



NORTHERN LAKES

— K-12 SCHOOL —

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Northern Lakes School Council

The School Council Executive is comprised of parents, teachers, non-teaching staff, community members, and the principal. Elected parents form the majority of the Council. The Council's role is to provide an advisory forum to promote school growth, successful learning, and increase parents/guardians' participation in the education of their child.

There are a minimum of four School Council meetings per school year. Meetings are scheduled for one hour.

All parents/guardians of students are encouraged to attend our School Council meetings. Meeting dates will be on the monthly school calendar or in the newsletter.

Call the school to let us know if you are interested!



2023 - 2024 School Calendar Dates to Remember

School Holidays:

| | |
|--------------------|-------------------------------------|
| Labour Day | September 4, 2023 |
| Thanksgiving Day | October 9, 2023 |
| Christmas Holidays | December 25, 2023 – January 5, 2024 |
| Family Day | February 19, 2024 |
| March Break | March 11 - March 15, 2024 |
| Good Friday | March 29, 2024 |
| Easter Monday | April 1, 2024 |
| Victoria Day | May 20, 2023 |

Professional Development Days:

August 28, 2023
August 29, 2023
October 27, 2023
November 27, 2023
January 26, 2024
April 19, 2024
June 10, 2024



Report Cards: The Ontario Curriculum documents detail the criteria by which students will be assessed. This, in turn, relates to the assessment scales used on the provincial report card; letter grades for Grades 1 to 6. Please review your child's full report each term.

| | |
|--------------------------|-------------------|
| Progress Report | November 14, 2023 |
| Term 1 Provincial Report | February 12, 2024 |
| Term 2 Provincial Report | June 21, 2024 |

Safe Arrival Policy

School starts at 8:50 a.m. In the interest of student safety and effective programming, if a student is going to be absent from school, parents/guardians are asked to call the school office at 597-6640 to leave the student's first and last name, the reason for and length of the absence. Your support is greatly appreciated.

If the school office has not been notified that the student will be absent from school, the school secretary will call and check on daily absences. If we are unable to contact home, upon return to school, please send a note to the school confirming your child's absence.

Students may leave the school early if parents come to pick them up for appointments or if they are ill. **To minimize disruption to student learning**, please check in at the office when you arrive to pick up your child and inform the secretary. Your child's classroom will be contacted and your child will meet you at the office or in the foyer.

Please note: **Children cannot be released to friends or other family members unless parents have called the office or sent a note with their child. Please let the office know, as early as possible, when after school transportation or child care arrangements are changed.** We thank you for your cooperation on these child safety issues.

THE SCHOOL DAY SCHEDULE

| | |
|--------------------|-------------------------------------|
| 8:30 a.m. | Students enter classrooms |
| 8:45 a.m. | Bell rings to prepare for classes |
| 8:50 – 10:30 a.m. | First Instructional Block |
| 10:30 – 11:10 a.m. | Nutrition Break & Recess |
| 11:10 – 12:50 p.m. | Second Instructional Block |
| 12:50 – 1:30 p.m. | Nutrition Break & Recess |
| 1:30 – 3:10 p.m. | Third Instructional Block |
| 3:10 p.m. | Dismissal |



Helping Your Child SUCCEED

You are the first and most important teacher your child will have throughout their learning years. The examples you set will help determine your child's attitude.

When your child begins school, your role as an educator continues on. Your child will need your encouragement and will be more motivated if you take an interest in their school work. Close contact with teachers is helpful, since you can provide valuable insights and support for your child's development.

There are a number of practical ways for you to help promote success including:

- ensuring your child gets to school before 8:50 a.m. every day;
- ensuring your child is well rested;
- checking on communication from your child's teachers;
- reading aloud to your child or listening to your child read on a daily basis;
- helping with homework, reviewing math or spelling exercises, brief and fun math drills and games, helping revise the first draft of a piece of writing;
- finding practical ways of applying academic skills at home (i.e. reading recipes, writing a short note, etc.);
- helping your child develop social skills through cooperative play, membership in groups or clubs and assistance to learn how to solve problems.

PARENT/TEACHER COMMUNICATION

Communication between parents/guardians and teachers is linked with student success! We encourage parents to attend parent teacher interviews. These will be held along with issue of the progress report in November. If a concern is identified at any period during the school year by either the parent or the teacher, an interview may be arranged at a mutually agreeable time.



STUDENTS WITH SPECIAL NEEDS

All students with special needs will be integrated into the regular classroom as much as possible. Teachers will create an **Individual Education Plan (IEP)** that outlines the student's identified exceptionality and makes recommendations as to the accommodations that may be required for the student to achieve success.

Individual Education plans are updated at the beginning of every new reporting period. Copies of the IEP are to be sent to parents within 30 school days of the beginning of each new reporting period.

READING RECOVERY

North Star provides an early intervention literacy development program to children in grade one who are struggling significantly in reading and writing. An extra one-half hour each day of individual, intense instruction is offered with a teacher specially trained in research based reading intervention strategies.

STUDENT INFORMATION

Each year, the school updates each student's personal information. Please confirm the information or note any changes which have occurred since last year. Because there may have been some changes, the Consent/Permission form as well as the Student Verification form are required to be completed each year for each child.

MEDICATIONS

Board policy does not permit school personnel to administer any medications to students (including acetaminophen/Tylenol) without proper authorization. If your child must take medication during school hours, the request must be registered with the Principal and written authorization of both the parent and the attending physician filed with the school office. Medication forms are available from the school office. All medication is to be stored at and administered through the school office.

Please refer to Board Procedure 4.70, Supporting Students with Physical Health Issues, for further information.

PLANS OF CARE

All procedures related to medical/health supports for individual students will include consultation with families and, where required, appropriate service providers. **If your child has a medical need, please consult with the school to determine if he/she requires a Plan of Care.**

Parents/guardians are responsible for ensuring that the school has the most up-to-date information regarding their child/children's health and providing the school with the prescribed health supports, including but not limited to epinephrine auto-injectors and asthma medications (e.g., puffers/inhalers).

Please refer to Board Policy 4.14, Anaphylaxis and Life Threatening Allergies; 4.72 Asthma; 4.74 Diabetes Management, and 4.77 Seizure Disorder – Epilepsy for further information.

FIELD TRIPS and EXTRA CURRICULAR ACTIVITIES

All students must return a completed informed consent signed by a parent or guardian in order to participate in excursions off school property. School sanctioned extra-curricular activities (e.g. cross-country running) require a teacher coach in order for teams to participate in an event. *Parents are encouraged to contact the school administration in the event that costs for activities prohibit their child's participation – the school will make every effort to ensure all children can participate!*

PERSONAL BELONGINGS

Please leave money, toys and electronics, **including cell phones**, at home. Students are not permitted to bring personal items out on the playground at recess or during instructional time in the classroom.

Classroom letters will notify you of the special occasions where students are allowed to bring these items. The student is responsible for its care and safe keeping.

BICYCLES

Pupils are to park their bicycles in the bicycle stand closest to their home (parking lot side or library side). Bicycles must be parked as soon as the pupils arrive at school and used **only** if going home at nutrition break or at final dismissal.

Students riding their bicycle to and from school **must wear a bicycle helmet**. This is the law. If a student arrives at school without a helmet their bicycle will be kept at the school until appropriate arrangements can be made.

Code of Conduct

Northern Lakes School strives to provide a safe and caring learning environment for everyone. We encourage parents/guardians to review this Code of Conduct section with their children. Teachers will also review these goals with their students to provide guidance within their own classroom. A comprehensive version of the Rainy River District School Board Code of Conduct is available at the school office or on the website at <https://www.rrdsb.com/parents>.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for all students, staff, parents, volunteers, and other members of the school community and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows proper care and regard for themselves, for others, and for those in authority, and for others' property
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for their own actions;
- shows proper care and regard for school property;
- takes on leadership roles within the classroom, the school, and/or the community.



If you break the rules, Progressive Discipline will be applied.

1. Your teacher or supervisor will talk to you about what happened & issue warnings and correction.
2. The principal may speak to you about what happened, use restorative practices, and issue consequences.
3. Your parents may be called and a meeting arranged to discuss the problem.
4. Your parents may have to pay for damaged property.
5. You may not be allowed in the classroom for a while (in-school detention).
6. You may not be allowed to be at school for a while (suspension).
7. You may not be allowed to be at school at all (expulsion).
8. In extreme circumstances (e.g. theft, violent acts) the police may be called.

It is our goal to provide consequences that are age appropriate and to provide opportunities for students to learn from their mistakes and focus on improving their behaviour. Regardless of the consequence for behavior issues, students will always be allowed to continue with school program.

Bullying Prevention Plan and Safe, Equitable, and Inclusive School Strategy

Bullying prevention and intervention and equity and inclusive education are integral parts of the Board and school's Community, Culture, and Caring goals.

Everyone at North Star Community School is committed to making our school a safe, inclusive, respectful and accepting environment for all. We treat each other with respect and we will refuse to tolerate bullying and harassment in any form at our school.

DEFINITION OF BULLYING

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

- Students who bully are learning to use power and aggression to control and distress others.
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.
- Students use power in many ways:
 - o Size, strength, intelligence, age
 - o Social status
 - o Economic status
 - o Knowledge of another person's vulnerability
 - o Membership in a dominant group

TYPES/EXAMPLES OF BULLYING

Physical: Repeated hitting, kicking, shoving, beating up, stealing, or damaging another person's property.

Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment.

Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships and/or reputation.

Electronic/Cyber: The repeated use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media.

Racial: Repeated aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background.

Religious: Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances.

Sexual: Repeatedly excluding a person or persons or treating them badly because of their gender; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons.

Sexual Orientation: Repeatedly excluding a person or persons or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behavior; repeatedly calling a person or persons gay, fag, lesbian, or other in appropriate names.

Disability: Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.

SAFE SCHOOL COMMITTEE

(updated after September School Council Meeting)

| | |
|-----------------------|--|
| School Administrator: | Carly Skrenski |
| Teacher(s): | |
| Support Staff: | |
| Parent(s): | Brooke Caul, School Council Chair |
| Community Partner: | Kenora Rainy River Child and Family Services |

SCHOOL MONITORING AND REVIEW PROCESS

Our School Climate Survey was updated in the spring of the 2021-22 school year but results have not yet been issued (NWHU/RRDSB joint initiative). The plan was most recently reviewed on May 27, 2021 by School Council to update with regard to the new School Climate Survey, School Improvement Plan, and Bullying Prevention and Intervention Procedure 4.31 changes.

TRAINING STRATEGIES FOR MEMBERS OF THE SCHOOL COMMUNITY

Members of our school community will receive training (i.e., bullying prevention, equity and inclusive education) through:
Board professional development workshops

Staff meetings

Role-specific training, such as for bus drivers (with training to be included in transportation contracts)

Provision of professional development materials and resources

PARENTS/COMMUNITY COMMUNICATION AND OUTREACH STRATEGIES

We will communicate our Bullying Prevention and Intervention strategies and initiatives by:

Including our Bullying Prevention and Intervention Plan in our school/student handbook

Including information inserts in our school newsletters and other in-house publications

Sharing information during school assemblies and announcements

Sharing information through bulletin board postings

Sharing information at School Council and other parent meetings

Sharing information at staff meetings

Integrating Bullying Prevention and Intervention as well as Character Education, Equity & Inclusive Education strategies into classroom instruction

Posting our Bullying Prevention and Intervention Plan and our Community, Culture, and Caring goal and strategies on our school website

Informing parents and school volunteers of our procedures for reporting incidents of bullying

Assisting parents to build awareness and knowledge so they may support our school Bullying Prevention and Intervention Plan and Community, Culture, and Caring goal and strategies

BULLYING PREVENTION AND INTERVENTION PROGRAMS AND ACTIVITIES:

Our school currently implements or will implement the following bullying prevention and intervention education programs and activities that focus on developing healthy relationships and provide leadership opportunities for our students:

- Bullying Prevention and Intervention Week activities (November)
- Day of Pink activities (April); Orange Shirt Day (October)
- Ongoing programs/activities: Positive Staff and Student Relationships; Strengths-Based Learning; Bucket-Filling Philosophy; Character in Action assemblies; Zones of Regulation Program; Reading Buddies, staff capacity building in Indigenous Engagement and equity; PALS; Bullying/Kindness workshops (KRRCFs); Secret Agent Society; school-based counselling services; mental health resources and training; Autism Support Worker, Student Success Room

BULLYING PREVENTION AND INTERVENTION RESPONSIBILITIES

Staff:

- Know the Board's Safe Schools Policy and Bullying Prevention and Intervention Procedure
- Closely supervise students in all areas of the school and school grounds
- Communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including possible suspension
- Respond quickly and sensitively to bullying reports (Affirm, Ask, Assess, Act)
- Report incidents of bullying to the principal if the bullying may lead to suspension or expulsion
- Take seriously parents' concerns about bullying incidents
- Assign consequences, interventions, and support to assist students who engage in bullying behaviours
- Teach students our procedures for reporting incidents of bullying
- Teach students pro-social behaviours and prompt and reinforce them throughout the school day
- Provide a safe environment for students who report bullying (protection from retaliation)
- Model positive ways of getting along with others
- Integrate Character in Action programming within Language Arts/English lessons
- commonsense.org lessons will be taught in classrooms

Students:

- Treat each other respectfully
- Refuse to bully others
- Refuse to watch, laugh or join in when someone is being bullied
- Include everyone in play, especially those who are often left out
- Report bullying to an adult
- Be leaders in their classrooms, schools, and communities through safe, inclusive, respectful and accepting behavior.

Parents:

- Model positive ways of getting along with others
- Help their son/daughter find ways to express anger that do not involve hurting others physically or emotionally
- Teach problem solving skills
- Inform school staff if their child tells them about a bullying incident
- Support the school's bullying-prevention efforts
- Help their son/daughter understand the value of accepting and celebrating individual differences
- Be alert to signs their child is being bullied or may be bullying others



INTERVENTION STRATEGIES

Our staff will use the following process when bullying is reported:

ACKNOWLEDGE THE INCIDENT / AFFIRM

“You were right to report/get help from an adult.”

“I’m glad you asked for help with this.”

GATHER INFORMATION / ASK QUESTIONS

“Tell me more about what happened.”

“Has this happened before?”

“Did anyone try to help you?”

“Are you telling me this is to get someone in trouble or to keep someone safe?”

ASSESS SAFETY / MAKE A PLAN

Determine what the student needs to feel safe now

What can the student do if the bullying continues

Who the student will tell if there is another incident

ACT / FOLLOW-UP

Determine “next step” or refer the student to an administrator

Tell them what will happen next

Check with the student to determine the success of the intervention

RESPONDING TO INCIDENTS OF BULLYING

We will implement strategies to support and educate those who are being bullied, those who bully others, and those who are affected by observing or encouraging bullying.

Collaborative Problem Solving

Mediation/Restorative Practice (formal and informal)

Direct Instruction regarding Bullying Prevention and Reporting (e.g., Character in Action, commonsense.org)

When responding to a bullying incident, our school staff uses a progressive discipline approach. Strategies may range from early intervention to more intensive intervention in cases of persistent bullying with possible referral to Board personnel and/or community or social service agencies. Severe instances of bullying will trigger Safe School Reporting and consequences.

NORTHERN LAKES SCHOOL is an Allergy Safe Environment

Students in Kindergarten – Grade 3: These students will be discouraged from bringing foods that present a high risk of anaphylactic allergy. These include peanuts, tree nuts, fish, and shellfish.

Students in Grades 4-6: If a child shares a classroom with a student with an anaphylactic food allergy, parents will be informed, and that food will be restricted from the classroom.

Students in Grades 7-12: It is expected that these students will be able to self-manage allergies.

My child loves peanut butter. What do I send for lunch?

| Grain Products | Vegetable and Juices | Milk and Alternatives | Meat and Alternatives | Combination Foods |
|--------------------------------|-----------------------------|------------------------------|-----------------------------------|--|
| Bread, buns, bagels | Fresh fruit | Skim, 1% , 2% Choc. or white | Beef, pork | Macaroni & cheese |
| Breadsticks | Fruit juices | Yogurt | Chicken, turkey | Pasta with sauce |
| Crackers | Canned fruit | Milk pudding | Fish | Chili |
| Pitas & Tortillas | Raw vegetables | Hard cheese | Deli meats | Beef stew |
| English muffins | Vegetable juices | Cream cheese | Boiled eggs | Soups |
| Muffins | Coleslaw, salad | Cottage cheese | Canned tuna in water | Pizza |
| Rice | Potato salad | Milk based soups | Canned salmon in water | Sub sandwich |
| Noodles/ noodle soups | Vegetable based soups | Cheese strings | Garlic sausage, pepperoni, salami | Sandwich wraps |
| Pasta | Cooked veggies | | hummus | Lasagna |
| Perogies | Fruit salad | | beans, lentils | Casseroles |
| Waffles/pancakes/ French toast | applesauce | | Tofu | Spaghetti and sauce |
| Unsweetened Cereals | | | | Rolled tortillas and cream cheese with ham & veggies |

NUTRITION BREAKS:

All pupils are expected to stay in their classroom during nutrition breaks unless the office has their parents' permission to go home to eat. During the nutrition break, all pupils are expected to sit and eat their lunch in a relaxed atmosphere. The time provided is approximately 20 minutes. When pupils are finished eating, they are required to clean up and go outside if weather permits.

Under NO circumstances is a pupil allowed to leave the school grounds unless the pupil has a note from the parent/guardian requesting such permission. If you require your child to occasionally leave the school, a note or phone call is required.

Meeting children's energy needs for growth, development and activity is a priority for healthy eating. *Caffeine beverages (e.g. energy drinks, coffee, pop) are not permitted at school.*



Lunch Packing for the Balanced School Day

Packing healthy meals for the balanced school day can be an easy and fun task. Meals can be balanced in a variety of ways. You can organize your child's meals for their school breaks according to any of the 3 examples:

| | Example One | Example Two | Example Three |
|----------------------------|-------------|--------------------|---------------|
| One (10:30 - 10:50) | Snacks | ½ of lunch + snack | Breakfast |
| Two (12:50 - 1:10) | Lunch | ½ of lunch + snack | Lunch |

Easy Tips to Help Pack School Meals Your Child Will Eat:

LABEL AND SEPARATE

Label each bag: Break One, Break Two, OR

Put dividers in the lunch bag so the child eats everything above the cardboard in the first break and then lifts the card and eats the rest at the second break.

KEEPING FOODS HOT AND COLD

To keep foods hot use an insulated bottle or thermos. First, fill the bottle with boiling water and let it stand for a few minutes. Then empty the bottle and fill it with steaming hot food.

To keep food cold, use an insulated lunch bag and pack a frozen drink that will thaw by lunch, or use a freezer pack. Great food items to freeze are bottled water, drink boxes, reusable beverage containers or yogurt tubes.

HEALTHY DRINKS FOR A HEALTHIER LUNCH:

Add two beverages. **White milk and water are the healthiest choices** to keep sugar from providing empty calories and causing cavities.

MICROWAVES are available for students to use to warm up food.

BREAKFAST SNACK PROGRAM:

A nutritious variety of breakfast snacks: fruit, dry cereal, yogurt, cheese, and vegetables will be provided each morning. Proper nutrition is very important for learning, and our students really enjoy socializing over snacks.

BUSING:

Busing is coordinated by the Rainy River District Transportation Services Consortium and is considered a privilege. Transportation is provided to those students who are eligible for transportation as indicated in the policy. Parents are responsible for accurate busing addresses for their child on file.

Children will be taken to alternate destinations only if certain conditions are met. Please see the Alternative Address Policy for further details.

Courtesy transportation is not provided for birthday parties, play dates or sleepovers.

Alternate transportation arrangements need to be made by the parents.



All questions regarding the busing of students, please call the Transportation Department of the board office 1-800-214-1753 ext. 5102 or visit: <http://rrdtsc.rrdsb.com/>

EXPECTATIONS OF STUDENTS AFTER LEAVING SCHOOL OR WHILE WAITING FOR THE BUS

All students must be safe while riding the bus. The school bus is like a mobile classroom. All rules for student behavior while riding on the bus are the same as at school and will be reported to the school Principal. Repeated inappropriate behaviour on buses may result in the suspension of bus privileges.

INCLEMENT WEATHER

Parents are responsible for deciding if it is safe for their children to leave for school during severe weather conditions. First Student Bus Company determines if it is unsafe for buses to travel during inclement weather. While transportation may be cancelled, please note that schools usually remain open on inclement weather days.

Cancellation of buses will be announced on local radio stations and the RRDSB web site. Please follow cancellations carefully, as they may be for the whole day or may just be for the morning bus run.

PICK UP AND DROP OFF SAFETY

Kiss 'N Ride Program (8:15-8:30 a.m.)

- drive slowly into the Kiss 'N Ride lane*
- stop vehicle (30-45 seconds)*
- parent assists child to exit the vehicle*
- staff on duty will escort child into school*
- parent drives off once child has safely exited vehicle*

Pick-Up:

→Children will exit the front of the building. Please park on the side of Hawthorne Road and meet children in the parking lot so they can cross safely. The parking lot will be blocked to vehicle traffic with pylons. Please do not cross in front of buses when picking up or dropping off children.

***PLEASE do not drop students off in the bus loop during
BUS ARRIVAL TIMES (8:30 - 8:50 AM & 3:00 - 3:15 PM).***

SCHOOL LIBRARY

The school library is open Monday - Friday.

Class library periods are scheduled for each grade.

Books are borrowed for a 2-week period but may be exchanged, if the library assistant is present, at any time prior to the due date. Any student requiring a book beyond the 2-week period should bring the book to the library for renewal.

If, at the end of the third week, the book is not returned/renewed, a letter will be sent home to the parents, via the student, requesting their assistance in locating and returning the book to the school library. Students will be expected to pay the replacement price of any books which are lost or damaged beyond repair. Should lost books be found and returned in good condition after pay has been made, the money paid will be returned to the student.



ASSEMBLIES AND SPECIAL EVENTS

- All classes will sit as a class and be supervised by a teacher.
- Pupils remain seated at the end of an assembly until they are dismissed by their teacher, or the leader of the assembly. In the event a pupil must leave the room during an assembly, he/she will leave quietly through the side door.
- Students will demonstrate how to be a friendly and respectful audience.

LOST AND FOUND:

Found articles are placed in a container in the hallway near the library. Within each term, these items are placed on display so that children can see and claim what belongs to them. Unclaimed articles are given to local charities at the end of the school term.

CLOTHING & FOOTWEAR:

Students are encouraged to have running shoes for physical education (**no black soles as they mark the floors**). The school urges you to mark your child's name on all belongings such as boots, runners, coats, etc.

Please ensure that your child dresses appropriately for school (no inappropriate slogans, midriff baring tops, clothing that exposes undergarments, etc.). Dressing in layers allows your child to adjust for changing weather conditions.

Students are required to remove headgear (hats, bandanas, hoods) while inside the building.

Costumes may be worn to school on special celebration days, as noted in classroom newsletters.

PLAYGROUND SAFETY: CLOTHING AND FOOTWEAR

Parents and caregivers are advised to check all children's outerwear for loose drawstrings and:

- Remove all drawstrings from the head and neck area of children's outerwear.
- At the bottom of children's outerwear, either remove the drawstrings completely or trim the exposed length to 8 cm, with the garment fully stretched.
- Make sure the end of the drawstring is free of knots, loops or toggles, as they can get caught.
- To keep it from slipping through its channel, make sure the drawstring is tacked to the garment.
- Ensure that newly purchased clothing have alternative closures to drawstrings. These include elastics, buttons, Velcro, or snaps.

SCHOOL SUPPLIES:

The school provides most of the items required by students - pencils, erasers, rulers, notebooks, glue. However, special pens, markers, binders, etc. are the child's responsibility. **A set of earbuds/headphones to leave at the school and use with Chromebooks is recommended.**

TELEPHONE MESSAGES FOR STUDENTS:

Messages for students will be delivered to the student as soon as possible. Please call as early as possible to ensure we have time for arrangements to be made.

PHONE CALLS HOME:

Students will be allowed to use the telephone for unexpected school situations or illness that requires communication with a parent.

Students are discouraged from making personal plans during the day which require a call home.

Requests to use the telephone to arrange after school social activities are strongly discouraged.

VOLUNTEERS

Our school is enriched immensely by our many volunteers. No school can be without the service of dedicated parents, friends, and community members. Please consider volunteering with our breakfast program, in your child's classroom, or by sharing an interest/hobby with our school community.

For safety, we request all volunteers in our school to please report to the office and sign in before proceeding to the day's activity.

“We Shine Bright”

