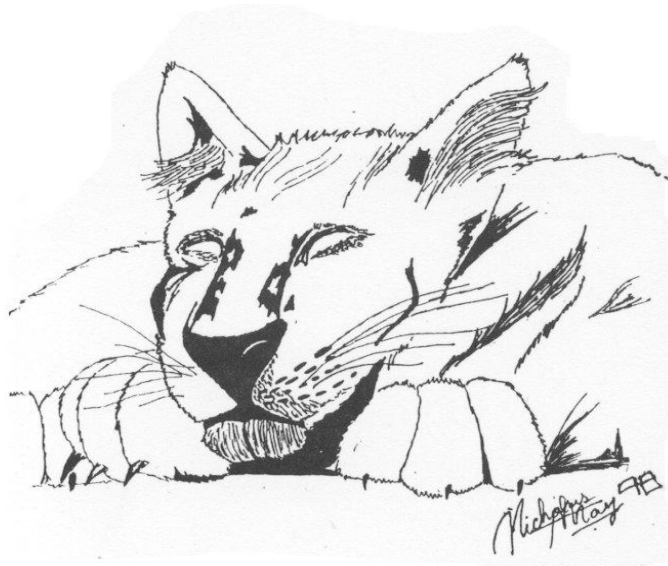


# Ecole Quarterway School



**Parent/Student Handbook 2010 – 2011**

*Vers l'excellence / Quest for the best!*

## École Quarterway School

1632 Bowen Road, Nanaimo, BC V9S 1G6

e-mail: [bhickson@sd68.bc.ca](mailto:bhickson@sd68.bc.ca)

Telephone: 250-754-6845 / Fax: 250-754-6871

School web site: <http://schools.sd68.bc.ca/quar/>

Principal  
Vice-Principal  
Head Secretary  
Secretary

Mr. Peter Hewitt  
Mrs. Margaret Yung  
Ms. Barb Hickson  
Ms. Tammy Trickett

Office Hours:  
8:00 a.m. to 3:30 p.m.  
Monday to Friday

### 2010-2011 BELL SCHEDULE

| Grades 1 to 7 |                             | Kindergarten (half-day) |                 |
|---------------|-----------------------------|-------------------------|-----------------|
| 8:43          | Warning bell                | 8:45 – 11:13            | Morning class   |
| 8:45 – 11:19  | Morning session             |                         |                 |
| 11:54         | Warning bell                | 12:02 – 2:30            | Afternoon class |
| 11:56 – 1:15  | Afternoon session           |                         |                 |
| 1:30 – 2:30   | Afternoon session continues |                         |                 |
| 2:30          | Dismissal (same every day)  |                         |                 |

Outdoor supervision is provided 15 minutes before and after school. For their safety and well-being, students should arrive no earlier than 8:30 a.m. and should leave the school grounds by 2:45 p.m.

## **WELCOME ☺ BIENVENUE ☺ NUM-'ILUM!**

**SEPTEMBER 2010**

*Bienvenue! Nuw-'ilum! Bonjour! Welcome!* to Ecole Quarterway School. If you are a returning family, you are already familiar with our routines and policies. This year we welcome several new families and new staff members. The year promises to be a most exciting one for everyone ! Just imagine what we can accomplish working together . . . – *“the sky’s the limit!”*

- we are open to sharing perspectives, beliefs and “best practices”
- we solemnly uphold our duty to make the welfare of all Quarterway students our primary concern
- we support one another in educational innovation and risk taking ☺
- we strive to serve you, our esteemed clientele, to the very best of our ability

Our success in this regard relies on open lines of communication and a strong and positive partnership between home and school. Please read through this Parent & Student Handbook and watch for the monthly newsletter (Quarterway e-Cougar) that is posted on the school website on the 3<sup>rd</sup> Thursday of every month. Photos, events, minutes are all posted on the school web site at: <http://schools.sd68.bc.ca/quar/> Please pencil in and plan to attend school events such as Meet-the-Teacher Night on Thursday, September 23<sup>rd</sup> from 6:30 to 7:30 p.m.

Here’s to a terrific year of learning and growing at Quarterway!

*What do **you** think Quarterway should be?*

Peter Hewitt, Principal.

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Welcome back! It is my pleasure to welcome you back to École Quarterway Elementary School for the 2010 – 2011 school year. It promises to be a great year full of learning and fun. It is always up to you, the students to work with your teachers, parents, and the community to make sure that you are successful at school. Remember that the positive choices you make here affect everyone and make our school a very happy and safe place to be. Good luck as you embark on your exciting journey through another academic year.

Margaret Yung, Vice-Principal

## The Quarterway Mission Statement

To create a community partnership within a safe environment that will inspire well rounded, life long learners.  
*Créer une association des différents membres de la communauté scolaire au sein d'un milieu sécurisant où les élèves aspireront à devenir des apprenants à part entière pour la vie.*

Quarterway aims to instill a love of learning, to provide the skills necessary to process information, to think critically and creatively, to develop self-discipline and to acknowledge and celebrate individuals of differing abilities, race, language and cultural background. Every Quarterway student is nurtured in becoming a positive and resourceful global citizen of today and tomorrow. Educating a child is the **shared responsibility** of home and school, of the learner and the community. Unwavering support and encouragement are vital to ensuring that children reach their potential. A balanced curriculum fosters the development of the *whole* child - *intellectually, socially and physically*.

## The Right Opportunity in the Right Environment

Children need to take an active role in their learning. They learn in various ways and at different rates. We know also that learning is both an individual and a group process. At Quarterway we value and build in success for every child. Commitment and full cooperation between school and home are vital in order for each child to reach his/her potential.

## Open Communication

It is vitally important that teachers and parents establish and maintain effective on-going communication. Communicating effectively means we can speak our minds, hear what each other is saying and remain open-minded, honest and ethical. Children's needs are best served when all parties are working together. Throughout the year, teachers endeavour to keep parents informed of the many positive things going on at school. Whenever there is a concern, the teacher initiates contact with the parent and let the office know as well. If parents have school-related concerns, they should contact the

teacher (by note / by phone / by e-mail) to determine a mutually convenient time to discuss the issue. If necessary, the parent may pursue the matter with the principal or vice-principal, or with the Assistant Superintendents' office. Confidentiality is always assured and also appreciated. Regardless of the nature of the concern, it is usually best to approach your child's teacher directly and speak with your child's best interests in mind.

## **Parents' Advisory Council (PAC)**

The Parents' Advisory Council (PAC) is the central link between parents and the school. By definition, *every parent is automatically a member of the PAC*. Parents are strongly encouraged to become involved in PAC activities that benefit all students. The PAC organizes several special events, as well as certain fundraising projects and general involvement in programs throughout the school. The Quarterway PAC executive consists of a President, a Vice-President, a Treasurer, a Secretary, two Directors and a school-based representative to the District-PAC (DPAC).

## **School Planning Council (SPC)**

The purpose of the School Planning Council (SPC) is to acknowledge the importance of parental involvement in improving student achievement. The SPC formalizes the role of parents in schools in British Columbia. SPCs are advisory bodies that consult with the school staff to develop, monitor and review school plans for improving student achievement.

The School Planning Council provides advice to the Board of Education with respect to:

- the allocation of staff and resources in the school
- matters contained in the District Achievement Contract as it relates to the school
- educational services and programs offered

The School Planning Council consists of the school principal and vice-principal as well as three parent representatives elected annually by secret ballot.

# Quarterway School Goals 2010-2011

## LITERACY:

- To improve students' reading, writing, speaking and mathematical literacy

## SOCIAL RESPONSIBILITY:

- To advance healthy living and positive relationships within and among individuals and members of the school community.

## Partners in Education

### *Students will:*

- come to school on time, arrive rested and prepared with materials, ready to learn
- work at school and at home to complete all assigned work
- bring a positive attitude and a sense of optimism to school each day
- demonstrate the behaviours outlined in the Quarterway **PBIS School Climate Matrix**

### *Parents will:*

- encourage their children to do their best to succeed
- ensure the child attends regularly and **arrives on time (between 8:30 and 8:40 a.m.)**
- ensure the child arrives rested, fed, appropriately clothed and ready to learn
- support the child in following the educational program designed for him/her
- instill a sense of responsibility, self-discipline and respect for self and others
- work in close alliance with school staff
- inform the office of any changes to your contact information (telephone numbers, custody orders, etc.)

### *Teachers will:*

- prepare and distribute program overviews
- adapt and/or modify the various prescribed learning outlines to suit individual needs
- work with parents to develop individual educational plans (IEPs) where needed

- act as respectful, positive role models, preserving the dignity of all pupils in their charge
- enforce school rules (PBIS Matrix) fairly and consistently
- assign and monitor homework as appropriate
- assess student progress
- initiate consultation requests as appropriate to Student Support Services
- provide three written reports to parents throughout the year as well as on-going informal feedback

***The Principal and Vice Principal:***

- administer programs and practices within the school and supervise instruction
- oversee student placement and programming
- exercise authority in matters of conduct and discipline of pupils on the school premises and during school-related extracurricular activities which occur off the school premises

## **Student Rights and Responsibilities**

Students are to behave safely and responsibly at all times, displaying good manners and consideration for others. The following are student ***rights*** and ***responsibilities***.

- I have a ***right*** to learn.
- I have a ***right*** to hear and be heard.
- I have a ***right*** to be respected.
- I have a ***right*** to be safe.
- I have a ***right*** to privacy and to my own personal space.

All ***rights*** carry with them a ***responsibility***...

- It is my ***responsibility*** to listen to instructions, to complete assignments and to allow those around me to work as well.
- It is my ***responsibility*** to listen politely while others are speaking.
- It is my ***responsibility*** to be conscious of my own actions and aware of the feelings of others.
- It is my ***responsibility*** to use appropriate language.
- It is my ***responsibility*** to respect the personal property of others, and to respect their right to privacy.

# Philosophy of Discipline

*To punish a child is to arouse resentment and make him/her uneducable. The essence of discipline is finding effective alternatives, which leave the child's dignity intact, teach him how he has violated others' rights and teach him to do better.*

*... H. Ginnott, Teacher and Child*

## Quarterway PBIS School Climate Matrix

At Quarterway our code of conduct is linked to a school-wide approach called Positive Behaviour Interventions and Supports (PBIS). The target behaviours listed on the PBIS School Climate Matrix are taught and reinforced throughout the school year and are also modeled by staff and by student leaders. The Quarterway PBIS School Climate Matrix can be viewed on line at: <http://schools.sd68.bc.ca/quar/documents/EBS.pdf> We encourage families to use similar language at home.

The following **Progressive Discipline Protocol** is in effect.

1. Conversation between staff and student.
2. Teacher may issue a problem-solving sheet to inform parent. Non-teaching staff may issue an **Office Referral**.
3. If the issue persists, the student may be referred to administration using the **Office Referral Form**.
4. The student may subsequently be sent to the Time-Out Room by either the principal or vice-principal at lunch (11:19 – 11:56).
5. The parent is informed via the Office Referral Form, which is sent home for signature and follow-up.
6. A meeting may be called between parent, child and school staff.
7. For severe infractions a student may be issued an "in-school suspension" during which the student is expected to complete work in the office assigned by the classroom teacher.
8. For incidents of physical aggression, weapons, threats or vandalism, an "out-of-school suspension" may be issued, with a follow-up re-entry meeting between parent, student and school administration.

The SD68 Policy Discipline can be viewed at [http://www.sd68.bc.ca/edocuments/Board/policiesandproc\\_/default.html](http://www.sd68.bc.ca/edocuments/Board/policiesandproc_/default.html)

## Personal Electronic Devices

As society's use and reliance on technology continues to evolve and expand, so have the implications of using personal electronic devices in schools. At Quarterway we encourage *healthy, active living* with *physical play* and *pro-social interaction*. Electronic devices limit the opportunities that children have for social interaction and physical activity, which is counter to this school goal. **Electronic devices, such as hand-held games, cellular telephones, iPods must be turned off and not used during the school day (8:30-2:45).** Thank you for your cooperation in this matter. Furthermore, schools cannot be held liable for any loss, damage or misuse of electronic devices brought to school.

### A few important guidelines . . .

1. Parents are asked to please advise the school by **phone ( 250 754 6845 ) before 8:45 a.m.** if you know your child is going to be late or absent. Our 24-hour answering machine can record your message at any time.
2. Students must be supervised by a responsible adult all throughout the day; students are not permitted to remain inside unsupervised or to leave the school grounds during the day (except with parent's permission to **go home** for lunch).
3. Upon arrival at school, students are to remain outside till entry bell. Students will be met at the appropriate entry door by their teacher. Only on exceptionally rare occasions of inclement weather do we make an announcement inviting children to come inside and go directly to their classrooms.
4. Students are only permitted to use the office telephone in **emergency situations** and when issued a **phone pass** by their teacher.
5. No wheels at school please. Students riding bicycles, skateboards, roller blades, scooters, etc. to school are not permitted to use them on school property between the hours of 8:30 a.m. and 3:30 p.m. Bicycles must be

dismounted and locked securely to the bike rack. Roller blades, scooters, skateboards must be carried by the student once he/she arrives on the school grounds.

6. Electronic devices such as hand-held games, cellular telephones and MP3 players must be **turned off** and **not used** between 8:30 a.m. and 2:45 p.m.
7. Fireworks, laser pointers and weapons including air guns and pocket knives are strictly forbidden on School District Property and may result in suspension from school.
8. Hats and caps are not to be worn indoors.
9. For everyone's safety, throwing snow is not permitted and may result in suspension from school.
10. Students should dress appropriately for the weather. Student dress code states that T-shirt logos must be school appropriate. Shirts must cover the midriff ("tops need to meet bottoms"). Any clothing or accessories that detract from learning or that are deemed offensive must not be worn to school.

## **Parent Volunteer Drivers - SD68 Policy 4410**

To volunteer as a driver to transport students, parents are required first to register with the school office and complete the Volunteer Driver Form. Volunteer drivers must:

- be 21 years of age and in good health
- hold a valid B.C. Driver's license and vehicle insurance with a minimum of \$200,000 liability
- ensure each child under 9 has a booster seat: [http://www.tsfbcaa.com/boost\\_bc](http://www.tsfbcaa.com/boost_bc)
- keep children out of the front seat of vehicles equipped with passenger-side airbags

## Attendance

- Regular attendance and punctuality are important indicators of social responsibility. Students who arrive late not only miss out on important learning but also disrupt the teacher and classmates. All schools are required to maintain accurate records of attendance and punctuality. **Students arriving late with no excuse are required to make up the missed time during their lunch recess.**
- Parents sometimes ask us whether their children can miss some school time in order to go on a family holiday. The majority of a child's learning occurs through class discussions and group interaction. Regular attendance is especially important in French Immersion where the second language is modelled and reinforced. Time away cannot be made up with worksheets and text book exercises. Absences for reasons other than illness are generally discouraged. This being said, we fully recognize that some trips provide very beneficial learning opportunities. Ultimately it is up to the child's parent to weigh the pros and cons of an extended absence.

## Early Warning Detection System

- For student safety, Quarterway uses the Early Warning Detection System to determine as soon as possible the whereabouts of any student who does not arrive either in the morning or after lunch.
- The Early Warning Detection System relies on parents remembering to phone the school in advance (250-754-6845) if you know your child is going to be late or absent. Our answering machine will record your message 24 hours a day. You can also send a note or let us know in advance.
- Unless we are aware of the reason for a child's absence, the office staff phones home to confirm the absence. This can be quite a task in our large school so please try and remember to phone us first.
- **Parents** It is important to advise the school immediately of any changes to:
  - phone number(s), address, e-mail
  - emergency contacts
  - custody orders
  - medical conditions
  - any significant family situation that might impact your child's learning at school

# Homework

Homework refers to any task that a student is asked to complete outside of school hours. This can include unfinished work, projects, reading or practicing math facts and spelling words. Instilling conscientious work habits at home is important for the years ahead. Parents are strongly encouraged to be pro-active in providing a quiet work place and supervising prompt and proper homework completion. You can help your child develop great study habits just by showing interest in and looking over their work, asking questions, scheduling a regular homework time on weeknights, keeping in touch with the teacher, and above all, praising your child for all his/her efforts☺ A small amount of homework may occasionally be assigned in the primary classes (K-Grade 3). Typically “homework” in the early grades is just reading, counting and spelling. Students in grades 4-6 can anticipate about half an hour of homework and grade 7s should learn to set aside an hour to complete work, to review and organize the day’s material and to read, read, READ for vocabulary development.

# Reporting to Parents

There are five reporting periods in each school year. Written reports are issued in November, March and June. Informal reports are provided in October and in April. Report Cards indicate achievement, work habits and social responsibility. Reports tell what the student is able to do and point out areas needing attention and ways to support learning at home. In the primary grades (K-3), codes and comments are used. Letter grades (A, B, C and “I” for Incomplete) are also assigned beginning in grade 4. Student achievement is assessed according to provincial Performance Standards in each area of the curriculum. <http://www.bced.gov.bc.ca/irp/>

# Healthy Eating Policy

Schools, parents and community all share the responsibility of instilling healthy eating habits in children. Health conscious and well-nourished children are better equipped to learn and are more likely to engage fully in learning and take advantage of the educational opportunities available. We encourage students to bring only **healthy snacks** and **lunches** to school. Please see the *Canada Food Guide* or to the Guidelines for Food Beverage Sales in BC Schools [http://www.bced.gov.bc.ca/health/guidelines\\_sales.pdf](http://www.bced.gov.bc.ca/health/guidelines_sales.pdf) for examples of foods that children should chose most often. Schools do not allow students to consume chips, pop, candy or energy drinks during the school day.

## Make the Most of your Day at Quarterway

The extra-curricular activities we offer vary according to the availability of staff sponsors and community volunteers. Quarterway students are encouraged to take an active part in extra-curricular offerings and, when doing so, abide by school rules. Activities may be either Intramural during the school day, such as clubs, seasonal activities, noon-hour sports or Extramural after school such as interschool teams and choirs. Extramural activities require parent signature and permission slips for travel.

## School-based Services to Students

**School-based team (SBT):** SBT meetings are scheduled regularly to identify ways to support individual children with special learning needs requiring adaptations or modifications to their educational program. Parents are reminded to communicate to the teacher any concerns they have about their child's overall progress at school.

**School Support:** School Support Teachers provide small group instruction to students experiencing difficulty with reading, writing or mathematics. Students are referred by their classroom teacher via the School-based Team to work with School Support Staff.

**Flexible Learning Groups:** Students working at different levels in reading and mathematics receive instruction in flexible learning groups tailored to their needs and learning styles. This includes guided reading, literature circles and math groups. These small groups are operated by teachers, education assistants, parent volunteers, Literacy CVI volunteers and buddy reading partners. Students are placed in learning groups that are flexible and often change based on on-going assessments.

**ESL / ESD:** **ESL (English as a second language):** Students whose mother tongue is not English are eligible to receive ESL support to gain familiarity with proper verb tenses, pronunciation and certain idioms and expressions they will encounter in the school setting. **ESD (English as a second dialect):** This service is offered to students of Aboriginal ancestry in order to strengthen and build on their cultural knowledge and experience in the school setting. Former ESD participants report gaining confidence to speak out, validate and share the knowledge they bring from home.

**Enrichment/Gifted Support:** Students identified for enrichment/gifted support are provided with occasional enrichment/extension opportunities. The School District offers workshops periodically for E/G students to attend. Within the school, our staff provides opportunities to challenge gifted students at the intermediate level (grades 4 – 7).

**Elementary Counselor / Child Youth and Family Support Worker (CYFSW):** Counselors and CYFSWs provide a range of pro-active and intervention services. Working in tandem with the School-based Team, these people help develop and implement behaviour and safety plans to support students at risk, and sometimes refer families to community resources beyond the school. Counseling services include:

- being a member of the School-based Team
- managing behaviour plans, identifying and implementing appropriate supports and empowering students in managing behaviour change
- providing individual and group counseling, including crisis intervention
- liaising with parents and staff, facilitating referrals to access support from appropriate outside agencies
- providing support and resources for developmental, remedial and preventative programs
- promoting personal development and social skills through esteem building, social responsibility, goal setting, problem solving and decision making
- assisting in transition processes from pre-school to kindergarten and from grade 7 to secondary

**Health Care:** There is no nurse at the school. Health Care Professionals **do not** work in public schools. If you have specific questions relating to health or hygiene, please call the VIHA Health Unit at 250-755-6200 or dial 8 – 1 – 1.

**Medication at School:** Sometimes children require prescription medication during the school day. Please **do not allow** your child to carry or leave drugs at school. Medications should be handed by the parent directly to the teacher along with appropriate instructions. Arrangements are made for staff to administer drugs to pupils. Parents need to complete a Medications form in the office. If your child requires special medical attention of any kind, please provide details on the student information form.

**Library Services:** The school library plays a central role in children's education and constitutes an integral part of our School Plan for Literacy. The Quarterway Library houses resources in French and English in formats including print, video, DVD, multimedia, which address the research and leisure reading requirements of our students. The library collection numbers well over 10,000 titles covering the complete elementary curriculum as well as many of the special interests of children from Kindergarten to Grade 7. A section of the collection also offers books of interest to parents. Parents are welcome to borrow books for themselves and for their children. All classes from Kindergarten to grade 5 visit the library with our teacher-librarian once a week, and the grades 6 and 7 classes use the library as needed with their teacher. At these times, the teacher-librarian serves as a resource person and teaching partner.

**French as a Second Language:** FSL is provided to students enrolled in the regular (English) program in Grades 5, 6 and 7.

**Fine Arts:** A music specialist provides vocal music instruction to students from Kindergarten to Grade 5. A Band program is offered as an option to all Grade 6/7 students. Students not choosing Band receive an equivalent amount of instruction in Fine Arts.

**Computer Lab:** The computer lab is equipped with 26 internet-capable computers, a SmartBoard and a wealth of software. All classes are regularly scheduled into the lab in 30 minute time slots to allow students to develop technology skills. Please note that students are not permitted to use Hotmail and Facebook at school.

**District Student Support Services:** The school district strives to provide a complete range of Student Support Services which can be initiated by the classroom teacher or the parent through the School-based Team. SD68 Student Support

Services include Alternate Education Programs, Elementary Counselling, Teacher of the Hearing Impaired, Hospital / Homebound Programs, School Psychology Services, Speech and Language Pathology Services, Teacher of the Visually Impaired, Behaviour Support team, Autism team, Gifted / Enrichment.

### **Fire/Earthquake Procedures**

**Fire Drill:** All schools are required to conduct emergency evacuation drills several times throughout the year. Pupils evacuate the school in an orderly fashion and gather at a designated assembly area for attendance and further instructions.

**Earthquake Drill:** Earthquake drills are also conducted regularly. Students practice the *duck and cover* procedure and then evacuate outdoors once it is safe to do so. Staff, students and visitors gather in the designated assembly area.

**Ecole Quarterway School Climate Matrix**

|                     |                    | Hallway  | Washroom  | School Yard  | Assembly   | Classroom  | Inside for Recess  | Field Trips Within Community  |
|---------------------|--------------------|--|---|--|--|--|--|---|
| <b>Expectations</b> | <b>Respectful</b>  | <ul style="list-style-type: none"> <li>• Quiet</li> <li>• Stay in line</li> <li>• Walk with eyes front, hands to side, feet quiet</li> </ul> | <ul style="list-style-type: none"> <li>• Be quiet</li> <li>• Stay private</li> </ul>  | <ul style="list-style-type: none"> <li>• Take turns</li> <li>• Share the playground</li> <li>• Listen to Supervisor</li> </ul>   | <ul style="list-style-type: none"> <li>• Enter quietly</li> <li>• Listen with whole body</li> <li>• Appropriate applause &amp; audience participation</li> <li>• Sit properly</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to person speaking</li> <li>• Raise hand &amp; wait</li> <li>• Get up at appropriate times</li> <li>• Inside voices</li> </ul> | <ul style="list-style-type: none"> <li>• Quiet</li> <li>• Take turns</li> <li>• Share</li> </ul>   | <ul style="list-style-type: none"> <li>• Listen to facilitator</li> <li>• Be extra polite</li> <li>• Raise hand &amp; wait</li> </ul> |
|                     | <b>Responsible</b> | <ul style="list-style-type: none"> <li>• Keep right</li> <li>• Hands to self</li> <li>• Use correct entrance/ exit</li> </ul>                | <ul style="list-style-type: none"> <li>• Use correct washroom</li> <li>• Go straight there and back</li> <li>• Flush</li> <li>• Report concerns to teacher</li> </ul> | <ul style="list-style-type: none"> <li>• "Think before you act"</li> <li>• Use garbage cans</li> <li>• Help those in need</li> <li>• Line up promptly at bell</li> </ul> | <ul style="list-style-type: none"> <li>• Hands to self</li> <li>• Use washroom before / after performance</li> </ul>   | <ul style="list-style-type: none"> <li>• Be on time</li> <li>• Be prepared</li> <li>• Take care of belongings</li> <li>• Neat &amp; tidy</li> </ul>                            | <ul style="list-style-type: none"> <li>• Choose a quiet activity</li> <li>• Clean up when you've finished or when the bell rings</li> </ul>            | <ul style="list-style-type: none"> <li>• Return permission slips on time</li> <li>• Be a good ambassador for our school</li> </ul>    |
|                     | <b>Safe</b>        | <ul style="list-style-type: none"> <li>• Walk</li> <li>• Eyes forward</li> <li>• Be polite, stay to right</li> </ul>                         | <ul style="list-style-type: none"> <li>• Practice proper hygiene by washing hands with soap</li> </ul>  | <ul style="list-style-type: none"> <li>• Play in designated areas</li> <li>• Report all unsafe situations</li> <li>• Meeting place</li> </ul>                            | <ul style="list-style-type: none"> <li>• Follow teacher direction</li> <li>• Use all 4 exit doors</li> </ul>   | <ul style="list-style-type: none"> <li>• Walk</li> <li>• Sit appropriately</li> <li>• Keep hands and feet to self</li> <li>• Follow classroom rules</li> </ul>                 | <ul style="list-style-type: none"> <li>• Stay where you are for the entire time</li> <li>• Permission for washroom given by supervisor only</li> </ul> | <ul style="list-style-type: none"> <li>• Stay with the group</li> <li>• Listen to teacher</li> <li>• Follow rules</li> </ul>          |