



# REVIEW



September 24, 2021

## Message From Administration

Hello Rouge Park Families,

We hope that your children are enjoying being back at school. We certainly see a lot of smiles each day in classrooms and outside during recess time. The new equipment and pavement painting is getting a lot of use which is wonderful to see. Even our staff enjoyed some outdoor learning time with 4 Square, Basketball and Spike Ball during our September staff meeting (see pictures below).

We have a few safety reminders below. Please know that the rules and guidelines we have put in place are all to help ensure the safety of our children. We truly appreciate your cooperation as we set new routines in motion.

As always, please reach out to us if you have any questions, comments or concerns.

Have a wonderful weekend!

Lindsey Maclean  
[lindsey.maclean@yrdsb.ca](mailto:lindsey.maclean@yrdsb.ca)

Leeann Morrow  
[leeann.morrow@yrdsb.ca](mailto:leeann.morrow@yrdsb.ca)

## Covid Screening

Please remember to use the [screening tool](#) every morning. Families no longer need to submit the Confirmation Form. As a reminder:

- All school-aged children in the family must stay home if one child has symptoms – unless a sibling is fully vaccinated and asymptomatic.
- When you book your child out in Edsby, please provide details as to why they are away. If you do not provide details, we must call every family to find out if the absence is Covid-related. This takes our secretaries a great deal of time.
- Please remember to report the absence for each day your child will be away.

## School Council

School Council meetings will once again be virtual this year. We will hold our first meeting on Thursday, September 30, 2021 from 6:30-7:30 pm. At this meeting we will vote on our new executive and set some goals for the year. All are welcome to attend. There is an optional School Council Nomination Form attached to the end of this newsletter.

## Parking and Safe Arrival:

We always promote walking or biking to school as it is excellent for mental health and is kind to our environment. If you must drive your child to school, please do not park in our parking lot at any time as it is designated for staff only. Our kiss n' ride runs through the parking lot making it unsafe for pedestrians. We have noticed some unsafe behaviour in our kiss'n ride area. Some important reminders:

- Pull to the front of the kiss'n ride area using the inside lane before stopping to drop your child
- Have your child exit the car on the curb side only
- Staff will watch your child exit and head to their entry door allowing you to pull forward and exit the loop - **always staying in the inside lane**
- If you would like to park and walk your child to their door or to the kindergarten play area, please park on a side street and walk over
- Safety is our top priority! Thank you!

## Truth and Reconciliation Week

Truth and Reconciliation week is next week September 27-October 1. We will commemorate the week school wide. Everyone is encouraged to wear an **orange shirt** on Thursday, September 30 as we continue our learning about Canada's past and move towards reconciliation.

## Makerspace

Now that our library is open, students have been enjoying the opportunity to experiment with various building materials. We definitely have engineers in the making!



## Outside Fun!



## Terry Fox School Run



Terry Fox is an inspiration to Canadians. He showed courage and determination when he set out on a journey across Canada, with the goal of raising awareness about, and money for cancer research.

In memory of Terry Fox, on **Wednesday, September 29, 2021** Rouge Park students will participate in the national Terry Fox school run, outside, in cohorted groups. Students should bring their water bottles, and running shoes that day, in order to participate actively. If there is rain, the run will happen on Friday, Oct. 1 instead.

Students can opt to raise money to help with Terry's goal to find a cure for cancer, if they would like to do so. All donations need to be made online, by registering and setting up a page, using our school link. Even small donations of \$1 or \$2 are greatly appreciated, as that was Terry's initial goal. No cash donations will be accepted. Our school link can be accessed at:

### **Rouge Park Public School Fundraising Link:**

<http://www.terryfox.ca/RougeParkPSMarkham>

Your donations will be sent to the Terry Fox Foundation, and will be very much appreciated. Let's help our children understand the importance of community involvement, and doing acts to help make the world a better place.

## Parent Engagement Panel Discussion (In Tamil session)

### தமிழில் பெற்றோருடன் ஓர் கலந்துரையாடல்

- **Overview of Student Services Supports**  
மாணவர்களுக்கான ஆதரவு
- **Speech-Language Pathology and Audiology Services and Psychological Services**  
பேச்சு, கேட்டல் மற்றும் உளவியல் சேவைகள் பற்றிய தகவல்கள் வழங்கல்.
- **Growth Plans, IPRC, IEP etc.**  
IEP IPRC போன்றவற்றினை பயன்படுத்துவதால் ஏற்படும் வளர்ச்சி
- **Parent Voice in the Implementation of the IEP**  
IEP செயல்படுத்துவதில் பெற்றோர் குரல்

Date / திகதி, October 7, 2021

Time / மாலை 6:00 - 8:00 pm வரை

### [Registration பதிவு செய்ய இணைப்பு](#)

**If you have any questions please contact:**

உங்களுக்கு ஏதாவது கேள்விகள் இருந்தால்

Nageswary Srikumaraguru/ Community partnership Developer

Inclusive School and Community Services (YRDSB):

[nageswary.srikumaraguru@yrdsb.ca](mailto:nageswary.srikumaraguru@yrdsb.ca)



Welcome back!

September 2021

The City of Markham Parking Enforcement Unit is reaching out to all Markham schools to make you aware of the many school zone parking complaints that we receive each year. We aim to reduce unsafe vehicular activity in school zones by communicating to you the common school zone parking violations.

The City of Markham has over 90 schools and Public safety is important to us. We continue to do everything we can to address all of the complaints received. Despite posted signage, education, and enforcement, residents are continuing to park their vehicles in violation of the City of Markham Parking By-law. Schools within the City of Markham are patrolled regularly and we continue to work closely with York Regional Police and Fire and Emergency Services throughout the year to attend schools requiring additional assistance. Verbal and/or physical threats against a Municipal Law Enforcement Officer will not be tolerated. Officers are expected to report all of these incidents to York Regional Police.

The City of Markham has implemented the Administrative Monetary Penalty System (AMPS). AMPS is a more efficient way for municipalities to enforce parking bylaws. It allows for parking tickets to be served in a variety of different methods; for example, they may now be served through mail if a vehicle is found in violation. In particular, traffic congestion during school drop off/pick up times present unique challenges for enforcement. Mailing parking tickets allows officers to address most of the illegally parked vehicles and not just one or two vehicles.

General inquiries and parking complaints, including on street parking should be directed to the Contact Centre at 905 477 7000 ext. 2050. For all general information regarding parking, please feel free to visit the City of Markham website at <https://www.markham.ca/wps/portal/home/about/city-hall/bylaws/bylaw>.

Please aid us in keeping school zones safe!

**“The real penalty for not obeying parking regulations is that you may risk the safety of children!”**

Sincerely,

Grace Lombardi  
Municipal Law Enforcement Supervisor | Parking Division  
City of Markham

## Common School Zone Parking Violations

The City's Parking Enforcement Unit has implemented some new penalties for vehicles parked or stopped in violation within a school zone to help address those safety issues. Vehicles that are parked within a school zone will be subject to increased fines.

Drivers should be reminded to park in **permitted** areas only, which may include:

1. The school parking lot in accordance with signs posted; or,
2. Streets that **do not** have prohibited parking or prohibited stopping signs posted.

In addition to the most common parking violations listed below, drivers should ensure that they do not violate other parking regulations such as, parking too close or obstructing a fire hydrant, intersection, bus stop, private driveway, pathway, crosswalk, super mailbox, sidewalk etc.

### Fire Route



These signs are posted to alert drivers that the area is a Fire Route. Fire Routes are classified as roads, laneways, or driveways that provide access to a building and may also include areas within a parking lot. A driver is in violation of this parking regulation if they are stopped or parked in a Fire Route even if their engine is running, hazard lights are flashing, or there is someone in the vehicle.

Where this sign is displayed, drivers are permitted to immediately drop off/pick up passengers – there cannot be a delay. For example, when a parent is dropping off their child to school, the child should get out of the vehicle and the parent should immediately drive away. Similarly, when a parent is engaged in picking up their child, the child should already be waiting at the curb for their parent. After the child gets into the vehicle, the parent must then immediately drive away. **There should be no waiting; if the child is not at the curb, the parent should move and return when the child is present.**

Where this sign is displayed, drivers are **not** permitted to:

1. Sit and wait in the car for their child (even for a few minutes); or
2. Leave their vehicle for any reason (even to quickly drop off their child's lunch).

Certain schools may have designated kiss-and-rides. These designated areas may or may not also be part of a fire route. It is important to note that the fire route restrictions take precedence over such kiss-and-rides and that the parking of vehicles in such areas are permitted only for the immediate pick-up and drop-off of passengers.

If passengers are not immediately picked up then the vehicle must not park in the fire route – for any length of time and even if the fire route is designated as a kiss-and-ride.

## Prohibited Stopping



These signs are posted in order to alert drivers that stopping is prohibited. They are often posted on the surrounding streets of a school and may indicate the times of day that a driver is not permitted to stop their vehicle - drivers must continue to drive with the flow of traffic.

Where this sign is displayed, drivers are **not** permitted to:

1. Stop their vehicle to let passengers in or out of their vehicle; or
2. Stop and wait for their child to get into the vehicle.

Prohibited stopping areas are far more restrictive on what vehicular activity a person may be engaged in. A vehicle should not be stopped in a no stopping zone at any time, even for the purposes of loading/unloading goods and/or passengers.

## Prohibited Parking



These signs are posted in order to alert drivers that parking is prohibited within the vicinity of the sign. A driver is in violation of this parking regulation if they have stopped the vehicle within the posted area. The vehicle is considered parked even if the engine is running, the hazard lights are flashing, or there is someone in the car. Additionally, these signs may indicate the times of day that a driver is not permitted to park their vehicle within the signed area.

Where this sign is displayed, drivers are permitted to immediately drop off/pick up individuals – there must not be a delay. For example, when a parent is dropping off their child to school, the child should get out of the vehicle and then the parent should immediately drive away. Similarly, when a parent is engaged in picking up their child, the child should already be waiting at the curb for their parent. After the child gets into the vehicle, the parent must then immediately drive away. **There should be no waiting; if the child is not at the curb, the parent should move and return when the child is present.**

Where this sign is displayed, drivers are **not** permitted to:

1. Sit and wait in the car for their child (even for a few minutes); or,
2. Leave their vehicle for any reason (even to quickly drop off their child's lunch).

## Accessible Parking



These signs are posted to alert drivers that the parking spot they are located in is reserved for individuals with valid Accessible Parking Permits only. Vehicles are not permitted to park, stop, block, turn around in or otherwise occupy the spot unless a person with a valid Accessible Parking Permit is inside the vehicle. In addition, even with possession of such permits, the permit must be properly displayed. It is important to note that the permit is issued to an individual, not the vehicle; accordingly, drivers that are transporting individuals with accessible parking permits are subject to a parking ticket should the permit holder no longer be in the vehicle while the vehicle is occupying an accessible parking spot.



## Common Parking Definitions

Below you will find some of our common definitions from the City of Markham's Parking Control By-law # 2005-188.

**"Fire Route"** means any roadway, driveway, lane, ramp or other means of vehicular access to or from a designated building which is designated as a fire access route by the City's Fire Department and shall include any part of a parking lot set aside by visible markings or markers for the purpose of vehicular movement.

**"Park" or "Parking"** means the halting of a vehicle, whether occupied or not, except when halting temporarily for the purpose of and while actually engaged in loading or unloading goods or passengers.

**"Stop" or "Stopping"** means the halting or leaving of a motor vehicle, even momentarily, whether occupied or not, except when necessary to avoid conflict or in compliance with the directions of a police officer or of a traffic control sign or signal.

**"Highway"** includes a common or public highway, street, avenue, boulevard, parkway, driveway, square, place, bridge, viaduct, laneway, court, or trestle, designated and intended for, or used by the general public for the passage of vehicles; and includes the area between the lateral property lines thereof; after "for the passage of vehicles.

## How can parents help?

- Observe and obey all traffic/parking signs
- Do not leave your car unattended
- Do not make U-turns in a school zone
- Give yourself extra time so that you are not rushed
- Respect other drivers. Be patient.
- Do not use private driveways in the area as alternate pick up/drop off points. Please respect other homeowners/private business properties.
- If you must drive, park legally - even if this means walking some distance.
- Recognize that safety takes precedent over convenience.
- **Encourage alternative transportation (biking, walking, and taking the bus).**

## **Frequently Asked Questions**

### **1. How close to the curb should drivers park?**

Drivers should not park more than **15cm (6 inches)** from a curb.

### **2. How close to an intersection may drivers park?**

A vehicle should not be parked within 9m (30 ft.) of an intersection on any road. This includes the portion of an intersection where two roads intersect to form a 'T'-shaped zone. In addition to the above, a vehicle should not be parked within 15m (49 ft.) of any signalized intersection.

### **3. How far should drivers park away from a fire hydrant?**

Drivers should maintain a distance of 3m (10 ft.) from the fire hydrant. This includes areas where a fire hydrant may be located a substantial distance from the curb and/or street. Vehicles must park at least 3m (10 ft.) clear of the curb that lines up with a fire hydrant provided there are no other parking restrictions.

### **4. What do I do when I receive a parking ticket?**

Individuals that receive a parking ticket either in person, on the vehicle, or by mail, are advised to follow the directions provided on the back of the parking ticket. It is the responsibility of the driver to respond in a timely manner.



Student (PRINT) \_\_\_\_\_  
Teacher (PRINT) \_\_\_\_\_  
Grade \_\_\_\_\_

## SCHOOL COUNCIL CANDIDATE NOMINATION FORM

*Please complete Part A or Part B*

### Part A: I am declaring my candidacy:

- I wish to declare my candidacy for an elected position as a parent/guardian representative on the school council:

I am the parent/guardian of \_\_\_\_\_ who is currently  
(*print name of student*)  
registered in Grade \_\_\_\_\_.

I am an employee of York Region District School Board. Yes No

Name \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone \_\_\_\_\_

Email: \_\_\_\_\_

### Part B: I am nominating a candidate

- I wish to nominate \_\_\_\_\_ for an elected position as a parent/guardian representative on the school council.

\_\_\_\_\_ is the parent/guardian of \_\_\_\_\_  
(*print name of nominee*) (*print name of student*)

who is currently registered in Grade \_\_\_\_\_.

The person I have nominated is an employee of York Region District School Board. Yes No

Name \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Business Phone \_\_\_\_\_

Email: \_\_\_\_\_

Nominator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

***Please include a brief (4-5 sentences) biography of the candidate on the next page.***

*Personal information is collected under the authority of the Education Act as amended, and will be used to manage the disclosure of individual personal information. Contact the school principal for more information.*

Please include a brief (4-5 sentences) biography of the candidate.



## Indigenous Languages and International Languages - Elementary

Dear Students and Families,

We welcome everyone to the 2021-2022 Indigenous Languages and International Languages (ILIL) program year and thank you for your continued support and patience.

Due to the continuance of the pandemic, ILIL classes for SK to Grade 8 students will take place online, not in the school buildings. Please note that the program delivery model may change from online to face-to-face during the school year depending on circumstances. Teachers will teach live language lessons in real time using Google Classroom to provide both synchronous and asynchronous learning opportunities during the regularly scheduled language classes. All program updates will be made on our [Board ILIL program homepage](#).

### Did you know research shows that speaking more than one language may:

- Deepen cultural awareness
- Enhance communication with people from diverse backgrounds
- Improve memory and concentration
- Enhance decision-making and multi-tasking skills
- Open future employment opportunities

*International Languages Elementary Program, Resource Guide, Ontario Ministry of Education (2012)*

### Already Registered?

If you have already registered for our fall programs, we thank you. Your registration will be moved to the same day on the online Site. No further action is required (e.g., if you originally registered for Yoruba for Middlefield C.I. then you will be automatically moved to the Thursday ILIL Online Site).

### Elementary Program Update and Registration

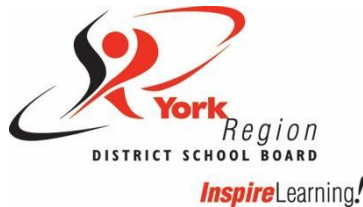
The first week of online classes will begin October 15, 2021. Please refer to our [ILIL Elementary Program](#) webpage for the most up-to-date information.

- Closer to date, teaching staff will reach out to families to provide students access to the Google Classroom (please check the emails regularly and/or expect a call from a Private Number/No Caller ID).
- Asynchronous lessons will be provided for the first initial classes to facilitate classroom setup and organization.
- Online registration is open and available to YRDSB and NON-YRDSB students:
  - Login here if you have an [existing Edsby account](#)
  - Or, to [create a new Edsby account](#)**NOTE: Use of a laptop or desktop is highly recommended. Edsby cannot support online registration from any mobile or tablet device.**
- Program Fee Update:

Due to the switch in the delivery mode for our language programs (from face-to-face to online), the fee has been reduced to \$10 for each language class registration. This fee supports the costs incurred for licensing of the online platform and instructional materials. We appreciate your patience as we work through the refund process for students who registered prior to this decision being made.

Best regards,  
The Indigenous Languages and International Languages Team

Phone Number: (905) 884-2046 ext. 242, Email: [ILIL@yrdsb.ca](mailto:ILIL@yrdsb.ca)



## Student Mental Health and Addictions Newsletter

September 2021

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YRDSB Mental Health services are provided by YRDSB psychology and social work personnel

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### **The ABCs of Mental Health**

Welcome back to our outstanding students, staff, families, and community members. We are thrilled to have you back and excited to share the first Mental Health Newsletter of the school year with you. Our September Newsletter will focus on sharing how the YRDSB is centering on Mental Health, emotional connections, and Well-being through the ABCs of Mental Health Framework & Lesson Series.

We recognize that many emotions may be associated with starting a new school year, especially as we continue to respond to the global pandemic that has brought many new experiences, changes, challenges, and learning for us all. In particular, we recognize that joy, excitement, worry, fear, and uncertainty may be common experiences for students, families, staff, and communities.

During this time, supporting a safe return and centering on [Mental Health](#) and wellbeing is vital. We know students thrive and are better able to succeed when they learn in an environment where they feel safe, heard, validated, and know they matter and belong. This contributes to overall positive mental health and is central to academic learning, one's ability to cope with change, daily stressors, and establish meaningful connections and relationships, among other things. To highlight this and intentionally create spaces where all students are affirmed, validated, and successful, the YRDSB has created the ABCs of Mental Health Framework and ABCs student lessons series.

### **What are the ABCs?**

[The ABC Framework](#) guides our collective efforts in supporting student and staff mental health and wellbeing. The Framework aids educators and leaders in laying a foundation where all can see themselves reflected and for learning environments in which caring relationships, trust, and healing are centred. We acknowledge that students and staff do not exist in isolation; and are part of families and communities. Thus, we endeavor to continue this work and learn from and learn with our staff, families, and communities.

The Framework includes Acknowledge, Bridge, and Connection:

**Acknowledge** feelings and life experiences over the pandemic (and prior) and how these affect our mental health as individuals and communities.

**Bridge** (or link to) to personal and community assets and strengths as a way to build mental health and wellness.

**Connection** with our community and with those around us who can help support mental health and wellbeing.

As part of these lessons, students engage in varied opportunities to:  
(learning opportunities and lesson delivery will be appropriate to the grade and developmental abilities of the student):

- Express themselves through connections to classmates, educators, and supports that affirm students' identity, feelings, interests, and abilities.
- Co-create affirming learning spaces with peers and educators that acknowledge experiences from the past and present-day, so all students know they matter and belong.
- Identify and acknowledge the positive experiences, strengths, and skills ALL students bring to the class and school community.
- Identify resources that they can access to support their mental health.
- Learn to notice the signs that they're not feeling well.
- Explore the things (strategies, people, places, activities, habits, family/community traditions) that make us feel healthier
- Taking steps to put those things in place and to ask for support when we need it

### **Why is centering on Mental Health in our schools important?**

Students are using their voices, and we are listening. Research by School Mental Health Ontario about what secondary students in Ontario said about their priorities regarding mental health indicates that 97% of respondents (students) want to learn more about mental health at school, including early warning signs of a mental health problem, ways to cope with their thoughts and emotions, how and where to ask for help.

Beyond this, we know children and youth thrive when their personal, social, and cultural strengths are affirmed and seen as assets in the classroom. When their identities are reflected and represented in positive ways in the learning. When connections and relationships are transformative. When they feel cared about, accepted, and applauded for who they are and what they can contribute to their environment. These considerations solidify the importance of the ABC Framework and lessons which seek to build capacity around these factors and ensure all students feel a sense of mattering and belonging.

There remains much work to be done and we invite you (families, community members, and staff) to work with us as we co-learn and co-create ways to support students and each other.

To learn more about the ABC Framework & lesson series please visit [YRDSB ABCs](#).

## **Mental Health COVID-19 Page**

The link below is dedicated to supporting student mental health during this pandemic. Resources for students, parents/guardians as well as community resources are listed. In addition, there are various links to YRDSB mental health supports as well as community supports available during the school closure. Please consider taking some time to familiarize yourself with the [Mental Health and Community Supports During COVID](#). Continue to check out the [YRDSB website](#) for updated information as well as the Twitter accounts @YRDSB and @YRDSB\_SS.

[No Problem Too Big or Small](#): This is a resource made by students for students. Throughout the resource, there are positive affirmations and reminders for students that there is help around and no problem is #TooBigOrTooSmall to reach out and ask for help. Download [Reaching Out](#) (designed for screen readers) or a print version [Reaching Out](#).

**Patricia Marra-Stapleton, M.Sc., C. Psych. Assoc.**

Mental Health Lead

[patricia.marra-stapleton@yrdsb.ca](mailto:patricia.marra-stapleton@yrdsb.ca)

**Hoshana Calliste, MSW, RSW**

Assistant Coordinator of Mental Health

[hoshana.calliste@yrdsb.ca](mailto:hoshana.calliste@yrdsb.ca)





## Red Cross Babysitting Course (with first aid & CPR)

Offered by Stayin Alive with First Aid, CPR & AED

COURSE NOW OFFERED ONLINE

(2 hour and 20 min sessions over 3 days) plus some homework  
OR on a PA day (8:30am to 3:30pm)

Caregiver and first aid skills for youth in grades 5 to 8.

Participants learn how to manage difficult behaviour, recognize and prevent unsafe situations, how to care for babies and children, and leadership skills. Babysitting promises to deepen and enhance the responsibility that older youth feel when caring for younger children. The curriculum includes new science for giving appropriate care in an emergency.

**September, October, November and December 2021**  
**courses now available**

**Location:** Online using Google Meet (link provided 15 mins prior to class)

**Instructor:** Stayin Alive Certified Red Cross Instructor

**Cost:** \$60 per participant (Grades 5 to 8) + HST = **\$67.80**

### Course content:

- Check, Call, Care (including phoning 911)
- Conscious choking (adult/child/baby/alone)
- Introduction to CPR (baby/child)
- Asthma (includes use of inhaler and spacer)
- Anaphylaxis (includes use of EpiPen), poisoning and insect stings
- Wound care (minor cuts and scrapes, splinters, nosebleeds, bumps and bruises, life-threatening bleeding, and burns)
- Broken bones, head, neck and back injuries, seizures

**Course materials delivered (address required during registration):**

Red Cross Babysitter's Manual and Materials

Red Cross Babysitter Certificate



**Register today!**  
**Space is limited to 10 per course**

[www.StayinAliveWithFirstAid.ca](http://www.StayinAliveWithFirstAid.ca)

Questions? [info@StayinAliveWithFirstAid.ca](mailto:info@StayinAliveWithFirstAid.ca)



## Red Cross Stay Safe Course

Offered by Stayin Alive with First Aid, CPR & AED

COURSE NOW OFFERED ONLINE

(2 hour and 20 min online sessions plus homework over 2 days)

OR on a PA day (8:30am to 2:30pm)

For youth in grades 3, 4 and 5.

Participants learn the skills needed to stay safe on their own at home, how to respond to unexpected situations (such as strangers or visitors knocking on the door), how to give first aid treatment, and when and how to call 911. Whether in the community or alone, this course is a must-take if you want your children to have better tools for staying safe.

**September, October, November, and December 2021**  
**courses now available**

**Location:** Online using Google Meet (link provided 15 mins prior to class)

**Instructor:** Stayin Alive Certified Red Cross Instructor

**Cost:** \$60 per participant (Grades 3, 4 and 5) + HST = **\$67.80**

### Course content:

- Understanding the responsibility of being accountable for yourself
- How to stay safe at home and within the community
- Check, Call, Care (including phoning 911)
- Conscious choking (adult/child/alone)
- Asthma (includes use of inhaler and spacer)
- Anaphylaxis (includes use of EpiPen), poisoning and insect stings
- Wound care (minor cuts and scrapes, splinters, nosebleeds, bumps and bruises, life-threatening bleeding, and burns)

**Course materials delivered (address required during registration):**

Red Cross Stay Safe Manual

Red Cross Stay Safe Certificate



**Register today!**  
**Space is limited to 10 per course**

[www.StayinAliveWithFirstAid.ca](http://www.StayinAliveWithFirstAid.ca)

Questions? [info@StayinAliveWithFirstAid.ca](mailto:info@StayinAliveWithFirstAid.ca)