

CURVE LAKE FIRST NATION SCHOOL

www.curvelakeschool.ca

65 Chemong St. South

Curve Lake First Nation, ON

K0L 1R0

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This agenda is prepared for distribution to students and parents of Curve Lake First Nation School. It provides an outline for parental questions/concerns that might arise during the time in which school programs are conducted. It ensures fair and equal treatment for all students. Contents will be reviewed annually.

The agenda is a tool that will foster valuable communication between parents and teachers. It is important to check and initial the agenda every day for notices from the school and/or classroom teacher.

Revised July 2017

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Curve Lake First Nation School

2018-2019 School Year Calendar



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September 18						
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June 19						
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30						

-  Holiday - School Closed
-  First Day of Class
-  Last Day of Class
-  Progress Reports
-  Report Cards Issued
-  PA day

 Save the date!

- September 11 - Open House
- October 23 - Literacy Night
- February 26 - Numeracy Night
- June 26 - Graduation

Curve Lake First Nation School Mission Statement

To provide the children of our community with a safe and nurturing learning environment; where best practices are infused with Anishnaabe cultural teachings and language, enabling all students to walk in both worlds with confidence and pride.

This calendar allows for 188 instructional days in compliance with Ontario Regulation 298 of the Education Act

Curve Lake First Nation Education Department
Vision & Mission

Healing our past, uniting our present and discovering our future.

Providing Curve Lake First Nation with a caring, committed and confident team who support the education of our children in partnership with our valued and engaged community members.

Curve Lake First Nation School
Mission Statement

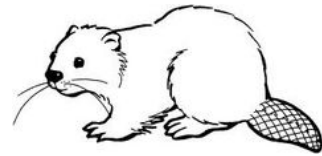
To provide the children of our community with a safe and nurturing learning environment; where best practices are infused with Anishnaabe cultural teachings and language, enabling all students to walk in both worlds with confidence and pride.

Goal for Student Success

Students will meet and exceed provincial standards in literacy and numeracy while participating fully and enthusiastically in their learning.

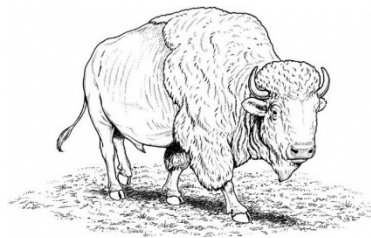
Grandfather Teachings

NBWAAKAWIN To cherish knowledge is to know **WISDOM**.



ZAAGIDWIN To know **LOVE** is to know peace. You must love yourself in order to love another.

MNAADENDIWIN To value considerate of others is to have **RESPECT**.



and be



AAKDEHEWIN To do the right thing, even if it is difficult is to show **BRAVERY**.

GWEKWAADZIWIN To speak and way is live with **HONESTY**.

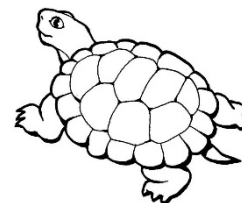


act in a truthful



DBAADENDZIWIN To know yourself as an important part of creation; you are equal to others but you are not better than others, is to know **HUMILITY**.

DEBWEWIN To understand, value and live by the Seven Grandfather teachings is to know **TRUTH**.



ADMISSIONS

Registration is open to Curve Lake First Nation Band Members. Non-members requests to attend can be directed to the Education Manager to begin a process for approval.

Students are welcomed into Kindergarten – Year 1 in the year of their fourth birthday.



Education staff will receive confirmation from the Membership Clerk for all Curve Lake First Nation children who will be four years old prior to December 31st of the upcoming academic year. Upon receipt of this information, the school Principal initiates contact with these families. Registration packages will be mailed. All forms must be returned to the school along with copies of your child's immunization record and Birth Certificate.

Once the package is returned to the school, an Ontario Student Record file is created at the school and the child is registered for the following school year. Their first day of school will be the Tuesday immediately following the Labour Day holiday in September.

Any requests for transfers to and from Curve Lake First Nation School need to be communicated to the Principal.

TRANSITION PROGRAMMING

The Curve Lake First Nation Education Department works with the O'shkiigmong Early Learning Centre and the Provincial school that will receive our graduating students to coordinate activities and visits. These events provide our students with the opportunity to get a feel for their environment in the fall.

BALANCED DAY SCHOOL SCHEDULE

School hours of operation are 8:30am to 4:00pm. Please note, staff supervision on the yard is not available until 8:40am. Should you arrive prior to this time, please remain with your child until a staff member is available.



8:40am	Student Arrival
8:55am – 10:40am	Instructional Block 1
10:40am – 11:20am	Recess & Nutrition Break
11:20am – 1:00pm	Instructional Block 2
1:00pm – 1:40pm	Recess & Nutrition Break
1:40pm – 3:20pm	Instructional Block 3
3:20pm	Student Dismissal

**Please note: The Kindergarten program schedule varies to allow opportunities for extended outdoor and exploration time.

SAFE ARRIVAL, ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality are important for students to do well in school. Students should attend school regularly. Sickness and traditional ventures are understandable reasons for missing school. Parents are to make every reasonable effort to ensure students arrive before the 8:55am start of the day.

Our school has a Safe Arrival/Departure program which monitors the attendance of every student at the start of the school day and at the start of the afternoon session. When a student will be absent or late, it is the responsibility of the parent/guardian to notify the school of the reason by calling the secretary at the school. If the absence is pre-planned, a note may be written in the student's agenda.

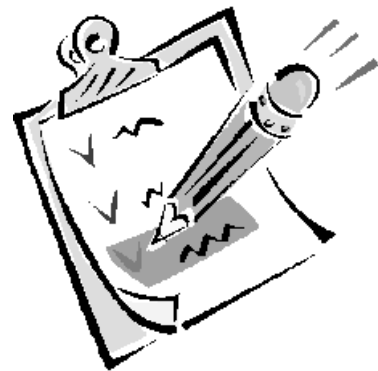
Where the school is not notified by the start of the morning or afternoon session, immediate steps will be taken by the secretary to determine the whereabouts of the student, including contacting the police if necessary.

Chronic Absenteeism: (draft procedures)

1. If a student is observed to be absent 5 or more days in one month without reasonable explanation, the Principal will be notified by the secretary or teacher.
2. Past attendance will be reviewed to determine if there is a pattern of consistency in absences. If it is noted that students are regularly absent on 5 or more days a month, a letter of concern will be sent home and copied to the Education Manager. A copy will also be placed in the student record. Attendance will continue to be monitored and CYW and/or school Social Worker may follow up with the family.
3. If there is no improvement in the attendance, parents will be required to attend a meeting with school staff to discuss possible solutions and provisions of support. Attendance will continue to be monitored.
4. If there continues to be no improvement in attendance, the Manager of Education will issue an additional letter of concern to the parents with a copy to the Curve Lake Child Protection Worker for investigation.

Students will be removed from the class register after fifteen (15) consecutive days of unaccounted absences. The parents will have to meet with the Principal before the student can be placed back on the class register.

Release permissions: Parent(s)/Guardian(s) are requested to familiarize themselves with the routines of the school with respect to drop-off and pick-up of students. Late arrivals and early pick up cause unnecessary disruptions in the classroom and chronic lateness can result in gaps in learning.



COMMUNITY INVOLVEMENT AND SPECIAL EVENTS

Parents/Guardians are welcome to come into the school and visit classes during school hours. Please provide the teacher advanced notice when possible. Various school events are scheduled throughout the school year such as Open House/BBQ, Literacy and Numeracy nights, Teas and Concerts. Parents, guardians, grandparents, and all other members of the community are invited and encouraged to attend.

We have family programs offered through the year such as ESSO family Math and PALS (Parents as Literacy Supporters). These programs are offered after school. Dinners are provided and parents/guardians have the opportunity to work together on different activities.

Please consider joining the Parent Circle. This group meets monthly to discuss and plan ways to contribute to the education of our children. Activities include fundraising, special event planning and opportunities for volunteering.

We welcome volunteer help, please refer to the Volunteer Policy for guidelines. Vulnerable Sector Criminal Reference Checks are required. Some areas where volunteers can be used are: Reading and Math Groups, Cultural days, Hot Lunch, Field Trips, Lunch Time Clubs such as sports, Fundraising and Tutoring. Please call the school if you or someone you know would like to volunteer.

Visitors to the Building: All visitors to the building must sign in and out with the secretary at the school office.

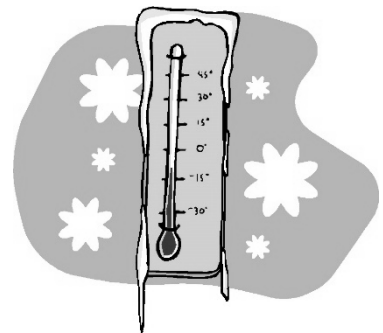
INCLEMENT WEATHER

The Curve Lake First Nation School will be open and ready to receive students on all instructional days regardless of weather conditions. Please ensure your child is dressed appropriately for the weather.

Only the General Manager or the Chief can close the school due to weather or unusual circumstances.

The Principal will be responsible for exercising good judgment with respect to the care of students and staff during periods of inclement and extreme weather conditions. This includes the decision for conducting an indoor recess.

In the event of unplanned school closures or bus cancellation, please check the Curve Lake First Nation Facebook page and/or listen to the following radio stations for announcements 99.7 Energy, Country 105.1 and The Wolf 101.5.



ACADEMIC REPORTING & STUDENT ASSESSMENT

Progress Reports & Interviews: The progress report card is designed to show the development of a student's learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations. It is imperative Parents attend the interviews to discuss student progression and next steps.

- Issued for students in grades 1 through 3:
 - At the end of first term (November)

Report Cards: The first provincial report card will reflect the student's achievement from September to February of the school year. The second provincial report card will reflect the student's achievement from February to June of the school year.

- Issued for all students
 - At the end of 2nd term (February) and at the end of 3rd term (June)

Kindergarten Reports: You will receive a "Communication of Learning" or report card three times during the school year. These will contain information of about your child's learning the areas of Key Learning, Growth in Learning and Next Steps in Learning.

Student assessments in literacy and numeracy are conducted with support from the Student Success Program. "Benchmark Assessments" which include PM Benchmark Reading Assessments, the PRIME Math Assessment (for numbers and operations) and the Ontario Writing Assessment results are recorded quarterly through the School year for each student. Our teachers review the results for each student and plan programming according to the needs of the students and class. Information gathered is also used to plan professional development for staff.

More information on these assessments can be found at:

<http://www.prime.nelson.com/teacher/index.html>

http://www.nelson.com/pmfamily/?_ga=1.9979317.1807360745.1430407762

<http://www.nelson.com/owa/>

Our students also participate in the following annual standardized assessments:

Education Quality and Accountability Office (EQAO) is the primary-division assessment which tests the reading, writing and mathematics skills students are expected to have learned by the end of Grade 3. This assessment occurs at the end of Grade 3 and is based on the Ontario Curriculum which is the curriculum used at Curve Lake First Nation School.

The Canadian Achievement Test 4 (CAT4) is a standardized assessment administered to every student from senior kindergarten through grade 2. The CAT4 is a testing system that assesses the essential learning outcomes of the following basic skill areas: reading, language, spelling, and mathematics.

Reports from EQAO and CAT4 are mailed to the parent(s)/guardian(s) of each student and information about how to interpret the results are included.

More information on these assessments can be found at:

<http://www.eqao.com/Parents/parents.aspx?Lang=E>

www.canadiantestcentre.com/CAT4/CAT4-About.php

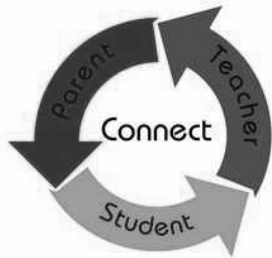
Additional informal/formal classroom assessments happen every day while teachers monitor student progress and grasp of concepts and skills as they are being taught and practiced.

STUDENT LED CONFERENCES & PARENT/TEACHER INTERVIEWS

As an alternative to the traditional parent teacher interview, our school implements student led conferences for grades one and beyond. This is an important opportunity for students to take the lead in sharing their progress with parents/guardians. Teachers facilitate this meeting and will discuss your students' academic progress as well. Parent/Teacher interviews for Kindergarten and the student led conferences (Grades 1 and up) are scheduled late in November. ****It is expected all parents attend.** Every effort will be made by the Teacher and Principal to ensure all schedules can be accommodated.

STUDENT SUPPORT & LINES OF COMMUNICATION

All information with regards to school events and programming can be found in this agenda, the week at a glance and the monthly school newsletters. There may be times through the year when you will need to meet with your child's teacher. If you have any concerns regarding your child's academic, social or emotional wellbeing, **please contact your child's teacher** as soon as possible to arrange a meeting outside of school hours. Depending on the topic or circumstances, the teacher may invite the school's Special Education Resource Teacher, Child and Youth Worker or Principal to the meeting in order to plan the most holistic support for your child.



1. If after meeting with the teacher the matter is not resolved, you may contact the Principal.
2. The Principal will work with you and appropriate staff to determine a course of action for a satisfactory resolution.
3. If the matter remains unresolved following these attempts, you may contact the Education Manager for further assistance and resolution.

CURRICULUM

Our school offers educational opportunities to fit each student's individual needs and abilities. All subjects are taught in accordance to the Ontario Ministry of Education Curriculum. Language and Culture are integrated in to classroom programming as much as possible.

The content of each subject is open to examination by the parent/guardian, and Education Committee. An appointment can be made with the teacher if there are any questions or suggestions for programming. For more details about the books and resources used at the school, please talk to your child's teacher. He or she will share and explain the materials in detail.

Please come and visit us at the school. In the front foyer you will find our interactive electronic display where you can explore all of the activities related to literacy and numeracy subject matter taught within each month through the year. Links to the curriculum can be found in this display as well.

ADDITIONAL ACADEMIC SUPPORT

Every school-aged child is entitled to education according to individual needs and abilities. Some students may require additional support in order to meet the learning requirements of some subjects. Teachers will anticipate learning variations and will address individual student needs by providing an appropriate program.



Curve Lake First Nation Education staff work together to monitor the progress of all students. This includes the O'shkiigmong Early Learning Centre as early identification may serve to:

- establish a clear understanding of any visual, hearing, or other medical conditions that may affect learning;
- identify students who may have academic, cognitive, motor, or social challenges, so that interventions or more in-depth assessments can be initiated;
- identify students who may have a delay in speech and language skills, so that remediation or treatment can be initiated;
- enable school teams to plan proactively to provide experiences and programs that will maximize students' strengths and meet any special needs they may have from the time they enter school.

The student may be referred to the Special Education Team for academic assessment. With permission of parents/guardians, appropriate diagnostic evaluations will be completed in order to develop an individualized program and an Individual Education Plan (IEP) may be developed.

SPECIAL PROGRAMMING AND ENRICHMENT

Curve Lake First Nation School has the unique ability to provide a variety of programming for our students. This includes partnerships with other schools and community agencies. All partnerships and programming are directly related to student needs and learning in the 21st century.



ANISHNAABEMOWIN AND CULTURAL TEACHINGS

The retention and expansion of the Ojibway language is important to maintain a vibrant culture. Students attend Ojibway language classes every day. Our Grandfather Teachings are the focus of our Monday morning circles with the whole school. The language and teachings are integrated in regular classrooms as well.

Cultural Teachings are an essential part of student learning. It is an integral part of increasing a student's positive self-image by promoting awareness and an appreciation of one's cultural heritage. Students participate in activities throughout the year which may include teachings such as Mkwa Day, feasts and sacred medicines. The school partners with the Cultural Centre to access elders and traditional teachings.

EAGLE FEATHERS

A number of years ago, the school was gifted three eagle feathers. These feathers are housed in a wooden box. The feathers are gifted from classroom to classroom as determined by the students.

EDUCATIONAL OUT-OF-CLASSROOM ACTIVITIES

There is much to be learned beyond the classroom environment. Teachers are encouraged to initiate projects involving learning beyond the school walls.



Student activities may include a variety of events outside of the school boundaries. All activities will be relevant to the Ontario Curriculum and within the student's range of understanding. They may include outdoor education, walking excursions, or any other school related function off school property. Learning activities in the classroom will be relevant to the activity.

During school trips, school rules and regulations will apply. Students will obey school rules and regulations and respect authority of the teachers and supervisors on the trip as they would at school. *Current police reference check including the vulnerable sector screening is required prior to volunteering in any capacity within the school and school activities. Please contact the school office if you have any questions about this process.

Field trips within the community:

- Will have prior approval of the Principal.
- In September, you will receive a permission form to allow for any field trips within the community. Please read your child's agenda daily for information about such excursions.

Field trips outside the community:

- Will have prior approval of the Principal a minimum of one week prior to the activity.
- Permission forms will be signed by parents for each field trip outside of the community;
- A letter will be sent home notifying the parents of the trip's purpose, a basic itinerary including date, times, cost, method of transportation, lunches and any additional information;
- Students on the trip will be accompanied by staff and parent volunteers (with current police reference check including the vulnerable sector screening)
- The school administration will ensure the safety of the students on the trip.
- For any high risk excursions such as swimming, the following ratios will be used:
 - 15 or more students: 3 additional adults plus the teacher and a lifeguard
 - 9 – 14 students – 2 additional adults plus the teacher and a lifeguard
 - 9 and under – 1 adult plus the teacher and a lifeguard.



HEALTH AND SAFETY

If a child has been seriously injured at the school, school staff will notify the parents. If parents or emergency contact person cannot be located, 911 will be called to ensure that the child receives proper medical attention. Minor injuries will be reported in the agenda.

School buildings, yard and equipment will be inspected regularly for health, fire and safety hazards in order to ensure the protection of all students and staff. If you see something that needs repair, please notify the Principal.

Students will participate in 3 fire drills and 1 lockdown practice through the school year. It is important that all students and staff practice these procedures as they can save lives in the event of an emergency

As outlined in the Kindergarten registration kit, children are expected to perform personal hygiene functions. Please have extra clothing available for your child at school. In the event a washroom accident happens, and there is not a change of clothing at school, parents will be called to bring clean clothing for the child.

ILLNESS, ALLERGIES AND ADMINISTRATION OF ORAL MEDICATION



Children with colds, fevers etc. should be kept at home to prevent the spread of germs to other students and to ensure a speedy recovery. Students who are well enough to be at school are expected to participate in regular outdoor recesses and in physical education. Where a student is in need of medication during school hours such as inhalers, the parents will complete and sign a form allowing school personnel or the child to administer the medication. This is for the safety of all the children at the school.

Please notify the school if your child develops an allergy. An emergency preparedness plan will be developed for each student who has a severe allergy or requires an EPI-pen. This plan will outline procedures in the event there is an allergic reaction. The plan must be completed and signed by the parent/guardian.

COMMUNICABLE DISEASES

In order for staff to take measures in protecting all children, please inform the school secretary immediately if your child comes down with a communicable disease. Communicable diseases include: Mumps, Strep Throat, Impetigo, Pertussis (Whooping Cough), Measles (Red or German/Rubella), Pink Eye, Pediculosis (head lice), Scabies and Chicken Pox. The school will notify the Health Centre and Peterborough County City Health Unit.

The Health Centre conducts monthly head checks for pediculosis (Head Lice). If pediculosis is found, the child will be sent home from school for appropriate follow up. A note is required from a doctor, nurse practitioner or community health nurse stating they are free of pediculosis prior to returning to school.

CHILD IN NEED OF PROTECTION

The Curve Lake First Nation Education department recognizes that every person who has “reasonable grounds to suspect a child is in need of protection” has the duty to report to the Children’s Aid Society. The duty to report is outlined in the Child and Family Services Act.

PRIVACY AND CONFIDENTIALITY

It is the practice of Curve Lake First Nation Education staff to speak only to parents and legal guardians regarding any student issue. Staff are bound by confidentiality agreements with the First Nation and any breach of the agreement will be addressed according to the Curve Lake First Nation Human Resource Management Manual.

PERSONAL ITEMS

Valuable items should be kept at home. Should personal items such as toys or electronics find their way to school, they will need to remain in the students backpack during instructional periods. Exceptions will be made on special days as identified by the classroom teacher. Lost or damaged items are not the responsibility of school staff.

SCREEN TIME AT SCHOOL

Teachers will use professional judgement as to the use of media during the school day. The main uses for screen time are for:

- Educational programming such as Raz-Kids and Mathletics which support the curriculum being covered.
- SMARTboards are used to enhance program delivery. These are much like the old overhead projectors, with the ability to connect and display what is on the computer screen.
- IPADS are used to provide additional program components
- The special education department may implement a variety of assistive devices as required to meet individual needs

ELECTRONIC DEVICES

Personal electronic devices should be kept at home unless otherwise requested by the teacher. Should these items arrive at school, it is at the student’s risk. School personnel will not be responsible for lost or stolen items.

NON-VIOLENT CRISIS INTERVENTION (NVC)

Staff have training in non-violent crisis intervention skills which allow them to manage crisis situations should they arise. Staff will handle assaultive, disruptive, and out-of-control behavior through a combination of verbal, non-verbal and physical intervention skills. Parents/Guardians will be informed and a report will be completed in the event non-violent crisis intervention skills are used.

BUS RIDING PRIVILEGES AND EXPECTATIONS

Curve Lake First Nation contracts busing services with an outside agency. Riding the bus is a privilege and every student should be aware of this. These privileges may be suspended if necessary. When this happens, the Principal will contact parents/ guardians. The safety of every student must be considered.



Should a student have their bus privileges taken more than once in a school year, he or she will be prevented from riding the bus until their parents meet with the bus driver and Principal to discuss the issues and possible resolutions. Parents/ guardians will be required to transport their child to and from the school until after this meeting.

Please be aware that the bus will not go down private roads. Students will be transported to O'shkiigmong Early Learning Centre or home. Alternate destinations cannot be accommodated. On any day your child will be picked up at the school, it is your responsibility to write a note in your child's agenda or call the school. Parents must be present to receive students being dropped off at home.

Please communicate the following with your child:

1. While riding on a school bus, students are responsible to the bus driver. The bus driver is in charge so riders must respect and follow their instructions.
2. Be at your bus stop on time. The bus will not wait.
3. Take your seat, facing forward and remain in it throughout the trip.
4. Talking will not be loud, obscene or distracting to others. No yelling or shouting.
5. Eating and drinking is not allowed on the school bus.
6. Do not open and close windows unless authorized by the driver.
7. Actions must not be injurious or harmful to others. Do not push or shove.
8. Students/parents will be responsible for any damage done to the bus resulting from improper behavior.
9. The aisle, front door and emergency door must be kept clear at all times.
10. Do not touch the property of others.

Should the driver have any problems with the behaviour of a student on the bus, he/she will complete a bus report and report the incident to the Principal.

Parents can contact the Principal if a student is having problems on the bus. The Principal will investigate the issue with the bus driver. If the problem persists, the Manager of Education will be notified.

Failure to follow the rules may lead to suspension from riding on the bus under the Curve Lake First Nation Busing Policy, at the discretion of the bus driver and the Principal.

STUDENT EXPECTATIONS AND BEHAVIOR MANAGEMENT

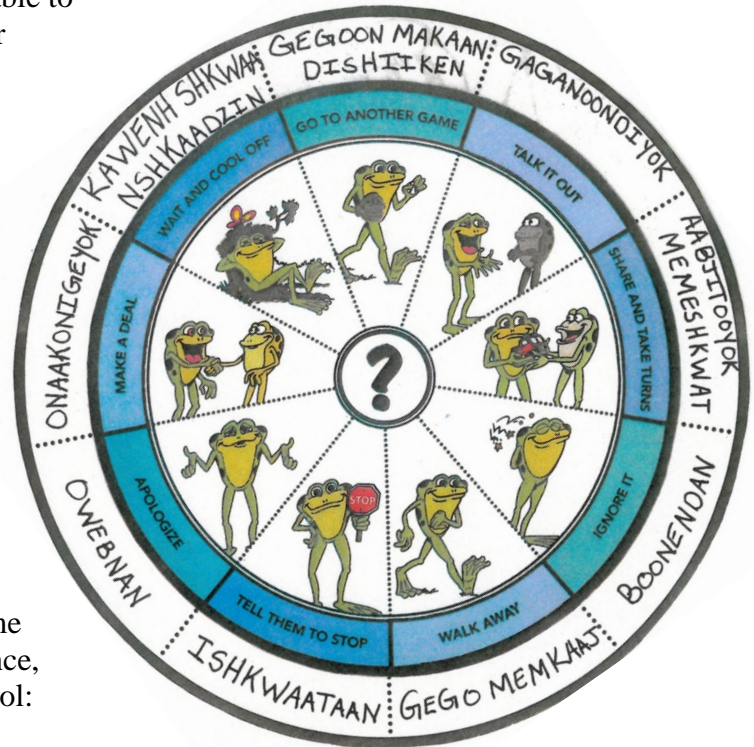
We strive to provide a physically, emotionally, mentally and spiritually safe environment for all students. Students are expected to be respectful of everyone while at school.

Behavior Management Programs:

Kelso's choices is a conflict-management curriculum for elementary students. Students will be able to determine the difference between minor problems they can handle and serious problems that require an adult's help.

Zones of Regulation teaches students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

Staff are encouraged to promote the following "I can" statements. "I can" statements encourage students to become responsible for their actions. For instance, the following will be posted in the school:



- I can follow my Grandfather Teachings.**
- I can work out situations by using Kelso's Choices**
- I can listen to others.**
- I can use hands for helping.**
- I can use kind words.**
- I can share my thoughts and feelings.**

END OF MONTH CELEBRATIONS AND THE FEATHER BOX

Each month one of the Grandfather teachings is focused on during the Monday morning opening circle. At the end of every month, the staff host a closing assembly. Teachers select students they feel have best demonstrated the teaching of the month to receive a certificate of recognition. When a staff member witnesses a student displaying a trait from any of the Grandfathers, they will be given a leather feather to be placed in the feather box located in the foyer. Once all 100 feathers are gifted out, the entire school receives a celebration or activity.

MANAGEMENT OF BEHAVIOR

All incidents recorded in OUTCOMES Student Information System

LEVEL	RESPONSIBILITY	BEHAVIORS	POSSIBLE ACTIONS
1	Teacher Early Childhood Educator Educational Assistant Ojibway Teacher Parent	Disruption in class Non-compliant Hands on i.e. pushing, shoving Leaving the classroom without permission *If the behaviors keep occurring at this level, a daily behavior tracking book may be put in place to track behaviors and ensure open communication between teachers and parents.	Note in agenda Teacher phone call to parents/guardians Identify strategies to support a change in behavior in classroom or on the yard. Review of Kelso's choices, zones of regulation and classroom or individual rules, expectations and procedures.
2	Teacher Early Childhood Educator Educational Assistant Ojibway Teacher Child and Youth Worker Parent	Hands on physical incident Accidental hurting/tears Verbal Teasing Children unable to resolve a problem using Kelso's Choices or Teacher intervention	Identify strategies to support a change in behavior. Supporting conversations aimed at improved behavior resolution Teacher phone call to parents/guardians. Behavior Plan may be implemented
3	Teacher Early Childhood Educator Educational Assistant Ojibway Teacher Child and Youth Worker Principal Parent/Guardian School Social Worker	Continual Physical Hands on Incidents Continual verbal abuse i.e. threats	Non-Violent Crisis Intervention Principal/Teacher phone call to parents/guardians with follow up meeting. Child and Youth Worker refers to Principal and/or School Social Worker Possible in school or at home suspension Behavior Plan implemented Team will determine next steps
4	Teacher Principal School Social Worker Parent Child and Youth Worker Parent/Guardian Education Manager	Continual Intentional Physical or Verbal Abuse Violent Incident	Non-Violent Crisis Intervention Immediately reported to Principal and Child and Youth Worker Phone call home and meeting with parents/guardians. Out of school suspension considered