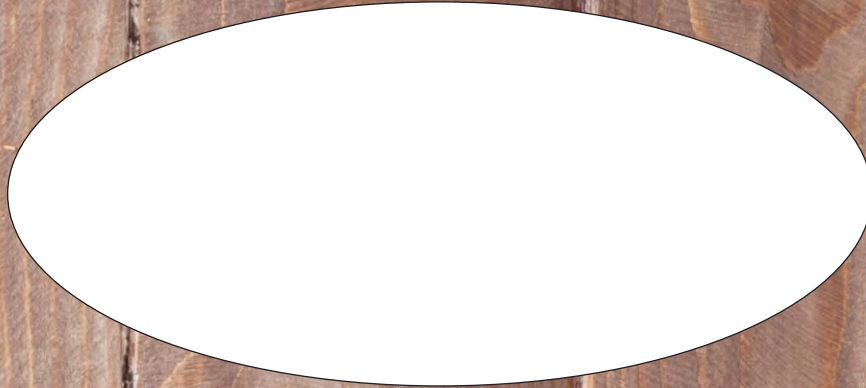


2017-18

- SCHOOL PLANNER -



Lambton Kent
District School Board
Student Achievement ✓ *Community Success*



EDITING CODES

SPELLING



CAPITAL



PUNCTUATION



INSERT A WORD



REMOVE A WORD



NEW PARAGRAPH



AWKWARD WORDING



INDENT



WORD WALL



STUDENT HANDBOOK 2017-2018

South Plympton/Wyoming Public School



South Plympton Campus

4741 Confederation Line, Wyoming, Ontario N0N 1T0
Phone #519-845-3141 Fax #519-845-0675

Wyoming Campus

606 Thames St., Wyoming, Ontario N0N 1T0
Phone #519-845-3241 Fax #519-845-0031

Principal: Mr. Andrew Parnham **Vice-Principal:** Ms. DeeAnna Smith

This agenda belongs to:

NAME _____

ADDRESS _____

CITY/TOWN _____

POSTAL CODE _____ PHONE _____

STUDENT NO. _____ HOMEROOM _____



PLEASE NOTE: The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

Printed on recyclable paper



SCHOOL PROFILE

South Plympton/Wyoming Public School is a blended school community with students in JK – Grade 3/4 attending the South Plympton Campus while Grade 4/5-8 students attend the Wyoming Campus. The two buildings are approximately 2 km apart. The blended school has one full-time principal and a half-time Vice-Principal for the two locations. The Wyoming Campus also includes one centralized class for children with developmental challenges, Alternative Learning & Life Skills. Although most of the children who access our ALLP class are not from our school area, they are an integral part of our school community, participating in daily programs and activities.

A very supportive School Council serves in an advisory capacity. Together we share the school focus; to form one school community with common goals and objectives aimed at providing the best school programs for the children of this area. Parents are welcome and frequent visitors to the schools. They donate many volunteer hours, strengthening the home and school support system.

The South Plympton/Wyoming School Community includes a rural farming area on the outskirts of the town of Wyoming and the town area itself. It borders the large industrialized city of Sarnia as well as the somewhat smaller, but currently growing, town of Petrolia. Busing is available to all students JK-Grade 3/4 going to the South Plympton Campus. Busing is also provided for students in Grade 4/5-8 attending the Wyoming Campus who live at least 1.6 km from the school. All students who live South of the railway tracks will have busing provided. **Students may ride only the bus to which they are assigned. Riding the school bus is a privilege, not a right.**

The staff brings to our school a variety of teaching and personal experiences and expertise that provide challenges and opportunities for our students. They show great enthusiasm in planning and delivering curriculum as they utilize a variety of learning strategies for our students. Our school offers age-appropriate extra-curricular activities and leadership opportunities.

LAMBTON KENT DISTRICT SCHOOL BOARD

VISION STATEMENT

Our Students – Shaping Our World

MISSION STATEMENT

Fostering Success for Every Student Every Day

BELIEF STATEMENTS

- Public education is an investment in the future of all peoples and all communities.
- All students can learn and are entitled to quality instruction.
- A safe and caring learning environment is strengthened by embracing diversity, and respecting self, others and the world around us.
- Student success is achieved through shared responsibility of students, staff, families, community and First Nation partners.
- Accountability is attained through open dialogue, transparency and fiscal responsibility.
- We are committed to innovation and continuous improvement.

SCHOOL COUNCIL

The School Council is an advisory body of elected parents, community representatives and staff members. School Council plays a key role in bringing parents and schools together. Research clearly proves that parental involvement has a direct correlation to student success. Meeting dates are announced in the monthly calendar or through special notices. Minutes and pertinent literature are available to everyone and we encourage your involvement for the betterment of your child's educational future.

LKDSB Holidays for 2017-2018:

- September 4, 2017
- October 9, 2017
- December 25, 2017 to January 5, 2018
- February 19, 2018
- March 12-16, 2018
- March 30 and April 2, 2018
- May 21, 2018
- June 29, 2018 first day of summer holidays

Professional Activity Days 2017-2018:

- September 29, 2017
- October 27, 2017
- November 24, 2017
- February 2, 2018
- April 27, 2018
- June 8, 2018
- June 29, 2018

VISITORS

Visitors are always welcome. There are security measures at both buildings. Doors are locked while students are at school and visitors can be buzzed in at the main entrances. Please press the door-bell to alert the secretary you are there and then identify yourself. Please be patient as the secretary may not be at her desk. When visiting at times other than open invitations, **all visitors are to report to the office through the main doors and sign in to our Guest Book** to ensure safety for our staff and students and so as not to disrupt learning in progress. Our secretaries, Mrs. Walker (South Plympton) and Mrs. Andriash (Wyoming) will be pleased to assist you.

Despite being an authorized person to be on school premises (e.g., a parent of a student), access to the school may be denied if the presence of a person is considered detrimental to the safety or well-being of others at the school. Courts have the authority to issue fines up to \$5,000.

PARKING

***Please observe the ONE-WAY DIRECTION OF TRAFFIC flow in both parking lots. Both buses and cars must use the same narrow paths.** The safety of our students while getting on and of buses is of primary importance.

Please obey all signs posted in the schools’ driveways and parking areas. Our buses load and unload at the front of the schools.

At Wyoming, visitor parking is at the southwest end of the lot near the small play yard. No traffic is permitted in front of the school between 8:30 – 9:00 a.m. and 3:00 – 3:30 p.m. on school days to ensure safe loading and unloading of buses, and safe dismissal of walking students to the streets. It is NOT SAFE to have other vehicles, buses and walking students mixing.

SCHOOL HOURS

Wyoming

- 9:00 – 11:00 (120 min.)
- 11:00 – 11:40 (nutrition break, may leave for lunch)
- 11:40 – 1:20 (100 min.)
- 1:20 – 2:00 (nutrition break)
- 2:00 – 3:20 (80 min.)

South Plympton

- 9:10 – 11:10 (120 min.)
- 11:10 – 11:50 (nutrition break)
- 11:50 – 1:30 (100 min.)
- 1:30 – 2:10 (nutrition break)
- 2:10 – 3:30 (80 min.)

SCHOOL ARRIVAL/YARD SUPERVISION

Students should NOT arrive until 15 minutes before the entry bell unless requested by a teacher or coach. Supervision on the yards is provided at this time. South Plympton parents may drop their children off at the East entrance to the Playground, ensuring they enter into the playground where there is supervision. The time before classes begin is important preparation time for teachers. We appreciate your cooperation in this matter.

SCHOOL ATTENDANCE

Regular attendance and punctuality is necessary for student success.

Students must attend school every day and be on time.

Absences: When your child is absent, please call the school before classes begin. If the office is not open or the line is busy, an answering system will record messages 24 hours a day. In cases where we do not know the reason for a student's absence, the Board's Safe Arrival Policy requires a contact be made by phone to ensure their safety. If no contact has been made, please send an explanatory note to your child's teacher upon return to school.

Lates: If your child is late for any reason then they MUST report to the office WITH A NOTE upon arrival.

Students in the junior and intermediate grades are responsible for work missed due to absence from class.

Please provide a note if your child must leave school early.

OPENING AND CLOSING EXERCISES

Schools are required to conduct opening or closing exercises. The singing of 'O Canada' is included and applicable announcements.

SCHOOL PLAYGROUND

Both campuses have a large playground and field, which allows enough space for all students to play at a variety of activities. Equipment is provided for many activities to be enjoyed during outdoor breaks. Students are expected to respect the rights of others and play safely and cooperatively at all times. Play fighting is not permitted. School Code of Conduct rules also apply to the playground.

BICYCLES/ROLLER BLADES/HEELY SHOES/SKATEBOARDS/SCOOTERS

Students wishing to ride bicycles to school must wear helmets and place their bikes in the appropriate bicycle racks. The bicycle racks are out-of-bounds during the recess breaks. Students' rollerblading or wearing heely shoes should wear protective gear and remove their skate boots or heely shoes at the bicycle racks. No roller blades or heelys are to be worn beyond this point at school. Similarly, skateboards and scooters must be locked up and are not to be carried on school property. None of these items may be transported to or from school on any bus or brought into the school for safety reasons. The school cannot accept any responsibility for lost or damaged items.

BUSING

Busing is available for all students JK-Grade 3/4 going to the South Plympton Campus. Busing is also provided for students Grade 4/5-8 attending the Wyoming Campus who live at least 1.6 km from the school. All students who live South of the railway tracks will have busing provided. **Students may ride only the bus to which they are assigned. Riding the school bus is a privilege, not a right.**

Effective September 2011, Student Transportation has been authorized to provide transportation services to those families who may require transportation to two locations due to shared custodial arrangements within the school eligible transportation boundary. The full procedure is available at www.schoolbusinfo.com in the policy and procedures section. For more information call Student Transportation at 1-877-330-4287 ext 410.

Our school is located in ZONE 1. Wight's buses run through Zone 1 and a small section of Zone 2; and Hull's buses run through Zones 1 and 4. When there is inclement weather, you may access [schoolbusinfo.com](http://www.schoolbusinfo.com) (which is updated daily beginning at 6:00 a.m.) and/or listen to local radio stations for bus information.

Parents are responsible for student safety and conduct prior to boarding the bus, while riding the bus and again at the end of the school day. Please ensure that students are at the designated pick-up point at least 5 minutes prior to their scheduled pick-up time. Parents of Kindergarten students must meet their children at the end of the day at the bus stop.

Students must behave on the bus in a way that ensures that the driver can concentrate on driving and that all passengers are safe and comfortable.

Incidents of student misconduct on the bus will be reported by the bus driver to the school principal and appropriate consequences will result. When bus privileges are removed due to the frequency or severity of an incident, parents are responsible to take their children to and from school.

Video surveillance cameras are used on the buses.

SCHOOL BUS REGULATIONS

- Students must follow the instructions of the driver at all times.
- Students must 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 use polite language only.

INCLEMENT WEATHER

If buses are canceled due to weather conditions, an announcement will be made on the local radio stations, CHOK 1070 AM or FOX 99.9 FM. Schools will remain open although some staff members may not be able to reach the school safely so program will have to be adjusted accordingly. If the safety of your child is of concern, it is ultimately your decision as to school attendance during inclement weather.

If children are being dismissed early, due to severe weather or other emergency conditions, announcements will be made on the radio. Calls will also be made to parents. Please discuss with your children what the family plan is should school dismiss early and you are likely not to be at home.

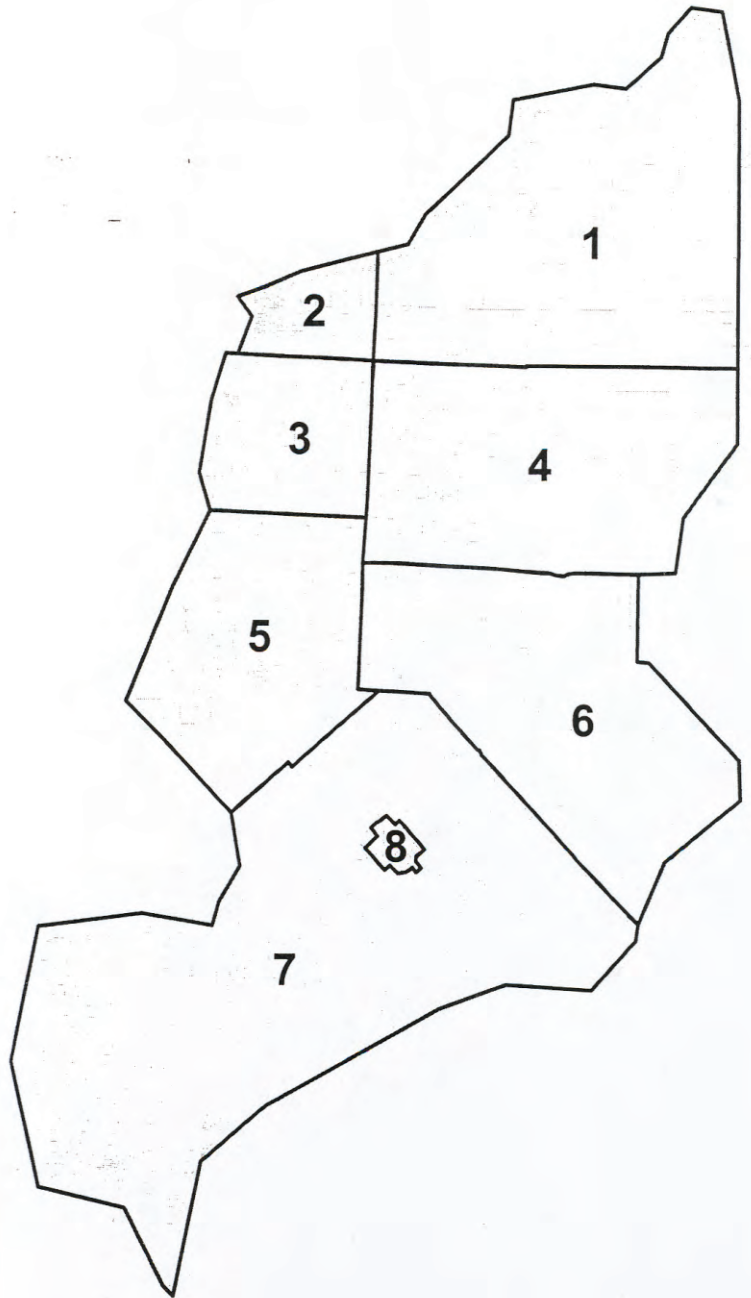
South Plympton/Wyoming Public School is in Zone 1 and a small section of Zone 2 and 4.

1. All facilities of the Lambton Kent District School Board will remain open unless otherwise indicated, even though some bus routes are cancelled.
2. The Director of Education, or designate, will approve curtailment, cancellation or disruption of transportation schedules and the closure of facilities in accordance with the Education Act and approved Student Transportation Policies, Regulations and Administrative Procedures.
3. Staff employed by the Lambton Kent District School Board is expected to use reasonable diligence when traveling to their place of employment during periods of inclement weather as mutually agreed in Collective Agreements or Board Policy.
4. The Manager of Transportation Services will provide, through the radio stations, and various electronic media, consistent, timely and accurate information of decisions resulting from inclement weather conditions. Specific details regarding bus-related inclement weather procedures are available at <http://www.schoolbusinfo.com>.

5. For the purpose of administering joint Transportation Services for the Lambton Kent District School Board, and the St. Clair Catholic District School Board, the total geographic area of Lambton County and Chatham-Kent Municipality are divided into eight transportation zones. These zones are defined as follows:

BOUNDARIES:

ZONE	DIRECTION	LOCATION
1	North	Lake Huron
	West	Mandaumin Road
	South	Churchill Road
	East	County Boundary
2	North	Lake Huron
	West	St. Clair River
	South	Churchill Road
	East	Mandaumin Road
3	North	Churchill Road
	West	St. Clair River
	South	Bickford Line
	East	Mandaumin Road
4	North	Churchill Road
	West	Mandaumin Road
	South	Bentpath Line
	East	County Boundary
5	North	Bickford Line
	West	St. Clair River
	South	Angler Line-Bear Line-Green Valley Road
	East	Mandaumin Road
6	North	Bentpath Line
	West	Mandaumin Road
	South	Kent Bridge-Base Line-Green Valley Road
	East	County Line
7	North	Angler Line-Bear Line
	West	Lake St. Clair-County Boundary
	South	Lake Erie
	East	Kent Bridge-Base Line-Green Valley Road
8		City of Chatham Boundary Lines



SCHOOL TELEPHONE

South Plympton 519-845-3141

Wyoming 519-845-3241

If you reach the answering machine when phoning, please leave a message. If a return call is requested, someone will get back to you as soon as possible. When calling after 3:00, a message left on the machine may not be received until after students/buses leave. Students may use the school phone with permission for EMERGENCY purposes only. Please notify us if your child requires special consideration in regards to telephone usage.

*****Students are not permitted to use personal communication devices/cell phones without permission of school personnel. Students may be contacted for urgent matters through the school office phone.*****

CONTACTING TEACHERS

It is important to promote open communication between home and school. When you wish to speak to a teacher, please call the school (South Plympton 519-845-3141/Wyoming 519-845-3241). The secretary will take your name and telephone number and the teacher will contact you as soon as it is convenient. If an immediate response is necessary, inform the secretary of the nature of the emergency. Parents should not expect to have an interview without a previously arranged appointment.

WASHROOMS

Students are encouraged to use their breaks to go to the washrooms. Teachers are understanding of students who must be excused more often, however, it is important to keep classes free of interruption in order to make the best use of our time. While in the washrooms, students are expected to respect the right to privacy of other students, not be involved in rough play and refrain from vandalism.

LUNCH

All students will remain on school property throughout the day. A note is REQUIRED from a parent/guardian if the student has permission to leave the school property during the lunch break (**1st nutrition break**). If your child will leave the school every day, one note indicating your permission will suffice. If, however, your child will only be leaving occasionally they must have a note EACH TIME they are permitted to leave. When Wyoming Campus students leave for lunch they are expected to be respectful of the community. Students will not be permitted to bring their food/drinks back onto school property and are not expected to return until it is outside recess time. During very cold days when students are kept indoors students will NOT be permitted to leave the school for lunch, so please be prepared for these instances. Likewise, if there are tornado watches/warnings and if severe thunderstorms are in the area, students will not be permitted to leave the school for lunch.

A nutrition program is provided by volunteers at both schools. It is available to any student who chooses to, and will be available only as long as there are sufficient community volunteers and financial supports.

MEDICATION

Please let the office know if your child has a special health problem such as asthma, diabetes, allergies etc. It is very important that we be informed of any changes in your child's medical status. Medication can only be administered at school by a staff member, if the appropriate doctor's form has been completed and updated at the beginning of each school year. Forms are available in the office. Medication is to be transported to the school by the parent to ensure the safety of children. Medication is to be provided in the prescription bottle with the pharmacy directions attached.

Please do not send over the counter medication for dispensing at school as it does not meet the above criteria. If medical urgencies occur during the school day, parents will be contacted. Thank you for your assistance.

STUDENT CONCUSSION POLICIES

In response to Ministry of Education requirements and in support of our existing school safety procedures, schools are required to follow certain steps whenever a student suffers a concussion or whenever a concussion is suspected. As with any potential injury, our first goal is prevention; concussion awareness and prevention is part of ongoing professional training for staff and is integrated into the students' Health and Physical Education curriculum. Since concussions can affect a student's ability to learn or to participate in activities, schools will work with parents and medical contacts to assist any student who has suffered concussion. If an injury occurs on a weekend or after school, parents are asked to inform the school so that appropriate accommodations and support can be provided. Schools will follow our Return to Learn/Return to Play Policy as outlined through the board website. These resources can also be accessed by contacting the school directly.

SICKNESS/ACCIDENTS

Students who are not well enough to play outside at breaks should stay home. If a child becomes ill at school, someone will contact a parent to ask that the child be taken home as soon as possible. Most accidents at school are minor and first aid is administered as required. If the injury or sickness is of a more serious nature we will contact the parent or an emergency contact. When a child needs immediate medical attention then they are taken to the hospital and parents are informed to meet us there. If an injury is such that movement may be a problem an ambulance will be called. **Please be sure current contact information is on file including cell phone numbers.**

PEDICULOSIS

Each year the problem of head lice seems to surface in most schools. If this occurs, your cooperation is asked for the following:

- Check your child's hair on a regular basis. A favourite location is just above and behind the ears.
- Contact the school if you have discovered an infestation in your child so that we can take action to prevent its spread.

You will be notified through a class newsletter if a case of pediculosis arises in your child's class.

DRESS CODE

While at school, students' dress is expected to be clean, tasteful, age-appropriate, and appropriate to an educational setting. Please help your child to choose clothing that will not hinder Physical Education and play activities. Students who, in the opinion of the school staff, are inappropriately dressed will be required to correct the problem before returning to class.

Inappropriate dress includes:

- bandanas, hats, or hoods worn in the school
- short shorts and short skirts (**hemline should extend below fingertips**)
- clothing or jewelry with profanity, symbols or pictures of alcohol, drugs, sex, violence and/or displays cultural and racial insensitivity or that could be interpreted as projecting an inappropriate message
- halter tops, tube tops, tank tops, muscle shirts, or clothing that reveals bare backs and midriffs (shirt straps should be 5cm or width of three fingers)
- sheer tops
- visible undergarments
- clothing that is full of holes
- detachable chains
- jackets and coats are not to be worn in the classrooms

All pupils' necklaces and neckwear (e.g. chokers, whistles straps, chains, neck key-chain holders, etc.) are to be constructed of breakaway material or preferably not worn at all and will not be permitted in activities in the Gym and Physical Education classes.

PLAYGROUND DANGER OF STRANGULATION

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

Safety Tips

- Remove cords and drawstrings on 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.

FOOTWEAR

Students must have separate footwear for indoor and outdoor use. In wet weather, this is a matter of good personal hygiene and it keeps the floors from becoming dangerously wet and muddy. Indoor shoes are also worn for Physical Education activities, hence the need to have non-marking soles. They are needed to be worn in case of emergency Fire Drills, etc.

TEXTBOOKS/ELECTRONICS

All textbooks/electronics necessary for school programs are loaned to students with the understanding that they will be returned in good condition. Replacement cost will be charged for lost books, missing items and/or unnecessary damage.

NEWSLETTERS

Each month a calendar and newsletter will be distributed to the youngest or only child in each family. This newsletter outlines upcoming activities in our school and community and is a handy reference for pertinent information. Copies of our newsletters and calendars are also available to parents/guardians on our school website.

COMMUNICATION

If at any time you wish information about your child's progress, we welcome you to call the school for a personal interview with the teacher. The school staff will be pleased to discuss the education opportunities and programs in the school. If problems arise, contact us promptly so we can assist you.

The success of your child's learning depends to a large extent on how well parents, teachers and children work together. Only with all of us working together, can we develop your child's full potential - academic, physical and social.

SCHOOL FIELD TRIPS

Field trips are at the discretion of the individual teacher and principal. Student participation is determined by behaviour, attitude, effort and general cooperation throughout the year. You will be notified in advance of field trips or excursions and will be provided information about the purpose of the field trip, times of departure and arrival, transportation, supervision arrangements, etc.

PREPARATION FOR CLASS

Students are expected to come to class prepared to participate in all learning activities. Homework is expected to be completed on time and all tools for work: writing equipment, textbooks, notes and paper, must be brought to class. Students must be sure that their

workbooks, desks, and storage areas are tidy and organized so that finding the tools for work can be done quickly in time for instruction to begin. **All equipment and clothing should be labeled with the student's name.**

STUDENT ASSESSMENT AND EVALUATION

Assessment of student progress is an ongoing process that is an integral part of all learning activities. This process allows teachers to identify a child's strengths and needs and to modify instructional programs accordingly. Teachers use a wide range of techniques:

- peer and self-evaluation
- journals
- reports
- checklists / rubrics
- observation
- daily classroom work
- projects
- homework
- conferencing

Culminating performance demonstrations are used as evaluation tools.

REPORT CARDS

"Progress Reports will be sent home in November with interviews to follow. There will be no subject grades. It will contain some personal comments and information on student work habits and learning skills. Report cards with grades along with comments will be distributed in February (interviews as requested) and June. Students and parents sign and return portion of the Report Card.

PROVINCIAL GUIDE FOR GRADING

LEVEL	DEFINITION
4	The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard.
3	The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard.
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 in limited ways. Achievement falls much below the provincial standard.
R	Extensive remediation is required.

THE LEARNING SKILLS and WORK HABITS

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

These Learning Skills are marked with **E**-Excellent, **G**-Good, **S**-Satisfactory, **N**-Needs Improvement.

HOMEWORK POLICY

Beliefs

We believe that children's learning is a continuum that happens throughout their lives and that successful learning takes advantage of every possible learning situation. We believe that the school extends learning opportunities beyond the walls of the school. We believe that learning activities initiated at school be continued and encouraged at home. We believe homework is a means to build life-long learning skills such as self-discipline, task commitment, time management, responsibility, independence, initiative, and problem solving. We believe homework helps build habits, attitudes and values that lead to student satisfaction and success.

Student's Role

The completion of homework is the responsibility of the student.

- Plan study/homework time.
- Know when assignments are due. Set deadlines.
- Utilize a "planner" to record assignments.
- Request clarification of assignment, if needed.
- Ensure the necessary materials are taken home.
- Ask for assistance, after trying on one's own.
- Be aware of the consequences of not completing homework.
- Ask for and complete work that has been missed due to absence from school.

Homework Activities

Early Years – Junior Kindergarten/Senior Kindergarten

During the Early Years the homework takes on a variety of forms.

- Nightly parent reading activities
- Talking regularly with your child
- Counting, identifying numbers, identifying colours
- Gathering and returning materials for school
- Watching non-violent educational television programs
- Attending special activities with your child
- Practicing dressing, cutting, tying and zippering

Primary Division – Grades 1, 2, 3

At the Primary level, children need to be provided with very supportive and concrete stimulation. The primary child's homework involves learning activities that last for short time periods.

- Reading with your child on a daily basis
- Sharing and completing tasks not finished in school
- Learning the basic arithmetic facts in a variety of stimulating, interesting ways
- Reviewing spelling or word lists currently presented at school
- Practicing writing skills

At the Junior and Intermediate levels, students should gradually assume greater responsibility so that a parent becomes more of a consultant or mentor.

Junior Division – Grades 4, 5, 6

- Reading independently each night
- Sharing newsletters, forms, notices or daily assignments
- Practicing and reviewing concepts presented at school
- Reviewing and learning arithmetic facts especially multiplication and division skills
- Conducting research and preparing presentations for projects, or assignments

- Developing study skills for tests or assignments
- Using a personal homework record book
- Asking for and completing work that is missed due to an absence from school
- Accessing related Curriculum links/websites on the computer for activities i.e. Google Classroom, etc.

Intermediate Division – Grades 7, 8

- Reading independently each night
- Sharing newsletters, forms, notices or daily assignments
- Organizing and studying notes
- Reviewing and learning mathematics skills
- Conducting research and preparing presentations for projects, or assignments
- Developing study skills for tests or assignments
- Using a personal homework record book
- Assuming personal responsibility for completeness and quality of schoolwork
- Having a study buddy to arrange for completing work that is missed due to an absence from school
- Accessing related curriculum links (websites on the computer i.e. Google Classroom, etc.

Teachers and students in JK – Grade 8 are using various ways to record assignments, important dates and to communicate with parents. Please consult with your child’s teacher(s) as to their method of communication for this year and check it regularly. (agendas or electronic)

Proofreading Assignments

FIRST: REVISION

During the revision process, students revisit the draft with a view of **rethinking, refining, and improving** the writing. They focus on audience, organization, and clarity of the message. They review their work to make the content of the writing match their purpose for writing.

LAST: EDITING

Use editing codes displayed in classrooms to check their conventions (capitals, punctuation, spelling, sentence structure ...)

Good Study Habits

- Make sure your notes are complete and in order.
- Know what material your test or exam covers.
- Highlight key parts of your notes.
- Make short, point-form study notes.
- Record your notes and listen to them as you read them. Read the notes aloud or silently.
- Make up silly sentences as a way to remember key points. E.g.: Never Eat Shredded Wheat - to remember the points of the compass.
- Take five minute "out-of-chair" body breaks at regular intervals.
- Study for short periods of time for a test or exam rather than trying to cram the night before.
- For math tests: practise solving on paper each type of question... try the review questions at the end of each chapter... learn the formulas and rules.

SAFE SCHOOLS

The Safe Education Policy of the Lambton Kent District School Board states: “We believe in PREVENTION and EARLY INTERVENTION as the best learning opportunity for students. This would include teaching and reviewing expected behaviour and disciplinary action.” At South Plympton /Wyoming Public School, our policy is to “RESPECT OTHERS” and to “KEEP HANDS TO OURSELVES”.

CHARACTER DEVELOPMENT

Character development “. . . is a deliberate effort to cultivate virtue – that is objectively good human qualities that are good for the individual person and good for the whole society.” **Thomas Lickona**

For educators, character development is a goal and expectation that is typically ingrained in all that we do in our classrooms and in our South Plympton /Wyoming schools. Most months a celebration assembly takes place at our South Plympton campus where students are recognized for showing that particular month’s character trait.

While recognizing individual differences, we at South Plympton /Wyoming continue our efforts to develop positive character in our school communities. The following attributes are our focus:

September: Respect
October: Inclusiveness
November: Courage
December: Empathy
January: Responsibility
February: Citizenship
March: Resilience
April: Cooperation
May: Integrity
June: Honesty

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.

South Plympton/Wyoming Public School 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.

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.

Restricted Use/Access Items

Personal owned property is not covered under the Board's liability insurance policy. Students are asked to leave valuable property at home. Some items that students own can be a distraction from the working/learning environment and are therefore restricted in their use/access during the instructional day. Items such as iPods, CD Players, MP3 Players, electronic games are to be kept turned off and secured in student backpacks away from the work area. These items may be appropriate for use during travel to and from the school, but not during the instructional day.

Search and Seizure

It is important for students and their families to understand that it is the duty of the Principal/Designate to carry out investigations of alleged offences and that desks and lockers are considered school property. A search of such property is permissible by school administration. In addition students may be asked to display the contents of clothing, dufflebags, backpacks, etc. that are worn or carried on school property.

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, or
 - ii. Creating a negative environment at a school for another individual, and
- 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 (cyberbullying) 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

PROGRESSIVE DISCIPLINE/CONSEQUENCES

Learning respect and tolerance for each other as individuals and groups are values and social skills that are important to functioning well in our society. Discipline becomes a tool, which allows students to stop and think so they may learn to make better decisions and choose positive or more appropriate behaviors. When a student chooses to display disruptive or uncooperative classroom or yard behavior, it may result in:

- A reminder, counseling from the supervising teacher
- Isolation or removal from the situation
- Loss of one or more recesses
- Interview with the Principal
- Counseling from other support staff
- Isolation or removal from the situation
- Additional time served before and/or after the school day or during recess
- Academic assignment at recess
- Telephone call to parent or guardian
- Loss of participation in special school or extracurricular events
- In school suspension
- Out-of-school- suspension
- Expulsion

Together, parents and teachers can help students recognize that appropriate behavior is a learned habit.

SUSPENSION

A pupil may be considered for suspension from his or her school and from engaging in all school-related activities if the pupil commits any of the following infractions while he or she is at school or is engaged in any school-related activity:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- Any act considered by the principal to be injurious to the moral tone of the school.
- Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.
- Any act considered by the principal to be contrary to the Board or school Code of Conduct.
- Engaging in an activity for which an expulsion is mandatory (according to LKDSB policy).

ACCEPTABLE USE OF TECHNOLOGY FOR STUDENTS

Personal Safety:

- When using the Internet, students must never give out their, or anyone else's, personal information such as first and last name, home address and phone number.
- Students must NEVER agree to meet with key pals unless supervised by a teacher.
- Students must report to a teacher or school administrator any message they receive that requests personal information, is inappropriate, or makes them feel uncomfortable.

Illegal Activities

- Students are responsible for respecting and adhering to the LKDSB code of behaviour, and all local, provincial, federal and international laws. The onus is on the user to know and to comply with these laws and regulations.
- It is unacceptable for any student to attempt to gain unauthorized access to a computer network or resource databank.

System Security

- Students must respect the integrity of the computers and networks in the schools, by not altering any hardware, software or writing configurations.
- Students must not develop or activate programs that harass others, or attempt to infiltrate a computer system or alter the software components of a computer or a computer system. These include, but are not limited to viruses, forging e-mail, hacking and attempting to use administrative commands.
- Students must not change or delete computer files or directories that do not belong to them.
- Students who identify a breach of security should report it immediately to the supervising teacher or site administrator.
- All diskettes, USB keys and any other media brought from home must be scanned for viruses before use. Currently all supported workstations within the LKDSB are automatically scanned for viruses.
- Students will only use the network account assigned to them. Assigned passwords must be protected, not shared and should be changed on a regular basis.
- Any student who loses their password, or feels that any unauthorized person has accessed their account, must report it to a teacher or school administrator immediately.

Inappropriate Behaviour

- Students must not violate the rules that govern the general use of technology and Internet etiquette as outlined in your school handbook (including but not limited to cell phones, digital cameras, PDA's). This might include the following topics: harassment, profanity and threats. Teachers will review these rules including copyright infringement with students on an annual basis.
- Students should be supervised at all times when using the LKDSB network.
- No Electronic devices will be connected in any way (wired or wireless) for any reason to the LKDSB network without the written permission of the Information Technology Department of the Lambton Kent District School Board.

Privacy

- Students must respect the privacy of other network users and should not attempt to access or alter the data or email of any other user.
- Students will not post private information about another person.

Resource Limits

- Network and Internet accounts are granted to students to further their academic goals. Curricular use will take precedence over other activities.
- Students must not use the network for financial gain, for commercial activity, or for any illegal purpose.
- Students must respect the rights of other users by avoiding the waste of limited resources such as paper, printer supplies, hard drive space, bandwidth, and time.

Copyright Infringement

- Students must be aware of software copyright laws.
- Students must not download, use, or transmit copyrighted material without written consent of the copyright holder.
- Students are responsible for knowing the definition of plagiarism and respecting copyright laws when using electronic resources such as CD-ROMs and Internet on-line databases.

Accessing Inappropriate Material

- Students must back out of any site that is transmitting unacceptable information or graphic material. Students should immediately report the accidental visit to the teacher or school administrator. This will protect students against allegations that they have intentionally violated the Acceptable Use Guidelines.
- Students must not encourage the use of controlled substances, such as illegal drugs, alcohol or tobacco. Accessing sites promoting such products is considered an inappropriate use of technology.
- Students must not promote or distribute material that advocates prejudice or hatred directed at any ethnic, religious, or minority group.
- Students must not promote, access, or distribute information that is inconsistent with the philosophy of the Lambton Kent District School Board and the Provincial and Federal laws.

- Downloading, storing, accessing, distributing, or printing files, graphics, or messages that are profane, obscene or that use language that is harassing, offends, or degrades others is prohibited.

PHOTOGRAPHING, AUDIOTAPING, VIDEOTAPING AND FILMING OF STUDENTS

Throughout the school year, many routine school activities occur and may be the subject of photographing, audio taping, videotaping and filming of students and employees by staff or public media organizations. Activities may include:

- 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
- Other events where notification has been provided by the school

Though these are considered “**consistent purpose**” activities under the Municipal Freedom of Information and Protection of Privacy Act (**MFIPPA, s.31(b), 32(c), 33**, activities not requiring specific consent), the use of digital photography has meant that images are frequently shared outside of the jurisdiction of the School/Board.

To ensure the privacy of students and staff within the jurisdiction of the Lambton Kent District School Board, a signed release is required for the photographing, audio taping, videotaping and filming of events that occur at the school, or while participating in a school function.

When parents/guardians indicate that their child(ren) is/are not to be photographed, audio-taped, videotaped or filmed, school staff will provide instruction to the child to support the request, up to and including removing the child from an activity.

The “Photography/Audiotape/Videotape/Film/Internet Student Release” is attached to the “Registration Verification” that is sent home in September.

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

Used for: major incident or threat of school violence within the school or in relation to the school

- An announcement is made to “ Lockdown” to notify

Once inside a secure area, staff and students should:

- All students remain in classrooms; clear the halls
- Classroom doors and windows will be locked, curtains drawn, lights off
- cover the window of the classroom door;
- be aware of sight lines
- stay away from doors and windows;
- take cover if available (get behind something solid);
- communicate regarding the incident.
- Students and staff remain away from windows and doors until further notice, cells phones are to be put on quiet mode and only use them if it is necessary to communicate regarding the incident
- If in the washrooms and it is possible get to an area which can be safely locked down and if trapped, enter and lock stall and climb on toilet
- Everyone should be on the floor if gunshots are heard
- have attendance taken by a staff member;

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 in the building needs to respond immediately and co-operatively.

****Please note that South Plympton P.S.’s emergency evacuation location is John Knox Christian School and Wyoming P.S.’s emergency evacuation location is the Wyoming Fairgrounds Hall. In an emergency, students and staff will be relocated to these respective facilities until it is deemed safe to return to the school.**

Set Your Goals and
Plan for Action

At the start of the school year, set your goals and make a plan that will help you achieve them. Set goals in the areas of academic achievement, career and education exploration and extracurricular activities. Consult your teachers and your parents as you set your goals. Plan and revise your schedule over the course of the year.

Name: _____

Teacher: _____

Date:	
Goals	
Action Plan	
Date: Review 1	Date: Review 2

September 2017

Septembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI **4**

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI **5** DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI **6** DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI **7** DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI **8** DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

September 2017

Septembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

11

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

12

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

13

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

14

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

15

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

September 2017

Septembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

18

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

19

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

20

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

21

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

22

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

September 2017

Septembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY **25** DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **26** DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **27** DAY 5
MERCREDI JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **28** DAY 4
JEUDI JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **29**
VENREDI

DUE TODAY / DÛ AUJOURD'HUI

October 2017 Octobre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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				

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

2

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

3

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

4

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

5

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

6

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

October 2017 Octobre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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				

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI **9**

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI **10** DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI **11** DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI **12** DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI **13** DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

October 2017 Octobre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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				

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

16

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

17

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

18

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

19

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

20

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

October 2017 Octobre 2017



S	M	T	W	T	F	S
D	L	M	M	J	V	S
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				

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

23 DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

24 DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

25 DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

26 DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

27

DUE TODAY / DÛ AUJOURD'HUI

October 2017 Octobre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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				

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

30

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

31

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

1

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

2

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

3

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

November 2017

Novembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
			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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

30

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

31

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

1

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

2

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

3

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

November 2017

Novembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
			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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

6

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

7

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

8

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

9

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

10

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

November 2017

Novembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
			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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

13

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

14

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

15

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

16

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

17

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

November 2017

Novembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
			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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

20

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

21

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

22

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

23

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

24

DUE TODAY / DÛ AUJOURD'HUI

November 2017

Novembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
			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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

27

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

28

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

29

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

30

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

1

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

December 2017

Décembre



S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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						

THIS WEEK / CETTE SEMAINE

.....

.....

.....

MONDAY 27 DAY 1
LUNDI JOURNÉE 1

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY 28 DAY 2
MARDI JOURNÉE 2

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY 29 DAY 3
MERCREDI JOURNÉE 3

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY 30 DAY 4
JEUDI JOURNÉE 4

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY 1 DAY 5
VENREDI JOURNÉE 5

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

December 2017

Décembre



S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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						

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

4 DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

5 DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

6 DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

7 DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

8 DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

December Décembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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						

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

11

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

12

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

13

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

14

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

15

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

December 2017

Décembre



S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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						

THIS WEEK / CETTE SEMAINE

.....

.....

.....

.....

MONDAY 18 DAY 1
LUNDI JOURNÉE 1

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY 19 DAY 2
MARDI JOURNÉE 2

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY 20 DAY 3
MERCREDI JOURNÉE 3

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY 21 DAY 4
JEUDI JOURNÉE 4

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY 22 DAY 5
VENREDI JOURNÉE 5

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

December Décembre 2017

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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						

THIS WEEK / CETTE SEMAINE

.....

.....

.....

.....

MONDAY
LUNDI **25**

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI **26**

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI **27**

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI **28**

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI **29**

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

January 2018

Janvier 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
	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			

THIS WEEK / CETTE SEMAINE

MONDAY 1
LUNDI

■ DUE TODAY / DÛ AUJOURD'HUI

TUESDAY 2
MARDI

■ DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY 3
MERCREDI

■ DUE TODAY / DÛ AUJOURD'HUI

THURSDAY 4
JEUDI

■ DUE TODAY / DÛ AUJOURD'HUI

FRIDAY 5
VENREDI

■ DUE TODAY / DÛ AUJOURD'HUI

January 2018

Janvier 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
	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			

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

8

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

9

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

10

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

11

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

12

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

January 2018

Janvier 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
	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			

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

15

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

16

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

17

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

18

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

19

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

January 2018

Janvier 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
	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			

THIS WEEK / CETTE SEMAINE

MONDAY **22** DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **23** DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **24** DAY 3
MERCREDI JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **25** DAY 4
JEUDI JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **26** DAY 5
VENREDI JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

January 2018

Janvier 2018



S	M	T	W	T	F	S
D	L	M	M	J	V	S
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			

THIS WEEK / CETTE SEMAINE

.....

.....

.....

MONDAY **29** DAY 1
LUNDI JOURNÉE 1

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **30** DAY 2
MARDI JOURNÉE 2

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **31** DAY 3
MERCREDI JOURNÉE 3

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **1** DAY 5
JEUDI JOURNÉE 5

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **2**
VENREDI

.....

.....

.....

.....

DUE TODAY / DÛ AUJOURD'HUI

February 2018

Février

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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			

THIS WEEK / CETTE SEMAINE

MONDAY 29 DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY 30 DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY 31 DAY 3
MERCREDI JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY 1 DAY 5
JEUDI JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY 2
VENREDI

DUE TODAY / DÛ AUJOURD'HUI

February 2018

Février

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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			

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

5

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

6

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

7

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

8

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

9

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

February 2018

Février

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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			

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

12

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

13

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

14

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

15

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

16

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

February 2018

Février



S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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			

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI 19

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI 20 DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI 21 DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI 22 DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI 23 DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

February 2018

Février



S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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			

THIS WEEK / CETTE SEMAINE

MONDAY 26 DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY 27 DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY 28 DAY 3
MERCREDI JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY 1 DAY 4
JEUDI JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY 2 DAY 5
VENREDI JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

March 2018

Mars

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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

THIS WEEK / CETTE SEMAINE

.....

.....

.....

MONDAY **26** DAY 1
LUNDI JOURNÉE 1

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **27** DAY 2
MARDI JOURNÉE 2

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **28** DAY 3
MERCREDI JOURNÉE 3

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **1** DAY 4
JEUDI JOURNÉE 4

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **2** DAY 5
VENREDI JOURNÉE 5

.....

.....

.....

.....

■ DUE TODAY / DÛ AUJOURD'HUI

March 2018

Mars

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

5

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

6

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

7

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

8

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

9

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

March 2018

Mars

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI 12

■ DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI 13

■ DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI 14

■ DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI 15

■ DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI 16

■ DUE TODAY / DÛ AUJOURD'HUI

March 2018

Mars



S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

19

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

20

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

21

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

22

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

23

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

March 2018

Mars

S	M	T	W	T	F	S
D	L	M	M	J	V	S
				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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

26

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

27

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

28

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

29

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

30

DUE TODAY / DÛ AUJOURD'HUI

April 2018

Avril 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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					

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI **2**

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI **3** DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI **4** DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI **5** DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI **6** DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

April 2018

Avril 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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					

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

9

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

10

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

11

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

12

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

13

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

April 2018

Avril 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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					

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

16

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

17

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

18

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

19

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

20

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

April 2018

Avril 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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					

THIS WEEK / CETTE SEMAINE

MONDAY **23** DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **24** DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **25** DAY 3
MERCREDI JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **26** DAY 4
JEUDI JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **27**
VENREDI

DUE TODAY / DÛ AUJOURD'HUI

April 2018

Avril 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
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					

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

30 DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

1 DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

2 DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

3 DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

4 DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

May 2018

Mai 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
		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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

30 DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

1 DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

2 DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

3 DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

4 DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

May 2018

Mai

S	M	T	W	T	F	S
D	L	M	M	J	V	S
		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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

7 DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

8 DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

9 DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

10 DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

11 DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

May 2018

Mai 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
		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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

14

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

15

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

16

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

17

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

18

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

May 2018

Mai 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
		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		

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI **21**

■ DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI **22** DAY 2
JOURNÉE 2

■ DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI **23** DAY 1
JOURNÉE 1

■ DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI **24** DAY 4
JOURNÉE 4

■ DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI **25** DAY 5
JOURNÉE 5

■ DUE TODAY / DÛ AUJOURD'HUI

May 2018

Mai 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
		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		

THIS WEEK / CETTE SEMAINE

MONDAY **28** DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **29** DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **30** DAY 3
MERCREDI JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **31** DAY 4
JEUDI JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **1** DAY 5
VENREDI JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

June 2018

Juin 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

28

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

29

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

30

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

31

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

1

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

June 2018

Juin 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

4

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

5

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

6

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

7

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

8

DUE TODAY / DÛ AUJOURD'HUI

June 2018

Juin 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

11

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

12

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

13

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

14

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

15

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

June 2018

Juin 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY
LUNDI

18

DAY 1
JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY
MARDI

19

DAY 2
JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY
MERCREDI

20

DAY 3
JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY
JEUDI

21

DAY 4
JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY
VENREDI

22

DAY 5
JOURNÉE 5

DUE TODAY / DÛ AUJOURD'HUI

June 2018

Juin 2018

S	M	T	W	T	F	S
D	L	M	M	J	V	S
					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

THIS WEEK / CETTE SEMAINE

MONDAY **25** DAY 1
LUNDI JOURNÉE 1

DUE TODAY / DÛ AUJOURD'HUI

TUESDAY **26** DAY 2
MARDI JOURNÉE 2

DUE TODAY / DÛ AUJOURD'HUI

WEDNESDAY **27** DAY 3
MERCREDI JOURNÉE 3

DUE TODAY / DÛ AUJOURD'HUI

THURSDAY **28** DAY 4
JEUDI JOURNÉE 4

DUE TODAY / DÛ AUJOURD'HUI

FRIDAY **29**
VENREDI

DUE TODAY / DÛ AUJOURD'HUI

MULTIPLICATION TABLE

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

How to Use This Student Planner

This planner serves as a reference tool for how our school runs. That way everyone understands the “do’s and don’ts” that help to make this place run smoothly for everyone.

The pages of weekly calendars should be used to plan your time effectively.

During Class Time

- 1. Listen carefully when the teacher announces an assignment.**
- 2. Record all assignments - homework, tests, projects and book reports - in your planner, noting the date when they are due.**

Spend a few minutes at the end of each day to make sure your planner is up-to-date and to make sure you have all the books to do your homework.