



October 27th ,
2023

LESCON

Family
Feature

Dear Parents/ Guardians,

I hope this email finds you well. It has been a very busy time in our building.

This week the SNAP program started in Ms. Reyes class and Mr. Allison's. This learning opportunity is excellent for students to develop self-regulation skills.

This week we took advantage of some nice weather and did our second fire drill. I am happy to report that our students were fabulous! We evacuated our building within 90 seconds. Next week we will be practising our Lock Down Drill. A Lock Down is the procedure we use in the case of any threats within our building. We are required to practise this drill twice in the year.

I want to thank Ms. Chan, Ms. Ruuhala and Ms. Daneman for their work on today's assembly for Responsibility. Ms. Chan's class did a wonderful job teaching about responsibility.

Our character pumpkins look fantastic. It is not too late to purchase a pumpkin ticket for a chance to take home a pumpkin. We have already raised \$170 for our Nutrition program.

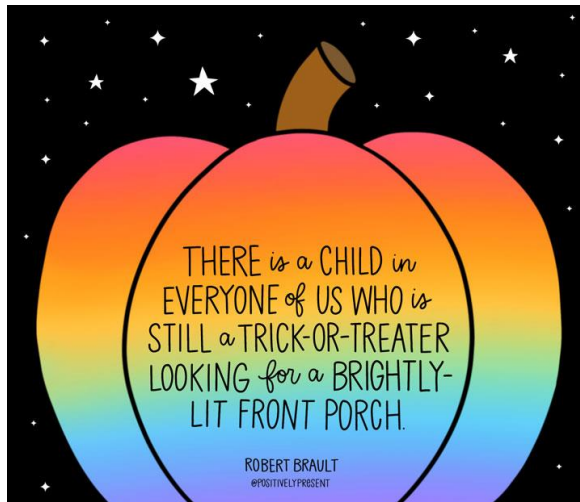
We also have collected a great amount of non-perishable items for the food bank. Thank you for your generosity.

On Tuesday there will be a lot of different Halloween celebrations happening here at Lescon. Please remember that costumes should not be offensive to any group of people and should not include any fake weapons.

Wishing everyone a wonderful weekend,

Yours in education,

Shauna Small



Principal: Shauna Small / 416-395-2640

<https://schoolweb.tdsb.on.ca/lescon>

shauna.small@tdsb.on.ca

Lescon@tdsb.on.ca

Superintendent: Kurt McIntosh

Trustee: James Li • Ward 13: Don Valley North
416-395-8787 • James.Li@tdsb.on.ca





October 27th,
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Family
Feature

Early French Immersion (Junior Kindergarten Entry) Application Deadline

For families interested in the Toronto District School Board's system-wide French Immersion Program, we offer an online process to apply for Early French Immersion (begins in JK). To apply to the Early French Immersion Program for September 2024, applications must be completed online between **November 6 and December 1, 2023**. Families with an older sibling currently in an Early French Immersion program are still required to complete an online application for the new student. For more information, please visit: [Early French Immersion](#) or the [Application Process](#).

Keeping Kids Safe

Drivers are reminded to do their part to keep children safe near school buses. Drivers should follow these tips:

- Stop and never pass a school bus when its red lights are flashing.
- Leave space around school buses and avoid blocking school bus loading zones so children can enter and exit safely.
- Be prepared to stop for a school bus at any time, not just during school hours.
- Always obey the rules of the road and watch for children, especially in school zones.
- Stop for pedestrians at crosswalks and school crossings.

Parents can also help keep their children safe by reminding them to be aware of their surroundings when they are on or near school buses.

Dates to Remember

NOVEMBER

2 – Picture Day

14th – First Day of Afterschool Program (NEW DATE)

15 – Progress Reports go home

16/17 – Parent/Teacher interviews

17 – PA day

DECEMBER

8 – PA day

Dec 25 – Jan 5 Winter Break



**Please
inform the
school if
your child
will be late
or absent!**



School Council Information

School Fundraising

School Council is looking for any parent volunteers who would like to join our fundraising committee. We are working on some different ideas for fundraising, and we would love your help.

If you are interested in volunteering with School Council please email me.

Hallowe'en provides an opportunity for parents and children to spend time together creating costumes, carving pumpkins, planning trick or treat activities and participating in family parties. Hallowe'en is a big event at schools and provides opportunities for parties, creative activities, art programs and impromptu history lessons. Hallowe'en is also a time for students, parents, and schools to take extra care to ensure safety and security.

TRICK OR TREAT SAFETY

Here are some basic safety rules to follow:

- Children should NEVER eat any treats until parents have had a chance to go through them and inspect them. Parents should look for tampering of packages and discard any they believe to be unsafe or unknown.
- Have your child carry a flashlight.
- NEVER go into a stranger's house.
- NEVER trick or treat with people you do not know.
- Trick or treat only at homes you know.
- Children should always stay in groups if no parent is present.
- Younger children should ALWAYS be accompanied by an older person.
- Accompany your child when trick or treating.
- If you can not accompany your child then know the route your child will take.
- Flame resistant (retardant) costumes are in order. Keep costumes short and remind children to stay away from pumpkins with candles in them.
- Remind children to stay away from pets they do not know.
- Remind children of road safety rules. Cross only at corners. Do not criss-cross the road. Go up one side of the road and down the other side. Never cross between parked cars. Walk facing on-coming traffic if there is no sidewalk
- If adults are driving their children, drive slowly, with lights on and be cautious when pulling to the side of the road.
- Children should wear their own shoes when trick or treating. Wearing costume shoes/boots can be dangerous and uncomfortable.
- Remind children that not everyone celebrates Hallowe'en, and to avoid any homes that have no lights on. Also remind children not to run through neighbours yards or gardens.
- With older children, be sure to know what other events (such as parties) they plan on attending.
- Set time limits when children should return home.

School Council Meetings

Monday Dec 4th

Monday Feb 5th

Monday April 8th

Monday June 17th

6 pm in the library

All are welcome

Congratulations to Ms. Min's class for earning the first Golden Garbage Can award for the year.



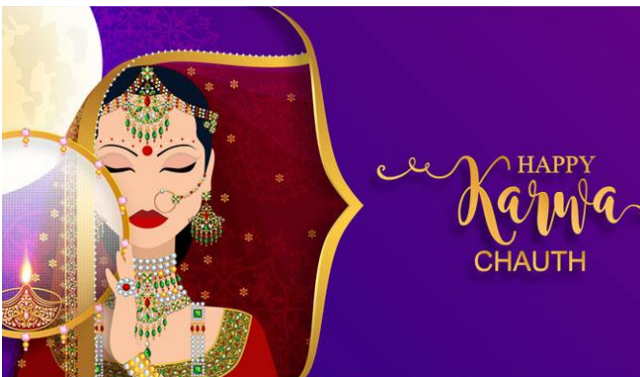
"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

Jane D. Hull



**DIVERSITY
OUR
STRENGTH**

ALL SAINTS DAY
NOVEMBER 1ST

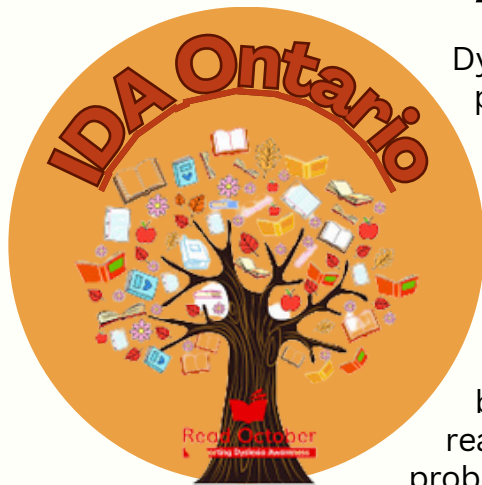




From TDSB Psychological
Services to Your Family



OCTOBER IS DYSLEXIA AND LEARNING DISABILITIES AWARENESS MONTH!



Dyslexia is a specific learning disability that is related to how the brain processes sounds in spoken language. **Dyslexia impacts the ability to read accurately and fluently.** Spelling (and other areas of academics) may be impacted as well. One of the consequences of not being able to read is that these students avoid reading, which can lead to limited vocabulary knowledge and comprehension.

Dyslexia is not related to intelligence. Many smart and talented people have dyslexia. It is often confusing to caregivers when their bright children suddenly encounter significant difficulty when learning to read, despite trying their best. Ongoing learning issues can lead to other problems, like school absenteeism, mental health struggles, or a lack of motivation at school. The good news is that children with dyslexia can learn to read, but they usually need specialized instruction in order to do so. The Ontario Human Rights Commission 'Right to Read' report has recommended that all school boards begin providing science-based reading instruction. Known as **Structured Literacy**, this approach helps children master reading skills by using an explicit, systematic, cumulative, and structured approach. When taught to read in science-based ways, approximately 95% of students can learn to read (Fletcher & Vaughn, 2009).



The term learning disability describes a range of learning challenges (including specific terms like 'dyslexia' or 'specific learning disorder'). **Here are some signs to look for if you suspect a learning disability in your child.** If you have concerns, check out the Learning Disabilities Association of Ontario for more information, or speak with your child's school support team:

READING

- Feels like they get "lost" when trying to read
- Mispronounces common "sight" words
- Has difficulty "sounding out" words (blending letter sounds together correctly)

WRITING

- Lots of spelling errors
- Has messy writing and/or difficulties with letter spacing, direction
- A noticeable difference between their oral responses and their written responses

MATH

- Struggles to understand multi-step word problems
- Trouble recognizing patterns or math symbols
- Difficulty applying learned math rules to different questions

Growing Resiliency in Students with Learning Disabilities: How to Help

By: Sumbel Malik, M.Psy.

Developing resiliency is important for all children, and it can be especially important for the well-being and growth of students with learning disabilities (LD's). **Resiliency is the ability to cope with or adapt to moments of hardship, challenge, or stress.** Here are some resilience building strategies to try at home:

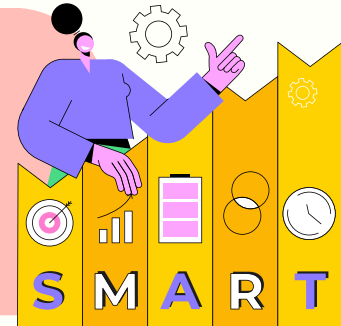
1 LEARN FROM MISTAKES.

Making mistakes is okay and in fact, is a great way to encourage skill building for challenging things. Parents can model “growth mindset”, a concept pioneered by psychologist Carol Dweck, that says mistakes help us learn and that just because we can't do it YET, doesn't mean we can't learn it!



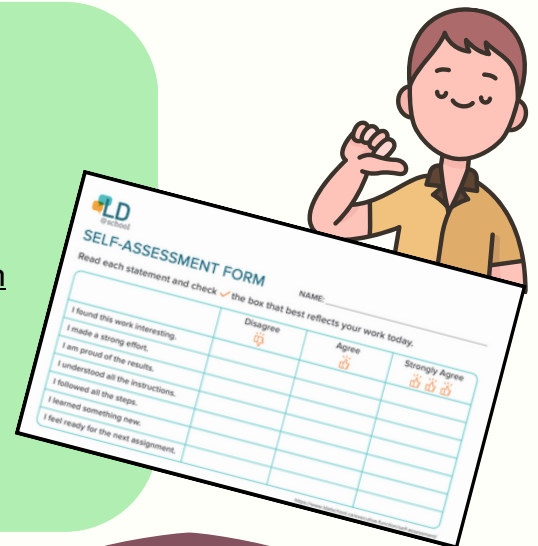
2 SET GOALS AND BE PERSISTENT.

Making goals with your child can help foster motivation, a sense of purpose, and pride when they reach their goal! For kids with LD's, they will likely need more supervision, modelling, and support at first. It can help to use SMART goals or goal calendars. Building in rewards and praise for goal-setting can be helpful too!



3 ENCOURAGE SELF-ADVOCACY.

Children with LD's really benefit from extra support and specific learning tools, yet they may feel shy or embarrassed to ask for help or advocate for their needs. By increasing your child's awareness of what they need to succeed and how (or who) to ask for help, they can become a good self-advocate at school. Practice self-advocacy with these sentence starters from Understood.org. You can also use a self-assessment form with your child to help them understand what work is easy, hard, and how to get help. There are many helpful self-advocacy resources for caregivers to use at home at the website LD@Home, including this self-advocacy card template.



4 HELP YOUR CHILD BE OPTIMISTIC ABOUT THEIR LEARNING POTENTIAL.

Help them to recognize their strengths (in all areas of life) and discuss how they can use their strengths and talents to solve problems or make hard things easier. Use these easy at-home activities from School Mental Health Ontario to practice “noticing the positive” and recognizing strengths at home. Or make this accomplishment starter kit from Understood.org with your child!





Developing Healthy Coping Skills

By: Paul Szego, Ph.D., C. Psych.



As caregivers, we spend a lot of time and energy dealing with challenging behaviour and what caused it. Rather than focusing on the specific incident that caused the behaviour, it can be more helpful to look at what skills your child is missing that made dealing with the incident so difficult.

As the child psychiatrist Stuart Albon says, **“Kids will do well when they can”!** Without useful coping skills, children deal with challenges in the best way they know how - and this often leads to inappropriate or unhelpful behaviours. A lot of children and teens are still developing the skills needed to deal with the world, and we can help them to develop the skills they need to cope with challenges.

PROBLEM SOLVING:

- *What it is:* Being able to come up with other options and solutions when obstacles arise and you can't immediately think of a way to proceed or achieve your goal, instead of getting so upset and/or angry when things don't go as planned (like not knowing what an answer is or knowing how to figure out what the answer or solution might be) that you stop or give up.
- *How to help:* Ask what your child(ren) think might help them accomplish or get closer to accomplishing their goal, like trying for just one more minute, looking for more/different information, getting supplies, or just taking a break to come back when feeling more patient or focused.

FRUSTRATION TOLERANCE:

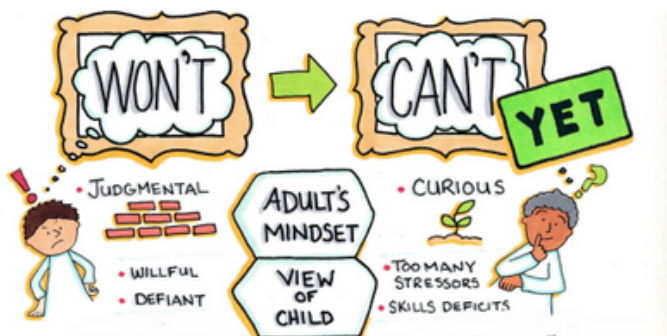
- *What it is:* Being able to remain calm or calm down easily when things aren't going as you hope or want them to, like when you're not getting your way, not getting a turn with a toy or having to share, losing when playing a game, having to stop something fun when you want to keep playing, or not being able to get or do what you want.
- *How to help:* Help your child(ren) either deal with the obstacle that's getting in the way (e.g., offering another option) or with the big emotion that comes up (e.g., offering some comfort).

FLEXIBILITY:

- *What it is:* Being able to go along with unexpected changes instead of getting “stuck” on needing to have things be a certain way, refusing to do things differently, demanding that things have to be a certain way, or having big emotional reactions like anger or worry when things go differently than expected or wanted.
- *How to help:* Practice being flexible by making small changes throughout their day, like what's for dinner or when they're going to get to do a favourite activity. Discuss what the new or different option will be like, and how your child(ren) can cope with them.

KEEP IN MIND:

- It's best if these skills are taught in the moment as they occur.
- Model calm kindness, and gently correct any inappropriate language or actions that may occur.
- Validate your child(ren)'s feelings by acknowledging their frustration, and big emotions.
- Offer emotional support, like a hug or some reassuring words.
- Don't assume that they have the skills or strategies to deal with their big emotions. Instead, assume that they want to develop these skills, and help them to.



TDSB COMMUNITY CORNER

PARENTS & CAREGIVERS
as PARTNERS
Joy in the Journey of Learning
In-Person and Virtual Conference 2023

Virtual Drop-in Hours

OPEN TO ALL TDSB PARENTS, GUARDIANS, AND CAREGIVERS!

Join our Virtual Drop-ins
on Google Meet

Wednesdays* 7 p.m. - 8 p.m.

www.tdsb.on.ca/virtualsupport

*Check website for specific dates offered

Connect with Professional Support Staff to explore ideas related to your child's mental health & wellbeing, including students with Special Education & Complex Needs



Speaking to Children about Tragic Global Events



TDSB Early Reading Resources & Science-based Reading Information





Part 2

Raise a Reader

Wednesday, November 8
6:30-8:00 PM (on Zoom)

Inviting all K-Grade 8
TDSB families
(including K-2 French
Immersion)

We will continue to
explore strategies,
activities, and routines
that contribute to reading
growth and builds interest
and joy for reading



Presenters:

Gail Bedeau-Hopkinson

Holly Bruyca

Laurel Eisenberg

Laurel Moulant

Loraine Valentine

Mubarak Baker

Onika Brown, Sharon Mittal

Soyini Chaderton-Downes

Troy Langevine

Uloma Onyido, Tisha Ray

Stephanie Wong

[Click here or](#)
[scan the QR code](#)
[to register](#)



If you have any questions,
please call Donna Cardoza -
Community Support Worker, LC3
(647) 403-5821
donna.cardoza@tdsb.on.ca



tdsbHUB.ca



WIN A PUMPKIN CHARACTER



Purchase tickets for a pumpkin draw to have a chance to take home a character of your choice.

\$2/ ticket or 3 tickets for \$5

We have 20 pumpkin characters to give away for Halloween.

Go to Cashonline to purchase your pumpkin tickets by 12 pm October 30th.

All proceeds will go to Lescon's Nutrition Program.

Pumpkins will go home on October 31st.