

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: Mrs. Donna Arnold

Secretary: Mrs. Amber Wodtke

SCHEDULE

8:10 – 8:25 a.m.	Morning Supervision
8:25 a.m.	Warning bell
8:27 a.m.	Classes Begin
10:00 – 10:15 a.m.....	Recess
12:05 – 12:30 p.m.	Playtime
12:30 – 12:45 p.m.	Eating Time
12:45 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 8:10 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.

When students arrive late to school, they need to check in at the office as part of our safe arrival program. We ask that parents do not walk them to the classroom. We are encouraging students walking to the classrooms **independently** and prefer for them to be here on time and line up with their class at the beginning of the day.

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.

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

Homework

Homework varies between teachers and grade levels. Homework is an opportunity to practice the skills and strategies students have learned in class. Individual teachers will outline homework expectations and guidelines each year.

Examples of daily homework or review:

1. Read everyday
2. Write with a purpose (grocery list, note to family member)
3. Play math games
4. Be conscientious in the use of a calendar or student planner

Student Planners

We encourage our families to take some time to review the planner with their child. The planner is a great resource and a wonderful means of communication between home and school. Teaching your child about time management and taking responsibility for their own learning are valuable lessons that are supported through the daily use of the planner. It will include weekly reminders, notices, permission slips etc. Included in the planner is the Super Reader Tracking Sheet. Please initial the tracking sheet when your child reads at home. It is the responsibility of the students to return the form to the Teacher Librarian to receive their reading recognition (Super Reader awards). Additionally, there are some great hints about how you can support your child in learning and also weekly goals for our students to set that connect to SOARING at Robertson.

Desk and Coat Room

Students are responsible for keeping their learning areas clean (E.g. desk, chair, floor) and their coat area tidy and organized. Lost items will be placed in the Lost & Found area. At the end of each term, unclaimed items will be donated to the Community Cupboard or the Salvation Army.

ROBERTSON ELEMENTARY STANDARDIZED DRESS EXPECTATIONS

The Reasons for a Standardized Dress Expectations

In joint discussions with PAC, staff and school community the following are the reasons why a decision was made to have a standardized dress code at Robertson.

- to create a sense of belonging
- to create school community and sense of pride
- to create a focus on the person, not the clothes and to help students develop their talents
- to create a safer environment – Robertson students easily identifiable
- to reduce/eliminate judgement regarding clothing worn by classmates
- to avoid clothing battles in the morning and at stores
- to avoid the “Back to School” rush for new clothes

Robertson Elementary Standardized Dress Expectations

Clothing

- clothing must be suitable for classroom, gym and playground activities
- does not display profanity, discriminatory language, drugs or alcohol

School Shirts

- **School T-Shirt and Tank Top** – available for purchase at the school office
- School Shirt worn Monday – Thursday
- **Sweatshirts** – navy, royal blue, gray 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 colored sweatshirt as outlined above
- **Specialty wear** – We will be sending home order forms in the fall for baseball shirts, athletic shirts and sweatshirts
- Every Friday is regular clothing day and appropriate clothing may be worn

Shoes

- Indoor Shoes
 - Runners with non-marking soles that are appropriate for running and active play
- Outdoor Shoes
 - Must be suitable for outside and playground activities

School T-shirts Sales:

T-shirts and tank tops are available for purchase at the office starting on Monday, September 9th, for a cost of \$8.00-12.00. Specialty items (sweatshirts, baseball tee, athletic shirts and Grade 5 Grad hoodies) will be available for order later in the fall.

BEHAVIOUR EXPECTATIONS AT ROBERTSON

Positive Behaviour Support

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

The teacher encourages our students to demonstrate positive behaviours at school by teaching the expectations of the SOAR behaviour matrix. Teachers reinforce appropriate social skills by 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 behaviours for others in the school.

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

Behaviour Management & Student Support Room

At school, student safety is paramount and respect for self and others is the expected norm. Schools are social places where we set high behavioural expectations. 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. 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 their child that they were 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 (see ROBERTSON CODE OF CONDUCT PROCESS). Should students choose to not change their behaviours, there will be consequences, in which they may be expected to participate in the restorative process.

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 the classroom teacher!

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.

We require that ALL adults entering our building check in at the office first. **This is a safety measure for all our students.** All volunteers need to sign the Volunteer Binder at the office upon arrival.

If you have items (lunch, library books, etc.) that need to be delivered to the classrooms, please leave those items at the office and we will deliver them for you.

If you are at the school to meet with a teacher, please contact them (email or phone call) before arriving to schedule an appointment. Once arriving at the school, please check in at the office and the secretary will notify the teacher of your arrival.

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*).

Conflict between peers is developmentally appropriate and usually addressed through problem-solving. Problem-solving is taught in our classrooms and on the playground. In most cases, conflict is resolved when students understand each other's perspectives.

Bullying is a pattern of **repeated** aggressive behaviours, where there is an **imbalance of power** (i.e. older to younger student) and has the intent 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 their bully-like behaviours will tend to increase. **It is not 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 behaviour 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 - regulation** and contributing to a safe, caring and **Open-hearted** 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 behaviour at school, during school organized or sponsored activities, and behaviour 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 behaviour;
- Work diligently and to the best of their ability; and
- Abide by school rules and expectations

Unacceptable Conduct

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

All behaviours 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 themselves 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 behaviours are consistent and fair. Considerations may apply to students with a disability of an intellectual, physical, sensory, emotional or behavioural 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. 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 online 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-regulation with increased age.

Consequences:

Consequences are intended to improve the student's ability to self-reflect on the incident, own the behavior and apply problem-solving strategies in the future. Our staff is committed to using the strategies and principles of restorative practice. 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, age, 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 inappropriate behaviours 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 behaviour
 - ask students what they would need to do to meet behaviour expectations
 - ask how their actions affect other people
 - ask the intent purpose of their decision or behaviour
 - 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 inappropriate behaviours that are more serious or are repeats of minor misbehaviours (eg. repeated classroom disruptions, arguing with a peer, 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 time outs
 - school community service
 - loss of privileges

Level 2 behaviours are tracked and recorded and may require parental involvement and communication by email, 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 time outs
 - repair and replacement of equipment (or pay for damages)
 - school community service
 - in-school suspension
 - out-of-school suspension

Level 3 behaviours are communicated to the parents and (all involved) staff. These incidents 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)

FAIR NOTICE

To ensure safe schools for students and staff, the Chilliwack School District has outlined procedures for responding to all student behaviours that are potentially threatening.

The Chilliwack School District and community partners are committed to making our schools safe for students and staff. As a result, schools will respond to all student behaviours that pose a potential risk to themselves, other students, staff and members of the community.

Student threat assessment protocol: Fair Notice

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm, kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to Report

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include Principal, Vice Principal, District Resource Teacher, School Counsellor and Police.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a student threat assessment?

All threat making behaviour by a student shall be reported to the Principal who will activate the protocol for the initial response. Once the threat has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students are required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment.

TECHNOLOGY

Cell Phones and Electronic Devices

While there are good reasons that students may bring cell phones and other electronic devices to school, there are often instances when the devices are used without permission or without an educational purpose and problems arise. We encourage students to be active and socialize with friends and therefore do not allow cell phones in class or on the playground without permission of the classroom teacher. For privacy considerations, **the taking of pictures, videos or recordings at school is strictly prohibited.**

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 access to technologies 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, iPads and other electronics. 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 the PAC Facebook page for dates and times of the PAC meetings.

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. When volunteering at the school, adults must sign in to the Volunteer Binder at the office.**

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. Clothing (jackets, hoodies, toques, gloves, etc.) should be clearly labeled.

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.

When students arrive late, they need to check in at the office as part of our safe arrival program. We ask that parents do not walk them to the classroom. We are encouraging students walking to the classrooms **independently** and prefer for them to be here on time and line up with their class at the beginning of the day.

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 your 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: _____