

Our Mission Statement

The mission of Robertson Elementary School is to teach children to be competent, caring people, who are well prepared for the future.

The Robertson Raptors Motto

We **SOAR** to success with....

Self-Regulation, Open-Hearted, Attitude and Respect

Robertson Elementary 3 R's

Respect Yourself, Respect Others, Respect This Place

At Robertson Elementary School we are working collaboratively to create an inclusive learning community, to learn and achieve essential curriculum outcomes, to develop students' unique talents and abilities and to practice leadership and service in their school, community and world.

Our Vision Statement

We want our school to be a safe, positive and respectful place where a passion for learning is shared by all.

Robertson Elementary Goals 2016-2021

Goal #1: *Improving student achievement and well-being through high quality instruction.*

Goal #2: *Strengthening meaningful relationships within and across schools, district and community to support success for students.*

Goal #3: *Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety.*



Robertson Elementary School

46106 Southlands Crescent

Chilliwack, B.C. V2P 1B1

Phone: 604-795-5312 Fax: 604-795-3553

<http://robertson.sd33.bc.ca>

Principal: Mrs. Shawna Petersen

Vice Principal: Mr. Paul Hurley / Ms. Donna Pinning

Secretary: Mrs. A Wodtke

SCHEDULE

8:10 – 8:24 a.m.	Morning Supervision
8:24 a.m.	Warning bell
8:29 a.m.	Classes Begin
10:00 – 10:15 a.m.....	Recess
11:55 – 12:23 p.m.	Playtime
12:23 – 12:35 p.m.	Eating Time
12:35 p.m.	Classes Resume
2:15 p.m.	Dismissal
2:15 – 2:30 p.m.....	Afternoon Supervision

ARRIVAL AND DEPARTURE FROM SCHOOL

Our Supervision begins at 8:14 and goes until the first bell at 8:25 a.m. Unless students are supervised by an adult, we ask that they NOT be dropped off or arrive prior to that time. After school, students are to go directly home following the 2:15 p.m. dismissal. Supervision for the day concludes 15 minutes after dismissal (2:30 p.m.). As a standard rule, we ask that all students depart the school grounds by 2:30 and check-in at home with an adult. Once under parent supervision or permission, students may then return to the school grounds. In order to ensure that our students are safe, we ask that parents please help us to enforce the before school and after-school supervision policy.

SCHOOL WIDE STUDENT WORK HABITS EXPECTATIONS

At Robertson Elementary School, we recognize that it is important to have high expectations for student work habits. It is important that students learn and apply appropriate work habits in order to produce quality work.

A neat notebook, a well-produced project and completed homework promote a sense of pride in accomplishment. It is our hope, through the development of this common set of expectations, that both parents and students will be aware of our expectations.

Addressing these issues as a school community also promotes a common awareness among our teachers to constantly strive to expect the best from our students.

Primary & Intermediate School Readiness and Work Habit Expectations

- Come to school with clean clothes & clean body
- Have breakfast and come to school well rested
- Arrive at school on time and attend regularly
- Daily involvement in the Home Reading Program

Work Habit Expectations

- Be prepared to start on time by having all your supplies ready
- Get your work started right away
- Work quietly
- Complete neat and orderly work
- Keep your work area and coat room tidy
- Put your hand up if you have a question
- Know what to do when you are finished
- Use work time wisely by completing the task and by not disturbing others
- Refrain from doodling on or in notebooks/duotangs

Homework

Homework varies between teachers and grade levels. Homework at the primary level tends to be practice. Individual teacher(s) will outline homework expectations and guidelines each year.

Examples of daily primary homework or review:

Complete nightly Home Reading program
Play math games
Write with a purpose (grocery list, note to family member)

Intermediate students are expected to:

1. Read everyday
2. Practice skills such as timetables and study for quizzes and tests
3. Be conscientious in the use of a calendar or student planning book
4. Play math games

Student Planners

Students will use student planners as directed by the teacher. The teachers will inform parents as to the application of the planner.

Desk and Coat Room

Students are responsible for keeping their work areas clean (E.g. desk, chair, floor) and their coat area tidy and organized.

ROBERTSON ELEMENTARY STANDARDIZED DRESS CODE

The Reasons We Implemented Standardized Dress

- to create student equality
- to create a focus on the person, not the clothes and to help students develop their talents
- to raise the self-esteem of our students
- to create a sense of belonging
- to reduce/eliminate teasing regarding clothing
- to save money for parents/guardians
- to avoid clothing battles in the morning and at stores
- to avoid the “Back to School” rush for new clothes
- to create a safer environment - we will easily be able to tell which students belong to Robertson

Robertson Elementary Standardized Dress Code

Bottoms

- pants or jeans that fit at the waist
- shorts or skorts reaching to mid-thigh or longer in length (hem reaches fingertips)
- skirts reaching to mid-thigh or longer in length (hem reaches fingertips)

Tops

- **School T-Shirt** – worn Monday to Thursday (available for purchase at the school office)
- **Sweatshirts** – plain navy, grey, or black- **no logos** unless it is a Robertson logo
- In cooler weather students should wear a long sleeve shirt **under** their school T-shirt. The long sleeve shirt may be any color or they may wear a plain colour sweatshirt as outlined above
- **School sweatshirts or long sleeve shirts** – We will be sending home a sweatshirt order in the fall
- Every Friday is regular clothing day and appropriate clothing may be worn- (no belly buttons exposed, spaghetti straps, muscle shirts with gaping sleeves, inappropriate or unacceptable language such as put downs, etc)

Shoes

- Indoor Shoes
 - runners with non-marking soles that children can run in
- Outdoor Shoes
 - low heels
 - sturdy sandals with back strap
 - other runner type shoes that are tied up or with Velcro straps so that they do not fly off during play

School T-shirts Sales:

Robertson School t-shirts come in two colours, sapphire blue and navy blue. T-shirts are available for purchase at the office starting on Monday September 10th, for a cost of \$8.00. Long sleeve shirts, sweatshirts and zip up hoodies with the Robertson logo will be available for order later in the fall.

BEHAVIOR EXPECTATIONS AT ROBERTSON

Effective Behaviour Support

A consistent approach to behavior by school staff, students and parents will result in students knowing and following behavioral expectations at Robertson Elementary School.

The teacher makes expectations clear; models appropriate behavior and attitudes, reinforces correct behavior and is alert to the student who needs assistance. We will help our students remember our school expectations by teaching the expectations of the school behavior matrix, by teaching appropriate social skills and using the 3 R's (Respect Self, Respect Other and Respect this Place).

The student is aware, understands and follows expectations to help maintain a safe and appropriate learning environment. Students model appropriate behaviors for others in the school.

The parent supports school expectations and models behaviors and attitudes conducive to their child's learning.

Behaviour Management & Student Support Room

Schools are social places where we set high behavioural expectations. At school, student safety is paramount and respect for self and others is the expected norm. We adhere to our district's and school's Code of Conduct, which is displayed in the handbook and school planner. Students exhibiting behaviours not acceptable to our expectations will experience consequences that vary from a redirection/discussion to time-out or suspensions, depending on the misconduct and the frequency of the behaviour. Parents can expect clear, concise communication when a student makes choices contrary to the expectations. On occasion a Behaviour Communication Form, specifying the incident may be sent home to support a further conversation with the child at home. In the event that a student's behaviour is unacceptable or deemed to be a serious infraction, parents will be contacted as outlined in our Code of Conduct.

Should parents hear from a child that he/she was spoken to by a teacher and/or the principal and the parent was not contacted by the school, they can be assured that the incident was minor and well handled by the child and it was deemed a level 1 concern. Should students choose to not change their behaviours, there will be consequences, in which they may need to make restitution and parents will be notified.

QUESTIONS, COMMENTS AND CONCERNS

We encourage open and honest communication between home and school. If you have questions, issues or concerns please contact the school. Parents are strongly encouraged to contact the classroom teacher for a chat or arrange an appointment to review student progress. We would much rather speak directly with parents than deal with the aftermath of a small misunderstanding that has taken on a life of its own through misinformation. When in doubt, please contact us.

At times, there are incidents that worry, concern or anger parents, but often through an open, respectful and calm dialogue, issues are easily clarified or a plan for a solution can be determined through a partnership approach.

Parent Protocol for Classroom Concerns

Should concerns arise, **parents should first contact the teacher** and make arrangement for a meeting. It's always a good idea to write down the concerns or questions so the meeting time covers the issues that have arisen. Most times, this face-to-face meeting or phone conversation solves the problem. If you, as a parent, still have concerns, your next step is to connect with the principal. As with the meeting with the teacher, keep your notes, what was discussed with the teacher and what your solutions to the issue might be. If, following the meeting with the principal, the issue is still not resolved; a call to the school board office would be the next step.

Responding to Bullying

Students, staff and parents expect school to be a safe, orderly, comfortable learning place, free from violence and bullying. Students should not initiate or participate in acts of bullying (*bullying includes, but is not limited to, physical or verbal intimidation, verbal harassment and cyber-bullying, occurring on or off school property.*

Bullying is a pattern of repeated aggressive behaviours, where there is an imbalance of power and is meant to hurt or cause discomfort to another individual. It may be physical, verbal or social in nature. If bullying is left unresolved it can have serious consequences.

Addressing early signs of bullying is important to our school. If you suspect your child has been teased or mistreated, please contact the teacher, or the principal as soon as possible to report the situation. If the bullying behaviour is not addressed then we are giving the child power and his/her bully-like behaviours will tend to increase. It is not advisable or appropriate for parents/guardians to address the child that is being accused of bullying.

When working toward a change of bullying behaviour and a positive solution we will:

- address the problem quickly and privately
- keep your child safe while the problem is being addressed
- provide appropriate support to all the students involved
- pursue a positive solution through a restorative approach

Parents as Partners

“Unity”

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child’s mind
And they fashioned it with care.
One was a teacher; the tools she used were books
And music and art.
One was a parent with a guiding hand
And a gentle loving heart.
And when at last their work was done,
They were proud of what they had wrought.
For the things they had worked into the child
Could not be sold or bought!
And each agreed she would have failed
If she had worked alone.
For behind the parent stood the school,
And behind the teacher stood the home!

By Cleo V. Swarat

Robertson Elementary Code of Conduct

Purpose

As a learning community at Robertson Elementary, we provide a nurturing environment for students to achieve high standards and to become respectful, responsible, cooperative members of society. Our Code of Conduct takes into account the rights, freedoms and responsibilities of both individuals and the school community and clarifies behavior expectations that are acceptable and unacceptable.

The Code of Conduct is established to maintain a safe, caring and orderly environment for purposeful learning for all students. Students are responsible for respecting the rights and dignity of others in a learning environment free from discrimination as set out in the B.C. Human Rights' Code.

Conduct Expectations

Our Code of Conduct is designed to teach children to make choices with a focus on:

- **Self-discipline** and contributing to a safe, caring and **Orderly** school community;
- Demonstrating positive **Attitudes** towards learning, self and others and putting forth their best efforts to engage in purposeful learning;
- **Respecting** self, others and the environment;

It is understood that as students become older and more mature, expectations of increasing responsibility and self-discipline will be evident. This may lead to increasing consequences for inappropriate behaviour.

Expectations of Conduct

Expectations apply to behavior at school, during school organized or sponsored activities, and behavior beyond these times (including on-line bullying that negatively impacts the safe, orderly environment of the school and/or student learning).

Acceptable Conduct

While going to and from the school and while attending any school function students are expected to:

- Respect self and the rights of others;
- Respect the property of others and the school;
- Attend school regularly and punctually;
- Inform an adult of any unsafe behavior;
- Work diligently and to the best of their ability; and
- Abide by school rules and expectations

Unacceptable Conduct

Behaviors and acts that interfere with the learning of others, with an orderly environment or create unsafe conditions are considered unacceptable.

All behaviors are not listed in the Code, but those cited are examples.

Examples of unacceptable conduct:

- * Vandalism
- * Weapons
- * Illegal substances
- * Lying/cheating
- * Intimidation
- * Bullying (verbal/physical/online or cyber bullying)
- * Theft
- * Insolence/defiance
- * Harassment/racism
- * Violence
- * Threatening behaviour

Discrimination of the following will not be tolerated:

- * Race
- * Colour
- * Ancestry
- * Age
- * Place of origin
- * Gender identity/expression
- * Religion
- * Marital status
- * Family status
- * Physical/Mental disability
- * Sex
- * Sexual orientation

Consequences

When a student chooses actions detrimental to him/herself or the school community, they will face a series of consequences. The severity of the incident, the frequency, the age and maturity of the students are all taken into consideration when unacceptable conduct occurs.

Responses to unacceptable behaviors are consistent and fair. Considerations may apply to students with a disability of an intellectual, physical, sensory, emotional or behavioral nature when determining appropriate disciplinary action.

Disciplinary action, whenever possible, is preventative and restorative, rather than merely punitive. As often as possible, students are encouraged to participate in the development of meaningful consequences using:

1. Problem solving assignments
2. Restorative circles
3. Contracts/school or public service
4. Counseling
5. Suspension (in school/out of school)

Notification and Communication

At Robertson Elementary, we share a responsibility to protect every teacher's right to teach and every student's right to learn. The classroom teacher handles most issues arising from classroom behaviour. Issues are referred to the Principal if they are major offences or chronic behaviour problems.

In the event that there is a concern for the safety of students or staff, school personnel have a responsibility to inform other parties of a serious breach of conduct. (Eg. Parents, school district officials, police and/or other agencies)

ROBERTSON CODE OF CONDUCT PROCESS

Respect Yourself, Respect Others, and Respect this Place.

Purpose

Students, staff and parents of Robertson Elementary School are expected to behave in a manner that honors our Code of Conduct, by speaking and acting with care, kindness and respect at all times.

These expectations apply to behaviour at school, during school-organized and sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring or orderly environment of the school, and/or student learning.

All members of the Robertson Family believe that socially responsible behaviour needs to be based on clear and consistent rules, expectations and consequences. At Robertson, expected behaviours are taught, modeled, practiced and discussed. Students learn to monitor and evaluate their own behaviour and to set goals for improvement.

What Happens with Poor Decisions or Misbehaviour?

Students at Robertson Elementary are encouraged to solve problems independently using the following strategies:

1. What is the problem?
2. How can I respond? What are my choices/options?
3. Do I need an adult?

Increasing Expectations

As our students become older and more mature, our expectations of them change. We expect increased personal responsibility and self-discipline with increased age.

Consequences:

Consequences are applied with the goal of improving the student's ability to self-reflect on the incident and to help the student to self-monitor and to apply improved problem solving strategies in the future. Our staff is committed to using the strategies and principles of restorative justice. We respond to difficulties using the following guiding principles:

- Disciplinary action will be preventative and restorative whenever possible, rather than merely punitive.
- Consequences will depend on the severity and frequency of the inappropriate behaviour as well as the age and maturity of the student.
- Consistent and fair responses to misbehaviour are a priority.
- As often as possible, students will be involved in problem solving discussions with other students and staff members in order to fix their mistakes and restore their sense of self.
- The school will respond seriously to behaviour or communication that discriminates against race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, gender identity/expression or sexual orientation.

At times, students are unable to solve problems on their own in appropriate ways, or the problems are beyond the student's problem solving abilities. On these occasions, staff members become involved in the following ways:

Level 1- Inappropriate Behaviours

For poor decisions or misbehaviours that are of a minor level (e.g. running in the hallways, arguing over game rules), a staff member will:

- Speak directly to the child to:
 - identify the poor decision or misbehaviour
 - ask students what they would need to do to meet behaviour expectations
 - ask how their actions affect other people
 - ask the purpose for the misbehaviour or poor decision
 - have students apologize when suitable or appropriate
- May apply a mild consequence such as a warning, or a time out or have the student practice the appropriate behaviour.

Level 2 - Inappropriate Behaviours

For misbehaviours that are more serious or are repeats of minor misbehaviours (eg. repeated classroom disruptions, arguing or fighting over a game, out of bounds, continuous refusal to follow dress code, repeated code of conduct infractions), a staff member will:

- Speak directly to the child (as in Level 1)
- Apply consequences such as:
 - a longer time out
 - recess or lunch detention
 - the child phoning home to describe the misbehaviour and the consequence
 - school community service
 - school cleanup
 - and/or paying the cost of the damages
 - loss of privileges

Level 2 behaviours are tracked and recorded and may require parental involvement and communication by phone or a meeting.

Level 3-Unacceptable Behaviours

For non-compliant, violent or serious behaviours, or a repeat of level 1 and 2 behaviours (e.g. threats, bullying, physical aggression, repeated breach of code of conduct and school expectations), school staff will:

- Respond as in Level 1 and Level 2
- The principal will involve the parents by phone or setting up a meeting
- Consequences applied at this level may include:
 - restricted privileges
 - recess and lunch detentions
 - repair and replacement of equipment
 - school community service
 - in-school suspension
 - out-of-school suspension

Level 3 behaviours are communicated to the parents and (all involved) staff and are recorded and tracked.

Notification

School officials may have a responsibility to advise other parties of serious breaches of code of conduct (parents, school district officials, police and/or other agencies)

TECHNOLOGY

Cell Phones and Electronic Devices

While there are good reasons that students may bring cell phones and iPods to school, there are often instances when the devices are used either during class time or during break times, without permission or an educational purpose, that problems arise.

Therefore, the policy is that cell phones and electronic devices should not come to school, unless individual teachers have given permission and the device is being used for an educational purpose on a particular day. If families have an arrangement that the child take a cell phone to school, it should be understood that the child would be asked to keep the device in their backpacks for the duration of the day, in order to avoid potential problems. Student and parents must recognize that there is an element of risk to personal property when bringing a device such as a cell phone or other electronic devices to school. By providing consent, the students/parents/guardians understand that Robertson Elementary School will not accept responsibility for loss/theft/damage of a personally owned device.

If a child needs to phone home, all calls should be placed through the classroom telephone and not on personal cell phones. If a device is used during school hours or while on the playground before school, after-school or during recess or lunch, for purposes other than authorized educational learning, the device will be taken by a staff member and returned following a conversation with the parent. We ask for your cooperation on this matter, in order to keep all of our students safe and focused on their learning during school hours.

Technology as Learning and Teaching Tools

We are privileged to have leading edge technology in our building. In order to maintain and protect it; students will be asked to sign a Technology User Agreement at the beginning of the year. This will cover all equipment; computers, laptops, digital cameras, projectors, and iPads. While normal wear and tear is expected, damage caused due to abuse or neglect will be charged to the students. Internet usage and student email also requires a contract that commits to appropriate use.

Our aim is to develop responsible citizens and increase students' opportunities to use technology in their learning at Robertson Elementary School. Students will continue to learn about the elements of digital citizenship and incorporate the responsible use of technology into their learning and activities as digital citizens. **Parents must sign the Acceptable Use Agreement for students to use technology at our school. This can be electronically signed through [Permission Click](#).**

Newsletters

At Robertson....we are green! In an effort to encourage parents and students to consult our school website for pertinent information and to conserve paper, and resources, our monthly newsletters are posted on our school website. Additionally, newsletters, alerts and updates are emailed to parents and are posted on our PAC Facebook page.

As we are aware that not all families have access to a computer, there will be limited paper copies provided for each classroom as well as additional copies available in the front foyer in the brochure shelf. If you require a paper copy of the newsletter, please communicate your request via the planner message to the classroom teacher. In this digital age, we are aiming to reduce our paper consumption and hope to encourage our families to access our school community through our website. Our website address is: <http://robertson.sd33.bc.ca>

FAMILY INVOLVEMENT

Parent Advisory Council (P.A.C.)



Our school has an active Parent Advisory Council, which helps enrich your child's education and helps you become involved in the school. The Parent Advisory Council organizes fundraisers for the school, discusses school board policies, student safety, and any other concerns you may have regarding your child's school. We encourage all parents to attend these meetings. All parents are welcome to attend our PAC meetings. Please refer to monthly newsletters and announcements for PAC meeting dates and times

Parent Volunteers

At Robertson Elementary, volunteers assist us in a variety of areas and there are many ways to volunteer at school. A form to request volunteers and to outline areas for which you may volunteer is sent home each school year in the fall. Please contact the school if we missed you. Our Volunteer Committee will help coordinate volunteers in the school.

***All volunteers are required to complete a Criminal Record Check before helping in the school or supporting fieldtrips.**

Hot Lunch Days



We often have hot lunch days at school. Please be sure to return your order form promptly to avoid disappointment.

Lost and Found



Articles of clothing lost at the school are put on hooks across from the washrooms. Keys, watches, eyeglasses, money, and other valuables are kept in a locked drawer at the office. School supplies, PE clothing, jackets, hoodies should be clearly labeled. Our Lost and Found overflows very quickly with articles left on the playgrounds in in other areas throughout the school.

FAMILY INFORMATION

Absence from School



If your child is going to be absent from school please call the school at 604.795.5312 and leave a message (our phones are not answered until 9:00 am) or use our Safe Arrival Link on Robertson's Website. It saves us a great deal of time and ensures the safety of your child if you communicate their status to us. Please feel free to leave your message on our answering machine. If a parent does not notify the school of a child's absence, the school will attempt to call your home to check on the absence. If your child does arrive after the bell in the morning or after lunch, they **MUST** report to the office for a late slip.

Telephone



The school telephone is provided for school business and emergencies. Arrangements to go to a friend's house should be made with parents before students come to school that morning. Students must have a slip from their teacher before they ask to use the phone at the Office. All calls out of the school, must be made on a school phone and not from personal cell phones.

Contact Information

It is important that we **always** have your up to date information as well as your alternate contacts in case of emergency. Please ensure we have you latest information so we can connect with you when necessary.

Pets on the Playground



We often have family pets “walking” their family member to school. However, as safety is paramount, we ask that parents please be vigilant with their pet. Even the gentlest of creatures can become “antsy” when approached by a crowd of excited children and the animal’s response cannot be guaranteed. If you are walking your child to school with your family pet, please be mindful of proximity to other children when on the school grounds. Although we are all drawn to furry friends, as a parent/pet owner you may not be aware of allergies, medical concerns of other children, or the animal’s response in that particular instance – so please do not encourage groups of children to pet your dog. Please ensure to pick-up after your dog. Thank you.

Assistance Dog

We currently have a student at Robertson with a service dog. This service dog, is a highly-trained companion and fully certified by Dog Guides of Canada to support children with autism. The dog’s name is Darwin and he can be identified with his red, service vest. Darwin is a working dog and is not to be petted when he is wearing his red vest and harness.

Biking / Rollerblading / Skateboarding



We do encourage people to walk, ride or “scoot” to school. We have plenty of spots for bicycles to be locked up and urge students to have a solid lock for their property. Safety first - includes wearing the proper gear. Helmets are essential and students riding a bike, skateboard or rollerblading to school are expected to wear a helmet. Again, for safety sake, students MUST walk their “wheels” once they have entered the school property.

Recess and Lunch



In order to maximize learning opportunities, we recognize that children work best when adequate rest and good nutrition combine to support their efforts. To that end, we encourage children to bring healthy snacks and lunches to school. Please avoid dried noodles and foods/drinks containing food coloring and high amounts of sugar. Pop is not permitted at school.

If you need to bring a lunch, please bring it to the office, rather than going to the classroom. Please ensure the lunch is labeled with the child’s first and last name to help us ensure that the child receives it in a timely manner.

Indoor Shoes



Robertson Students are required to have a pair of indoor shoes. Please ensure that your child has appropriate footwear each day. Indoor (clean and non-marking) running shoes must be worn in the gym. Shoes should fit properly and securely to ensure safety in P.E. classes. This is an important part of your child’s education and health.

Parking Lot

As we are considered a walking school, space is very limited in our parking lot. We continue to have a large number of students who are driven to school, which therefore creates congestion in the parking lot. Congestion creates unsafe conditions for our students. Although there has been improvement with our parking lot, we continue to ask for the support of all of our parents, in order to maintain safety. Please be mindful of the following:



- No Idling
- Do not double park or park in the Thru lane
- PLEASE DO NOT park in the “Drop and Go” lane. If you intend to park, wait or leave your vehicle, please park in a designated parking area.
- Please remember to Slow Down
- Please remind and encourage your child(ren) to use the designated crosswalk, rather than darting between the

parked vehicles.

- Please adhere to the entrance only on the gym side of the parking lot and the exit only on the playground side of the school
- In order to avoid congestion and unsafe conditions in our parking lot, **vehicles need to park in stalls or on the street in front of the school.**

CHILD PICK-UP, DISMISSAL AND SCHOOL SECURITY

If you pick up or drop off your child at school, please establish a routine that will **allow your children to meet you outside**. Please make this part of your daily routine. Our students are asked to avoid using the front door as an entry (only if arriving late) or exit door. The front lobby and office areas become very busy if used in this fashion and **are reserved for visitors and parents visiting the office.**

In order for us to ensure the safety and security measures in our school and to minimize the number of individuals in the school during peak times of the day, we ask that parents wait at their child's outside classroom door for a.m. arrival and end of the day dismissal. For students in the upstairs classroom, we ask that parents wait at the bottom of the stairs for their child.

Top Ten Tips in Making your Child's (and Your) Year SUCCESSFUL

1. *Know your school*
2. *Communicate regularly with the teacher/ be involved*
3. *Set up a regular routine for homework and nightly reading*
4. *Support your child with organization*
5. *Use/Read the planner daily*
6. *Know your child's friends*
7. *Seek to clarify – don't believe everything that you hear*
8. *Use your school's resources*
9. *Establish routines of punctuality and regular attendance*
10. *If you need help...ASK :)*

Please complete the slip below and return to your child's teacher.



As Partners in Education, my child and I have reviewed this handbook and understand the school expectations.

Student Name: _____ Parent Name: _____

Student Signature: _____ Parent Signature _____

Date: _____ Date: _____