

John Ross Robertson PS

Toronto District School Board

2019/2020 Handbook

I. Principal's Message

Debbie Stern, Principal

At John Ross Robertson PS, we promote and value learning as an ongoing, active process including dialogue between students, staff, parents and the school community to improve the quality of learning and life within the school. Everyone's contribution is valued and critical to student success. This Handbook will be a valuable resource for everyone in the school community. Many of the policies, procedures and programs were developed through collaboration between the School Council and the JRR staff.

Through a balanced curriculum, students are challenged to reach high levels of achievement and develop individual strengths in the academics, the athletics and the arts. Our staff is committed, caring and dedicated to providing programs and challenges that teach students to become successful, responsible citizens who can meet tomorrow's challenges. Our school thrives on a partnership with parents and we need and value their intellectual, moral, emotional and physical support to enhance the learning of your children.

At JRR, we continue to look for new and better ways to meet the individual needs of all students. Ongoing communication between the school and home, critical for student success, is provided through *Parentalk*. This weekly newsletter published by Parent Volunteers on the NPA provides information to parents about school programs and events, athletic schedules, activities and the news. For specific concerns and/or questions about curriculum and school based activities, school staff is always willing to assist and answer your questions.

We warmly welcome each of you to the John Ross Robertson community. We look forward to working with you throughout the year to provide learning opportunities and experiences where every child succeeds in an environment of mutual respect and trust.

Debbie Stern

II. NPA Welcome

On behalf of the JRR NPA (JRR Neighborhood Parents Association), we would like to extend a warm welcome to all new and returning families. We are very fortunate to be part of such a vibrant school community with so many events and extra activities.

The NPA is a, somewhat, unique entity in that we are a charitable organization that is run independently from the School Council.

The members of the JRR NPA are all the parents at JRR! The NPA is led by a small group of parents who meet monthly to discuss fundraising events and initiatives and the deployment of those fundraising dollars back into the school and the classrooms. Those events and initiatives only happen with the help and participation of the parents at the school and we welcome everyone's involvement!

The NPA fundraising is used exclusively to finance enrichment programs and equipment for our school. Enrichment programming is an exceptional benefit to the overall quality of education our children receive at JRR. We work with the school staff and administration to identify and arrange enriching programs for all students, and to purchase technology and equipment. Together these programs and improvements help make JRR a very special place for our kids to learn and grow.

Some examples of events and initiatives held throughout the year include:

| | |
|----------------------|-----------------------------|
| Fun Fair | Pizza Lunches |
| Welcome Back BBQ | Family Skate Party |
| Lip Sync | After 4 |
| New Parent Breakfast | Treat Days and Freezie Days |

Fundraising dollars raised from these events allow the NPA to fund extraordinary opportunities for our children such as:

- Scientists in the School
- STEM Workshops
- Dance or Drumming Sessions
- Theatrical performances by acting troupes
- Gym and Musical Equipment
- Print Making or Painting Workshops
- Piano accompaniment for concerts
- Computers, Projectors & iPads

H A N D B O O K

We also provide support to the school by overseeing the Class Parent program, editing and issuing the weekly school electronic newsletter, Parentalk, and hosting Staff Appreciation events.

Being involved in the many facets of school life is a great way for you to gain valuable information about how our school functions, become better acquainted with your child's principal and teachers, and meet the families of your child's schoolmates.

Lend a hand today and get involved. You can learn more about the NPA in this handbook, on the NPA website, through the Parentalk newsletter, and at our School Council Meetings held quarterly in the JRR staffroom. Also, do not forget to read sign up and read "Parentalk" weekly to stay on top of the latest news and notices. Looking forward to a fantastic 2019/20 school year!

Flora Berwick
NPA Chair
<https://www.jrr-npa.org>

III. History of John Ross Robertson Jr. Public School

Since first opening its doors in 1921, John Ross Robertson Public School has offered stimulating academic and enrichment programs for elementary students JK-grade 6. JRR is also a dual-track school with Mid-Immersion French starting at Grade 4.

The man behind the school:

John Ross Robertson (1841 -1918) was a Canadian newspaper publisher, politician, and philanthropist in Toronto.

His greatest achievement was the vision and funding for the world famous building on University Avenue, the Hospital for Sick Children. Mr. Robertson became the chairman of the hospital in 1891 and remained the chairman until his death in 1918. (*Source: JRR Anniversary book – 1996*).

He was also a firm advocate of amateur sports. He served as president of the Ontario Hockey Association. His battle to protect hockey from the influence of professionalism caused him to be called the "father of Amateur Hockey in Ontario." He worked especially hard to rid hockey of increasing violence both on and off the ice.

The championship trophy of the Ontario Hockey League, the J. Ross Robertson Cup, is still named in his honour. He was inducted into the Hockey Hall of Fame in 1945.

John Ross Robertson's motto is *"Learning Together"*. The word *Learning* reflects the school's focus on high academic standards and on helping students reach their full potential. The word *together* reflects the school's collaborative culture where students, teachers, parents and community members work as a team. The mission of the school is *"To build the best within ourselves and find the good within each other"*.

VI. John Ross Robertson School Plan

We offer instruction in a variety of areas of the curriculum such as Literacy, Numeracy, Visual Arts, Music, Science, Social Studies, Technology and Physical Education which contribute to a child's overall well-being and success in school. We have many different initiatives in place to support literacy and numeracy and they continue to be a focus of our School Improvement Planning process. The Principal works with the staff and parents to develop a School Improvement Plan that clearly identifies specific areas requiring improvement and the programs and resources required to improve student success. The plan aligns program initiatives, professional development opportunities for staff and budget allocations from the TDSB and the Ministry to improve outcomes for students.

1. Reading and Writing

EQAO results, received in September, capture the performance of students at one point in time each year and how well they have met the curriculum expectations to the end of grade 3 and grade 6. We use EQAO test results, along with other indicators, to help us identify where students need extra assistance in reading, writing and mathematics as well as what factors might have contributed to the areas of strength and areas of need (i.e. teaching strategies, content coverage, school focus, resources, student attendance, need for direct teaching, etc.)

While overall EQAO results for JRR are well above TDSB and Provincial standards, it is important to be aware of the pattern over time as well as contextual information when interpreting results. The school improvement plan focuses on developing critical thinking skills, increasing boys' interest and achievement in reading/writing and linking literacy and numeracy through effective instruction to improve student learning.

We continue to focus on areas of improvement that are reflected in our data from EQAO and various other sources. In reading and writing we continue to promote and support reading and writing through classroom Literature Circles, role models reading to students, reading materials that appeal to boys and a reading with parents' morning etc. Students' interest in reading and writing continue to be enhanced through participation in the *Red Maple*, *Blue Spruce* and *Silver Birch* book awards, a program of the Ontario Library Association. As well, "Battle of the Books" has been a huge success.

Our focus on student success means teachers tailor their programs to the needs of the individual students. We use diagnostic reading assessments for all students enabling common teacher language around skill development and appropriate

leveling. Diagnostic assessments, such as the Developmental Reading Assessment (DRA), and the Comprehension Attitude Strategies Interests (CASI), provide clear data that informs teachers re: planning next steps. It is not the same as evaluation of curriculum expectations (i.e. EQAO testing). The Principal works with the teachers in the fall to analyze the data we have for each student, determining next steps for classroom programming and identifying our struggling readers. We provide small group support in our resource room for our struggling readers and writers in grades 1, 2 and 3 who could benefit from more intensive instruction.

As a staff, we continue to work collaboratively to use data (EQAO, CASI, daily work, school writing forms) to focus and inform instruction and develop a consistent approach to teaching and assessment using writing samples, exemplars, and Writer's Workshop. Writing in various forms and for a real purpose are encouraged and celebrated in classroom writing programs and as school wide initiatives. Children who experience difficulty with handwriting can be referred for an occupational therapy assessment.

Within the school and the Family of Schools, professional development needs are identified and workshops are offered for staff to share and discuss "best practices" and engage in meaningful activities to enhance their repertoire of strategies to improve student achievement. Staff members meet regularly to share common practices, address common concerns and develop common understandings.

2. Mathematics

EQAO results in mathematics are consistently above TDSB and provincial levels. Focus areas in mathematics such as open ended and rich task activities that require reading and writing to 'formulate and justify a response' continue to be emphasized and practiced. Direct teaching of the language of mathematics, creating story problems that reflect real life mathematics and require the application of specific math skills to solve problems are teaching practices and strategies utilized and encouraged in the classroom. Girls' interest and performance in mathematics continues to be encouraged and promoted through specific resources purchased and strategies used in the classroom. Every year, JRR celebrates mathematics by hosting a Family Math night. All parents and children are invited!

VII. JRR School Council

All parents of current JRR students are Members of the JRR School Council. The Council is administered by an Executive Council elected at the Annual General Meeting each June, for a term of one year, for the upcoming year school year. The JRR School Council's chartered objectives are:

- to promote co-operation between families and staff;
- to contribute to the effectiveness of the educational program at JRR; and
- to participate in the decision-making process establishing school policy.

The link between parents and the school is a valuable one. Research shows the beneficial impact of parental involvement on student achievement. At JRR, we are involved in supporting the education of our children. The JRR School Council participates, along with school staff on various committees, including school review and planning, staffing model and safe & caring initiatives.

There are 4 scheduled evening school council meetings throughout the school year. The first meeting in September the group will hold the elections for the new school year. At each meeting, a representative from the Neighborhood Parent Association (NPA) will be in attendance to update the council on fundraising initiatives and budget.

We encourage any and all interested parents to attend.

VIII. How JRR Works

School Hours

| | <u>Grades 1 – 6</u> | <u>JK and SK</u> |
|------------------------|---------------------|--------------------|
| Scheduled Supervision | 8:45 | 8:45 – 9:15 a.m. |
| Bell Rings | 8:57 | |
| Morning Session | 9:00 – 11:45 a.m. | 9:15 – 11:45 a.m. |
| Morning Recess | 10:10 – 10:25 a.m. | |
| Lunch | 11:45 – 12:45 p.m. | 11:45 – 12:45 p.m. |
| Playground Supervision | 12:30 – 12:45 p.m. | 12:30 – 12:45 p.m. |
| Bell Rings | 12:45 | |
| Afternoon Session | 12:45 – 3:35 p.m. | 12:45 – 3:20 p.m. |
| Afternoon Recess | 2:10 – 2:25 p.m. | |
| Dismissal | 3:35 p.m. | 3:20 p.m. |

Office Hours

Office staff is in the office from 8:00 a.m. to 4:00 p.m. A telephone answering machine is on outside office hours or when the office Administrator and Principal are out of the office so that parents may leave messages at (416) 393 -9400. The Safe Arrivals telephone line is at: (416) 393- 393-9399.

IX. Health & Safety

1. Absence from School and Safe Arrival

If a child must leave school early for some reason (e.g. a doctor's appointment), a note must be sent to the school with the child requesting early dismissal and the child must be signed out in the office by a responsible adult when she leaves. If your child will be late or absent, inform the school. Leave a message with the child's name, room number and expected time of arrival on the **Safe Arrival answering machine at 416- 393-9399**. Please call each day of absence.

Attendance lists are compiled twice daily by each teacher and scanned by the automated safe arrival program. If you have not informed the office prior to 9:00 a.m. the morning of an absence, the call out system will be in effect. Please help your children arrive on time. If they are late, they must come to the office for an admission slip before going to class.

2. Bicycles, Scooters & Skateboards

Scooters, skateboards, longboards and bikes may be used to get to school, but are NOT to be used on school property. Students must walk their bikes onto school property and lock them up by the bike racks or on the fence. Also, scooters, skateboards and longboards must be left outside locked to fences and not used between the hours of 8:45am and 3:50pm. The school is not responsible for the safety/security of bicycles even when they are locked on the fence or bicycle rack.

3. Communicable Diseases

Diseases such as chicken pox, rubella (German measles), measles (rubella) and conjunctivitis (pink eye) require exclusion from school. Medical attention is advised. A doctor's written permission is required for the student to return to school. Letters will be sent home informing parents of communicable diseases in the school.

Under the Health Protection and Promotion Act, infestation by pediculosis (head lice) is not defined as a communicable disease. Pediculosis is a nuisance and a pest problem.

Please keep your child home from school if they have a fever. We continue to communicate to students the importance of hand washing and/or use of hand sanitizer as well as covering a cough or sneeze to help prevent the spread of flu and viruses. Please see the link below for Ontario's list of reportable Communicable Diseases. If a child has one of the diseases listed we are mandated to report it to Public Health.

<https://www.toronto.ca/wp-content/uploads/2018/04/9666-tpb-CDSU-Reportable-Disease-List-May-2018.pdf>

4. Concussions

The TDSB has a concussion policy to set out the process for preventing and minimizing the risk of sustaining concussion (and other brain injuries) in schools and at off-site events. To outline the protocol for initial concussion assessment strategies, steps to take following an initial assessment and safe removal of student from activity. To provide management procedures for students with a diagnosed concussion including the development of an individualized and gradual return to learning and/or return to physical activity plan. (see TDSB link)

<http://tdsbweb.tdsb.on.ca/webdocuments/schoolservices/health/docs/concussions%20procedurepr712.pdf>

5. Crossing Guard

The Crossing Guard is on duty at Glengrove Ave W and Rosewell Ave between 8:15 a.m. and 9:00 a.m., at lunch and from 3:30 to 3:50 p.m.

6. Dropping off items

If you are dropping off any items (ie. lunch, clothes etc.) during the school day, we ask that you please bring these items to the office and we will call down your child to pick them up at either recess/lunchtime, ***if they are not already aware***. We have set up a table outside of the main office door for this purpose. Please note that we ask that parents do not go into the classrooms during class time as this is a disruption to the learning.

7. Enrichment Activities

The school budget covers part of the cost of field trips admissions and transportation and the NPA generously funds many enrichment activities. However, from time to time there may be fees for some special events. If these present a problem for you, please speak to the principal confidentially. We will gladly cover costs to ensure that no child is excluded from any activity.

8. Evacuation

Students **will not** be asked to participate in an evacuation practice. Our northern evacuation site is Lawrence Park CI and our southern site is Allenby PS.

9. Fire Drills

Fire drills are conducted six times throughout the year. Three drills will take place in the fall/winter and three more in the spring. The signal is a repetitive, pulsing, loud signal. Each room contains a notice that indicates the nearest exit for that particular room. Students who pull a fire alarm without a proper reason will be reported to the police. There is a fine associated with this offence.

10. Food Safety

At JRR, we strive to be a nut-safe environment. This includes items made with peanut oil and other peanut products. Staff is informed about who the anaphylactic children are and what procedures should be followed. Information is updated each year as it is received from parents and copies are made for each teacher who teaches the child.

11. Health Services

A Public Health Nurse is available for consultation at (416)338-1615. The information about your child's immunization is now done on-line.

12. Illness that Develops at School

If a child becomes unwell during the school day, his teacher will send or take the child to the office and a member of the office staff will phone the parent indicated on the emergency card if the problem persists beyond 15 minutes. If no parent or designated alternate can be contacted, the child will remain in the office.

13. In-Class Celebrations

We have a school wide policy that birthday treats not be brought into the school. We give birthday pencils from the office and acknowledge all birthdays on the announcements every morning. We have many students with severe food allergies so we ask that treats are only to be brought into the school to celebrate at specific times throughout the year: Halloween (Sept/Oct birthdays), Winter Holiday (Nov/Dec birthdays), Valentines' Day (Jan/Feb birthdays) and end of year (rest of year birthdays).

http://tdsbweb/webdocuments/SchoolServices/Health/docs/PPM150_Resource_Guide_2010.pdf

14. Inclement Weather Entry and Dismissal

Inclement weather is defined as rain or extreme cold (*please see TDSB severe weather protocol*). On inclement weather days, the school bell will ring early at 8:45am to allow children to enter the school. The 2 teachers who are on scheduled supervision will be at the back door beginning at 8:45am directing students to their classrooms. These 2 supervising teachers will remain at the back door until the bell. All teachers have agreed to be at their classrooms on inclement weather days by 8:45am to accept students. If your child arrives after the morning school bell, please go to the front of the school and visit the office for a late slip.

For those students who go home/out for lunch, on inclement weather days, when they return, they should go through the front door of the school and go directly to the office to find out where their peers are. Sometimes, we divide up the students during lunch between room 213 and the gym. At 12:30pm, 3-4 teachers are on scheduled supervision duty and they go to either room 213 (with the grade

1-2) or the gym (grade 3-6) to support the lunchroom supervisors. At 12:40pm, we make an announcement for all teachers to pick up their students to go to their classrooms. Other than the main front door where we can see who is coming and going and use the buzzer, the remaining school doors are locked during the day for security and safety reasons.

15. Lost & Found

If you have lost an article, check the Lost and Found bins located in the main foyer, near the school office. Items not claimed throughout the year will be donated to a local charity. This will be done before the Winter holiday in December, March Break and end of June.

16. Lunch Program

Children are encouraged to go home for lunch whenever possible.

Supervision is provided for children who do not have a caregiver at home at lunch time or who are staying for a noon-hour activity and live too far away to get back on time (please note that we are allocated 3 lunchroom supervisor positions for approximately 430 students but do not always have these 3 positions filled). Children are sent outdoors at 12:05 after lunch for supervised play. Indoor supervision is provided during the entire lunch time when it is raining.

If you indicate on your “Lunchroom Application Form” that your child will be eating lunch at school and this will not be the case on a particular day, please give your child a note indicating this or call the school. Direct your child to take the note to the office at lunch dismissal time so that she can be signed out in the attendance book. Upon the child’s return to school, she should sign back in at the office.

Lunch attendance is taken for children whose lunch notice indicated that they will be eating lunch at school every day or on specified days throughout the year. We cannot take lunch attendance for occasional attendees.

JRR also offers a hot lunch program for students. Detailed information about the program and its costs will be announced at the beginning of each school year. This is an optional program.

17. Medications, Anaphylaxis, Asthma, Diabetes and or Epilepsy

Personal medications may be brought to school, but must be reported to the office. Under no circumstances may your child share medicine with others. This could have serious health consequences and legal consequences for your child or for the person with whom he/she shares. The same also applies to inhalers used by people with asthma. Office staff may not administer any medications without written permission from parents.

If your child requires an EpiPen as a precaution for an existing serious allergy, he/she must carry one on his/her own auto-injector at all times at school, and a second one must be left in the main office. These, of course, should be labelled with your child's name. Please be sure to fill out all urgent medical information at the beginning of the school year.

SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT MEDICAL CONDITIONS (ANAPHYLAXIS, ASTHMA, DIABETES, AND/OR EPILEPSY) IN SCHOOLS

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm161.pdf>

18. Parking, Drop Off, Pick Up

Since most of our students live in the immediate neighbourhood, we believe they should walk to and from JRR whenever possible. Car pooling reduces the number of cars congesting the area, as do “walking school buses”, in which parents along a given route share the responsibility of shepherding younger children to and from school. Students in grades 4 to 6 may roller blade, scooter or bicycle to school, but are not permitted to do so on school property. Students must wear a helmet and lock their bikes in the rack. If coming by car, drivers should not:

- park on the south side of Glengrove Ave W within 15 metres on either side of a crosswalk, which a) is against the law, b) obstructs the view of children preparing to cross, and c) risks accidents as cars reverse to leave a parking spot;
- stop for more than a few seconds to drop off or pick up children in the designated zone on the NORTH side of Glengrove Ave W, which has room for only three cars;
- during yard supervision drop off on Rosewell.

To ensure a safe flow of traffic, drivers should pull up to the front of the zone before letting children out or in and should not park or wait, but keep moving so that the next car can use the area. If the child is not ready, drivers should circle the block and try again.

The parking lot off of Glengrove Ave is for the use of authorized vehicles only, and no other access to the school is permitted through this entrance. The doors are kept locked to prevent intruders.

19. Pediculosis

Each year, we organize whole-school pediculosis checks through the lice squad. The cost is \$10.00 per student for all 3 school checks. Although pediculosis is not a disease and is not harmful, TDSB policy since 2001 requires that children with the condition be kept at home until treatment is completed. JRR currently has THREE whole school lice checks scheduled per school year (Fall, Winter and Spring).

20. Prohibited Items

Dogs and smoking or matches are not allowed on school property, including outdoors, at any time. Please do not leave your dog tied to the outside of the fence when you are not right there. Weapons and toys that replicate them are also not allowed, even on Halloween. There are mandatory province-wide penalties for bringing replicas to school and we would not want to put any child in this situation.

21. Regular Day Entry

Students may not enter the building until the entry bell rings at 8:57 a.m., unless he/she has an appointment/team event scheduled with a teacher. Supervision of all students begins at 8:45AM. There are 2 teachers on duty outside in the back of the school from 8:45AM to 9:00AM., when the bell rings. Prior to 8:45AM, there are no teachers on supervision duty. **Students should only enter through the front entrance on Glengrove Avenue if they arrive at school after 8:57 a.m.** Otherwise, students should always join their class in line, in the playground, and enter with the class.

Throughout the day all visitors and parents must enter and exit the school via the front entrance which is closely monitored by the office staff. Visitors and parents (not requiring an accessible entrance) are not permitted to enter the school via the side or back doors, or to use the drive-way or staff parking lot between 7:30 a.m. and 4 p.m.

22. Regular Day Dismissal

The school day ends at 3:35 p.m., unless remedial help is required, or if your child has a detention. Please do not commit to an activity after school, as your child may be asked to stay until 3:50 p.m. If at all possible, medical and tutorial appointments should be made for evening hours, or after school hours. In case of conflict, the school's requirements come first, unless prior approval for early dismissal has been arranged by parents, with the school.

23. Restricted Items

You must not bring matches, lighters, lighter fuel, shaving cream, knives, firecrackers, replica weapons, chains, laser pointers, or other offensive or potentially dangerous items onto school property. You are not allowed to have any tobacco or cannabis product in your possession. Bringing illegal or restricted substances to school leads directly to suspension, in accordance with the policies of the Toronto District School Board.

<http://tdsbweb.tdsb.on.ca/webdocuments/schoolservices/health/docs/fact%20sheet%20-%20educators.pdf>

24. School Events

Special events (field trips, walking excursions, etc.) are planned throughout the year and students are expected to participate. All school information and upcoming events will be listed in the weekly **Parentalk**.

25. Supervision Before and After School

Teachers are on duty outside from 8:45 to 9:00 a.m. and from 3:35 to 3:50 p.m. Before and after these times, there is NO supervision. Children should not come to school before 8:45 unless they are coming for a supervised activity. Similarly, if for some reason they are not picked up by 3:35, and do not have an after-school activity, they should go to the office.

26. Telephone Use

There is a phone in the office on the counter should students need to call home for an urgent matter.

** This phone is not to be used for arranging play dates and/or lunch dates.*

27. Threats to School Safety (LOCKDOWN)

Students will practice two “threats to school safety” drills each year in order to establish a procedure for emergency situations. Procedures will be reviewed with students prior to practices. We will conduct a lockdown practice where the threat presumed to be INSIDE the building. A parent letter outlining process, date and time will be sent home at the beginning of the school year.

28. Weather Policy Conditions and Severe Weather Guidelines

When weather conditions necessitate the closing of schools, announcements will be broadcast on local radio stations and posted on the TDSB website between 6:00 a.m. and 8:00 a.m.

Conditions warranting indoor recesses

(a) Rain, thunderstorms, lightning, hail, extreme winds and extreme cold.

(b) Cold weather: When temperature and/or windchill factor indicates -28C or lower children will remain indoors due to risk of frostnip and frostbite.

When an extreme cold weather alert is issued or when temperatures and/or windchill factor indicates -20 to -28C, recesses may be shortened to 10 minutes and lunch recess be 20 minutes depending on local conditions.

(c) Humidity, Heat and Smog Alerts: The City of Toronto issues heat alerts and heat emergencies based on the daily forecast from May to September. Alerts are posted on the Web site www.toronto.ca/health or available by calling (416) 338-7600.

X. Positive School Climate

FOR OUR SAFETY

Anyone entering John Ross Robertson, who is neither a staff member nor a student, **MUST** report to the office where they will sign the visitor's log and obtain a visitor's badge before proceeding anywhere else in the building.

JRR CODE OF CONDUCT

Physical, verbal (oral or written), sexual, or psychological abuse, bullying or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable at school and on any on-line communication. At John Ross Robertson, every student has a right to an education. To ensure that right, and to promote a positive learning environment, the school has the following Code of Conduct:

AT JRR WE SHOW

ATTENTIVE LISTENING

MUTUAL RESPECT

APPRECIATION

1. Bullying

Bullying refers to an aggressive and typically repeated behaviour (physical, social, verbal, electronic, written or other means) intended to cause harm (e.g., physical, psychological, social, academic), fear or distress to another individual or to the individual's reputation or property. It could also include creating a negative environment for another individual where there is a real or perceived power imbalance between the parties, based on one's size, age, strength, intelligence, group affiliation, economic or social status, race, colour, ancestry, religion, citizenship, marital status ethnic origin, place of origin, family circumstance, sexual orientation, gender, gender identity, gender expression, disability or receipt of special education.

Every student has the right to be respected as an individual within John Ross Robertson; every student has the right to enjoy school life and to feel safe and comfortable at John Ross Robertson. **Every student has the right to report bullying without fear and in confidence.** Students therefore must know that there will be no tolerance for bullying, and that they should approach their

parents, teachers, Vice-Principal or Principal, in order to report any such incidents. Adults at John Ross Robertson care and deal with such episodes in private and effective ways. **YOUR SILENCE IS A BULLY'S MOST POWERFUL WEAPON.**

TDSB Policy P.065 – Bullying Prevention and Intervention

<http://tdsbweb/webdocuments/SchoolServices/SchoolToFutures/docs/BullyingPreventionIntervention2008.pdf>

2. Cyber-bullying

Cyber-bullying is a worrisome issue to our community. Using instant messaging, cell phones, text, and the negative use of social media websites, such as Facebook and Instagram, in a threatening manner can be stressful and seriously impact learning at school. Parents are reminded to use their authority to supervise and audit their children's use of technology

3. Dress Code

There is no particular formal dress code required at JRR but there are a few simple rules to ensure a safe, inclusive and respectful atmosphere. Students should dress appropriately for the weather, including hats, mitts and boots in the winter. Running shoes and comfortable sweat pants or shorts are required for gym class. Footwear must be worn indoors, and in inclement weather students must have a change of footwear from their outdoor shoes or boots. Hats may not be worn indoors except for religious or cultural headwear. Messages and images on t-shirts, for example, must be appropriate for school.

4. Equity

Equity refers to the equality of opportunities and outcomes for all by responding fairly and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural power Imbalance that unfairly privilege some while oppressing others and therefore focuses on redressing disparity - meeting individual needs to ensure fair access, outcomes and participation that results in equality, acknowledging historical and present Systemic Discrimination against identified groups and removing barriers, eliminating Discrimination and remedying the impact of past discrimination and current oppression. Equity practices ensure fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities and Intersectionality of multiple social identities, access to privileges and impacts of oppression. Equity honours and accommodates the specific needs of individuals/ groups. Please find the TDSB link to PO37.

<http://zwebppfprd.tdsb.on.ca/uploads/files/live/100%5C200.pdf>

5. Inclusion

Inclusion refers to a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes equitable opportunities for all learners.

6. Inclusive Education

Inclusive education refers to education that is rooted in Anti-Oppressive Practice ensuring equity in content, pedagogy, access and climate based on the principles of acceptance, inclusion and learning designed to meet the individual needs of all learners to achieve fair and successful outcomes. Students see themselves reflected in their curriculum, school staff teams, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

7. Progressive Discipline

Progressive Discipline refers to a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

8. Social Media

Cell phones and PEDs must be turned off upon entry to the school and put away in a safe place. They may be retrieved at 3:35 p.m. Parents – You are able to reach your child for any emergencies through the office (416-393-9400). Please do not text or call your child on his/her cell phone during the day.

XI. School Programs/Policies

1. After Four Programs

Many After Four programs are offered at John Ross Robertson beginning at 3:45PM. Programs offered at lunch and after school are fee based. Generally courses are provided during the fall and winter and spring running both during lunch time and after school. Programs at lunch time (12:05-12:45) and after school are organized by parent volunteers from the NPA, independent of the TDSB.

2. Agendas

A School Planner program was established in 1998 for Grades 3 to 6, and proved very helpful to students in learning to organize their time, and improve their work habits and study skills. It also provides a communication tool between parents and teachers. It contains information about school dates, and Board policies and protocols regarding homework, student's behaviour and responsibilities re: Excursions, Safe Schools Act, use of technology, etc. Not all teachers will use an agenda as they may use other on-line programs to help organize students such as the google classroom.

3. Assessment and Evaluation

A variety of assessment practices are employed, including teacher observation, assessment of daily work, student-teacher conferences, rubrics (descriptions of work at various levels of achievement), exemplars (samples of student work at various levels), culminating tasks (activities at the end of a unit of study where a student has an opportunity to show his understanding of the concepts that have been taught), self and peer-evaluation, commercial and teacher-made tests, DRA- Developmental Reading Assessment, CASI Junior Reading Assessment, projects and presentations. Parent-teacher conferences are scheduled once, and in some cases twice, a year. Report cards go home three times a year. Of course you can make an appointment with a teacher at any time if there is anything you would like to discuss about the program or your child's progress.

4. Computer Lab & Wireless access

Each classroom is equipped with two to three up-to-date computers and printers. In addition, small groups and classes can be scheduled in the computer lab, located in the library, where students work on activities integrated with their curriculum. The lab contains 27 up-to-date computers. Each computer gives students access to the internet and many programs. JRR adheres to the TDSB policy for safe and responsible use of the internet and we expect all students to adhere to this policy. We have 2 computer carts with 30 chromebooks on each cart for Junior student usage. We have wireless hubs throughout in the entire school, making JRR completely wireless.

5. Curriculum

The curriculum for all subjects is determined by the Ontario Ministry of Education and Training. Documents for each subject and grade level are on the web at www.edu.gov.on.ca. Teachers provide information to parents about how they organize the delivery of The Ontario Curriculum as well as how they assess and evaluate. Some methods of communication are newsletters, parent-teacher conferences, web pages, e-mail and a Curriculum Night held early in the year. Report cards are sent home three times a year. Apart from the regular curriculum, JRR provides various other forms of enrichment in the classroom and for the school as a whole. These are described in the following section.

6. French/French Immersion

JRR offers a Core French program to all grade 4, 5 and 6 students which consist of 200 minutes per week taught by a specialist. As well, JRR offers a mid-french immersion program beginning in grade 4. There is one class at each grade level, 4-6. This program is offered to 17 schools within the TDSB and all students are selected into the program on a lottery system.

7. Home School Program (HSP)

The home school program is a special education program for students who require small group support in reading, writing and/or mathematics than what has already been described. The home school program teacher works with students in Grades 5 and 6, some of whom have had a psycho-educational assessment and have been identified with exceptionality (ie. learning disability, mild intellectual disability, etc) through an Identification Placement and Review Committee (IPRC).

8. Homework Policy

Homework gives each student the opportunity to further develop important skills, knowledge, attitudes, and values.

The aim is to support your growth and development. It is necessary to acknowledge individual differences in students, and teachers should be prepared to have a reasonable flexibility in their programs including homework which will address these differences. For further clarification, please see the TDSB Homework Policy page.

<http://tdsbweb.tdsb.on.ca/webdocuments/schoolservices/experiential/docs/homeworkpolicy.pdf>

Students who are absent, are responsible for homework that has been assigned. Homework is assessed as part of Learning Skills for the Report Card. No homework (projects, tests, etc.) will be assigned during holidays or long weekend.

9. Library

There is a half-time teacher librarian in the school, and some parent volunteers dedicate their time to keeping the library open and operating efficiently. All students and parents are welcomed in the library, and encouraged to use it extensively. The library is open after school every day for any students who wish to read and work on their homework.

The aims of the library include developing programs to be delivered cooperatively by teachers and the librarian, and providing a good collection of books and information materials for recreation and research. The teacher librarian plans Book Fairs, reviewing books up for awards and book award ceremonies in order to encourage a love of reading. The library has thousands of books, as well as

close to 30 computers equipped with student-friendly software and internet access in the adjacent computer lab.

10. Methods and Resource Teacher (MART)

The Methods and Resource teacher receives training in Board special education policies and procedures and in meeting the needs of students. This teacher works with the principal, classroom teachers and other special education teachers in the school to plan and schedule programs to meet student's needs. In this role, she also attends all meetings of the School Support Team. As well, this teacher works primarily with students in Grades 1 to 3 (and occasionally SK) students for short periods several times a week, mainly to provide support in reading and writing.

11. Music

Music is taught by specialist teachers JK to 6. An itinerant music program augments that delivered by our music teachers. Thirty minute strings and band lessons are available to interested students in Grades 5 and 6, and are delivered by teachers who each visit the school twice a week, scheduled during the school day. Instruments are provided however some students may rent them. Interested students in Grade 4-6 are invited to join the Junior Choir. The choir performs at the school in December and May and possibly at other public venues. All students in Grade 3 participate in the Grade 3 choir. This group also performs in December and May. In May, we host a concert which will include all students in Grade 1, and 2. There is also a kindergarten performance in mid-June.

12. Parent Concern Policy (TDSB)

A parent who has a concern about a child's education should request a meeting with the child's teacher. If the parent's concerns are not resolved after such a discussion and any follow-up actions that come out of the meeting, the parent should request a meeting with the principal. If the issue is still not resolved, the parent may request a meeting with the school superintendent. This course of action has always been employed at JRR and is the TDSB policy.

13. Personal Communication Devices

All personal communication devices (cell phones, smart phones, etc.) must be powered off and stored during an instructional class and other areas in the school, unless otherwise authorized by the teacher and or principal.

Students should not be calling home or using their cell phones during the school day. If a student needs to call home they should do so, with staff permission, from the office.

14. Physical Education

Physical education classes for JK to Grade 6 are taught by either a specialist gym teacher or the classroom teacher. JRR also offers school teams for Grade 4 to 6 students, and provides a number of house leagues throughout the year for Grades

1 to 6. Teachers volunteer their time to coach teams. Parental assistance in driving students to various sporting events is greatly appreciated.

15. Plagerism

Plagiarism is copying another person's work or copying a printed or electronic source without providing documentation. Recycling your own work may also be considered plagiarism. Students who plagiarize on a test or an assignment can expect consequences for their evaluation and an ethics discussion. **This includes direct copying from any source on the Internet.**

16. Private School Admissions

At your request we will send a copy of the student's most recent report card, the Grade 3 EQAO results if they are available, and a covering letter from the Principal to explain our policy. We will also include any forms from the school that you are applying to that you submit to us **as long as they are in checklist form.** Due to the number of students who apply to private schools each year, we cannot write personal letters of recommendation or comment on a student's suitability for a particular school. We make an exception regarding recommendations in the case of specialized schools for the arts, schools for gifted students and schools for students with special needs, since these schools are clear about what their criteria for admission are.

The Ontario Report card is our Ministry of Education approved format for communicating a student's achievement. It would be unfair to the student for us to use a format that has not been approved by the Ministry and whose standards for grading are unknown to us.

Please feel reassured that this system has worked successfully for many years. Requests, documents or forms that you would like us to process for your application(s) should be submitted to the Principal at the school office, **not** to your child's teacher. Please make sure you include your child's name. If you include a stamped envelope addressed to the receiving school, it would be appreciated.

17. Provincial Testing EQAO

The Education Quality and Accountability Office has instituted standardized testing of Ontario's elementary students in Grades 3 and 6. The tests take place over a three day period during a designated two-week period in May/June. Results for each student are sent to the parents in the fall. Aggregate results for JRR are available on the website at www.eqao.com

18. School Clubs

Many school clubs have been offered at JRR over the years including the Leadership Team, Eco-Club, Playground Pals, Girl's Club and Homework Club. Students are asked to stay tuned for the club offerings every year as they vary.

19. School Organization and Placement

Each spring, two consultative committees are formed at the school level with regards to school organization. One committee is comprised of only staff – called the “school staffing committee”. The second committee is called the “school parent committee” which involves parent representatives and the principal. Both committees meet to plan the school's organization for the following year, based on the *projected* number of students, the staffing allocation and the needs of the students. The “staffing model” is then published in the Parentalk for parents' information. Invariably, the model includes some combined or multi-age classes and some “straight” grades.

After the teacher transfer and hiring process is completed in June, sending and receiving teachers meet to place the students of each grade into the next grade for September. Our goal is to create classes that are balanced in terms of boys and girls, academic needs and strengths and behavioural and social-emotional considerations. Our goal is also to encourage diversity. We do not try to match personalities of teachers and students, since this could potentially lead to all the students with the same needs being placed in the same class and this would not be in students' interests. We do try, when possible, to have each student go to the new class with at least one friend and to separate students whose working relationship may have been less positive.

The process for parental involvement:

- (a) If parents feel that there is something about their child's strengths and needs that we do not already know which we should consider during the placement process, **they should write an email to the Principal, by mid-May.**
- (b) **Requests for particular teachers or straight versus combined classes will not be accommodated.**
- (c) September placements and a list of teaching assignments are included with the report cards at the end of June.
- (d) Placement decisions are final, subject to September actual enrolment and possible school reorganization. The principal will not move students after final placements have been completed.

20. School Support Team

If teachers or parents feel that they require assistance with educational planning for a student, they may ask for a meeting of the School Support Team. The meeting is attended by parents, teachers, the principal and members of Student Services as they are available. Classroom and home strategies and accommodations are discussed, or if these have already been tried and further supports are required, resources outside the classroom may be recommended as well. School Support Team discussions are part of any process leading to support from a special education teacher or Special Education identification.

21. Student Services

There is itinerant support staff consisting of a psycho-educational consultant, a social worker, a speech and language pathologist and an occupational therapist. They attend meetings of the School Support Team (SST) whenever they can and make suggestions to help ensure success for all students. They are available on a limited basis to undertake individual assessment at the request of the School Support Team for planning for educational needs, and for determining eligibility for special education support.

22. Tests and Assignments

Tests and major assignments demand some studying above and beyond the regular homework. Efforts are made to assist students to distribute their workloads; teachers are available for consultation and extra help; advance warning is always given for major tests and assignments.

Concerns about Marks on an Assignment or Test:

In order to ensure that students clearly understand test/assignment expectations, all students are encouraged to speak with their teachers before the due date. If there are concerns about assessments and/or evaluations after work is returned, the student is first to speak with his or her teacher directly, requesting help, information, correction or clarification.

23. Visual Art and Dance/Drama

In addition to the visual arts and dance/drama program in each class, there are enrichment programs such as Visiting Artists that are funded by the NPA. Several arts programs are included in the After Four program.

XII. Team Sports Philosophy

The goal of school sports at John Ross Robertson PS. is to foster the pursuit of good health, to build personal character and interpersonal relations, and to cultivate the enjoyment of active living through the excitement of competition.

Many students try out for teams but unfortunately not everyone can be successful. In selecting and fielding players, coaches consider previous opportunities and experiences the student has had, as well as the level of skill demonstrated by the student in that particular sport. While the role of coach is to encourage all students to find enjoyment in team sports, his or her purpose is to field a competitive team. The teacher coach makes the decision of how best to achieve these goals.

XIII. Parent Code of Conduct: Team Sports

To provide an atmosphere that is free from discrimination encourages self-development and growth while building on the foundations of being a good sport, fair play, and FUN!

Parent volunteers will:

- show respect to teachers, players, opponents and officials on and off the field/court
- provide an enthusiastic and positive approach to games and practices to ensure that they are generous with their praise when deserved
- provide a safe environment for the players at all times
- provide maintenance of high standards regarding their personal conduct and fair play
- provide encouragement to all players during the game regardless of the result of the game

XIV. Volunteers

1. Definition of “Volunteer”

A volunteer in the Toronto school system is defined as any member of the community who agrees to undertake, without remuneration, a designated activity or task which supports a school or system-wide program. Volunteers are not intended to replace existing staff, but rather to complement their duties and responsibilities.

Volunteers play an important role at JRR. This information outlines the expectations and guidelines for volunteers to follow to create a safe and successful experience for students and staff.

- Volunteers are expected to work with ALL students unless directed by the teacher
- Please turn off cell phones and refrain from making personal calls or texting. Please be *present* during your volunteer time.
- The use of school computers for personal use is not allowed.
- Volunteers are not allowed to share photographs taken during school events on social media.
- Volunteers are discouraged from excessive socializing with other volunteers.

2. School Volunteer Opportunities

There are many ways in which JRR school volunteers can be helpful in the classroom and on field trips. Here are some examples of volunteer activities:

- read with individual students or small groups
- help small groups of students with activities
- provide extra support for students who need help
- help with the setting up of materials
- be a guest presenter in an area of expertise
- assist during field trips
- support a teacher on a sports team
- drive school teams to and from games
- help with a club or interest group
- coordinate or assist in the After 4 program
- support the teacher librarian
- serve on committees of the NPA
- serve on school committees (e.g., staffing, safe school)
- be a class parent
- special events (ie. Terry Fox Run, Pizza Lunch, Fun Fair etc.)

3. Police Check

If you would like to volunteer in your child's classroom on a regular basis, you will be required to have a police check. Volunteers who help on only rare occasions such as one or two field trips a year are excluded from this requirement. Please visit the office to learn how to obtain a TDSB police check.

XV. Graduation

Grade 6 Graduation

Typically, the last Tuesday of the last week of school, we celebrate our grade 6 students by hosting a graduation ceremony and school dance. The ceremony takes place at 1:00PM on our lawn and is followed by a school dance in our gym.

Honour Roll

The John Ross Robertson staff wishes to acknowledge those students who have demonstrated outstanding academic achievement. Grade Six students who achieve A's in Language, Math and French will be recognized at the graduation ceremony in June. We are delighted to be able to acknowledge student success in this manner.

GRADUATION AWARDS

Below is a list of our annual graduation awards. Grade 6 teachers will meet to discuss the recipients of these awards and they will be presented at the graduation ceremony.

Valedictorian Award: Awarded to one student per class who exemplifies all character education qualities, who demonstrates leadership and is a role model for others. The Valedictorian will prepare a speech and present the speech at graduation on behalf of his or her class.

Honour Roll: Awarded to all students who have received all A's (A-, A, A+) in the following subjects: English, French and Math.

Martha Cullen Adams Award: Awarded to the student with the highest achievement in academics.

Langford Music Award: Awarded to a student who has excelled in the area of music; demonstrating both skill and passion, and participating in music-based co-curricular programs.

Mary Saunders Award: Awarded to a student who has excelled in the arts, and is proficient in academics.

George K. Rogers Award: Awarded to a student who consistently demonstrates leadership qualities in athletics.

French Award: Awarded to an 'English-track' student who has excelled in the acquisition of the French language.

French Proficiency in French Immersion Award: Award to French Immersion students who have received all A's (A-, A, A+) in the following subjects: English, French and Math.

Ontario Principal's Award: Awarded to students who have consistently demonstrated leadership to make our school and community a better place.

Physical Education Award: Awarded to a student who has excelled in skills and abilities in the physical education programs.

The Spirit Award: Awarded to a student who demonstrates the 'spirit' of John Ross Robertson at their school and in their everyday lives. Donated by the Braganolo Family.

Joie De Vive Award: Awarded to the one or two students who demonstrate a zest for life! Donated by the Malcolm Family. .

Character Education Award: Awarded to a student who has consistently demonstrated TDSB's Character Education qualities and used these qualities to benefit others and/or our community.

Culture of Kindness Award: Awarded to a boy and girl who have demonstrated Kindness, caring and respect to their teachers and fellow classmates.

XVI. JRR Child Centre

JRR Child Centre operates on the first floor of John Ross Robertson Public School. The Centre provides programs for toddler, pre-school and school age children from 18 months to 12 years. It is a not for profit corporation which is run by a Board of Directors composed of the Centre's parents and the Centre's Supervisor.

The JRR Public School Principal and teacher representatives from JRR's kindergarten staff work with the Centre's staff on an ongoing basis to coordinate space, programs and share information as needed.

Full-time and part-time programs are offered.

Brochures and application forms are available; parents are invited to visit at any time.

For further details, please call the Centre at or visit the website at

JRR Public School Glossary

The following glossary, while not exhaustive, provides a brief description for a number of the programs and events that offer real value to the JRR community. The NPA, through the generous support of JRR families, funds many of the enhancements /extensions to classroom programs and events.

Anaphylaxis

Anaphylaxis is the reaction that results from life-threatening allergy. It is common, affecting 2-4% of North American children and 1-2% of adults. It is on the rise and can develop at any age. Potential triggers include food (peanut, nut, fish, egg and milk), insect sting, latex, medication and exercise. Peanut products are the most common trigger for fatal reactions.

The question of banning anything in schools is controversial. We also live in a world that is filled with potential allergens. While anaphylactic children must learn to avoid specific triggers, in the case of a young anaphylactic child the school community must also be aware.

At JRR, the significant allergens are peanut, tree nuts, insect sting and latex. We have appealed to the neighbourhood to keep peanut butter and other peanut/nut products out of the school. Additional care is taken in the classrooms of anaphylactic children. Parents must consult the teacher before supplying food or craft materials to these classrooms.

Parents of allergic children should know that JRR Public School developed an anaphylaxis school policy several years ago and that this policy was the basis for the TDSB policy which took effect in 2001.

The policy addresses: the identification of children at risk, allergen awareness/avoidance, the availability and location of Epi-pens, treatment protocols and staff/student training. Background information on the development of this policy, references and copies are available at the school office.

Annual Give Campaign

The annual give campaign is a voluntary annual contribution to the school that is administered by the NPA. The funds, along with other fundraising initiatives, go to enhance and support the students' educational experience at JRR.

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| After Four Programs | The After Four Programs are organized by JRR parent volunteers for both lunchtime and after school activities for a fee. They are offered to children in Grade 1 to 6. JRR students are offered the chance to sign up for classes such as yoga, sportball and magic as well the chance to be part of a musical. The program costs depend on the nature of the course being offered and are funded by the individuals taking the program. |
| Book Buddies | Children in the early grades are paired with older students and they get together once a week during class time to read. |
| Concerts/Events | Each year, students have an opportunity to showcase their musical and dramatic talents. Events in the past have included musical productions, choir performances and Lip Sync. Concerts usually take place in December and May. |
| Character Education (TDSB) | There are 10 monthly character traits recognized by the TDSB i.e. Respect, Responsibility, Empathy etc. Please see TDSB website for further details http://www.tdsb.on.ca/parents/character |
| Choir | Our music teacher organizes and trains the JRR Junior Choir, which sometimes performs in public venues once or twice a year and in our school concerts and assemblies. |
| Class Parent Rep | Each year, one (or two) of the parents from each class volunteers as a class parent and liaises between the parents and the class. Class parent responsibilities can vary but generally include putting together a class list with addresses and phone numbers, attending school council meetings, helping to co-ordinate class volunteers, organizing class treasures, gifts, teacher appreciation lunch etc. |
| Family Skate Day | Each year the NPA organizes a family skate day on the weekend for all JRR families. This event takes place at Otter Creek. |
| FDK (Full Day Kindergarten) | JRR offers a full day kindergarten program for all kindergarten students. The day begins at 9:15 and ends at 3:20. Please see schedule in parent handbook. |

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| Fun Fair | The Fun Fair is John Ross Robertson's annual fundraiser, which is a lot of fun and generates the majority of our NPA operating budget which covers program enhancements. This fundraiser usually takes place in May. |
| Halloween Parade | The JRR Halloween Parade takes place annually on the school day closest to Halloween. Students and staff wear their scariest best and parade for everybody to see. |
| House League Sports | Grade 1 to 6 students are eligible to participate in house league sports, which take place throughout the year. The games can occur before school and during lunch and are a great way for the kids to get involved in sports. House League is possible due to the support of the teachers and leadership students. |
| Itinerant Band & Strings | Strings and band lessons are available to interested students in Grades 5 and 6, and are delivered by teachers who visit the school twice a week for 30 minutes/session. Instruments are generally provided. The students usually will have the opportunity to perform at a winter SPA day and at our Spring event. |
| Individual Education Plan (IEP) | IEP as defined in the Individual Education Plans: Standards for Development, Program Planning, and Implementation, Ministry of Education, 2000, refers to a written plan describing the Special Education program and/or services required by a particular student. It identifies learning expectations that are modified from, or alternative to, the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and Special Education services needed to assist the student in achieving their learning expectations. |
| Kindergarten Celebrations | Each year the kindergarten classes celebrate the holiday season with either a concert for parents and family or a celebration in the classroom. |
| Neighborhood Parent Association (NPA) | The NPA is administered by an Executive elected for the upcoming year and has many committees relating to the various programs offered. The NPA's objectives are to promote co-operation between families and staff; contribute to the effectiveness and enrichment of the education program at JRR. |

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| Parentalk (weekly) | Parentalk is the NPA's newsletter sent to all parents who have requested it by submitting their email addresses to the editor to keep them informed on school activities and important dates. Parentalk is the BEST way for parents to know all the happenings around the school. All Parentalk editions are available on the JRR Website. The editor is a parent volunteer and with support is also responsible for sending the newsletter out each week. |
| Remembrance Day Assembly | JRR has a strong tradition of recognizing the importance of Remembrance Day. The whole school gathers for an assembly with each grade providing a tribute to Canada's veterans and the fight for peace. Parents are always welcome to attend this event. |
| Safe Arrival (Automated system) | This is a vital program that ensures the safe arrival of each and every one of our students in the morning and afternoon. Parents must call the Safe Arrival Number at the school or email the Office Administrator before 9:00 a.m. to report a child's absence from school. If you have not informed the office of your child's absence, an automated call out system will call your residence to confirm. As well, if your child is late to school, you will also receive a call to your residence in the evening of that late arrival. |
| School Teams | JRR fields school teams for Grade 4 to 6 students. Some of these teams include cross-country, basketball, volleyball, ice-hockey, soccer, slo-pitch and ultimate frisbee. Grades 1 to 6 can also participate in interschool cross-country meets. Parental support is much appreciated, as is driving the students to away games and meets. |
| SPADays | An acronym for Spirit, Pizza and Assembly! Once a month (where applicable), all students at JRR will participate in SPA days. On this day, we have a spirit type activity i.e. pyjama day etc., we eat pizza lunch in the gym and participate in an assembly. Themes of the assemblies are based on the TDSB Character Education traits and incorporate Equity and Well-Being. See Character Education. |
| Terry Fox Run | To mark Terry Fox's achievements, the students are encouraged to participate in a 2km run around the track and through the Chatsworth Ravine. In addition to guidance provided by the teachers there are parent volunteers at the various intersections to keep everybody safe. Kindergarten students walk/run around the track with their teacher and ECE. |

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| Visiting Artists and Scientists | The NPA funds enrichment programs such as Visiting Artists, Authors and Scientists. These programs are integrated into the curriculum and popular with teachers and students alike. |
| Volunteering | JRR has been fortunate to have a history of active parental participation and a high level of communication and co-operation between home and school. The ways of volunteering are too numerous to list here but range from helping in the library, the Fun Fair Committee, the yearbook, and in the classroom. Anybody interested in volunteering outside the classroom should contact the NPA Chair. |
| Welcome BBQ | This exciting event takes place in September for all JRR parents and children. The parent volunteers organize food, and fun for all to come and enjoy! |
| Gr. 6 Yearbook | JRR is lucky to have committed parent volunteers and students and staff interested in publishing a yearbook. Teachers, students and parents contribute pictures throughout the year and the yearbook is delivered in June. This yearbook is available for all grade 6 graduating students. |