency, the children will clearly understand what is expected.



Student Phone Calls:

Please remind your child to leave a voice message when calling from the school. Parents/Guardians please listen to the voice message as the office doesn't always know when a student calls from the classroom.

The Collapse of Parenting

The attached article comes from MacLean's Magazine. It is a lengthy article but well worth a read. Whether you agree or disagree with the perspective of the author, it certainly is food for thought.

At the school level, we have seen a shift in a number of our student's ability to: be respectful to their parents and teachers, eat healthy, focus on tasks for an extended period of time and to manage their emotions. Children require structure, limits and consistency. To have expectations around everything from manners to earlier bed times to reduced time on technology will serve them well in their formative years. We must first be their parent and then, when they reach adulthood, their friend.



The collapse of parenting.pdf

CHILD REARING

The collapse of parenting

If anyone can be called the boss in modern, anti-hierarchical parenthood, it's the children. Why it's time for parents to start being grown-ups again.

BY CATHY GULLI • For modern families, the adage "food is love" might well be more true put another way: food is power. Not long ago, Dr. Leonard Sax was at a restaurant and overheard a father say to his daughter, "Honey, could you please do me a favour? Could you please just try one bite of your green peas?" To many people, this would have sounded like decent or maybe even sophisticated parenting—gentle coaxing formed as a question to get the child to co-operate without threatening her autonomy or creating a scene.

To Sax, a Pennsylvania family physician and psychologist famous for writing about children's development, the situation epitomized something much worse: the recent collapse of parenting, which he says is at least partly to blame for kids becoming overweight, overmedicated, anxious and disrespectful of themselves and those around them.

The restaurant scene is a prime example of how all too often adults defer to kids because they have relinquished parental authority and lost confidence in themselves. They're motivated by a desire to raise their children thoughtfully and respectfully. In theory, their intentions are good and their efforts impressive—moms and dads today are trying to build up their kids by giving them influence; they also want to please them and avoid conflict. In reality, parents are at risk of losing primacy over their children.

The dinner table is ground zero. "When parents begin to cede control to their kids, food choices are often the first thing to slide," Sax writes in his new book, *The Collapse of Parenting: How We Hurt Our Kids When We Treat Them Like Grown-Ups*. A rule such as "No dessert until you eat your broccoli" has recently morphed into "How about three bites of broccoli, and then you can have dessert?" The command has become a question capped with a bribe, as Sax puts it. Dinner at home requires polling kids on what they're

willing to eat; the options might include roast chicken and potatoes or chicken fingers and fries. You can bet which they choose. So parents renegotiate: *How about sweet potato fries?*

Parents in North America have become prone to asking their children rather than telling them. "It's natural," says Gordon Neufeld, a prominent Vancouver psychologist cited in Sax's book. "Intuitively, we know that if we're coercive, we're going to get resistance." For trivial choices such as which colour of pants to wear, this approach is fine, he says. But "when we consult our children about issues that symbolize nurturance like food, we put them in the lead." That triggers an innate psychological response, and their survival instincts activate: "They don't feel taken care of and they start taking the alpha role."

So if the girl served green peas does eat one bite as her dad asked, Sax says, "she is likely to believe that she has done her father a favour and that now he owes her a favour in return." Food may be the first manifestation of the collapse of parenting, but many of the problems within families are a result of this type of role confusion. In this way, what happens over a meal is a metaphor for how uncomfortable parents have become in their position as the "alpha" or "pack leader" or "decider" of the family—the boss, the person in charge. The grown-up.

THAT DISCOMFORT COMES from a loving place, of course. Many parents strive to raise their kids differently from how they grew up. They say, "I can't do the stuff I was raised with, it doesn't feel right. I don't want to yell, I don't want to spank," says Andrea Nair, a psychotherapist and parenting educator in London, Ont. "There's a massive parenting shift between our generation and the one before. We've come a long way from when you called your

dad 'sir' and when he walked in the house you would jump out of 'his' chair."

The evolution hasn't been easy, though. "We're trying to pull off the emotion coaching but we haven't received the training," says Nair. "It's like teaching your kids to speak French while you're learning it in the textbook." Parents have made it a top priority that their kids feel heard and respected from a young age. They want to be emotionally available to them, and for their children to be able to express their own emotions. "Kids have permission to have tantrums now because [they're] learning how to manage feelings," says Nair. "Someone said to me, 'Are we seeing more tantrums now than we used to?' And I wonder."

Parents also want a democratic household where each family member has a say about what happens—Should we go outside now? Are we ready to have a bath? Would you like to have the party here?—and they cultivate independence and freedom of thought in their children. Strict obedience used to be praised; now it is seen as outdated and

potentially dangerous. Compliance might mean your kid is a pushover, which no parent wants, especially as bullying has spread from the schoolyard to cyberspace.

There are broader influences shifting the parent-child dynamic as well. Over the past half-century or more, the public has come to scorn power imbalances based on gender, race, religion and sexual orientation, and historic gains have been achieved in the pursuit of equality. Even corporations are now replacing pyramidal management with "flat organization." In Western society, where equality for everyone has become a cultural objective and a constitutional right, children are treated like they are one more minority group to honour and empower. "Empower has come to seem virtuous," Sax says. "Empower everyone, why not?"

For every expert parents call, they also consult with the virtual wise man, Google. That almost never helps.

Who's the boss? Adults defer to kids because they've lost confidence in themselves

But many kids are actually overpowering their parents. That's the problem, say those working in child development. A functional family unit hinges on the one social construct that contemporary society has been working hard to dismantle: hierarchy. "You need a strong alpha presentation to inspire a child to trust you and depend upon you," says Neufeld of parents. "If we don't have enough natural power then we're hard-pressed to [make] the demand or [set] the limit" for children. "The parent always has to be honoured as the ultimate person," he continues. "We need to put parents back in the driver's seat."

If not, the consequences can be far-reaching, starting with children's eating habits, which might contribute to them becoming overweight and obese. Like the father in the restaurant, many parents can't convince their kids to eat well. It doesn't help that junk food is sometimes a reward for acing a test or scoring a goal. The message: healthy food is for losers. On-demand snacking—in the car, at the mall, while out for a walk—appears to disrupt metabolism and circadian rhythms, as well as hormonal balance. That many par-

ents carry with them a canteen of water and a stash of goodies wherever their kids go is further proof of how much they want to satisfy their children, literally and figuratively. "I don't want them to get hypoglycemic," one mom told Sax while lugging a cooler of snacks to her car for a 30-minute drive.

Contributing to the extraordinary weight gain among North American children in recent years is a dramatic decline in fitness. There is even a medical term for it, "deconditioning," which is described in the *Collapse of Parenting* as a euphemism for "out of shape." It has landed kids as young as 11 and 12 in the cardiologist's office complaining of heart-disease symptoms including chest tightness and shortness of breath. In fact, some hospitals in the U.S. have even opened pediatric preventive cardiology clinics.

While children are less active than ever, they do not, ironically, get enough rest. A common question Sax asks students is, "What's your favourite thing to do in your spare time, when you are by yourself with no one watching?" The most common answer in recent years: sleep. That's because chil-

dren are too busy with school assignments and extracurricular activities to go to bed at a good hour, or because when they get to bed, they are on their cellphone or computer, or playing video games.

This chronic fatigue may be associated with the rise of attention-deficit hyperactivity disorder and prescription drug use among children. "Sleep deprivation mimics ADHD almost perfectly," writes Sax. In his experience as a doctor, insufficient sleep is one reason why kids are more likely to be diagnosed with the disorder. In general, "It is now easier to administer a pill prescribed by a board-certified physician, than to firmly instruct a child and impose consequences for bad behaviour." Stephen Camarata, a professor of hearing and speech sciences and psychiatry at Vanderbilt University in Nashville echoes that point: "Parents say, 'My child can't do this particular exercise, they're not paying attention,' therefore I have to identify them as having a clinical condition." A medical diagnosis might negate parental shortcomings or a child's misbehaviour. "It displaces that failure," he says.

Camarata worries that parents are asking too much of kids too soon, as he outlines in his latest book, *The Intuitive Parent: Why the Best Thing For Your Child Is You*. He points to the surge of books, toys and software marketed to parents of young children promising to accelerate learning. The ubiquitous metaphor that kids are information sponges has parents saturating them with educational exercises. "We're treating them like little hard drives," says Camarata, but "this idea of pushing children to the absolute max of their developmental norm doesn't give them time to reason and problem-solve. It actually undermines both self-confidence and fluid reasoning, or the ability to think."

Schools, too, have been focusing more on academic achievement than socialization. Sax documents how, 30 years ago, American students in kindergarten and Grade 1 learned "Fulghum's rules," which include tenets such as "Don't take things that aren't yours" and "Clean up your own mess" as well as "Share everything" and "Don't hit people." But since the 1980s, as other nations pulled ahead of the U.S. in scholastic performance, the primary objective of educators has become literacy and numeracy. In Canada too, says Neufeld, "we have lost our culture. Our society is far more concerned that you perform. Schools will always drift to outcome-based things."

Table tantrum: The dinner table is ground zero for the delicate dance of parents' demands



That's partly why a "culture of disrespect" has sprouted in North America. As kids have become less attached to and influenced by the adults in their lives, same-age peers have come to matter more to them. It's a theme in Neufeld's book, *Hold On to Your Kids: Why Parents Need to Matter More Than Peers*, co-authored by Dr. Gabor Maté. Young children "are not rational beings," says Neufeld. Part of growing up is testing boundaries; little ones, by their very nature, can't be relied on to hold each other accountable—nor should they.

"Kids are not born knowing right from wrong," says Sax, pointing to longitudinal studies showing that children who are left to discover right from wrong on their own are more likely to have negative outcomes in the future: "That child in their late 20s is much more likely to be anxious, depressed, less likely to be gainfully employed, less likely to be healthy, more likely to be addicted to drugs or alcohol. We now know this," he says. "Parents who are authoritative have better outcomes, and it's a larger effect than the effect of race, ethnicity, household income or IQ."

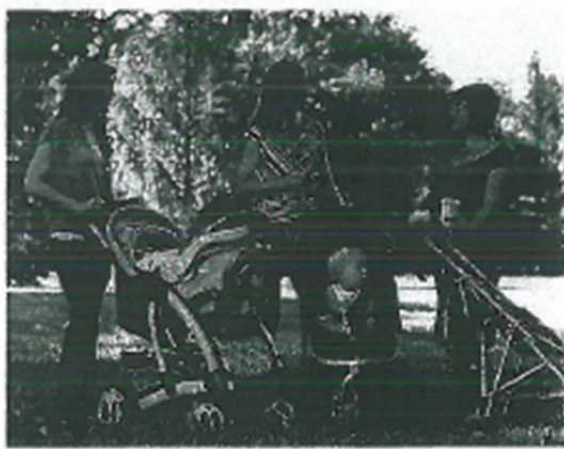
WITH STAKES SO high, authoritative parenting would seem imperative. But there is a psychological hurdle that people will have to overcome first, says Nair: "How to respect their child but also be the decider" of the family. Part of the challenge lies in the fact that parents don't want to fail—at nurturing and governing *simultaneously*—and they certainly don't want their children to fail in their personal development, in school and at social networking. These worries feed off each other in the minds of parents; that's why parents second-guess the way they speak to their kids, what they feed them, how they discipline them and what activities they permit.

This is all the more true for the growing number of parents who delayed having children until they were "ready" with a secure job, a good home and a dependable partner. "People purposely wait so they can nail it," says Bria Shantz, a 35-year-old mother of two in Vancouver. "That creates even more pressure. They want to get this perfect." Shantz is, in fact, the daughter of Neufeld, and she has called upon him for advice or reassurance. That Shantz, who has a leading child psychologist in her family, one who helped raise her, can still occasionally succumb to parental insecurity, says everything about its potency: "There's this slight panic. You want to do everything right," she says. "Nothing prepares you for how much you want it to go well."

So as soon as parents conceive, they begin amassing a library of books on how to deal

with the fantastic chaos about to enter their lives in the form of a baby; the collection grows with each developmental stage. They subscribe to online newsletters and smartphone apps that alert them on milestones their children should reach by a certain age. From the outset, parents are tracking how quickly their child is growing, how much they are achieving. For every expert a parent consults by phone or in person, they're also checking in with the virtual wise man, Google. That almost never helps.

There is no parental concern too obscure not to have an online group devoted to it. Shantz is part of one focused on "baby-wearing" because she's trying to decide whether a "wrap" or a "ring sling" would be better for her nine-month-old. "It's the weirdest site to be on. You see posts and you feel guilty because [parents] are carrying their babies everywhere, doing all these things, having this connection." And yet Shantz hasn't



Ready? People who put off parenting feel pressure to get it perfect

been able to delete herself from the group, even though she keeps meaning to; nor has she been able to pick between a wrap or sling.

That pull and push moms and dads feel—between caring about how other parents are raising their kids while rejecting the constant comparisons—defines this generation of parents for better and worse. Katie Hurley, a psychotherapist in Los Angeles and author of *The Happy Kid Handbook: How to Raise Joyful Children in a Stressful World*, says, "We've been conditioned to question ourselves—to constantly look for information to make sure we're doing it right. Because of that, parents are in a state of learned helplessness."

A functional family hinges on the one construct that society has been working hard to dismantle: hierarchy

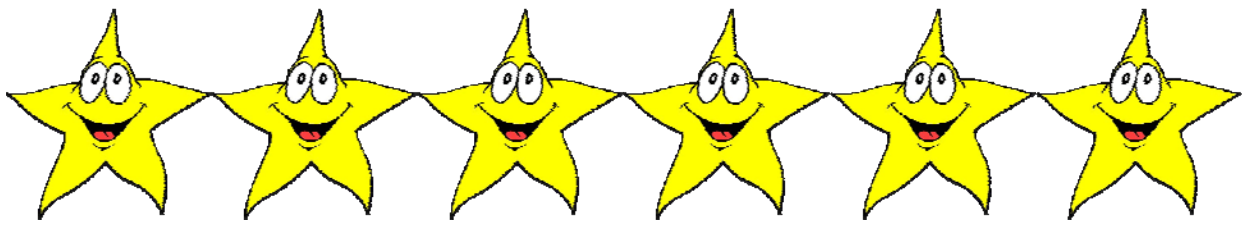
So what are people supposed to do? The answer is so basic that at first it might seem unsatisfying: For starters, says Hurley, realize that "nobody knows what they're doing when they leave the hospital with an infant. Every parent learns by trial and error"—every year of their child's life, and with every child they raise. That's as true to day as it ever was, and parents who recognize this will shed some guilt and anxiety. Building on this

idea, Nair says that parents must "have a higher tolerance for things not going well." How they recover from their own occasional mistake, outburst, loss of patience or bad call may say more to a child than how they are

in happy times. "We're missing that opportunity, which is how learning works," she says. "That's how we become more confident."

A significant portion of Sax's book is devoted to the importance of parents modelling traits they want to encourage in their children. Chief among them, he says, should be humility and conscientiousness—which run counter to inflating a child's self-esteem and sense of entitlement. To that end, he encourages parents to fortify their adult relationships so they are not overly concerned with pleasing their kids as a way of satisfying their own need for affection. Neufeld also urges parents, including his own adult children, to establish a network of surrogate caregivers—relatives, neighbours, daycare workers—who will not undermine their authority but back them up when they need help.

And invariably, they will. "Parenting is awfully frustrating and often a lonely place," says Neufeld, especially when a child misbehaves. In those moments, he recommends parents reassure kids that their relationship isn't broken. "When parents realize that they are their children's best bet, it challenges them to their own maturity." It gives them the confidence that they know what's good for their kids, and that they should stand up to them—this is, in fact, an act of love required of parents. They become, in effect, the grown-ups their children need. ♦



Reading Under the Stars

Bring your favourite book and flashlight to read in the gym
"Under the Stars"

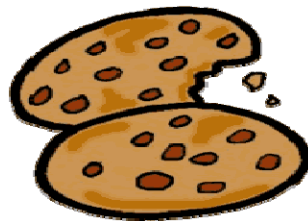
Thursday, January 28th
Donation \$2.00

This is a fundraising event for the Service Puppies in Training – PADS

Thank you for your support,
The Student Leadership Team

Cookie Sales At Woodland Park

The Student Leadership Team is once again selling jumbo cookies! The money raised helps support service puppies in training through the PADS association of B.C.



Cookie sales will happen during the lunch hour on the following Thursday's and will Cost \$1.00 each on the following dates:

January 21st , February 4th , February 19th and March 3rd

Skipping Club

Skipping Club is underway for all grade 2 - 7 students, on Thursday and Fridays at lunch in the gym. This will culminate with Jump Rope for Heart skipping challenge on Thursday February 19th.



Parking

We have been informed by the Elim residences (located across the street from the school) that they will call the City of Surrey to issue tickets for people who park on the corners and their side streets.

Parent Satisfaction Survey

During the months of January to April, the Surrey School District is participating in the 2015 Ministry of Education Electronic Anonymous Satisfaction Survey Project in cooperation with all other school districts throughout the Province.

Parents/Guardians can complete the Internet Electronic Anonymous Surveys **any time before spring**, providing immediate satisfaction level results to the school and the district.

Students in Grade 4 and 7 will complete the Survey at school

KINDERGARTEN CHOICE PROGRAMS

LOTTERY 2016



Parent Information Meetings

- ❖ **French Immersion:**
January 13, 2016, 7pm – Peace Arch
January 14, 2016, 7 pm – Simon Cunningham
January 27, 2016, 7 pm – Cougar Creek
- ❖ **Intensive Fine Arts:**
January 12, 2016, 6 pm – White Rock
January 12, 2016, 7 pm – David Brankin
- ❖ **Montessori:** (no children please)
January 13, 2016, 6 pm – District Education Centre
14033-92nd Ave.
- ❖ **Traditional:** No parent information meeting

REGISTRATION	PROGRAMS OF CHOICE
Online Registration for September 2016	French Immersion
<ul style="list-style-type: none"> Four Choice programs are available for kindergarten registration. There are no special fees and you do not need to live near the school to enroll. Please see the Frequently Asked Questions page at: www.surreyschools.ca 	<ul style="list-style-type: none"> Cougar Creek: 12236 – 70A Ave. 604-591-9098 Laronde: 1880 Laronde Dr. 604-536-1626 Martha Currie: 5811 – 184 St. 604-576-8551 Peace Arch: 15877 Roper Ave. 604-536-8711 Riverdale: 14835 – 108A Ave. 604-588-5978 Simon Cunningham: 9380 – 140 St. 604-588-4435 Woodward Hill: 6082 – 142 St. 604-594-2408
How do I apply?	Intensive Fine Arts
<ul style="list-style-type: none"> The application will be online Monday, January 25th, 2016 at 8 a.m. Parents will have three weeks to apply, edit and/or change their application until February 15th, 2016. 	<ul style="list-style-type: none"> David Brankin: 9160 – 128 St. 604-585-9547 White Rock: 1273 Fir St. 604-531-5731
What is the timeline?	Montessori
<ul style="list-style-type: none"> Parents must register their child at their local catchment school prior to applying for a Kindergarten Choice program. January 18: Regular Kindergarten registration at your local school January 25: Online application opens February 9: Deadline to register at catchment school in order to apply online for Choice programs February 15: Online application closes February 22: Random lottery draw takes place 	<ul style="list-style-type: none"> Latimer Road: 19233 – 60 Ave. 604-576-9184 Mountainview: 15225 – 98 Ave. 604-589-1193 Sunnyside: 2828 – 159 St. 604-531-4826
Results/Waitlist	Traditional
<p>During the week of February 23 - March 4:</p> <ul style="list-style-type: none"> An email will be sent to all applicants announcing the lottery results. The email will indicate whether your child has received a space in one of the selected choices and outline the next steps to accept or decline. Applicants not offered a space are automatically placed on a waitlist. 	<ul style="list-style-type: none"> Cloverdale: 17857 – 56 Ave. 604-576-8295 McLeod Road: 6325 – 142 St. 604-595-1060 Surrey Traditional: 13875 – 113 Ave. 604-588-1248
For more information <ul style="list-style-type: none"> Contact a Choice School Visit our website at www.surreyschools.ca Call 604-596-7733 – Kindergarten Registration 	



Children who will turn five-years-old before January 1, 2017 are eligible to begin school in September 2016.

Registration begins Monday, January 18, 2016.

To register, please contact your nearest elementary school. (For school catchment areas, visit the district website: www.surreyschools.ca/departments/BMGS or call 604-595-5195.)

Upon registration at the school, the following documents must be provided:

1. Proof of birth date for the student (birth certificate or passport);
2. Proof of guardianship (parents/guardians as shown on birth certificate or other appropriate legal documentation such as landed immigrant paper or guardianship order);
3. Proof of residence (e.g., ordinarily resident) of parent/guardian in BC:
 - a. BC driver's license, BC Services Card, BCID or BC Care Card of parent/legal guardian; or
 - b. A combination of other supporting documentation such as a passport, permanent residency card, ownership/long-term lease of dwelling, vehicle registration, employment within community, Canadian income tax record, etc.
4. Proof of student's living address (purchase or rental agreement, utility bill, driver's license, etc.).*

* Sullivan Heights Secondary, Woodward Hill Elementary, Goldstone Park Elementary, Cambridge Elementary and Sullivan Heights Elementary are subject to additional proof of living address requirements. These pieces of ID showing address, one of which must be government issued, must be presented in order to complete the registration process.

Documents which are helpful, but not required:

- Health Documents (Care card, Immunization records, medical condition information).
- Educational background (report cards).

For Registration and Information on Choice Programs Grades 1 - 7 please contact the school.

Surrey School District KINDERGARTEN CHOICE PROGRAMS LOTTERY

ONLINE REGISTRATION

Online kindergarten registration applies to the four Choice programs below only.

For online Choice program application, you must first register at your local catchment school.

A step-by-step application checklist and information about the process, as well as a Frequently Asked Questions list are available on the district website at: www.surreyschools.ca

HOW DO I APPLY

The application will be online Monday, January 25th, 2016 at 8 a.m. Parents will have three weeks to apply, edit and/or change their application until February 15th, 2016.

WHAT IS THE TIMELINE?

Parents must register their child at their local catchment school prior to applying for a kindergarten Choice program spot.
January 18 – Regular kindergarten registration opens at your local school.
January 25 – Online application opens.
February 9 – Deadline to register at catchment school in order to apply online for Choice programs.
February 15 – Online applications close.
February 22 – Random draw takes place.

RESULTS/ WAITLISTS

During the week of February 23 - March 4
An email will be sent to all applicants advising on the results of the lottery. The email will indicate whether their child has received a space in one of their selected choices and outline the next steps to accept or decline. Applicants not offered a space are automatically placed on a waitlist.

EARLY FRENCH IMMERSION

(Kindergarten entry; Grades K-7)
French immersion is intended to develop fluency in French leading to functional bilingualism. Students study in French while following the regular BC Curriculum Prescribed Learning Outcomes. Students of all linguistic backgrounds are welcome. Parents need not speak English or French to enroll their children in French immersion.

COUGAR CREEK	12236 70th Ave.	604-591-9098
LARONDE	1880 Laronde Dr.	604-536-1626
MARtha CURRIE	5811 - 184 St.	604-576-9351
PEACE ARCH	15877 Roper Ave.	604-536-8711
RIVERDALE	14835 - 108A Ave.	604-588-5978
SIMON CUNNINGHAM	9380 - 140 St.	604-588-4435
WOODWARD HILL	6082 - 142 St.	604-594-2408

Parent information meetings:
January 13, 2016 – Peace Arch - 7 p.m.
January 14, 2016 – Simon Cunningham - 7 p.m.

INTENSIVE FINE ARTS

(Grades K-7)
The Intensive Fine Arts program integrates the four areas of Fine Arts – visual, music, drama and dance – into all curriculum areas. The program strives to create a stimulating and culturally enriched learning environment where the Fine Arts are equal partners with Mathematics, Language Arts, Social Studies and Science.

DAVID BRANKIN	9160 - 128 St.	604-585-9547
WHITE ROCK	1273 Rr St.	604-531-5231

Parent information meetings:
January 12, 2016 - White Rock - 6 p.m.
January 12, 2016 - David Brankin - 7 p.m.

MONTESSORI

(Grades K-7)
This program is intended to develop self-directed students with a global vision. Students learn in multi-age groups, and usually spend three years with the same teacher.

LATIMER ROAD	19233 - 60 Ave.	604-576-9184
MOUNTAINVIEW	15225 - 98 Ave.	604-589-1193
SUNNYSIDE	2828 - 159 St.	604-531-4826

Parent information meetings for all sites:
(no children please)
January 13, 2016 – 6 p.m.
District Education Centre,
14033 – 92nd Ave.

TRADITIONAL

(Grades K-7)
The traditional program emphasizes a structured approach to learning whereby students acquire skills and knowledge in a systematic and sequential manner through teacher-directed instruction.

CLOVERDALE	17857 - 56 Ave.	604-576-8295
MCLEOD ROAD	6325 - 142 St.	604-595-1060
SURREY	13875 - 113 Ave.	604-588-1248



Surrey Schools
LEADERSHIP IN LEARNING
604-596-7733

SPECIALTY EDUCATION PROGRAMS

INTERNATIONAL BACCALAUREATE

(Grades 11 & 12)

The two-year IB program provides an enriched and accelerated program of studies. Students have the opportunity to earn university course credits leading to preferred admission and often second-year entry to university.

Additional program and application information is available on the Semiahmoo Secondary website: www.schools.ca/semiahmoo.

Registration: opens November 26, 2015.
Drop off or mail the completed application to: Semiahmoo Secondary, IB World School, 1785 - 148 St., Surrey, B.C. V4A 4M6.

Application due by: December 18th, 2015, 2 p.m. Late applications will be waitlisted.

LATE AND SECONDARY FRENCH IMMERSION

Late French Immersion 6-7
(Grade 6 entry)

CRESCENT PARK	2440 - 128 St.	604-535-9101
HENRY BOSE	6550 - 134 St.	604-596-6324
JESSIE LEE	2064 - 154 St.	604-531-8833
K.B. WOODWARD	13130 - 106 Ave.	604-588-5918
SUNRISE RIDGE	18690 - 60 Ave.	604-576-3000

Late French Immersion registration for Grade 6 entry: in-person registration only, beginning 8 a.m., Monday, January 25, 2016.

LATE FRENCH IMMERSION

Parent information meetings:
January 19, 2016 – Jessie Lee - 7 p.m.
January 21, 2016 – K.B. Woodward - 7 p.m.

Secondary French Immersion 8-12
French immersion continues into the secondary level (Grades 8 to 12) at these schools:

EARL MARRIOTT	15751 - 16 Ave.	604-531-8354
KWANTLEN PARK	10441 - 132 St.	604-588-6934
LORD TWEEDSMUIR	6151 - 180 St.	604-574-7407
PANORAMA RIDGE	13220 - 64 Ave.	604-595-8890

DISCOVERY

(Grades K-7)

Discovery is an exciting, hands-on program that engages students as they explore the world around them. The program focuses on inquiry-based and experiential learning while also developing leadership and self-regulation skills in its students. Students are encouraged to explore their passions and demonstrate their learning in a variety of different ways.

Come join us on our journey!

ROYAL HEIGHTS	11665 - 97 Ave.	604-581-7622
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Registration and Information:
Contact the school beginning Monday, January 18, 2016

INTER-A

(Grades 8-12)

This program provides a context for consistent academics, the development of leadership and personal achievement skills and work in cross-graded group environments.

KWANTLEN PARK	10441 - 132 St.	604-588-6934
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To book a visit: Email Melanie Skellin at skellin_m@surreyschools.ca starting 9 a.m., Thursday, January 28, 2016.

Parent and student information meeting:
Wednesday, January 27, 2016
Kwantlen Park Secondary Theatre - 6:30 p.m.

HERITAGE

(Grades K-7)

East Kwantlen Heritage school is a small school featuring a family atmosphere in a rural setting. This heritage school has long-standing traditions. Instruction includes traditional approaches and cooperative learning. There is a strong focus on social responsibility and academic achievement.

EAST KENSINGTON	2795 - 184 St.	604-541-1257
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Registration and Information:
Contact the school beginning Monday, January 18, 2016.

PUNJABI

The Punjabi Language Program is a four-year course offered as an alternative to French to meet curriculum second language requirements. Students begin their studies in Grade 5 and remain together in the program for Grades 6 and 7. Students are expected to stay in the Program through Grade 8.

BEAVER CREEK	6505 - 123A St.	604-572-6911
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NEWTON	13359 - 81 Ave.	604-596-8621
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STRAWBERRY HILL	7633 - 124 St.	604-596-5533
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Secondary Punjabi Grade 8 is completed at either:
PRINCESS MARGARET
12870 - 72 Ave.

TAMANAWIS	12600 - 66 Ave.	604-597-5224
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SURREY ACADEMY OF INNOVATIVE LEARNING

Surrey Academy of Innovative Learning (SAIL) offers a blended learning model, integrating classroom face-to-face with on-line learning experiences that fosters student's voice and choice. SAIL is currently offering a STEAM blended learning academy for K-7, (Brookside Elementary, 8555 - 142A Street).

STEAM K-7 Parent Information night:
January 6, 2016 at Brookside Gym - 6 p.m.

SAIL offers four academies for Grade 8-9 students including the STEAM, STEM, APAX, and STEM-X programs.

District Education Center 14033 - 92 Avenue.
In addition, SAIL offers over 80 online courses at the Secondary level (Grades 8-12).

For more information visit our website at www.sailacademy.ca or call SAIL at 604-592-4263.

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BEGINS
WITH
YOU!

for further information on all programs: www.surreyschools.ca

