



2023 Handbook for Parents and Guardians

KINDERGARTEN



Lakehead
Public
Schools

Two-Year

KINDERGARTEN

A Handbook for Parents and Guardians

We're excited to welcome you and your child to Lakehead Public Schools. What an exciting milestone your child has reached — the beginning of the formal part of a life-long learning adventure.

Your child is very important to us, and we can't wait to meet and work with you, your child, and your family!

We know that you want your child to have the best possible start to his or her school experience. It is a priority for us to make sure that this happens, beginning with you and your child feeling welcome and at home at your public school. Visit the school at the Kindergarten Open House during the week of registration, or call us to arrange a visit while classes are in session.

Registration for Kindergarten is easy! Register your child online at register.lakeheadschoools.ca before you visit your school for the first time. Bring proof of your child's age, legal name, and address.

If any questions come up about starting school, please contact us at any time. A listing of schools can be found on page 25.



www.lakeheadschoools.ca

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EXPLORING AND LEARNING

We assess and evaluate your child’s progress throughout the year based on the expectations of *The Kindergarten Program, 2016*. Each term, a Communication of Learning will be sent home. This is an anecdotal report of your child’s key learning, growth in learning, and next steps in learning. A detailed explanation of what is expected of children when they finish Kindergarten can be found at the Ministry of Education website: www.edu.gov.on.ca.

Kindergarten will help your child to:

- enjoy and be successful at learning;
- feel comfortable and secure in school;
- understand, accept, and manage feelings;
- become more independent;
- develop respect and understanding for others;
- develop and improve muscular coordination;
- express ideas freely;
- sharpen the use of the five senses;
- enjoy and explore the world; and
- prepare for Grade One and beyond!

KINDERGARTEN GOALS

The Kindergarten Program, 2016 provides opportunities for growth in four areas of learning known as The Four Frames.

The Four Frames

- Belonging and Contributing
- Self-Regulation and Well-Being
- Demonstrating Literacy and Mathematics Behaviours
- Problem Solving and Innovating

The purpose of the Kindergarten Program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring play-based environment that promotes the physical, social, emotional and cognitive development of all children. *The Kindergarten Program, 2016*

THE FOUR FRAMES OF LEARNING

Overall expectations for children’s learning are set out by the Ministry of Education. Expectations are the knowledge and skills that children should develop by the end of Kindergarten. These, along with positive attitudes in the early years, form the basis of effective learning in the later years of school.



Belonging and Contributing

Learning and development with respect to: a sense of connectedness to others; contributions as part of a group, a community, and the natural world; and understanding of relationships, community, inclusiveness, empathy.

- Make a friend, help a friend.
- Share your heritage and cultural background.
- Play outside.
- Who are the educators?
- Who is the principal?
- What is your address?
- What are your interests?
- Sing songs and act out a story!



Self-Regulation and Well-Being

Learning and development with respect to: differences in the thinking and feeling of others; regulating emotions, adapting to distractions, sense of self; and physical and mental health and well-being.

- Eat healthy.
- Learn to be safe.
- Be active; play!
- Talk about emotions.
- Talk to each other lots.
- Play games, share, and take turns.
- Start using scissors.



Demonstrating Literacy and Mathematics Behaviours

Learning and development with respect to: oral communication/mathematical thinking; reading/writing/understanding of media materials; and number sense/measurement/geometry/patterning/data management.

- Read every day.
- Practice printing your name.
- Play games using letters and numbers.
- Write lots of letters/numbers and draw pictures.
- Learn some rhymes.
- Talk lots to your family and friends
- Measure things.
- Talk about time.
- Count everything!



Problem Solving and Innovating

Learning and development with respect to: exploring the world through natural curiosity; asking questions/testing theories; solving problems; and being creative and researching.

- Investigate with a magnifying glass.
- Experiment with what sinks and floats.
- Explore your world outside. (What are your wonderings?)
- Read non-fiction books.
- Make ramps, try rolling things down the ramps.
- Build structures with blocks and problem solve when it falls over!

SAFETY AT LAKEHEAD SCHOOLS

Your child’s safety is of the utmost importance. Lakehead Public Schools’ staff work very hard on the Safe Schools initiatives through each school year. All elementary schools have a Safe Arrival program and a clear and current Code of Conduct. All Lakehead Public Schools follow the 8070 - Safe Schools Policy and Procedures. We urge you to inquire about these programs to find out how you can help to support your child’s safety.

We are looking forward to becoming partners with you in your child’s education. Ongoing communication builds the foundation on which this partnership is built. Each and every child can enjoy a great start to a wonderful education experience, full of excitement, challenges, and possibilities when families and schools work together.



EACH CHILD IS UNIQUE AND EXCEPTIONAL

Children arrive at school with different backgrounds, experiences, and are at different stages of development. Educator teams (teachers and early childhood educators) in partnership with families work to provide learning experiences that will build each student’s confidence.

The Kindergarten Program is a two-year program. First year students (who are mostly four years old) are considered Year One students. Second year students (who are mostly five years old) are considered Year Two students. This program provides a foundation for lifelong learning, behaviour, health, and well-being. Partnerships with families and communities are essential. This program guides children to respect diversity, equity, and inclusion. It is an intentional, planned program that supports learning through explicit teaching, play, and inquiry that capitalizes on children’s natural curiosity.

Year Two students can choose either an English or French Immersion program.

Fore more information about the programs, please visit our website at www.lakeheadschoos.ca.



TALKING, READING, AND SHARING

- Read together! Begin as soon as possible, even as early as a few months of age.
- Read to your child each day and let your child see you read.
- Set aside a regular time each day for reading.
- Select a quiet, comfortable place away from the television or computer to read.
- Sit close together so you can enjoy the pictures. Turn the pages and point to the words together.
- Be relaxed.
- Be as expressive as you can be.
- Choose books that you and your child enjoy.
- Read predictable and familiar books, alphabet books, poems, and rhymes.
- Make predictions and talk about the beginning, middle, and end of the story.
- Talk about the pictures.
- Talk about the characters, their actions, and their feelings.
- Explore the details in the pictures.
- Talk about “what if?” and “why?”
- Ask your child to share a favourite part, and share yours too.
- Did the story remind you of anything? Make connections to other books or real life events.
- Remember, children like to re-read favourite stories.
- Point out print in the environment (signs, names, etc.).
- Subscribe to a children’s magazine and make its arrival an exciting time.
- Participate in book clubs through your school.
- Ask your child’s educator or librarian to make a few reading suggestions.
- Visit your favourite public library regularly.
- Continue to read to your child well after he or she can read independently.



LEARNING THROUGH PLAY



Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.
— Fred Rogers

Play is a child’s work and toys, people, and materials are their tools. Young children actively explore their environment and the world around them through play. This play allows for experimenting, engaging and exploring their world, including becoming familiar with different ideas, people, places, spaces, materials and themselves.

Play allows children to build on their understanding, learn new ideas and grow in all four kindergarten frames. Children develop and grow in their understanding of themselves, their environment and their place

in the world through play. Play allows students an opportunity to explore language and math through games, singing and rhyming, reading, counting, measuring, and exploring patterns around them. Children learn to problem-solve, self-regulate, and make connections and contributions to the world around them. Children also acquire language, literacy, numeracy and social skills through play-based activities.

Our Kindergarten Programs are designed with intentional opportunities for play-based learning, providing your child the sensory stimulation necessary for brain development. The educator teams carefully design learning centres to help facilitate learning through play.

WHAT DID YOU DO TODAY?

Kindergarten is rich with opportunities that encourage each child to play, learn, share and grow as independent, confident young students.

When children come home at the end of the day, the question they’re asked as they scurry to play is: “Tell me what did you do at school today?”

And the answer they give makes you smile with dismay, “Nothing! I did nothing today!”

Perhaps nothing means that I played in the sand, or played with the teacher in our own band. Maybe I painted a picture of red or blue or I heard a story about an elephant that flew.

Maybe I played with the play-doh today, or went outside to the playground to play. Maybe today was the very first time that my scissors followed a very straight line.

Maybe I led a song from beginning to end, or played with a special, brand new friend.

When you’re only four and your heart has wings, “Nothing” can mean so many things.

— Author Unknown



IN OUR KINDERGARTEN

We share.

We play fair and take turns.

We are kind to each other.

Friends are important and worth keeping.

We listen to each other.

When we are working on a problem, two heads are better than one.

We put things back where they belong.

We look after our own belongings and respect the belongings of others.

We tell people how we feel about the things they do.

We exercise our bodies every day.

It helps us feel better and makes us ready to learn.

We have people read to us every day.

It opens the world to us.

We experiment with writing.

It will help us remember things.

We sing and dance and draw pictures.

It makes learning fun.

We look everywhere.

We talk to each other.

We observe things.

This is our classroom.

We take care of it.

Adapted from: All I Really Need to Know I Learned in Kindergarten, by Robert Fulghum

YOUR PATH TO KINDERGARTEN

LATE JANUARY

Take time to visit the Kindergarten Information Night, learn about Kindergarten and begin to prepare to begin the educational learning adventure! The registration week is held during the first full week of February each year. The information will be posted on our Facebook page and on our website at www.lakeheadschoools.ca.

During the week of registration, you are welcome to visit the School Open House at your elementary school. It will give you the opportunity to explore the school, take a look around and talk to the Kindergarten Team.

You can register your child online at anytime by visiting register.lakeheadschoools.ca. At the School Open House you will also be able to register your child for school in September. Bring your child’s proof of birth — birth certificate, baptismal certificate, etc.

Share information about special needs or health concerns with school staff, and discuss a plan for your child’s needs.

It is the expectation of Lakehead Public Schools that your child is potty trained before starting school. Considerations will be made for children who have medical conditions that interfere with regular potty training. At Lakehead Public Schools our goal is to ensure each and every child has a happy and successful educational experience. In order to preserve your child’s self-esteem and confidence in their early school experiences, we would like to share some resources with you in your endeavour to potty train your child.

Here are websites/books that may support you and your child with potty training:

- <https://www.verywell.com/three-day-potty-training-tips-4071189>
- <https://www.whattoexpect.com/toddler/starting-preschool/problems/potty.aspx>

Potty by Leslie Patricelli.
Let’s Go to the Potty by Allison Jandu

MARCH THROUGH JUNE

Talk to your child about starting school. We encourage everyone to come and learn about the different activities you can do with your child to help them prepare for school in the Fall.

AUGUST

Attend the **First Riders** program held at the end of August for first time school bus riders. For more information about this program, see page 21.

SEPTEMBER

School Start: Students and their parents/guardians will be invited to a scheduled Information Session before their first day of school. At the session, students and parents/guardians will meet the teacher and learn together the unique school and classroom details before school begins. Families will receive a letter with the information about when your child will start school. It is important for you as your child’s first teacher, to continue to actively support your child’s learning. You are encouraged to communicate with the Educator Team, share useful information and ask questions about your child’s progress. Participating as a volunteer at school, working on the School Council or Parent Involvement Committee and providing encouragement at home are just three of the many ways in which you can express your interest in your child’s education.

Children perform better in school if their parents are involved in their education.



GETTING READY FOR SCHOOL

At School . . .

Safety is a priority

Talking and Listening

Make choices

Share and take turns

Dress themselves to go outside

Independence

Potty Trained

Care for things

Listen to stories, poems, rhymes

Look at books and talk about the story

Explore natural things in the world

Learning about numbers, shapes, patterns, point out numbers outdoors

Write

At Home . . .

Talk to your child about following class rules, listening to educators, student support professionals, etc., being safe when walking and taking the bus to school.
Have home rules that are reasonable and consistent.

Ask your child to retell a story, tell someone about his or her day. Who did you play with? What did you play?
Model proper language and discourage “baby talk.”
Play “I Spy.”

Encourage your child to make decisions. What he or she wants for a snack, what game to play, etc.

Provide opportunities for your child to play with other children.

Encourage your child to practice putting on jackets, snowpants, boots, etc. independently.

Encourage your child to try new things.

Ensure your child is potty trained to begin school.

Practice putting away toys in the proper places.

Read to your child every day, sing songs, say the nursery rhymes, play silly rhyming games.

Read to your child every day and let your child see you read every day.
Visit your local public library regularly.
Make predictions, talk about the beginning, middle and end of the story, and talk about the pictures.

Walk and talk and share your experiences.

Count, sort, match, talk about shapes.

Provide writing tools, so that your child practices play writing — this is very developmental so don’t push, just provide the opportunity and be supportive. If your child is ready, have him or her practice printing his or her name with upper and lower case letters.
Provide a variety of markers, pens, crayons, tape, glue, scissors, and paper.
The use of technology is encouraged too!

YOUR FIRST DAY OF SCHOOL!

Talk to your child about what they might expect on the first day of school and talk about why you are doing so.

Steps for a successful start:

1. A special spot is waiting for your child when you register ahead of time.
2. Communicate with the school regarding supplies and items to purchase and the gentle entry schedule.
3. Enjoy the time with your child at his or her new school during the information session held before their first day of school! The school will let you know the date and time.
4. On the very first day of school take a moment to reassure your child that you'll see him or her at the end of the day.

Establish a routine:

1. For the week before school begins, practice getting up at the new time and getting ready for school.
2. The day before, let your child choose what he or she is going to wear the next day.
3. Ensure your child has a good night's sleep.
4. Provide a balanced diet.
5. Pack a snack and lunches that are healthy and that respect the school community. Please ask about Allergy Alerts that may affect snack and lunch choices.



KINDERGARTEN SUPPLIES

As you prepare your child to begin school, talk about why these school supplies are important! Ensure that all supplies are labeled clearly!



A medium sized backpack

Not too big that your child can not carry it and not too small that it won't hold your child's snack, lunch, and book bag.



A pair of indoor shoes with Velcro to leave at school

These shoes will be worn every day. For reasons of cleanliness, students are not allowed to wear outside shoes in the classroom (please have Velcro on your child's outdoor shoes as well).



A change of clothes

Accidents do happen.* A change of clothing should include underwear, socks, pants, and a top that your child will keep at school. This way we will not need to call you at work or at home if a change of clothing is required. Please remember to replace clothing should the need arise. Extra socks, mittens, and hats are also good to keep at school for wet days outdoors.

**It is the expectation of Lakehead Public Schools that your child is potty trained before starting school. Considerations will be made for children who have medical conditions.*

SNACKS AND LUNCH

Each day, your child will need a lunch and snacks. We encourage healthy eating and suggest that you prepare your child's snacks and lunch with your child to ensure all is child-approved and therefore eaten. Talk to your child about eating some of their food for snack and saving some for lunch. Show your child where they can find their snack and lunch in their lunch bag.

Suggestions:

- Fresh fruit (apple, a pre-cut orange, banana, raisins, grapes, cantaloupe, etc.)
- Vegetable sticks (carrots, celery, broccoli, cucumber, with or without dip, etc.)
- Crackers
- Cheese
- Yogurt
- Pudding



Please do not send beverages in glass containers since the risk of being hurt is too great if one should accidentally break. If you wish, you may place an ice-pack in your child's lunch box in order to keep the lunch and snacks cold all day. **Talk to your child about allergies and why it's important not to share snacks or lunch.** For more information about healthy living, please visit the Thunder Bay District Health Unit website at: www.tbdhu.com.

LET'S START SCHOOL TOGETHER!

Here are some fun activities to help strengthen your child's fine motor skills.

Fine Motor Skills

Using the small muscles of the hands and fingers in a coordinated way to manipulate small objects. They are critical when learning how to draw, write, cut, eat, and play.

- cut pictures out of newspapers or magazines
- glue pasta or beans to make a picture
- string small beads, Fruit Loops, Cheerios, popcorns, etc.
- play pegboard games
- knead and build with plasticine, clay or playdough
- finger painting with pudding
- find hidden objects in playdough (try using tweezers to get the object out)
- use tweezers to pick up small household objects (marshmallows, small beans, raisins, etc.) and place them in a container
- play with toys that involve manipulation of small pieces
- squirt water bottles outdoors on the sidewalk, or on the snow (use food colouring in the water)
- thread small marshmallows onto toothpicks, then try counting or creating a colour pattern
- create a design on paper with a hole punch
- play tug-of-war with a coffee stir-stick, holding it only with the thumb and index fingers
- draw on mirror/bath tub with foam soap or shaving cream
- draw in the sand or using sidewalk chalk
- cooking activities, i.e., stirring, or decorating cookies
- use a meat baster or eye dropper in the bath tub to fill up a container
- practise with buttons and zippers
- use a variety of cereal/tissue boxes, lids, small yogurt containers, creamer containers and other junk to make a robot, a truck, a car, furniture for dolls, etc.

Age 3

- Assemble simple puzzles
- manipulate playdough, finger paint
- copy simple shapes
- stack blocks up to eight high
- use a spoon with little spilling
- provide sensory experiences for learning and developing coordination (sand, mud, finger paints, puzzles)

Age 4

- copy some letters and shapes
- cut along a line
- draw a person with three parts
- brush teeth, comb hair, wash and dress with little assistance
- stack ten blocks

Age 5

- hand preference is usually established
- grasp pencil like an adult
- colour within lines
- cut and glue simple shapes
- draw a person with six parts
- print some letters



Adapted from The Brant Haldimand Norfolk CDSB *Let's Start School Together*

LET'S START SCHOOL TOGETHER!

Here are some fun activities to help strengthen your child's gross motor skills.

Gross Motor Skills

Using large body muscles for movement in a balanced and controlled way. They are critical when learning how to run, walk, and play.

- provide endless opportunities for skipping, hopping, galloping, crab-walking (forward and backward)
- draw or paint on an upright surface: easel or vertical surface
- ride a tricycle or bicycle with training wheels
- climb a ladder, swinging, monkey bars, with assistance (park activities)
- throw, catch and kick (ball activities)
- climb stairs with alternating feet
- create an obstacle course with a few directions: jump on two feet, walk around four pylons, walk backwards ten steps, etc.
- walk on a narrow chalk line
- use a variety of empty boxes to make something to play in (i.e, a car, a fort, a rocket, etc.)

Age 3

- jump in place on two feet
- walk/step with alternating feet
- run around objects
- catch large balls and throw overhand
- kick a ball
- climb ladders and use a slide independently
- ride a tricycle
- walk backwards

Age 4

- running is more controlled; start, stop, and turn
- hop and jump on one foot
- able to gallop
- can easily catch, throw, and bounce a ball
- ride a bicycle with training wheels
- climb stairs with alternating feet

Age 5

- able to run around corners and stop voluntarily
- walk on tip-toe
- may be able to skip

LET'S TALK ABOUT . . .

Getting to school

- walking and taking the bus

In the classroom

- sitting in a chair
- sitting on the floor
- changing activities

In the cloakroom

- getting dressed and undressed
- hanging and caring for personal items

At group time

- sharing news
- sitting quietly
- listening to the teacher
- following directions
- taking turns
- singing songs

Going to the washroom

- walking through the hallways
- using the washroom
- washing your hands

Snack and lunch time

- eating and drinking
- opening containers and packages
- cleaning up
- choosing healthy foods

In the gym

- moving around
- using the equipment
- playing games
- following rules
- listening to the teacher
- being aware of our bodies
- being aware of personal space

FIRST NATIONS, MÉTIS, AND INUIT (FNMI) PRESENCE IN OUR SCHOOLS

During the registration process, you will be asked if you wish to participate in Voluntary FNMI Student Self Identification. The information gathered will help Lakehead Public Schools to learn more about specific student achievement and where allocation of resources will be most effective to allow for student success for all of our students. The information gathered will be confidential.



Benefits of Self-Identifying: Self-identification is a way for parents and guardians to let schools know if a student is of Indigenous ancestry. It is a part of a long-term initiative to improve understanding of our histories, cultures, and perspectives by all members of the school communities. Information gathered will help Lakehead Public Schools to:

- **Improve Student Success:** Self-identifying will help schools know where and how to use resources to promote Indigenous student success. These resources will support programs that provide Indigenous Student Support Workers, counsellors, expand language and cultural programs, and build culturally significant spaces in schools.
- **Measure Progress:** Track data and obtain reliable information on student enrolment, and how well they are doing in school.
- **Increase Engagement and Awareness:** Collaborate with schools, families, and community partners to foster success for students.

Respect and Privacy: This policy will respect privacy and dignity of our students and families. All information is secure and confidential according to Ontario Student Records, and is protected by the Freedom of Information and Protection of Privacy Acts.



STUDENTS WITH SPECIAL EDUCATION NEEDS

Each year we take special care to learn about the children in our community with special education needs.

Here is the process we follow to ensure our students who have special education needs enjoy a confident, safe, and exciting start to school.

- November — December** Child Care Centres begin discussions with Parents / Guardians about their child’s transition to school. If your child has special education needs and is not enrolled in a day-care or child-care centre, please contact the Special Education Officer at Thunder Bay District Services Administration Board (DSSAB) at (807) 766-2111.
- January — March** Child Care Centres and Lakehead Public Schools Special Education staff collaborate with Parents / Guardians to complete the Kindergarten Intake Package for each student with special education needs who will be entering school in September. A system-based representative will visit the Child Care Centres to do an on-site observation. This visit will assess the overall needs of the student so that appropriate supports can be put into place for the start of school.
- April — May** A Case Conference will be initiated by the school to include Parents / Guardians and appropriate agencies / service providers, as well as school staff. Schools may also arrange an opportunity to meet school staff, explore the school and get accustomed to the idea of going to school.
- June** Communication with school staff is important to calm concerns and ensure all steps have been completed for a successful transition to school.

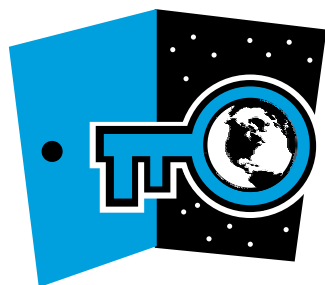
Special Education Advisory Committee

The SEAC advocates to the Board for students with unique needs and abilities. SEAC members act as a resource for families as they navigate the education system. SEAC Advocates provide information, advice, and assistance to parents/guardians who may require additional supports. Members promote the interests and well-being of all students.

- SEAC members value and promote:
- Nurturing the individual child’s unique potential; and
 - Allowing full development of each child’s innate personal integrity, love of learning, and creativity.

Everyone is welcome at SEAC monthly meetings.

For more information, please see your school’s Principal, or visit:
www.lakeheadschoos.ca



Le français est la clé...
Penser, comprendre, apprendre

Since 1977

WELCOME | BIENVENUE À FRENCH IMMERSION

Lakehead Public Schools has been proud to offer an excellent French Immersion program since 1977. It is one of the most effective methods known for teaching a second language. The wonderful opportunity to learn French as a Second Language is available to all children beginning in Year Two. Early immersion works well because a young child loves mimicry, memorization, and repetition and faces new challenges with enthusiasm and an open mind.

French Immersion is offered at the following Dual Track (English and French) schools:

École Elsie MacGill | Claude E. Garton | École Gron Morgan

You can register your child for French Immersion in a number of ways:

- your home school will be able to help;
- you may register at the **Kindergarten Information Session for Parents and Guardians** the first day of Kindergarten Registration; or
- you may **go directly to the Dual Track school**.

Information sessions designed for parents/guardians of our new, young learners are held each year to provide an overview of the priorities and programs at Lakehead Public Schools. Dual track school personnel will be present to answer any questions parents/guardians have about Year Two of the Kindergarten French Immersion program.

Parents/Guardians are always welcome to call the dual track school Principal directly to gain further information and insight into the value of the French Immersion program for their child. Dual track schools are listed at the back of this booklet.

If you would like to talk to our French Resource Teacher, please call Olivier at 625-5178.

All interested parents/guardians must register their child(ren) for the French Immersion program.

FRENCH IMMERSION – KINDERGARTEN YEAR TWO

Good learning is a partnership that requires commitment from everyone.

The French Immersion Year Two program is identical to our English program. The only significant difference is that French is the language of instruction.

Except in emergency situations, the teacher addresses the class only in French. To overcome the initial language barrier, French Immersion teachers are creative and energetic in their approach. The extensive use of mime, drama, music and body language is evident. From the outset, the child needs to feel happy and secure in the learning environment in order to flourish.

An important key to success is a positive attitude in the home toward the language and the program. If your child is eager to speak French at home, offer encouragement, but never pressure him or her to do so. Some students are very shy to express themselves in French outside the classroom, especially to their family members.

Before long, you should notice that your child is well adjusted to his or her new situation. Your child will take it as a natural course. In his or her eyes, French is the language of communication in the

classroom. By the end of the year, children are able to understand a large vocabulary in familiar contexts and are using words and sentences to express themselves. They are able to follow the teacher's instructions and to understand conversations and stories.

Keep in mind that in the early stages of the program, the level of the child's comprehension is much higher than his or her ability to express himself or herself.

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workplace. The ability to speak two or more languages generally enhances cognitive development, as well as reasoning and creative thinking skills. As their strengths develop, French language learners become more flexible and adaptable in new and unforeseen situations and tend to be more divergent thinkers, with improved memory and attention span. (The Ontario Curriculum: French as a Second Language, 2013)



Étudier en français | Learn French



GOALS OF THE FRENCH IMMERSION PROGRAM

The French Immersion program is designed for children whose first language is not French.

“The goal of French Immersion is to develop students’ proficiency in French while building mastery of English – that is, not to replace a first language with an additional one but to develop proficient communication skills in both. Researchers suggest that French Immersion programs enjoy success in meeting this goal because the cognitive and linguistic component skills required for learning to read, write, speak, view and represent in a student’s first language support literacy development in a second. The transfer of skills works both ways. Students’ developing abilities in French also support their continuing growth in English.”

The French as a Second Language (2013)

FRENCH IMMERSION – AN EXCITING OPPORTUNITY

The aim in all French Immersion classes is to offer a rich language and cultural environment for students. They are exposed to a variety of oral texts where they can hear French speakers in many different contexts and formats. These speakers, from francophone regions around the world, have distinct accents and use different vocabulary and expressions. Students also have frequent opportunities to practise their oral French in a variety of communicative activities such as daily routines and interactions with peers, their teacher and French-speaking guests. As well, they participate in small and whole-group discussions, in individual and group presentations, and in various other activities where they learn to use French as a tool to communicate thoughts and feelings, inform, convince, question, resolve

Learning more than one language is increasingly recognized as a lifelong gift, enhancing a child’s self-esteem and intellectual ability while opening new doors to a wider world of study, travel, and employment. — Canadian Parents for French

curriculum states: “Students will communicate and interact with growing confidence in French while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and the world. Students need to acquire a strong oral foundation in the French language and focus on communicating in French in order to achieve the goals of the elementary and secondary curriculum.”

To expect all students to attain the fluency of native speakers is, however, not a realistic aim even for an immersion program.

What the children will achieve is a high level of bilingualism, enabling them to function with ease in both English and French.

conflicts, solve problems and propose solutions. Students are encouraged to bring their own life experiences and first-language skills to inform their French-language learning in this action-oriented approach.

A rich print environment also helps students to develop their French-language skills. Through exposure to a wide variety of print material, both electronic and paper-based, students gain an understanding of the structure and richness of the language. While reading about the world around them, they enrich their vocabulary and level of expression which helps them to improve their ability to communicate both orally and in writing in a variety of authentic situations.

FRENCH IMMERSION – OUR BILINGUAL APPROACH

While the French Immersion program focuses on French skills, it also provides opportunities for students to develop their English language skills and to follow a full and balanced program in other areas of the curriculum.

In Kindergarten Year Two and Grade One, instruction is given in French. The children will explore a wide variety of themes which follow the curricula of the Ministry of Education. Communication skills are emphasized and the children improve and develop increasing confidence at expressing themselves in French.

In Grade Two, a period of instruction in English language arts, approximately 80 minutes per day, is introduced. This format is continued until the end of Grade Five. This English language arts program includes reading, writing, listening, speaking, and developing skills in spelling and grammar.

With the emphasis on the acquisition of the French language, a slight lag in some areas such as English spelling or reading may be apparent; however, these lags are quickly overcome and usually disappear by the end of the junior grades.

In a French Immersion program, French is not simply taught as a subject, but becomes a medium of instruction for all or most of the curriculum. The curriculum content taught in the French Immersion program is identical to the English program. When French is the language of Mathematics, Geography or Music, students have opportunities to use immediately the vocabulary and structures they have learned. Studies show that such meaningful communication activities are of great importance to second-language learning.

In Grades Six to Eight, French and English instruction is balanced, as near as possible, to offer a 50/50 ratio. The language of instruction

Kindergarten Year Two
Language of Instruction
100% French

Grade 1
Language of Instruction
100% French

Grades 2-5
Language of Instruction
75% French
25% English

Grades 6-8
Language of Instruction
50% French
50% English

in Mathematics and Science & Technology is English, while the language of instruction for History and Geography is French. The Arts and Health & Physical Education may be taught in either language.

Lakehead Public Schools values the study of both official languages. The French Immersion program enables students to effectively develop skills in English and French in all subject areas. Take the time to get personally involved in some of the class activities. The teacher will appreciate your assistance and your interest in the class.

A “Meet The Teacher” evening is held in early fall at most schools.

FRENCH IMMERSION – FAQ

Do parents of children in French Immersion have to be able to speak French?

The program is designed for children who normally speak English, or another language other than French, at home. It is not expected that parents will be able to speak French. Teachers are aware of this when they send home notices or assign homework. Reporting is in English.

Will my child learn the same things as students in English classes?

The French Immersion Program is identical to our English program and follows The Ontario Curriculum. The only significant difference is that French is the language of instruction. Materials in French cover the same basic program as in English, although perhaps in a different sequence. Students work towards the same academic goals regardless of the language of instruction.

Will my child be behind in English if he or she takes French Immersion?

Evaluations of Immersion programs across Canada have indicated that although there are certain lags in English language skills for the first few years, children in Immersion very quickly catch up to and keep pace with children in the English program once English is introduced. It is important that you read stories in English at home and expose your child to English songs, nursery rhymes and books that will enrich his or her first language experience, just as you would if they were in the English program.

What type of French is taught in the classroom?

Standard French vocabulary and structures are taught. A variety of accents exist in all languages; during a school career a child will be exposed to teachers with a variety of backgrounds and accents who are models of well-spoken, grammatically correct French.

What if we are transferred or move to another district or province?

French Immersion is available in most urban centres in Canada. A full directory is published by the Canadian Parents for French (CPF) and information is available from our Dual Track schools.

What if we do not live within the zone of a Dual Track school?

Junior Kindergarten students who live outside of the zone of the Dual Track schools may register for JK at the Dual Track School if they intend to register for Senior Kindergarten French Immersion the following year. In this case, student transportation to the Dual Track school closest to their residence is provided in JK, and children do not have to switch schools between Year One and Year Two of Kindergarten.

Transportation

All eligible students will be transported to the Dual Track Schools to attend the French Immersion Program.

How can I help my child?

From the early stages of the program, parents can be of great assistance by being supportive of the program. They can talk about all new experiences and read regularly to their child in English. Most often if a child is experiencing difficulty in a particular subject area, the confusion lies with the concept, not the language. Discuss and explain the concept in English.

What if my child experiences difficulty in French Immersion?

As with children in the regular English program, help will be available from the classroom teacher in consultation with the school's facilitator. Any concerns you have should be discussed with your child's teacher. It is important to share information about your child's social development, first language acquisition, learning style and behaviour as well as his or her academic progress.

STUDENT TRANSPORTATION

Student safety is the #1 priority for Student Transportation Services of Thunder Bay. Every child eligible for transportation will be bused within his or her school zone. The team of school staff, bus drivers, transportation personnel, parents and students can make sure each child rides to and from school with confidence.

Bus Stops

Students should arrive at their bus stop locations 5 minutes prior to pick up time. Students always need to be properly dressed for the weather. Parents/Guardians or caregivers are required to be visible at the bus stops for all Kindergarten students.

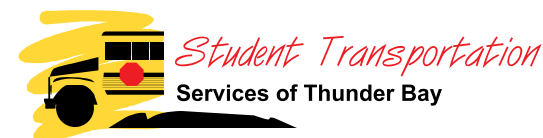
First Rider

Saturday, August 26, 2023

10:00AM - 4:00PM | Confederation College

The First Rider Program is a School Bus Safety Program that introduces young children and their parents to school buses and school bus safety. The program is intended to be a fun interactive learning experience. It is especially designed for children who will be riding the school bus for the first time in September. The First Rider Program reviews bus safety rules and allows parents and children an opportunity to ask questions about school bus safety. As part of the program, children will be able to take a ride on a real school bus!

Reserve your special spot online at www.ststb.ca or by calling Iron Range at 345-7387. August 21 - August 25, 2023.



**GENERAL INFORMATION, SCHOOL ZONES,
AND ELIGIBILITY**
625-1660
www.ststb.ca

Too Cold?

School bus transportation will be cancelled if the ambient temperature (no windchill) is -34°C or colder at 6:00 AM on the Environment Canada Weather website (Thunder Bay Airport reading).

Kid Tags

Each September, new Year One Kindergarten (JK) students ride the bus to school for the first time. To alleviate any potentially confusing experiences for our students on their first day riding the bus, the use of identification tags are an effective way to improve safety and confidence.

KID Tags enable school bus drivers and teachers to ensure that new students riding the school buses for the first time can be readily identified.

The safety of our Kindergarten students is always of paramount importance. The Kindergarten ID Tag program provides Student Transportation Services of Thunder Bay, our local bus operators, and the school bus driver with a simple way to easily identify and deliver students to their appropriate home or school safely.

If you are interested in more information, contact STSTB.

Bus Delay and Cancellation info sent directly to your mobile device!

The Bus Status app displays bus service information from our contracted school bus operators for school routes administered by Student Transportation Services of Thunder Bay.

<https://ststb.ca/bus-status>

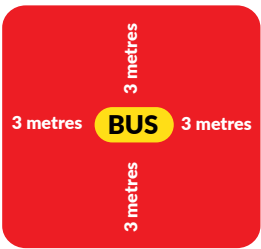
SCHOOL BUS SAFETY RULES

At the Bus Stop

- Be properly dressed for the weather.
- Be at the bus stop 5 minutes before pick up time.
- Wait in a safe place well back from the side of the road. If your parent/guardian or sitter is available to take you to the bus stop, ask them to come with you. There is simply no better way to ensure your safety.
- If you must cross the road, wait until the school bus driver directs you to cross and board the school bus.
- Use the handrail when getting on the bus. Please be careful. Board the bus in single file and avoid any pushing and crowding.

School Bus Danger Zone

Always stay away from the danger zone. Never go back to the school bus after getting off. You are more important to us than your jacket or a toy. Never run behind or in front of the school bus to pick up something that you dropped or forgot.



Remember to S.T.O.P.

Stay out of the danger zone.

Think about school bus safety in the same way in which you have been taught about street and traffic safety.

Obey Safety Rules at all times.

Prepare to be on time and properly dressed for the weather.



Riding the School Bus

- Take your seat right away and stay seated until you leave the bus.
- Windows should only be opened with the permission of the driver. Keep your hands, feet, arms, and head inside the school bus.
- Never throw objects inside the school bus or out the school bus windows.
- Eating or drinking on the school bus is not permitted.
- Always speak softly and avoid distracting other passengers. The school bus driver cannot concentrate on driving safely if students are causing a disturbance. Your school bus driver is just as concerned with your safety as we are. When the driver asks you to do something or stop doing something, don't make a fuss or talk back.

Getting off the School Bus

- Have your belongings organized and secure before leaving the school bus. No loose papers please.
- Use the handrail when getting off the bus. Remember to be careful and get off the bus in single file without pushing or shoving.
- Walk straight to the shoulder or sidewalk.
- If you must cross the road, count out ten steps along the curb and wait for the driver's signal. A good way to remember is that if you can see the driver then the driver can see you.
- If you do not have to cross the road, wait well back from the curb and do not start for home until the school bus has left the area.

Remember, if your parent/guardian or sitter is available to be at the bus stop, ask them to meet you there.

SAFE ARRIVAL FOR FAMILIES

What is SafeArrival?

SafeArrival is an absence management system that improves student safety and makes it easy for you to let the school know about your child's absence.

You are asked to report your child's absence in advance whenever possible using one of these convenient methods:

SchoolMessenger

1. Provide your email address to the school.
2. Get the free app from the Apple App Store or the Google Play Store (or from the links at go.schoolmessenger.ca)
3. Tap *Sign Up* to create your account.
4. Select *Attendance* from the menu, then select *Report an Absence*.



Web and Mobile Web

1. Provide your email address to the school.
2. Go to parents.lakeheadschoools.ca
3. Select *Sign Up* to create your account.
4. Select *Attendance* from the menu, then select *Report and Absence*.

Interactive Toll-Free Phone

1. Call the toll-free, interactive telephone system at **1-844-228-7624** anytime, 24/7.
2. Follow the instructions to report an absence. Absences can be reported in advance.
3. Whenever an absence is reported or updated, you will receive a confirmation notice by email and/or text if you have provided your contact information to the school.

If you don't report your child's absence in advance, the automated notification system will try to contact you. This may include push notifications to the app, email, SMS text message, phone calls.

You will be asked to provide the reason for your child's absence immediately. You may do so using the phone line, website or mobile app. If an absence is not explained within approximately 20 minutes of the time that the school starts the notification process, school staff will follow-up to make sure that your child is safe. If you try to explain an absence using SafeArrival, but are then told that it is past the cut-off time, please contact the school directly.

If you don't want to receive notifications when your child is absent, be sure to report your child's absence in advance. If you do receive notifications of your child's absence, be sure to provide the reason as quickly as possible, using one of the 3 methods listed or during the phone call notification itself.

Please contact the school office if you are unable to register for SchoolMessenger, or if you would like more information about the SafeArrival program.



ELEMENTARY SCHOOLS – DIRECTORY

Each elementary school is part of a Family of Schools that provides continuity and connections for children as they learn, grow, and succeed.

NORTH

Elementary zoned to Hammarskjold High School

Algonquin Avenue	160 Algonquin Ave. S	767-3881
C.D. Howe	30 Wishart Cr.	767-6244
Claude E. Garton* (FI)	414 Grenville Ave.	683-6289
École Gron Morgan*	174 Marlborough Rd.	345-1468
Woodcrest	867 Woodcrest Rd.	346-9396

Elementary zoned to Superior Collegiate and Vocational Institute

Armstrong	Hwy 527, Armstrong, ON	583-2076
Claude E. Garton* (FI)	414 Grenville Ave.	683-6289
Five Mile	2025 Dawson Rd.	767-1411
Gorham & Ware	2032 Cam Current Rd., Gorham, ON	767-4214
McKenzie	1625 Lakeshore Dr., Shuniah, ON	983-2355
St. James	243 St. James St.	345-7191
Vance Chapman	1000 Huron Ave.	344-8661

SOUTH

Elementary zoned to Westgate Collegiate and Vocational Institute

École Elsie MacGill*	130 Churchill Dr. W	625-5100
Crestview	4252 Oliver Rd., Murillo, ON	935-2692
Kakabeka Falls	1 Porter St., Kakabeka Falls, ON	473-9252
Kingsway Park	315 Empire Ave.	623-6722
McKellar Park	301 Archibald St. N	623-2289
Nor'wester View	1946 Mountain Rd.	475-9231
Ogden Community	600 McKenzie St.	622-9513
Sherbrooke	110 Sherbrooke St.	475-4226
Valley Central	563 Candy Mountain Dr., Slate River, ON	473-5810
Westmount	120 Begin St. W	623-7715
Whitefish Valley	Hwy 595, Kakabeka Falls, ON	475-3181

All elementary schools are **Kindergarten — Grade 8**

* **Dual Track School** — English (E) and French Immersion (FI)



Committed to the success of every student

www.lakeheadschoools.ca | Follow us on social media: @lakeheadschoools