

ROBERTSON ELEMENTARY SCHOOL

We SOAR to Success!



Family Handbook 2022/2024

Location:

**46106 Southlands Crescent
Chilliwack, B.C. V2P 1B1**

Phone: 604.795.5312 Fax: 604.795.3553

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

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.



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Chilliwack, B.C. V2P 1B1

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

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Principal: Ms. Janine McCurdy

Vice Principal: Mr. Troy Gibbs

Secretary: Ms. Barb Gieselman

SCHEDULE

8:05 – 8:20 a.m.	Morning Supervision
8:20 a.m.	Warning bell
8:24 a.m.	Classes Begin
10:00 – 10:15 a.m.....	Recess
12:15 – 12:35 p.m.	Playtime
12:35 – 12:55 p.m.	Eating Time
12:55 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 8:05 and goes until the first bell at 8:20 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/guardian/guardian supervision or permission, students may then return to the school grounds. In order to ensure that our students are safe, we ask that parents/guardians please help us to enforce the before-school and after-school supervision policy.

Arriving on time to school is better for students' learning and connection with classmates. We prefer them to be here on time and to line up with their class at the beginning of the day. If students arrive late to school, they need to check in at the office as part of our safe arrival program. Once they have checked in, students are encouraged to walk to their classrooms **independently**.

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/guardians and students will be aware of our expectations.

Addressing these issues as a school community also promotes a common awareness among our staff 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 each school day
- Practice reading at home daily

Work Habit Expectations

- Be prepared to start on time by having all your supplies ready
- Respect the learning of others by working quietly and starting your work right away
- Accept feedback from staff in a respectful manner and use it to improve the quality of your work
- Complete your work to the best of your ability
- Keep your work area, classroom, and coat room tidy
- Put your hand up if you have a question
- Know what to do when you are finished

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. 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.

Lost and Found

Students are expected to be responsible for the items they bring to school. Clothing (jackets, hoodies, toques, gloves, etc.) should be clearly labeled. Lost items will be placed in the Lost & Found area of the school. Keys, watches, eyeglasses, money, and other valuables are kept in a locked drawer at the office. At the end of each term, unclaimed items will be donated to the Community Cupboard or the Salvation Army.

ROBERTSON ELEMENTARY DRESS EXPECTATIONS

Suitable Clothing

- clothing must be suitable for classroom, gym and playground activities
- free from profanity, discriminatory language, drugs and/or alcohol

Shoes

- Indoor Shoes – clean 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-shirt Sales:

Raptor Wear T-shirts and tank tops are available for cash purchase at the office starting on the **first Monday after school opens**. Special-order items (baseball shirts, athletic shirts, pink shirts, sweatshirts, and Grade 5 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/guardians will result in students knowing and following behavioural expectations at Robertson Elementary School.

The staff encourage our students to demonstrate positive behaviours at school by teaching the expectations of the SOAR behaviour matrix. Staff reinforce appropriate social skills by using the 3 R's (Respect Self, Respect Others, 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/guardian/guardian supports school expectations and models behaviours and attitudes conducive to their child's learning.

Behaviour Intervention and Instruction

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/guardians 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/guardians will be contacted as outlined in our Code of Conduct.

Should parents/guardians hear from their child that they were spoken to by a staff member and the parent/guardian/guardian was not contacted by the school, they can be assured that the incident was minor and the correction was handled well by the child. Should students choose not to 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/guardians 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/guardians 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/guardians, 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/Guardian Protocol for Classroom Concerns

Should concerns arise, **parents/guardians should first contact the teacher** and make arrangements 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/guardian/guardian, 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/guardians expect school to be a safe and inclusive learning place that is free from violence and bullying. Students should not initiate or participate in acts of bullying (*see definition of bullying below*).

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 an **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 repeatedly 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 positive solution resulting in a change in bullying behaviour, 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

Visitors to the School

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 a student, please leave those items at the office and we will notify the teacher and/or student that the items are at the office.

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.

Top Ten Tips for a SUCCESSFUL School Year (for you and your child):

1. *Know your school and make use of your school's resources*
2. *Communicate regularly with your child's teacher; get involved*
3. *Ensure your child gets enough sleep each night and nutritious food to fuel them during the day*
4. *Set up a regular routine for homework and daily reading practice*
5. *Use/Read the planner daily and support your child with organization*
6. *Establish routines of punctuality and regular attendance*
7. *Spend time talking with your child each day*
8. *Know your child's friends*
9. *Seek to clarify – don't believe everything that you hear*
10. *If you need help...ASK!*



Robertson Elementary Code of Conduct Matrix – S.O.A.R.

S.O.A.R.	LEARNING SPACES (Library, Gym, Multipurpose Room, Online, In/Outdoor Classroom Areas)	PLAYGROUND	AWAY FROM SCHOOL
Self-Regulation <i>"I will take ownership of my goals, learning and behavior."</i>	I will: <ul style="list-style-type: none"> follow directions of adults be a powerful listener use class time wisely work to the best of my ability persevere with challenging tasks sit peacefully enter the learning space quietly use technology responsibly 	I will: <ul style="list-style-type: none"> use my W.I.T.S. to help solve problems <ul style="list-style-type: none"> Walk Away Ignore Talk It Out Seek Help take turns keep my hands and feet to myself walk my "wheels" on school ground 	I will: <ul style="list-style-type: none"> remember my actions and choices reflect on my school community make healthy, safe choices show appropriate sportsmanship and teamwork use technology responsibly
Open-Hearted <i>"I will show understanding, acceptance, tolerance, kindness and generosity towards others"</i>	I will: <ul style="list-style-type: none"> treat others the way I want to be treated be a kind friend advocate for others build positive relationships welcome guests 	I will: <ul style="list-style-type: none"> include others play cooperatively with others be aware of when others need support and provide it 	I will: <ul style="list-style-type: none"> recognize that I am part of a larger community show pride in my school
Attitude <i>"Never give up! Encourage others! Do your best!"</i>	I will: <ul style="list-style-type: none"> develop a growth mindset learn from my mistakes and realize mistakes lead to further growth learn from others' and build upon their ideas strive to be my best in all settings 	I will: <ul style="list-style-type: none"> use strategies that help me manage my feelings and emotions play fairly accept help from Peer Leaders be a Positive Leader set a positive example 	I will: <ul style="list-style-type: none"> be polite and use my manners be an outstanding representative of my school community
Respect <i>"Be a Bucket Filler ~ Not a Bucket Dipper"</i>	I will: <ul style="list-style-type: none"> wear my Robertson shirt and indoor shoes respect myself, others and this place use manners and appropriate language respect adults and guests 	I will: <ul style="list-style-type: none"> use appropriate language put my garbage away respect others remember the <u>Golden Rule</u> and treat others how I want to be treated 	I will: <ul style="list-style-type: none"> follow all expectations show appreciation honour and respect the property of others show respect to presenters be a respectful digital citizen

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 that positively impact themselves and our school community. This code of conduct is structured within our **S.O.A.R.** matrix and focuses on:

- **Self-regulation:** "I will take ownership of my goals, learning, and behaviour."
- **Open-Hearted:** "I will show understanding, acceptance, tolerance, kindness, and generosity towards others."
- **Attitude:** "Never give up! Encourage others! Do my best!"
- **Respect:** "Be a bucket filler, not a bucket dipper."

A detailed view of Robertson's **S.O.A.R.** matrix is included on the following page.

Expectations apply to behaviour at school, during school organized or sponsored activities, and behavior beyond these times that negatively impacts the safe learning environment of the school and/or students.

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 behaviour that does not follow our code of conduct.

Unacceptable Conduct

Behaviour that does not follow our Code of Conduct, as outlined in the S.O.A.R. Matrix, is unacceptable.

Examples of unacceptable conduct include, but are not limited to:

- | | |
|------------------------------|-----------------------|
| * Inappropriate language | * Dishonesty/Cheating |
| * Defiance/Disrespect | * Damage to property |
| * Technology misuse | * Harassment/Threats |
| * Abusive language | * Theft |
| * Weapons/Illegal substances | * Aggression/Fighting |

Consequences

All actions lead to consequences. When a student chooses actions that are detrimental to themselves or the school community, their actions must be addressed. At Robertson, we seek to respond to unacceptable behaviour in a consistent and fair manner. The severity and frequency of the incident(s) and the age and maturity of the student are taken into consideration when deciding on a consequence that will help the student to learn from their mistakes. Our focus is on restoration and learning. 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
2. Restorative circles
3. Counselling
4. Contracts / school service
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 office if they are major offences or chronic behaviour problems.

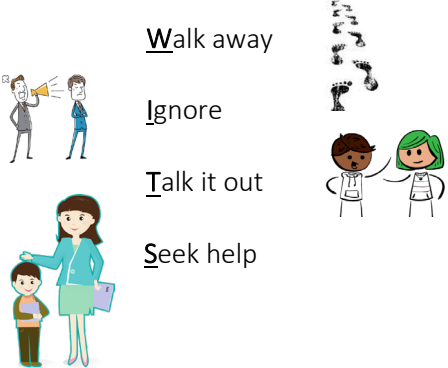
In the event that there is a concern for the safety of students or staff, school personnel have a responsibility to inform other parties of a serious breach of conduct (eg. parents/guardians, school district personnel, police and/or other agencies).

ROBERTSON CODE OF CONDUCT PROCESS

Respect Yourself, Respect Others, and Respect this Place.

Problem Solving

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

<p>When you are <u>bothered</u> by someone, use your W.I.T.S.</p> <p>Walk away</p> <p>Ignore</p> <p>Talk it out</p> <p>Seek help</p> 	<p>If you think it is bullying, do your “BEST”</p> <p>Blank (face and voice) Eye contact (longer than usual) Silence (wait, stay calm) Tell them what you want (e.g. “I want you to leave me alone.”)</p> <p>Go through BEST 3 times, then walk away. Make sure you report it to school staff</p>
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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 are committed to using the strategies and principles of restorative practice. We respond to difficulties using the following guiding principles:

- 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 inappropriate behaviour 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.
- Disciplinary action will be preventative and restorative whenever possible, rather than punitive.
- The school will respond seriously to behaviour or communication that discriminates against race, age, colour, ancestry, place of origin, religion, marital or family status, ability, 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. classroom disruptions, minor arguing), staff will:

- Help the student to identify:
 - the poor decision or inappropriate behaviour
 - what they need to do to meet behavioural expectations
 - how their actions affect other people
 - the intent of their decision or behaviour
- Have students apologize when suitable or appropriate
- Consider a mild consequence such as a warning, a time out, or a loss of privileges.

Level 2 Inappropriate Behaviours

For inappropriate behaviours that are more serious or are repeats (eg. repeated classroom disruptions, frequent arguing, continuous refusal to follow dress code, physical contact), staff will:

- Respond as in Level 1
- Engage in restorative practice to rebuild relationships within the school community.
- Apply consequences such as a longer time out, extensive loss of privileges, or an alternate environment

Level 2 behaviours are tracked and recorded and may require parent/guardian involvement and communication by email, phone or a meeting.

Level 3 Inappropriate Behaviours

For non-compliant, violent, or serious behaviours (e.g. threats, harassment, overt defiance, physical aggression), or for continuous repetition of level 1 and 2 inappropriate behaviours, staff will:

- Respond as in Level 1 and Level 2
- The principal will involve the parents/guardians by phone or setting up a meeting
- Consequences applied at this level may include restricted privileges, repair and replacement of equipment (or pay for damages), school community service, in-school suspension, or out-of-school suspension

Level 3 behaviours are communicated to the parents/guardians 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/guardians, school district officials, police and/or other agencies).

“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/guardian 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/guardian stood the school,
And behind the teacher stood the home!

By Cleo V. Swarat

Fair Notice



Common programs and integrated services shall provide information to those who receive or are affected by their services. This is referred to as **Fair Notice** that such a multi-agency program/initiative exists. The Chilliwack School District is committed to providing a safe and inclusive environment for all staff, clients, students and community members, and as such, is a member of the Chilliwack Community Violence Threat Risk Assessment (VTRA or ARTO) Protocol.

WHAT IS A VIOLENCE THREAT RISK ASSESSMENT (VTRA) PROTOCOL?

The protocol is designed to enhance communication between all partners. It is incumbent upon the partners to share necessary and appropriate information that may initiate or facilitate the Assessment of Risk to Others (ARTO) process. It is a trauma-informed and equity-inclusion guided practice that utilizes and Assessment of Risk to Others (ARTO) process to:

- To ensure the safety of all individuals,
- Begin to understand the factors that contribute to the Individual of Concern's (IOC's) threatening or high-risk behaviour,
- View the Individual of Concern (IOC) as in need of intervention and support rather than discipline.
- Be proactive in developing an intervention plan that addresses the emotional and physical safety of the Individual of Concern (IOC). It may include disciplinary action but will include appropriate supports to aid in the Individual of Concern (IOC) in developing and using more appropriate strategies,
- Promotes the emotional and physical safety of all.

It is NOT a Disciplinary tool or response.

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 appropriately.

DUTY TO REPORT?

Often when we hear in the media about a violent incident, we learn that the Individual of Concern had made threats in advance of acting violently. To keep our communities safe, staff community members, students, and parents all need to act responsibly and report all threat-related behaviours and high-risk activities. This report can be made to any community partner of the Chilliwack VTRA/ARTO Protocol.

When a report of a threat is received by any member of this protocol, and upon screening it is determined the threshold for the "Categories of Action" is met, the Chilliwack VTRA/ARTO Protocol will be activated.

"Categories for Action" may include, but are not limited to:

- Serious violence or violence with intent to kill,
- Violence with intent to do serious bodily harm,
- Verbal/written threats to kill others ("clear, direct and plausible"),
- Verbal/written threats to do serious bodily harm ("clear, direct and plausible"),
- Social Media/Technology generated threats to harm/kill others,
- Possession of weapons (including replicas),
- Bomb threats (making and/or detonating explosive devices),
- Fire setting,
- Sexual intimidation or assault,
- Ongoing pervasive and targeted bullying and/or harassment,
- Gang related intimidation and violence,
- Hate incidents motivated by factors including, but not limited to, race, culture, religion, and/or sexual and gender diversity,
- Suicidal ideation or attempts as related to "Fluidity" or "Conspiracy to Two or More".

CAN I REFUSE TO PARTICIPATE?

It is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by either the Individual of Concern or parent/guardian, the threat assessment will continue in order to ensure and restore a safe and inclusive environment for all.

TECHNOLOGY

Cell Phones and Other 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/guardians 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/guardian. 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 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, 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/guardians must sign the Acceptable Use Agreement for students to use technology at our school. This can be electronically signed through [Permission Click](#).**

Website

Parents/guardians and students are encouraged to consult our school website (robertson.sd33.bc.ca) for all pertinent information. Additionally, updates are posted on our PAC Facebook page.

Weekly E-Blast

Each week, the school will send home an email with information regarding reminders and upcoming events.

We are aware that not all families have access to a computer. If you would like a paper copy of our Weekly E-Blasts, please contact the school office.

FAMILY INFORMATION

Parent/guardian Advisory Council (PAC)

Our school has an active Parent/guardian Advisory Council, which helps enrich your child's education and helps you become involved in the school. The Parent/guardian 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. All parents/guardians are welcome and encouraged to attend these meetings. PAC meeting information will be on the PAC facebook page, school website, and reminder sent in Weekly E-Blasts

Parent/guardian 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

All hot lunch orders are done through an online ordering platform called Munchalunch (www.munchalunch.com). See the PAC facebook page or the school website for more information. Please be sure to order by the posted deadline to avoid disappointment.

Recess and Lunch

In order to maximize learning opportunities, we recognize that children work best when they have had adequate rest and good nutrition. To that end, we encourage children to bring healthy snacks and lunches to school. Please avoid foods/drinks containing high amounts of sugar. Pop is not permitted at school. It is highly recommended that each child has a labelled, refillable water bottle to rehydrate throughout the day.

If you need to drop off a lunch for a student, please bring it to the office. The lunch should be labeled with the child's first and last name to help us ensure that the child receives it in a timely manner.

Absences from School

If your child is going to be absent from school, please call the school at 604.795.5312 and leave a message. It saves us a great deal of time and ensures the safety of your child if you communicate their status to us. If a parent/guardian 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/guardians 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/guardians before students come to school that morning. 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.

For health and safety reasons, it is imperative that we have contact details for an adult who can immediately pick up your child from school.

Walk Your Wheels

We encourage students to walk, bike 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 bikes. Additionally, we have scooter storage racks inside the school. Students biking, skateboarding, scootering, or rollerblading to school are expected to **wear a helmet**. For the safety of all, students **MUST** “walk their wheels” once they have entered the school property.

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/guardians, in order to maintain safety. Please be mindful of the following:

- **Traffic flow around Southlands Crescent is one-way during school hours**
- BC is an idle-free zone
- No parking in either lane in front of the school; these are for quick drop-offs and pick-ups only
- Slow down to 10 km/h
- Use the designated crosswalk, rather than darting between parked vehicles
- Adhere to the posted signs identifying “entrance only” and “exit only”
- 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.**

Pets on the Playground

We often have family pets “walking” their family member to school. However, as safety is paramount, we ask that parents/guardians please be vigilant with their pet and have them under control at all times. 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/guardian/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.

CHILD PICK-UP, DISMISSAL AND SCHOOL SECURITY

If you pick up your child at school, please establish a daily routine that will **allow your child to meet you outside**. We ask that parents/guardians wait at their child’s outside classroom door for end of the day dismissal. For students in the upstairs classrooms, parents/guardians are to wait near the bottom of the exterior stairs.

The front entry doors are only to be used by students arriving late and for visitors and parents/guardians visiting the office.