

Kikino School Parent & Student Handbook

Community. Culture. Home.



2023-2024



Proud to be a part of Northern Lights Public Schools



HISTORY PAGE

The first school built in Kikino was in 1941. The school was built by members of the community using logs and spruce shingles. A wood burning heater was made from a 45 gallon oil drum by one of the settlers. Wood for the school was provided by the members.

The first school teacher was Winnie Huppie from Lac La Biche. The one room school had grades 1-7.

A second school was built in the late 40's and was used until portable classrooms were brought in a decade later.

Gairdner Hall served as a temporary highschool for Mae Thompson, Rosie Pruden, Raymond Boucher, Sandra Johnston, Heather Johnston, Norma Tremblay, Jemima Erasmus, Willie Pruden, Doreen Peterson, Wesley Cardinal, Jimmy Erasmus, Gordon Suvee, Alex Pruden, and Clifford Suvee.

When the first community hall was built in 1952 it was also used as a school for several years and served grades 4-9.

In the late fifties, Kikino fell under the government created Northland School Division. This changed in 1963 when Kikino fell under Lac La Biche School Division.

1967 Playschool started in Kikino.

Kikino School was built in 1987-1988.

The first year of operations was the 1988-1989 school year.

Journeys Learning Academy programming was implemented in...

About Our School

Welcome from the principal

Dear Families of Kikino School,

On behalf of the Northern Lights Public Schools team and our collective staff, it is my pleasure to welcome you to Kikino School. We are proud to share our school with you and are confident that your child(ren) will thrive in our learning community. This handbook has been created in order to share valuable information on a variety of topics. Whether you are new to Kikino School or a "veteran" family, please take a few moments to review the contents as some material may have been revised for the upcoming academic year.

Children help one another at Kikino School to make sure that our school is a safe, welcoming and belonging place for learning and growing. We look for ways to give back to the greater community through service projects and activities during the year, such as when our staff hosts annual Remembrance Day activities.

We value new ideas and appreciate you taking the time to learn about our school and our traditions. Please feel free to contact me personally if I may be of assistance in answering your questions.

Warm Regards,
Laurie L. Thompson, B.Ed, M.A.It.
Principal

Kikino School Staff

The staff at Kikino includes 7.0 classroom teachers, 1.0 principal, 1.0 administrative assistant, a school Counselor/Wellness Worker, and 1 cook.

All teaching staff have a Bachelor of Education Degree and the principal has a Master of Arts in Leadership and Training. All of our teachers collaborate in grade level teams to implement the Alberta Education curriculum.

Our curriculum is designed to enhance the total learning process, emphasizing basic skills, while recognizing and valuing individual needs and differences. Sharing the teaching and learning process with parents and our community is an important part of the dynamic process of educating our children at Kikino School.

Frequently Requested Information

Address:

Kikino School

General Delivery

Kikino, AB

T0A 2B0

780-623-3153

(Call this number before 9:20am when your child is absent)

780-404-6421

(this is the school cell number. You can also text this number before 9:20 when your child is absent)

NLPS Transportation Office (for busing complaints and celebrations)

1-877-826-6038

Inclement Weather: Is school in session? Are the buses running?

Call: 780-623-3153 or 780-623-3028

On the internet: www.nlpsab.ca/transportation/bus-status

iPhone, Android app: 'Bus Status 4' on the app store

Kikino School Facebook page

Fax Number: 780-623-2380

Website Address: <https://www.kikinoschool.ca/>

Laurie L. Thompson, Principal

laurie.thompson@nlsd.ab.ca

Office Hours: 8:00am to 3:30pm

School Day:

ECS-8 Monday to Friday 8:45am to 3:25pm

Bell Ring Times:

8:45 Morning announcements/classes begin

10:15 Recess begins

10:25 Recess ends

10:30 AM classes begin

12:00 Lunch and recess begins

12:45 PM classes begin

2:15 Recess begins

2:25 Recess ends

2:30 PM classes begin

3:25 Dismissal

Kikino School Core Purpose:

At Kikino School we prioritize all areas of literacy and numeracy development. Ensuring our students learn those skills in a respectful learning environment that is safe is a priority.

Core Values:

Communication that is data driven; multi-level, multi-purpose; is active and community driven.

Cooperation that involves building up the community together.

Teamwork that celebrates; focuses on growth and involves the community

Metis and First Nations culture that flows through community, children, and staff.

Responsibility that is clear and accountable and includes student, staff, family, and community.



The school colors are red, white, and blue. The school mascot is a fox.

School Code:

We take pride in teaching these skills to support a safe and caring learning environment.

I show self-control by using my hands, mouth and feet in a way that is right.

I show empathy by thinking of other people.

I show respect by treating myself and others with care.

I show conscience by doing what is right.

I show kindness by opening my heart and caring for others.

I show fairness by understanding the needs of others.

I show tolerance by willing to recognize and respect the beliefs and practices of others.



Curriculum

All curriculum covered is in accordance with Alberta Education grade level outcomes. This is the same curriculum that is covered in every elementary school in the province of Alberta.

Within this defined curriculum framework, we will adapt curriculum to specifically meet the needs of a child. Inclusive Education Services and Individual Program Plans are available to further modify curriculum to meet needs of individuals.

If you have any questions or concerns regarding your child's program at Kikino please arrange an appointment with the classroom teacher.

Language, Math, Science, Social

At the beginning of each school year, each classroom teacher will send home a copy of the expected outcomes from Alberta Education standards.

Art, Music and Physical Education

Alberta Education mandates daily Physical Education. Kikino School does not count recess minutes but schedules 30 minute classes every day for each grade.

Art and music are integrated across curriculum.

Metis Settlements languages, culture, and history

When possible we do offer fiddle instruction. Our students learn Metis jig and dances as well as learn to participate in cultural practices of hunting, gathering, and preparing in age appropriate manners. Our students learn about the history of the community in Metis Settlements of Alberta classes and this is offered from k-8. Our music program also offers guitar lessons. All resources are developed with Miss Thompson taking the lead and vetted through the Elder group participants. Teachers utilize these resources to enhance learning connections to our Alberta Education curriculum.

Cree choir is offered by Mrs Cardinal this year and she gives up an afternoon recess time three times per week at various times throughout the school year. Students sign up for this opportunity.

Metis Settlements history and culture classes are offered once/week to each class and this is overseen by Miss Thompson and interested educational assistants.

Metis dance is also offered and students learn as part of the physical education curriculum. We use youtube videos with instruction from Indigenous metis jiggers. When Miss Thompson is available she also does live classes. We also have educational assistants who are very good metis dancers and they work with Miss Thompson to increase access to dance opportunities throughout the school year.

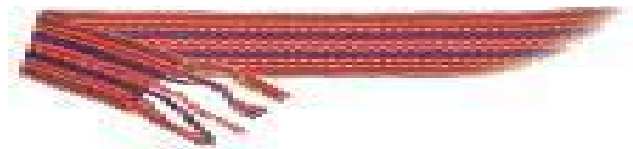
Cree language is integrated across all aspects of our school from Little Lights up. All staff are encouraged to take opportunities to learn cree language from various sources including community based and other opportunities brought to our attention through social media. Our morning announcements incorporate Cree starting with O'Canada in Cree, a cree morning song, cree words are used to share the date, the weather, what we are eating for the day and a cree word is shared daily. This year we are fortunate to have an educational assistant willing to work with Miss Thompson and students get a 30 minute cree class once a week. Miss Thompson uses the resources gained from taking the Portage College Cree 101 and 102 classes as well as using resources developed from local area cree speakers.

Alberta Education allocates 10% of total instructional time for First Nations, Metis, and Inuit language and culture programs. These programs are informal and take on a local context and are not graded on their own. What we do grade is our Alberta Education core curriculum and areas of focus that fall in line with cultural programs. [Core Curriculum](#) consists of Language Arts, Math, Social Studies, Mathematics, Health, and Physical Education as well as Fine Arts.

Instruction:

Our school team that supports student learning is made up of:

Classroom teacher
 Special Education Coordinator
 Student Advocacy Counselor (SAC)
 Principal
 Division personnel
 Student Support Team (SST)
 Technology Support



Community supports:

Kikino staff are prepared to facilitate this process through the Individual Program Plan, where applicable.

- i. Early Intervention Services
- ii. Parent Link Services/Community Services
- iii. Child and Family Services Authority
- iv. Lakeland FASD center
- v. Edmonton and area autism services
- vi. Edmonton and area services for the blind or deaf/hard of hearing.
- vii. Pediatrician referrals

Evaluation of Student Progress

Portfolios

Portfolios provide collections of student work to demonstrate effort, progress and achievement.

Types of Portfolios:

This school year you can expect to see Math Portfolios highlighting student achievement indicators.

Assessment of Student Progress

Assessment of student progress takes many forms:

- Daily performance observations
- Student writing and reading conferences

- Anecdotal notes and running records (documentation of oral reading) indicate what a student can do and what he/she needs to learn next ... skills, strategies, work habits and communication skills
- Daily observations of language mechanics usage
- Math quick assessments
- Daily papers, homework assignments, folder and assignment notebook comments
- Collaborative problem solving with teacher observation for content strengths and weaknesses
- Informal content area assessments; chapter reviews and tests
- Independent projects
- Formal assessment process through Student Support Team.

Report Card

The report card summarizes data each term (November, March and June), in combination with student work samples from the portfolio. Personal exchanges of information through conferences, notes and report cards specific to each grade level, give an overview of student progress. Each grade level strives to provide detailed feedback on what your child is able to do to meet expectations for that grade level. **2023-2024 Parent-Teacher Interview Dates are:**

November 21-22 and March 19-20 and run from 4-7 pm both nights.

Policies and Procedures

Registration

New and Returning Students: Families new to Kikino's attendance area are asked to register upon their arrival or via the NLPS website. Registration for each school year is updated in September and a reminder again in January. The student's current information print out is sent home along with a letter asking parents to update the letter with current information (phone numbers, employment, emergency contacts, copy of birth certificate). Families are asked to indicate known or potential moves out of the Kikino attendance area. The school office is open until the end of June and reopens the third week of August. It is an

absolute must that parents provide a birth certificate to the school as soon as possible. There may be a reduction of service which means your child may not be able to participate in extra events such as perfect attendance.

Kindergarten: Orientation and registration for kindergarten students is held in the spring. Children must be five years old on or before December 31st to attend kindergarten. The child's birth certificate needs to be brought to registration. A current eye and ear examination is recommended.

Attendance

Please refer to the detailed Attendance Policy listed under Administrative Procedures on the NLPS website

Regular attendance has a high priority at Kikino, and in Northern Lights Public Schools. Parents play a major role in developing a strong sense of the importance of regular school attendance. Parents are encouraged to plan vacations around regularly scheduled school vacation days. Classrooms provide ongoing, integrated and active learning environments for our children. It can be difficult to "make up" time and learning that is lost while your child is absent.

Administrative Procedure 330 requires that all Northern Lights Public Schools notify parents daily if their child is absent. This applies to any type of absence. The daily call out system cut off time is 9:20 and calls start at 9:30am. Getting to school on time is also highly valued. Tardiness can disrupt your child's understanding of the day's expectations as well as learning for his/her classmates.

If your child will be absent, or late, please call 780-623-3153 or text 780-404-6421 before 9:20 a.m.

Inclement Weather:

The decision to cancel buses during inclement weather is made early in the morning by District officials and bus contractors. However, the final decision for inclement weather attendance and safety rests with the parent. If the buses are canceled, the news will be relayed through several outlets and may include: the radio, the NLPS website, transportation website and/or Kikino School Facebook will post updates. There is now also a smart phone app for bus routes; it is called Bus Status and it will notify parents of bus cancellations. During inclement weather the school remains open, but bus related absences are marked as excused.

Bicycles:

Parent discretion is requested in making the decision to allow children to ride a bike to school during the spring/summer months. There are no bicycle locks at our school and it is the responsibility of the student to ensure their bike is locked and secure. Students should walk their bikes on the school sidewalk and grounds. Students will not be allowed to ride on their bicycle at recess.

Pets:

DO NOT BRING ANY PET TO SCHOOL. They may present a safety issue in the presence of many children.

Kikino School and Northern Lights Public Schools are not responsible for lost, stolen or damaged property.

Skateboards, Roller Blades and Roller Shoes:

Skateboards and rollerblades/shoes are not allowed at Kikino School. They present both safety and storage problems.

Cell phones and Technology

Cell phones are not allowed for use during school hours. If a student brings a cell phone to school it must remain in their backpack at all times. Please refer to Kikino School Administrative Procedure 390 for more information. Students are also not allowed to go on any social media (Twitter, Facebook, Snapchat, etc) during school time. Students are not allowed to take pictures in the gym, change rooms, or of students who clearly tell them "no pictures". Students are not allowed to call parents for pick ups. Those calls **MUST** go through the office.

Technology: Information and Communication technology is built right into the Alberta Program of studies and emphasizes technology as a way of doing things, the processes, tools, and techniques that alter human activity. As a curriculum it specifies what students from kindergarten to grade 12 are expected to know, be able to do, and be like with respect to technology.

Entering/Exiting the building:

All students must line up while entering and exiting the building to ensure that the boot rooms and entrances do not get too crowded. This includes before/after recess, and at the beginning/end of the day.

If you are bringing your child in after the school day is started please note that there is a door bell at the south main entrance that rings in the office to let us know someone is there.

Dress Code

- No hats are to be worn in school (unless the day as designated as "hat day")
- No students are to be wearing hoodies over their head in school
- Inside shoes must be worn indoors at all times
- No cleavage in the front, no cleavage in the back is the respect our bodies approach
- In hot weather, short length is to be respectful of age.

Winter Dress

- Proper winter wear must be worn during the winter months: winter boots, winter jacket, ski pants, mitts and toque. Students may also wear two pairs of pants.
- Students will not be allowed to ride on the bus during the winter without proper winter gear.
- Students who are dropped off and do not ride the bus must still be dressed properly as all students go outside for recess unless an all inside day is called. Students will be suspended from school and work will be provided at home until they are properly dressed for outdoors.

Assemblies

Assemblies are for the education and enjoyment of all.

Student Responsibilities:

- All students and staff must stand for the singing of O'Canada and the Courage to Stand bullying pledge.
- Enter and leave the gathering area quietly and respectfully.
- Sit in the area designated for your class.

- Remain seated and quiet until the program is over.
- Show appreciation by applauding (no whistling or booing).

Hallways

- *Student Responsibilities:*

- Walk quietly on the right side in hallways
- Respect all work/pictures displayed by not touching them

Washrooms

- *Student Responsibilities:*

- Use washrooms respectfully
- Keep our washrooms clean and report any concerns to the office
- Washrooms are limited to maximum 2 students at a time.

Playground

Keeping our playground safe is everyone's business. The playground is checked every day for anything unsafe.

The playground needs to be kept clean and we discourage people from bringing their pets to the playground.

Issues, Concerns, safety

Weapons

of any kind (real or toy) are not allowed on school property including the bus or on experiential learning trips. Having a weapon in school can be grounds for suspension. This includes bullets or pellets.

Toys should not be brought to school. Toys are difficult to monitor and sometimes get lost, stolen or broken. Kikino School cannot be held responsible for monitoring toys brought from home. Kikino School does make available toys for students to play with at recess time. Pokemon or trading cards are not allowed at school.

Academic Interventions/Behavior Intervention: Please refer to detailed policy
Academic Concerns:

May be initiated by:

1. student
2. parent
3. teacher
4. Student Advocacy Counsellor (SAC)
5. Student Support Team (SST) member
6. Educational Assistants



- ✓ Any academic concern will be brought back to the attention of the classroom teacher.
- ✓ Initial assessment and data collected will be maintained in a student portfolio which will contain, at minimum, a spelling assessment, a story writing sample, assorted core quizzes, unit final, reading comprehension assessment.
- ✓ Student Support Team discussion will take place.
- ✓ Teacher may be referred to another teacher for curriculum support materials.
- ✓ Internal assessment may be initiated (WIAT)
- ✓ Support may be requested from the Division office assessor.
- ✓ IPP developed and implemented whether or not formal assessment completed.
- ✓ Plan must include a communications component.

Behavior Concerns:

- ✓ Any behavior concern will be brought back to the attention of the classroom teacher.
- ✓ Review must include an academic process review.
- ✓ Submission forms for SST will be filled out and a meeting arranged within a week of receipt of forms.
- ✓ SST will review and assess what supports are required and available. Supports will include NLPS internal as well as community based service providers.
- ✓ Review of school based behavior intervention policy will be assessed against the individual student to determine if adjustments need to be made.

Guiding Questions:

1. Have we exhausted all classroom options?
2. Have we exhausted all school based options?
3. Have we exhausted all community based service options?
4. Have we exhausted all resource materials available?

Calendar

Please refer to the [NLPS calendar](#) that is sent home prior to the end of the first month of school. If you did not receive a calendar please call the school or send a note in your child's agenda.

A monthly school calendar will be inserted into the monthly school newsletter.

Parental Involvement

Please watch our school facebook page where we will post when we have a need for parent volunteers. We also post our school council meetings and they happen approximately every 3 months.

Student pick up-drop off and sign in booklet

Student safety is top priority at Kikino. In the morning and afternoon, our buses drop off on the south side of the building. To limit traffic, student pick up and drop off is done at the back entrance (north doors). When parents/guardians enter the school you must sign in at the front office. If you pick up your child before 3:25, our Administrative Assistant will call down to the classroom and a staff member will bring your child down to the front.

Parent vehicles cannot block buses/flow of traffic or interfere in any way with student safety during school hours. Parents can drop off students and we encourage parents to allow students to go into their classrooms on their own.

If your inclusive needs child is going to be coming to school late please call ahead so we can ensure staff is at the door to greet them and get them safely to their classroom.

Collaborative Decision Making

One of the primary ways to be involved is to participate in collaborative decisions which are shared among administration, staff, parents and students through the use of the following decision-making model. School Council and Principal/Teacher regularly participate in shared decisions.

The decision making process includes:

- Identify issues and gather information
- Generate multiple options
- Discuss and weigh pros and cons of issues and options
- Understand issues. Prioritize the desirability and feasibility of options
- Obtain feedback
- Evaluate and assess feedback
- Make decisions and modify them to include needs of participants
- Implement the change

Decisions are made within an environment that:

- Is invitational
- Encourages questioning
- Shows respect for others' opinions and viewpoints
- Expects responses to be listened to and thought about
- Expects open minds
- Is informal with a problem solving structure that is based on trust and professionalism
- Includes frequent written and oral communication
- Accepts responsibility for outcome and implementation

Educational decisions are made at both the school level and at the district level. To contribute to district decisions, each site participates in gathering information and making recommendations on important issues such as budget, implementation of curriculum, interviewing and making recommendations for hiring.

School Organizations

School Council

Kikino School has a School Council. Throughout the school year, the School Council plays an advisory role to the principal. Currently, School Council meetings are called four times per year. All Kikino School parents are welcome and encouraged to join. There are no membership dues nor do the school council members fundraise. School council meetings are posted on the school facebook page.

Elders Advisory Council

The Elders and Knowledge Keepers in Schools direction supports students, educators, and families to learn Metis Settlements of Alberta histories, cultures, traditional values, contemporary lifestyles and traditional knowledge systems across all learning environments through authentic engagement.

Professional Learning Communities

Staff study groups meet on an ongoing basis to gather information on a topic or to solve a problem for the school. This type of group requires a short or a long term commitment that lasts the duration of the research or until there is a recommendation for a solution. Participation in a study group requires a commitment to gather information and to consider information from many points of view. Frequently it requires an additional commitment to write up the group's findings, communicate those findings, and to follow through with the intended solution.

Communication

Class Newsletters

Classroom newsletters sent out on a monthly or bi-monthly basis. Teachers may also choose to create a private Facebook group with more frequent updates. This may be done in place of a physical newsletter. Please speak with your child's classroom teacher for further details.

Kikino School News

Our bi-monthly publication usually comes out in the first month. We inform parents of celebrations, important past and upcoming events, policies, updates, as well as statistics about our school.

Kikino School Online

Please check out our website through www.nlpsab.ca and click on the "schools" link or go directly to www.kikinoschool.ca. Any relevant news for Kikino School can also be found on Facebook at Kikino School.

Student Activities

The following are a list of activities that may happen at our school.

Welcome Back event
Halloween Parade
Remembrance Day
Christmas Concert
Hawaiian Day
Western Day
Easter Activities
Track and Field
Fiddle Fest
National Indigenous Peoples Day
Proclamation Day
Orange Shirt Day

If an event is a public event, it will be posted on our school social media and in the school during the time of the event.

Inclusive Education Program Support

Northern Lights Public Schools is committed to offering the best possible learning situations for all students, including those with diverse learning needs. The learning needs of students can vary tremendously from those who require basic care and life skills programming to those who excel in one or more areas of performance and require specialized enrichment to match their need for challenge and inspiration. No matter what the need, we will do everything within our capacity to make the learning situation a positive one.

Student Support Team/Coordinator

Every Northern Lights school is required to have a Student Support Team to coordinate and oversee the programming for students with special needs. Each team has a coordinator who is the "go to" individual in the school in the area of special needs.

For Kikino School our SST coordinator is Dayna Thompson. As of 2023-2024 Dayna has eight years of early childhood education and is currently completing the final course in a post-bachelorette in Inclusive Education.

If you know that your child has special learning needs or suspect that your child may need some extra support, please make sure that you discuss these with your child's teacher, or with the SST Coordinator for your school.

The concern will be addressed through a procedure of screening and assessment to accurately identify the need and the best programming and instructional methods to meet the need. When it is determined that a learning need is present and that a modification in curriculum, strategies, or materials is needed, an Individualized Program Plan (IPP) Individual Support Plan (ISP) is developed involving the child's teacher, parents, and where appropriate, the student as well. The IPP or ISP are crucial in identifying goals and strategies and in measuring the success achieved. The IPP is reviewed during the year to provide for adjustments or additional modifications.

Our Little Lights program is for children who are identified as having developmental delays in areas such as speech and language, motor skills and self-care, social/emotional, and/or children with a medical diagnosis such as Autism Spectrum Disorder, Down's Syndrome, or Cerebral Palsy.

Conversations, questionnaires, and assessments can help determine what services children may need and help families access those services. These services can include speech-language pathology, occupational therapy, physical therapy, and psychological services and assessments, in addition to our robust early childhood programming.

Resources used to guide program planning:

[Essential Components of Educational Programming for Students With Autism Spectrum Disorders](#)

[Early Childhood Services](#)

School Indigenous Perspectives that guide programming for students with needs:

Everything we do is built on relationships with children. These relationships take time to develop as children are often learning new routines and consideration of emotional developmental needs takes priority over all else with the exception of safety.

Safety begins with safe and inclusive safety. These spaces address physical safety as well as inclusion safety for children.

All students with autism spectrum disorder have learning teams who work together to plan, implement, monitor, and evaluate programming and services. A certificated teacher must direct and lead the learning team in developing goals and objectives that are educationally relevant. At Kikino School this is done in our early learning teams which includes the K-3 teachers and the school principal.

At Kikino School we have over 25 years of team experience working with children with inclusive needs. Our training began with each of our degrees and over the years we have worked with Edmonton Autism Services, attended numerous conferences, and learn yearly in partnership with Speech-Language providers, Occupational Therapy providers, as well as Glenrose staff including the Pediatric Feeding and Swallowing Services as well as the School-Aged Neurodevelopmental Clinic at the Glenrose.

Each child is part of our school family and as such all staff are responsible for the safety of all of our students. As our children are inclusive within our learning spaces a team is assigned to each child where the resources exist.

Planning Ahead

Planning for [inclusive education](#) for children begins as soon as possible. Children as young as 2 years 8 months can begin accessing school-based supports where

identified needs exist. Alberta Education has a [Special Education Coding Criteria](#) document.

The earlier your relationship begins with school the better the transition and programming for your child.

Other information...

Nutrition Program

We have made some changes to our Nutrition Program. What has stayed the same is that we still offer a breakfast program and a hot lunch program. Last year we added a snack fridge.

This year we opened up the community eating space again at the request of the children. Lunch time for Grade 5-8 is from 12-12:20. During this time the k-4's are outside playing.

When the K-4's come in the grade 5-8's are going outside and the K-4's come down to eat.

Supporting children to have access to the nutrition requirements to learn is a shared responsibility with families. With that we do have a nutrition policy that highlights our goals. Priority focus is on water, and reducing high sugar empty calorie snacks. Children who require dietary supports will meet with the Student Support Team and plan supports for the child.

Learning Commons

We have two Learning Commons areas (these were formally known as library). Division Two is grade 5-8 and that is in the shared cafeteria space.

Division One Learning Commons will be in the hallway rug area that has been renovated for more useable space.

Safe School Access

We have put in place a safe school access practice. This means that entry to our school during the day requires all visitors to sign in and sign out. We would like to share some more information about why these protocols have been put in place and ask for your cooperation in ensuring they are followed.

The primary reason for having our doors locked during the day and not allowing unscheduled visitors unrestricted access to our schools is to ensure the safety of our students and staff, as well as the visitors themselves. We need to know who is in our building at all times and have a good idea of where they are within the school. In the event of an emergency, we need to account for the whereabouts of everyone who was in the school when the emergency occurred. That includes visitors, as well as our students and staff. This is why signing in and signing out is so important. In an emergency, we use those sign in sheets to ensure visitor safety in an evacuation situation or to assist emergency personnel in locating individuals inside the building.

I'm sure you can all think of worst case scenarios that could occur if we did not monitor who was coming in and out of our school throughout the day. The best way to prevent most of those situations from occurring is to ensure safe access to the school. This does not mean that parents and guardians are never allowed into the school. But it does mean that visitors should be there for a specific purpose such as a meeting that is arranged in advance or to volunteer for a specific activity. Things like delivering forgotten mittens or homework or snacks do not require unrestricted access to the school. Those items can be dropped off at the office and our staff will ensure your child receives them. Picking students up for appointments can be arranged with staff in advance so that your child is waiting for you when you arrive.

Another reason that we restrict access to the school during the day, is that having people wandering the halls or entering classrooms unexpectedly can be highly distracting for some of our students and disruptive to learning in our classrooms. One of our school goals is to create a safe and caring learning environment for all of our students. For many of our students this means quiet spaces, sticking to a schedule/routine, and minimizing interruptions and distractions. This can be challenging when people are walking and/or talking in the hallways, knocking on classroom doors or trying to catch the attention of students or staff.

There are numerous opportunities throughout the year when our school is open to the entire community to interact with staff and students such as open houses, parent-teacher sessions, some school events. In those cases, parents, staff and students are all notified in advance and everyone is welcome to attend. This gives families an opportunity to decide if they want to participate in an activity or not, depending on their own personal circumstances.

We appreciate the support that we receive from parents and understand your desire to be as involved as possible with your child's education. We want to maximize opportunities for you to be involved and make a positive contribution to our school culture, while also maintaining a safe and caring learning environment for our students. Your cooperation and support in helping us do this is greatly appreciated.

2023-2024 Staff

Laurie Thompson- Principal

Brad White- Administrative Assistant

Collette Lessmeister- Student Advocacy Counselor

Kelly Thompson- Cafeteria worker

Dayna Thompson- Kindergarten

Raylene Cardinal- Grade 1-2

Ruselyn Magtolis- Grade 2-3

Jillian Belanger- Grade 3-4

Ashley Ryl- Grade 5-6

Alex Ryl- Grade 8

Cristina Bruno- Educational Assistant

Chasity Desjarlais- Educational Assistant

Leona Sanderson- Educational Assistant

Sharis Cardinal- Educational Assistant

Karen Laviolette- Educational Assistant

Katherine Sanderson-MacDonald- Educational Assistant

Keesha White- Educational Assistant

Holly Quinn- Educational Assistant/Bus Driver

Denise White- Educational Assistant

Chaye-Lynn Calliou- Educational Assistant

Sheena White- Educational Assistant/Bus Driver

Chantel Malbeuf- Educational Assistant

Jamie McDonald- Educational Assistant

Brody Cey- Educational Assistant

Erica Vallee- Educational Assistant