

**VICTOR LAURISTON
PUBLIC SCHOOL**
<http://victor.lkdsb.net>
Twitter: @VLS_School



2021-2022

**Information Guide
And
Student Planner**

ZONE 8

Name: _____

Address: _____

Postal Code: _____

Teacher: _____ Grade: _____

If this planner is found, please return to:

**Victor Lauriston Public School
44 Alexandra Ave.,
Chatham, ON
N7M 1Y1
(519) 352-4530**

Principal – Ms. Vander Pol Vice-Principal – Mrs. Vlasschaert

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VICTOR LAURISTON PUBLIC SCHOOL

OUR MISSION

Our focus at Victor Lauriston Public School is to assure the healthy development of every child so that each has the ability to be successful in a rapidly changing world.

TIMETABLE

VICTOR LAURISTON PUBLIC SCHOOL					
TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:15	ENTRY BELL				
11:15	NUTRITION/ PLAY BREAK/INTRAMURALS				
11:55					
1:55	NUTRITION/ PLAY BREAK/INTRAMURALS				
2:35					
3:35	DISMISSAL				

GENERAL INFORMATION

Student Planner

Some students in Grades 1-6 will be issued student planners, depending on teacher communication preferences, at a reduced cost. Other students who are interested and wanting to have a planner will have the opportunity to purchase a planner. All teachers will use a communication method to ensure information is shared between home and school. Apps such as SeeSaw, Remind, Google Classroom, etc. will be used. We encourage all parents to use these means of electronic communication.

School Hours

9:00 a.m.	School Yard Supervision Begins
9:15 a.m.	Admit Bell/Classes Begin
11:15 a.m.	Morning Nutrition Break
11:55 a.m.	Classes Resume
1:55 p.m.	Afternoon Nutrition Break
2:35 p.m.	Classes Resume
3:35 p.m.	School Dismissal

Safe School Arrival Program

Please notify the office before 9:15 a.m. if your child is to be absent by using one of the following:

- telephone the office (519) 352-4530
- using the School Messenger App
- leave a message on the answering machine at any time.

All students who arrive late must receive a late slip at the office before proceeding to the classroom.

Please make the school aware of any changes in address, phone numbers or emergency contacts.

ACCEPTABLE USE OF TECHNOLOGY FOR STUDENTS

Students use computers to support their academic goals. The LKDSB may monitor the system at any time.

Students will:

- only use their own account and password
- not access or delete files of others
- not change hardware, software or wiring setups
- use caution when opening attachments from unknown senders
- not connect any electronic devices
- not download or install programs, games or files

- follow copyright laws if using other's work
- use paper, print supplies, and hard drive space responsibly
- use appropriate language in all messages

For personal safety students;

- will not give their own or other's full name, address, picture, etc.
- must report messages that are inappropriate or make them feel uncomfortable.
- should not have addresses, telephone numbers, etc., on Web pages.
- must NEVER meet with keypals unless supervised by a teacher.

Students must:

- immediately close and report a site with unacceptable information
- not download messages or graphics that are illegal or support illegal acts.
- not participate in chain letters or other junk mail
- not misrepresent their identity as the sender
- not damage computers or equipment e.g., hardware, keyboard,

Students who break any of these guidelines could lose technology privileges, have disciplinary action, legal action, or police involvement.

Alcohol, Drugs, and Smoking

Possession or use of alcoholic beverages, illicit drugs, or smoking material (including e-cigarettes and vapourizers) is strictly forbidden at school events and on school property including the playground. Individuals are asked to refrain from smoking once they enter the school grounds.

Allergies

Our school is NUT AWARE. No items containing peanuts or peanut oils are allowed. We have several students with tree nut allergies as well, meaning no nuts are permitted (including but not limited to walnuts, cashews, pecans and hazelnuts). Staff are trained yearly in the use of an epi-pen.

Arrival Time for Students

The school yard is supervised 15 minutes before bell time. **Students should be dropped off at school before this time.** Students are expected to wait outside in the designated play area until directed to enter the school by a staff member. In the case of inclement weather, students will be directed indoors by staff.

Attendance

All pupils are required to attend school every day and be on time. Punctual and regular attendance is essential if students are to make good progress and maintain positive attitudes towards school. Please contact the office if your child will be late or absent. Students who are late must report to the office for a late slip. The office will then decide if further action is required. Punctuality is a good practice that students must learn, as arriving late for class causes disruption in classroom routines and activities. It is the student's responsibility to complete work that is missed in order to progress satisfactorily.

Awards

Triple Gold Awards are presented to the graduates who have achieved excellence in all three of the following categories – Academics, Athletics, and Citizenship. An accumulated point system is used for the students from Grades 4-8 to determine the winners of this prestigious award. **Double Gold Awards** are presented to the graduates who have achieved excellence in two of the three areas – Academics, Athletics or Citizenship.

Bicycles

Bikes must be walked on school premises and locked in the bicycle racks, located in the back playground. The school cannot assume responsibility for loss or damage to bicycles, rollerblades, scooters, or skateboards, etc. Rollerblades must be removed and skateboards and scooters carried when students reach the school property. Helmets and safety gear should be worn.

Breakfast Program

Students are able to eat a nutritious breakfast at school once a signed consent form is completed. Breakfast begins at 8:30 a.m., students are permitted to enter the school at that time via the front doors.

BULLYING

Bullying is typically a form of repeated, persistent, and aggressive behaviour that occurs in a context of a real or perceived imbalance of power between individuals. In any form, bullying adversely affects a student's well-being and ability to learn, undermines healthy relationships, and compromises the school climate.

Bullying means aggressive and typically repeated behaviour by a pupil where:

a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

i. Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property

ii. Creating a negative environment at a school for another individual

b) Behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

Bullying behaviour may occur through the use of physical, verbal, electronic, written, or other means.

Bullying by electronic means (cyber-bullying) includes but may not be limited to:

a. Creating a web page or a blog in which the creator assumes the identity of another person;

b. Impersonating another person as the author of content or messages posted on the internet;

c. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Social Aggression: May be intentional or unintentional, direct or indirect. It can take many forms, sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology.

Students are responsible to:

1. Refrain from bullying behaviour.

2. Report incidents of bullying behaviour to the principal, teachers, or other school staff.

3. Refuse to participate in circumstances involving bullying behaviour.

4. Remove themselves immediately from circumstances involving bullying behaviour.

5. Seek adult intervention for circumstances involving bullying behaviour

Buses

SCHOOL BUS PRIVILEGES AND REGULATIONS

Riding the school bus is a privilege not a right. Bus privileges are limited to those who live on bus routes and qualify for consistent bus transportation. Bus privileges are extended to students whose behaviour is appropriate while riding the bus. Students must behave on the bus in a way that ensures that the driver can concentrate on driving and all passengers are safe and comfortable.

Parent Responsibility:

Parents are responsible for the safety and conduct of their children while riding a bus.

Student Responsibility:

Students must take their place on the bus as directed by the driver and remain in their seats.

Students are not to eat or drink on the bus.

Students and parents will be financially responsible for any damage done to the bus resulting from inappropriate behaviour.

Students must follow the instructions of the bus driver.

Students must use polite language only.

Improper conduct may result in the withdrawal of this privilege.

Courtesy Seats

Students who are not eligible for bus transportation may apply for a courtesy seat. Only Student Transportation Services may approve transportation. The following guidelines must be met:

-available space on the bus

-the stop is an existing location or one on the existing bus route

-the stop is outside of the walk boundary

-the request must be completed online at: www.schoolbusinfo.com

-the stop is the same for every morning and every afternoon each day

-the bus provides a ride to school and/or home (not for extra-curricular activities, etc.)

- Permission to ride the bus may be withdrawn at any time.
- Permission to ride is for the remainder of the current school year.
- Courtesy seats must be applied for each school year.

Shared Custody Transportation

Bus transportation to two locations will be considered for Joint Custody agreements, Legal Separation agreements, or a Children's Aid Society request.

These conditions must be met:

- both addresses** must be in the attendance area and outside the walk area for the school;
- the second address is considered for assigning a seat;
- the second address must be in the attendance area and outside of the walk area.

Parents shall:

- complete the application forms at <http://www.schoolbusinfo.com>;
- print the forms and both parents/guardians sign the forms;
- take the original signed forms to the school before May 1st for the following September;
- provide a consistent schedule e.g. weekly, bi-weekly, every Monday and Friday, etc.;
- provide **two weeks written notice** signed by both parents/guardians of changes to the schedule;
- make sure that the address tag indicating the drop-off point is on the student backpack.

If the student remains at the same school and the address information is the same, there is no need to reapply.

Cell Phones & Electronic Devices

All electronic devices, such as cell phones, media players, digital game devices and cameras, etc. are not to be used while the student is on school property without the expressed permission of school personnel. If a student carries a cell phone for safety reasons, he/she is responsible for the cell phone at all times. It must remain "off" and away in their locker during the school day, unless it is required for classroom use. In this case, the classroom teacher will inform students of when tech devices are allowed and when they are not.

Students in grades 7 and 8 will be given lockers to store cell phones and other technology.

****The school is not responsible for lost or stolen property.****

CODE OF CONDUCT

The Lambton Kent District School Board *Code of Conduct* is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario. The Lambton Kent District School Board Code of Conduct sets clear standards of behaviour in order to ensure the rights and responsibilities of all members of the school community. Victor Lauriston promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be

law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Respect, Civility and Responsible Citizenship

All participants involved in the school system – students, parents or guardians, volunteers, teachers and other staff members – are included in this Code of Conduct whether they are on school property, on school buses or at school authorized events or activities. All members of the school community are to be treated with respect and dignity. All members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability
- Respect the rights of others;
- Exercise self-discipline;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- Respect the need of others to work in an environment that is conducive to learning and teaching
- Show respect for school property; and
- Respect all members of the school community, especially persons in positions of authority.

Safety

All members of the school community including students, parents and guardians, teachers and other staff members, volunteers and visitors must NOT:

- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons or illegal or restricted drugs;
- Give alcohol to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearms or replicas;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or be under the influence of, or provide others with alcohol, or illegal or restricted drugs;
- Inflict or encourage others to inflict bodily harm on another person;

- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for himself or herself, and for those in authority
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for his or her own actions.

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- Show an active interest in their child's work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Report promptly to the school their child's absence or late arrival;
- Show that they are familiar with the provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

Communication – Home and School

Open communication between home and school is essential for student success. The first point of contact should always be the classroom teacher. If the concern persists arrange for a conference with the principal or vice principal. Concerns and misunderstandings can usually be resolved through frank and fair discussion.

To ensure parents are aware of school activities a monthly newsletter is sent home at the beginning of each month. It may also be viewed on our website at <http://victor.lkdsb.net> Please contact your child's teacher if you do not receive your copy in a timely manner.

Also, on our school website there are teacher backpacks which contain all information sent home such as classroom newsletters, field trip permissions forms, as well as Learning Goals and Success Criteria for writing. Check out the school website often for updated information.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that Boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Dress Code

Clothing shall be of a style and fit appropriate for school as determined by school staff. Students are expected to wear tops that cover the abdomen, and the back and shoulders. Summer tops should be the width of three fingers across the shoulders. Shorts or skirts should be of such a length that when the arms and hands are extended down the sides of the body the bottom of the skirt/shorts should be at least be the length of the extended finger tips. No pajama pants or exposure of undergarments are permitted. Tops and clothing that bear offensive language, pictures or messages promoting drugs or alcoholic beverages are not permitted. Hats are not to be worn inside the school.

EMERGENCY RESPONSE:

During any school year, there are a number of situations that can occur which require us to use Emergency Procedures. These may include a fire, a tornado warning, and a drug search by police officers or an intruder. There are procedures for each situation that the students will practice. Although real situations are rare, students, staff, parents and visitors need to be aware of what is expected.

HOLD AND SECURE

Used for: Ongoing situation OUTSIDE that is not related to the school occurs i.e. bank robbery, community tragic event, etc.

- Staff assigned to monitor exits move to their area

- Any students on athletic fields should return to the school immediately
- Exterior doors are locked and monitored by staff
- Unassigned staff to the office
- All staff and students within the school are to remain within the classrooms until further notice
- No one is allowed outside; emergency response crews are allowed to enter.
- Staff quick look, halls adjacent to classrooms cleared
- Wait for directions

SHELTER IN PLACE

Used for: When it is necessary to keep all occupants within the school to protect them from an external situation involving environmental or weather-related factors i.e. chemical spills, blackouts, explosions or extreme weather conditions

- An announcement is made to "Shelter in Place"
- All staff and students within the school are to remain within the classrooms until further notice.
- Students in hallways or washrooms must return to class immediately.
- Staff adjacent to washrooms should do a quick check.
- Students on study periods should report to an area designated by the Principal.
- All students on athletic fields should return to the school immediately to an area designated by the Principal.
- Exterior doors locked/ windows closed/ ventilation systems turned off.
- Principal determines whether to bring in students from the portables based on the seriousness of the situation.
- Assign one staff member to monitor each exit.
- Exterior doors locked/windows closed/ventilation systems turned off

Note: To safeguard students and staff inside the building, exterior doors need to remain closed during a shelter in place situation. Travel to a school through conditions requiring a shelter in place creates its own risk. Efforts to pick up children can complicate already challenging circumstances, so parents are asked to wait until conditions improve. In the meantime, coordinated efforts to communicate ongoing updates to families and the community will be made. Once the all-clear has been given, access to the school can once again be provided.

LOCK DOWN

Lockdowns are used for major incidents or threats of violence within the school or in the immediate vicinity of the school.

- An announcement will be made to “Lockdown” in order to notify all staff and students to clear the halls and move to a secure area. It is not necessary to get to your own homeroom, the nearest classroom is a secure area.
- Staff are to lock the classroom doors and windows, close the curtains, turn the lights off, and cover the window of the classroom door;
- Stay away from doors and windows;
- Take cover if available (get behind something solid);
- Students and staff remain away from windows and doors until further notice, cell phones are to be put on quiet mode and only use them if it is necessary to communicate regarding the incident
- If you are in the washroom and it is possible, get to an area which can be safely locked down and if trapped, enter and lock the stall and climb onto the toilet
- If gunshots are heard, everyone should be on the floor.
- Attendance is to be taken by a staff member and texted to the office when it is safe to do so;

When the potential for danger is over, an announcement of “Deactivate Lock Down” will be made to indicate it is safe to resume activities as usual and that the threat no longer exists.

** In Emergency Situations anyone (parents, volunteers) in the building needs to respond immediately and co-operatively.

Field Trips

Throughout the school year, a variety of field trips may be planned. Participation of parents is always appreciated. While these are an extension of classroom activities, they are also privileges earned by students who do their homework, obey school rules, are responsible, and have acceptable behaviour. Students who are negligent may lose the privilege of going on a class field trip.

Food Plans

Order forms for the food plan will be sent home on a bi-monthly basis. Dates for which the lunches will be provided, type of lunch available and the time period the order form covers will be included at that time. Late orders cannot be accepted beyond the date indicated on the current form.

Footwear

Students must wear footwear at all times. They must have separate shoes for indoor use. Running shoes are required for gym. Flip flops are not to be worn on playground equipment for safety reasons.

Freedom of Information Notice to Parents Regarding Consent for Imaging or Audio Recording of Students

During the school year, your child(ren) will be involved in a variety of school related activities consistent with the purpose of educating students in accordance with the *Education Act*.

- Examples may include but are not limited to:
- School Yearbook
- School Plays
- Field Days/Athletic Functions
- Science Fairs
- Annual Report of the Director
- School/Board Curriculum Presentations or Teaching Aids
- School and Class Photographs
- Public Speaking Contests
- Education Week events
- School/Board memorabilia.

In addition, public media organizations, upon notification, may be present to cover these events by photographing, audio taping or videotaping students involved in the above-mentioned routine in-school activities.

- If you wish your child to be excluded from photographing, audio taping, or videotaping as a part of activities such as outlined above, please notify the Principal of the school in writing as soon as possible. Otherwise the school will assume your consent.
- A Special Event Student Release Form is required for the imaging or audio recording of specific programs or activities of the School or Board which are **not** considered part of routine activities and which may be shared outside of the jurisdiction of the School or Board.
- Special Event Student Release forms will be sent home for students participating in these types of out-of-school / special Board-sponsored activities, or special projects, as they occur.
- A signed release is also required for images or audio recordings to be included on School or Board websites. Consent will be obtained each year on student profile sheets for elementary students and

through the grade 8 to 9 and subsequent years' option sheet process for secondary students.

These procedures are designed to ensure the privacy of students in the school and for students within the jurisdiction of the Lambton Kent District School Board, and are in accordance with the Municipal Freedom of Information and Protection of Privacy Act.

Homework

Homework is effective when it is actively supported in the home. By checking and initialing your child's planner every night, your child knows that you are interested in their school work.

Homework at VLS is for all students and could involve:

- Quality daily reading & writing
- Work completion (daily assigned work, missed work, projects, assignments)
- Weekly review of math concepts
- Ongoing review of notes and materials for evaluation

Teacher assigned homework will be appropriate to age, ability, special needs and grade level of the students. It will also support the expectations of the Ontario Curriculum.

Illness

Students who are not well enough to do their work and to play outside while at school should stay home. In the event that a child becomes ill at school, we will contact parents or the emergency contact. Occasionally, a student brings a note requesting to stay inside at outside activity times. These requests cannot be honoured as staff members are providing outside supervision at these times.

Inclement Weather – ZONE 8

In cases of severe weather:

- a) listen to CFCO (630 AM or 92.9 FM) or CKSY (94.3 FM) from 6:30 a.m.
- b) log onto website - <http://www.schoolbusinfo.com/>
- c) Buses Cancelled – Parents are responsible for transportation
Fog – Buses run in the afternoon only;
Snow – Buses cancelled all day
- d) Early Dismissal – Parents will be contacted before students are sent home.
- e) Schools Closed – Staff and students do not attend.

Leaving School Property

Once at school, students may not leave the property without written permission submitted to school staff. The first nutrition break is designated as the break for students to go out for lunch if they are going close enough to walk. If parents wish their child to regularly go out for lunch during the first break, a signed letter giving permission for that one break is to be submitted to the homeroom teacher at the beginning of the school year. All students are to stay at school for second break.

A reminder to parents, that when students leave the school grounds, they are not supervised. The only way we can guarantee supervision is when students stay at school.

Lost and Found

The best answer to lost, misplaced, or missing items is name labelling. Please check the Lost and Found box, located in the Primary hallway, if an item you provided for your child has gone missing. Smaller items such as keys, jewellery, and watches are kept in the office.

Medication for Students

We are prepared to assist by keeping medication in the office, and providing it to students at the appropriate time. Each year, or with a change in prescription, a permission form signed by a parent or guardian and the doctor who has prescribed the medication, must be provided. Forms are available from the school office. Staff are trained yearly in the use of an Epi-pen. For reasons of safety and security, we ask that parents deliver medication, in the original container, to school rather than sending it with students. With parent consultation, students will be permitted to carry Epi-pens and puffers with them.

Nutrition Breaks

Two nutrition breaks will be held. Students are encouraged to remain at school for the full day to avoid disruption. Parents granting permission for their child to leave the property during the first nutrition break must provide a note of permission each time. Students who stay for the Nutrition Break must remain on the school grounds. If students are to leave for any reason, a note in the student planner is needed.

JK to 5 students have student monitors whose job is to supervise and report problems to hall duty staff. Inappropriate behaviour may result in the removal of lunch privileges if the student does not follow lunch rules.

If parents allow their children to purchase food away from the school, then this food must be consumed off school property and students may

return to their classroom at 11:55. Students are reminded to cross streets at intersections to ensure their safety.

Ontario Provincial Report Card

The Provincial Report Cards are designed to give clear, detailed information about student learning in relation to the expectations and standards outlined in the Provincial Curriculum. While communication of student achievement is ongoing, formal sharing takes place three times a year. The Elementary Progress Report Card shows a student's development of the learning skills and work habits during the fall of the school year, as well as a students' general progress in working towards the achievement of the curriculum expectations in all subjects. The Elementary Provincial Report Card is designed to show a student's achievement at two points in the school year: February and June.

LEVELS OF ACHIEVEMENT

Level of Achievement	Description
4	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.
3	The provincial standard. The student has demonstrated most of the required knowledge and skills.
2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
1	The student has demonstrated some of the required knowledge and skills. Achievement falls much below the provincial standard.
R	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.

Pediculosis (Head Lice)

Control of pediculosis (head lice) is an ongoing process which requires vigilance at school and support from parents. Our Board requires that we conduct a school-wide check at the beginning of the school year and on the first day following each vacation period. Additional checks may be conducted if circumstances warrant. Positive cases of pediculosis require immediate treatment so parents will be contacted to take students from school for treatment and to remove all nits (eggs).

Students may return to class after a head check by school staff. A detailed procedure on control of pediculosis and resources for treatment is available upon request.

Personal Property

The school cannot be responsible for personal property which is lost or broken at school or at school functions. Students are to leave valuable property at home. As well, items that are not conducive to a safe school environment are not to be brought to school. Matches, lighters, cap guns, air guns and shells, slingshots, hardballs, pocket knives or any similar item which could pose a threat to the safety of others are not allowed at school.

Picking up Students During School Hours

Please report to the office when picking up students. A note in the student planner is required. *Students will meet parents at the office to avoid disruption of classes.*

Playground Safety - Danger of Strangulation

Each year in Canada, thousands of children get hurt at playgrounds playing on slides, monkey bars or swings. Some children have died when their clothing or drawstrings got caught on playground equipment or fences. Some children have died when they became entangled in ropes or skipping ropes attached to playground equipment. Loose clothing, hoods, scarves, drawstrings, mitten cords, ropes and skipping ropes can strangle a child!

Safety Tips

- Remove cords and drawstrings from children's hoods, hats and jackets.
- Tuck in all clothing that can get caught on playground equipment.
- Wear a neck warmer instead of a scarf.
- Take off bicycle helmets before using playground equipment. Bicycle helmets can get trapped on equipment and strangle a child.
- Make sure children do not tie ropes or skipping ropes to slides and other playground equipment.
- Supervise children on the playground.
- Teach children how to use playground equipment and play safely.

PROGRESSIVE DISCIPLINE

The principal or designate will use a progressive discipline strategy to address student infractions if a student has engaged in inappropriate behaviour. School leaders practice progressive discipline as part of a whole-school approach that involves a continuum of prevention

programs, strategies for fostering and reinforcing positive behaviour and helping students make good choices, and age-appropriate interventions, supports, and consequences used to address inappropriate student behaviour.

A teacher or the principal or designate, as appropriate, will utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours and to guide students to more appropriate choices. For students with special education needs, this includes referring to their Individual Education Plan (IEP) and consulting with appropriate staff to determine the best possible approaches.

Interventions may include:

- Contact with student's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that has a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Referral to counseling; and/or consultation.
- Meeting with the student's parent(s)/guardian(s), student and principal;
- Referral to a community agency for counseling or intervention related to anger management, substance abuse, or other

Consequences could include;

- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Safe schools transfer

In some cases:

- a. Suspension may be considered an appropriate progressive discipline step
- b. Contact with CAS where required
- c. Contact with police services where required

A bias-free approach is one that respects all people and groups, and reflects human rights principles. A bias-free approach helps build and foster a positive, safe, accepting, and respectful school culture and climate and helps students and their families, school staff, and other members of the school community.

Safe Welcome Program

To ensure the safety of all students and staff, security cameras are in place at both entrances. Please press the brown button, sign in at the office, and wear a visitor's badge. At dismissal, all parents, babysitters, grandparents, etc. are asked to meet the students **outside** of the building at a designated meeting place. This nurtures independence in our students and ensures that strangers do not go unnoticed in busy hallways.

School Council

Meetings are held a total of five times per year during the school year, as agreed upon by the Council. The mandate is to receive and give advice regarding educational matters that strengthen student achievement. The meetings provide information about curriculum and include regular classroom visits. Meetings are advertised and open to all.

School Food and Beverages

Our school promotes healthy food and beverages to contribute to improved student learning. Principals, staff, parents or guardians, volunteers, and guests will support healthy food choices for students.

This applies to food and beverage items:

- sold or given to students in all places –e.g. cafeterias, vending machines, tuck shops;
- through all programs –e.g. catered lunch programs, student nutrition programs, school lunches;
- at all day or night events–e.g. bake sales, sports events, special events, extra-curricular activities.

The standards do not apply to food and beverages that are:

- shared by classmates at no cost
- brought from home or purchased outside of school and are not for resale
- available for purchase during field trips away from school

Energy drinks and bars will not be given or sold to student-athletes. Fund raising activities will follow the guidelines when suitable. Ten events are excused from these standards and will be decided by the principal and School Council.

School Year Calendar 2020-2021

School Opening	Tuesday, September 3, 2019
P.A. Day	Friday, September 27, 2019
Thanksgiving Day	Monday, October 14, 2019
P.A. Day	Friday, October 25, 2019

Commented [AN1]: Thanks for updating this, when the calendar is approved.

P.A. Day	Friday, November 22, 2019
Christmas Holidays	Dec 23, 2019 to Jan 3, 2020
P.A. Day	Friday, January 31, 2020
Family Day	Monday, February 17, 2020
March Break	March 16 to 20, 2020
Good Friday	Friday, April 10, 2020
Easter Monday	Monday, April 13, 2020
P.A. Day	Friday April 24, 2020
Victoria Day	Monday, May 18, 2020
P.A. Day	Friday, June 5, 2020
Last Day of Classes	Thursday, June 25, 2020
P.A. Day	Friday, June 26, 2020

Skating

Students, teachers and volunteers are required to wear helmets when participating in all skating activities.

Sports Activities

Physical Education

Please label all physical education equipment. Students are required to wear proper clothing for each class. Students may only be excused from physical education with a doctor's note or a special note from parents. We believe that the fitness of every child is important so participation in physical activities is encouraged.

School Travel Teams

School travel teams provide the opportunity for student athletes to develop their skills at an advanced level. Students must try out for a team and be selected to represent Victor Lauriston. A student on a team is an ambassador for the school and is expected to show appropriate behaviour in the classroom, on the court/field and off the court/field.

Intramurals

Our house league system was developed to provide a sports outlet for all students and especially for those not on school teams. Every student from grades 1 to 8 who wishes to participate will be placed on a house league team.

Spectator Code of Behaviour

1. Cheer in a positive manner
2. Respect Coach's and Officials' decisions
3. Do not interfere with the competition

4. Keep off the playing area
 5. Be Courteous and respectful
- Failure to comply with this "Code of Conduct" may lead to ejection from the gymnasium.

Student-Led Conferences

All parents are invited to a student led conference in November. Throughout the year teachers attempt to keep parents informed with notes, phone calls, newsletters and interviews. Parents are encouraged to call the school at any time to discuss their children's progress with the classroom teacher.

Telephone Use

The school telephones are used for school business and are in constant demand. Students are to make lunch and after school plans before school hours. As well, students are asked not to text parents without informing their teacher or the office first.

Volunteers

Parents are encouraged to become actively involved. Volunteers are also needed for reading, writing, and math programs and for the Breakfast Program. If you are interested in volunteer work please contact the school.

Yard Supervision

Our schoolyard is supervised at 9:00 a.m. and during both Nutrition Breaks. Students are not to arrive at school before 9:00 a.m. (unless attending Breakfast or Homework programs). The only after school supervision will be the supervision of buses and watching students as they leave the schoolyard. Students should time their school arrival accordingly and are expected to proceed directly home after school dismissal. This helps to prevent after hour problems from occurring.

****PLEASE NOTE ****

The board policies and regulations are available on the LKDSB web-site at www.lkdsb.net if parents wish more details.

Helping Your Child Succeed At School

The Top 6 Secrets To Student Success

There are six simple things parents/guardians can do:

1. Let your child know that you think it is important that he or she does well in school.
2. Talk to your kids about school.
3. Read to your child when they're young (and even when they're older)
4. Go to concerts and sports events.
5. Read your child's report card.
6. Go to parent teacher interviews.

These six simple steps can lead to improved attendance, improved student engagement, more positive relationships between parents and teachers, and increased student success overall. The effects of this form of parental involvement has an impact across socio-economic, ethno-cultural and educational lines.

STUDENT AIDS

Reading-Writing Tips

“MAKING CONNECTIONS”

Helping students make connections between what they read and their personal experience is an important literacy goal.

The more capable the student is in making connections, the better writers they become. The following chart provides some questions that may help students when making connections.

TEXT-to-TEXT	TEXT-to-SELF	TEXT-to-WORLD
<input type="checkbox"/> Does this remind you of another book? <input type="checkbox"/> How is this book like/ different from another book by the same author? <input type="checkbox"/> Is the vocabulary in this book like that in another book? <input type="checkbox"/> Have you read about a setting like this before? <input type="checkbox"/> Do you know of another book with the same theme? Which one? <input type="checkbox"/> Do the illustrations remind you of another book? <input type="checkbox"/> Can you think of another book in the same genre?	<input type="checkbox"/> How would you solve this problem? <input type="checkbox"/> What images come to mind when you think about? <input type="checkbox"/> What would you do in the same situation? <input type="checkbox"/> Is this like something that happened to you? <input type="checkbox"/> Have you ever experienced this? <input type="checkbox"/> How did this make you feel? <input type="checkbox"/> Have you ever felt this way? <input type="checkbox"/> Would you ever do this? <input type="checkbox"/> Do you agree with what the character did? Why or why not?	<input type="checkbox"/> Does this remind you of something that happened on the news? <input type="checkbox"/> Is this the same as ... a real life situation/ event? <input type="checkbox"/> Has this ever happened before? Where? When?



Coaching Children
in Reading

Try these prompts when reading words:

- What strategy have you used?
- Skip the word and come back.
- Go back and reread.
- Chunk sounds together.
- What word could fit here?
- Look at the pictures—the word is right here.
- I am going to sound this word out with you.
- I am going to tell you the word.

Try these prompts for comprehension

- I will retell what has happened so far.
- Fill in the who, what, where, and why.
- Would it help if I summarized the story for you?

Spelling Rules

l before **e**
Except after **c**,
Or when sounded as **A**,
As in **neighing** and **weigh**.

Final consonants are **not doubled** when the word ends in more than one consonant. Example: frown frowned frowning
help helped helping

When words end in soft **ce** or **ge**, keep the **e** before **able** and **ous**
Example: peace peaceable
courage courageous

When verbs end in **ie**, change the ending to **y** before adding **ing**.
Example: tie tying (tied)

Spelling Tips

1. **LOOK** at the new word.
 2. **SAY** the word.
 3. **SPELL** the word aloud.
 4. **WRITE** the word.
 5. **PICTURE** the word in your mind.
 6. **COVER** the word and write it.
 7. **CHECK** for mistakes.
- If you have made a mistake, go back to step 1.

Parts of Speech

Noun

A **common** noun is a person, place, thing, or idea.
Example: boy, city, cottage, lake, religion, despair

Proper nouns are capitalized and refer to specific persons, places, objects, or ideas.

Example: Monica, Chatham, Friday, Rondeau Provincial Park

Pronoun

A pronoun can take the place of a noun.
Paul opened **his** door when **he** heard **his** friend knock.

Verb

A verb shows action.

Example: She **dances** today. (present)

She **danced** yesterday. (past)

She **will dance** tomorrow. (future)

Adjective

Adjectives are words that describe nouns.

A **young, slight** boy ran up the **creaky** stairs in the **old** building.

Adverb

Adverbs are words that describe verbs, adjectives, or other adverbs and answer the questions when, where, or how much.

Example: The cow mooed **loudly** as it tried to get out of its pen.

Preposition

Prepositions show how a noun or a pronoun is related to another word.

Example: The pig came squealing **into** the barn.

Conjunction

Conjunctions join words, phrases, or clauses.

Example: Joe couldn't run very well **because** his shoelace was undone.

Punctuation

1. Place a period at the end of a **statement sentence**.
We love playing in The Lion's Den.
2. Use a period at the end of an **imperative sentence**.
Please run.
3. Use a question mark after all **interrogative sentences**.
What will we study in French class today?
4. Use an exclamation mark after **exclamatory sentences**.
These students are awesome!
5. Use a comma to separate words and phrases in a series.
The volleyballs, basketballs, and floor hockey sticks are in the gym.
6. Use quotation marks around a direct quotation.
The staff member said, "This is a great school."
7. Use an apostrophe for a contraction, as in **it's** (for **it is**), or to show possession, as **Valerie's books**.

Math Hints

Order of Operations

Brackets

Exponents

Division

Multiplication

Addition

Subtraction

Symbols

$<$ is less than

$>$ is greater than

$=$ is equal to

\approx approximate

\leq is less than or equal to

\geq is greater than or equal to

Money

Penny=1 cent

=1 ¢

=\$0.01

Nickel =5 cents

=5 ¢

=\$0.05

Dime =10 cents

=2 nickels

=10 ¢

=\$0.10

Quarter =25 cents

=5 nickels

=25 ¢

=\$0.25

Loonie=100 cents

=20 nickels

=10 dimes

=4 quarters

=100 ¢

=\$1.00

Toonie=200 cents

=40 nickels

=20 dimes

=8 quarters

=200 ¢

=\$2.00

Place Value

172 823 504.269

1	7	2	8	2	3	5	0	4	.	2	6	9
---	---	---	---	---	---	---	---	---	---	---	---	---

Hundred Millions
Ten Millions
Millions
Hundred Thousands
Ten Thousands
Thousands
Hundreds
Tens
Ones
And (decimal)
Tenths
Hundredths
Thousandths

Commented [AN2]: Can this be rotated?

Count to 100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Addition Facts

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

Subtraction Facts

+	13	14	15	16	17	18	19	20	21	22	23	24	25
0	13	14	15	16	17	18	19	20	21	22	23	24	25
1	12	13	14	15	16	17	18	19	20	21	22	23	24
2	11	12	13	14	15	16	17	18	19	20	21	22	23
3	10	11	12	13	14	15	16	17	18	19	20	21	22
4	9	10	11	12	13	14	15	16	17	18	19	20	21
5	8	9	10	11	12	13	14	15	16	17	18	19	20
6	7	8	9	10	11	12	13	14	15	16	17	18	19
7	6	7	8	9	10	11	12	13	14	15	16	17	18
8	5	6	7	8	9	10	11	12	13	14	15	16	17
9	4	5	6	7	8	9	10	11	12	13	14	15	16
10	3	4	5	6	7	8	9	10	11	12	13	14	15
11	2	3	4	5	6	7	8	9	10	11	12	13	14
12	1	2	3	4	5	6	7	8	9	10	11	12	13

Metric System

milli	centi	deci	BASE UNIT	deca	hecto	kilo
METRE						
mm	cm	dm	m	dam	hm	km
0.001 m	0.01 m	0.1 m	1 m	10 m	100 m	1000 m
GRAM						
mg	cg	dg	g	dag	hg	kg
0.001 g	0.01 g	0.1 g	1 g	10 g	100 g	1000 g
LITRE						
ml	cl	dl	L	dal	hl	kl
0.001 l	0.01 l	0.1 l	1 l	10 l	100 l	1000 l

Fractions

$\frac{3}{5}$ numerator
denominator

Always reduce to lowest terms:

$$\frac{6}{12} = \frac{1}{2} \qquad \frac{24}{36} = \frac{2}{3}$$

To **add** or **subtract** different fractions, first find a **common denominator**.

$$\frac{1}{3} + \frac{2}{5} = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

To **multiply**:

$$\frac{1}{3} \times \frac{2}{5} = \frac{2}{15}$$

To **divide** invert and multiply:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

En Francais--French Language Tips and References

Regular verbs:

To conjugate a regular **-er** verb, drop the **-er** and add:

je - e	nous - ons
tu - es	vous - ez
il - e	ils - ent
elle - e	elles - ent

To conjugate a regular **-ir** verb, drop the **-ir** and add:

je - is	nous - issons
tu - is	vous - issez
il - it	ils - issent
elle - it	elles - essent

To conjugate a regular **-re** verb, drop the **-re** and add:

Je - s	nous - ons
Tu - s	vous - ez
Il -	ils - ent
Elle -	elles - ent

Irregular verbs:

<u>être =</u> to be	<u>aller =</u> to go	<u>avoir =</u> to have	<u>faire = to do/to</u> make
je suis	je vais	j'ai	je fais
tu es	tu vas	tu as	tu fais
il est	il va	il a	il fait
elle est	elle va	elle a	elle fait
nous-	nous allons	nous avons	nous faisons
sommes	vous allez	vous avez	vous faites
vous êtes	ils vont	ils ont	ils font
ils sont	elles vont	elles ont	elles font
elles sont			

Numbers

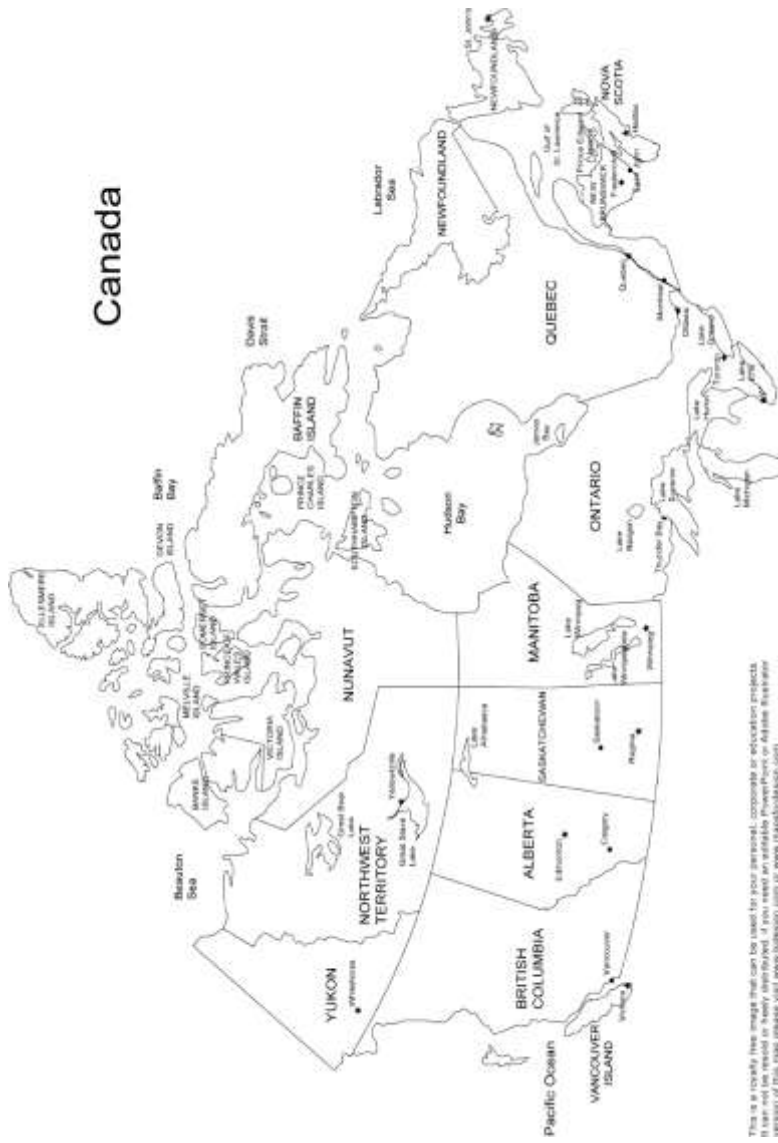
1 – un	11 – onze
2 – deux	12 – douze
3 – trois	13 – treize
4 – quatre	14 – quatorze
5 – cinq	15 – quinze
6 – six	16 – seize
7 – sept	17 – dix sept
8 – huit	18 – dix huit
9 – neuf	19 – dix neuf
10 – dix	20 – vingt

Common Expressions

My name is	Je m'appelle...	No	non
Yes	Oui	Who?	Qui?
Hello	Bonjour	When?	Quand?
Goodbye	au revoir	Where?	Où?
Thank you	merci	Why?	Pourquoi?
Please	S'il vous plait	How?	Comment?
With	avec	without	sans

How are you? Comment allez-vous?
Happy Birthday Bon anniversaire

Canada



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