



WILDER PENFIELD ELEMENTARY SCHOOL PARENT HANDBOOK

Each of us has an important role to play in the success of our school. You as parents are a vital element in the education of your son and/or daughter. We have an excellent staff but we cannot do it alone. We urge you to become an active force in our common goal - providing the best for your child at Wilder Penfield School, and promoting pride and respect at school, at home and in our community.

Towards that goal we have listed below some suggestions, school rules and information about Wilder Penfield.

Communication

- Contact your child's teacher regarding progress, activities or concerns
- Check daily your child's school bag, your e-mail and internet communities for communication from the school/teacher

<u>SCHOOL HOURS:</u>	8:55 A.M. -	Buses unload
	9:00 A.M. -	Classes begins
	10:30-10:50 A.M. -	Recess
	12:20-1:10 P.M. -	Lunch
	1:10 PM -	Classes begin
	2:25-2:45 P.M.-	Recess
	3:35 P.M. -	End of school day
	3:45 P.M. -	Buses depart

Children not enrolled in day care should not arrive in the schoolyard before 8:55 A.M. Students not enrolled in the lunch program should not arrive in the schoolyard before 1:10 P.M.

Lunch Dismissal: Walkers will be dismissed through the Bus Lane Door.

SCHOOL AND STUDENT SECURITY - The school parking lot is reserved for staff only.

- Arrival:
 - Drop off is from the laneway on the park side, the gate on the Huron side or the sidewalk near the bus zone on Westminster.
 - Parents may not access the school grounds when our staff is on duty
 - Late students enter through the front door and check in with the office
- Dismissal:
 - Walkers: Pick up is from the sidewalk on either side of the bus entrance (please do not stand in the driveway)
 - **Busers:** Students exit at the south-west exit. Parents cannot pick-up children once they are on the bus.
 - **Day care:** Pick up at the day care door (Left door at the main entrance) **Not before 3:45 p.m.**

EMERGENCY SCHOOL CLOSING

- Recorded phone/e-mail messages will be used to communicate building closures or issues, or emergency closure or evacuation during the school day.
- The school board's website, www.lbpsb.qc.ca and English radio stations will also provide emergency information

CHANGE OF ROUTINE

For the safety of your child please be sure to establish a regular routine at dismissal. Whether a child uses day care, takes the bus or walks to school, it is important to be consistent.

- Advise your child's teacher in advance of any changes in routine
- **Day care has very specific regulations regarding their routine, please see the day care handbook**
- Make arrangements for another adult to pick up your child in the event of an emergency where you are unable to do so
- The school cannot guarantee messages will get to your child if you call **after noon** unless there is a drastic emergency
- If you must exceptionally pick your child up close to the end of the day (which is at 3:30), we ask that this be done no later than 3:15PM.

- Students are not permitted to ride any bus other than the one they are assigned to
- Parents must provide written permission to allow their child to disembark at an alternate bus stop
- Students will be permitted to use the office phone for emergencies only or if requested by a teacher.

ABSENCES FROM SCHOOL

- The school must be advised of a child's absence, either by phone (option 3) or by e-mail at wilderpenfield@lbpearson.ca
- To help prevent the spread of viruses and bacteria sick children should stay home.

VACATIONS

We encourage families to vacation during the school's holiday periods. If, however, you go away during class time, please note that the school will not provide homework packages and that it is the student's responsibility to catch up upon their return.

FIRST AID – DISTRIBUTION OF MEDICATION – SEVERE ALLERGIES

Please see the LBPSB Policy on Safe and Caring Schools -

http://www.lbpsb.qc.ca/content/policies/Policy%20on%20Safe%20and%20Caring%20Schools_Nov%202016-v6_asof2017JAN11.pdf

- Parents must be reachable in the event of an emergency. Please ensure:
 - Your contact numbers are updated
 - We have contact numbers of friends and/or relatives in the event we are unable to reach you
- Students with anaphylactic allergies are encouraged to carry their EPIPEN on their person at all times
- Head injuries are treated as follows:
 - Treatment with ice and observation
 - A sticker on the child's clothing advising staff if the injury is minor
 - A sticker on the child's clothing and a phone call home in more severe cases

Keeping in mind that sometimes symptoms do not always present themselves until later in the day or evening the following guidelines can be helpful

HEADS UP

Reports a **H**eadache
Eyes-change in vision/sensitive to light
Attention-unable to concentrate
Disorientation
Sickness-Nausea/vomiting
Understanding-Answer simple questions
Personality-Change in personality-irritable/crying

Also please see the following link to Government of Quebec's information on concussions:

<http://www.education.gouv.qc.ca/en/current-initiatives/concussions/>

LOST AND FOUND CLOTHING/ITEMS

- Any item that is found in the school will be placed in a "Lost and Found Bin".
- Periodically we bring every class down to the day care room and display all lost items.
- All unclaimed items are donated to charity 3 or 4 times during the year.

SCHOOL SUPPLIES

- The school supply lists are found on the school website. <http://wilderpenfield.lbpsb.qc.ca/supplies.htm>.

FIELD TRIP GUIDELINES

- All field trips are approved by the Governing Board.
- Notification should be sent home to parents normally two weeks prior to the field trip containing the following information:
 1. Rationale for the field trip.
 2. Length of time away from school.
 3. Ratio of Adults to Students:
 4. Cost: A cost breakdown will be shown. Bus costs cannot be refunded. An effort will be made to be sensitive to the financial demands that are being made within a certain period of time.
 5. Transportation information.
- Parents must provide the following:
 1. Signed permission / agreement to participate

2. Medical Information: if information has changed since the beginning of the year, this must be indicated.
3. Payment (if there are extenuating circumstances, please contact the school Principal to make arrangements for payment)

STUDENT FEES 2021-2022

- A detailed school fee bill will be sent home at the beginning of the year outlining the various costs for the school year.
- The Governing Board has approved these fees.
- Please make your cheque payable to "Wilder Penfield School".
- If you need to make arrangements for payment please contact the school Principal.

DAY CARE AND LUNCH SUPERVISION SERVICES

For information about the program please see the Day Care or Lunch services handbooks, or visit our website.

GOVERNING BOARD

- The Quebec Education Act requires that every school has a Governing Board.
- It is comprised of parents and employees of the school.
- Its functions within the school are to stimulate parent and community participation in the improvement of educational services, to study measures likely to promote more personalized educational services, and to work in co-operation with the school administration to ensure the best possible operation of the school.
- If you are interested in serving as a parent representative, please forward your candidacy to the attention of the Governing Board Chair at wilder_penfield_gb@lbpearson.ca or by calling the school.

PARENT VOLUNTEERS

- Volunteering supports student activities and learning.
- Some areas of involvement are
 - library,
 - field trips,
 - organizing community activities, and fundraising activities,
 - reading with students
 - parent committees, ie Home & School and Governing Board
- All parent volunteers must abide by our Volunteer Code of Ethics
- All first time parent volunteers must complete a Declaration Concerning a Judicial Record form

PRIVATE EVALUATION/THERAPIES

From time to time, parents seek evaluations or therapies from professionals outside of the Lester B Pearson School Board. Should the collaboration of the school or its staff be requested, it is necessary to contact the school Principal. All information will be kept in the strictest of confidence.

PERMISSION TO POST PICTURES OF YOUR CHILDREN

At the beginning of each school year we send home a consent form for parents to indicate if pictures of their children can be used in a variety of ways, primarily on our school Facebook page. We do not use pictures without parent's consent.

STUDENT CODE OF CONDUCT

The Student Code of Conduct applies when students are at school or on their way to and from school.

Minor Infractions

Name calling
Ignoring the bell
Rude behaviour in line/in hallways
Disrespectful behaviour to peers
Littering
Throwing object
Lateness
Spending too much time in washroom
Inappropriate dress (including shoes and PE class)
Bringing to school toys, electronic devices
or collectible items not requested by teacher

Consequences

Verbal reminders
Removed from the social setting
Student phones home to explain
situation to parents
Community service
Parent communication (call, email, letter, agenda)
Parent meeting

Major Infractions

Fighting
Physical Aggression
Vandalism
Theft
Swearing
Repeated minor infractions (within certain period)
Leaving school grounds
Not cooperating with directives of adult
An act that compromises the safety of self or others
Bullying
Threatening
Extortion
Vulgar gestures

Consequences

(In addition to minor infraction consequences)

Administrative involvement
Parent called to a meeting
Detentions
Loss of privileges
In-school suspension
Out-school suspension
Documentation in file
Police involvement

Courageous/Caring/Restoring

Note of apology
Written reflection
Project
Teaching opportunity (to younger students)
Peer mediation (encouragers)
Restitution

In all instances these measures are applied at the discretion of the Principal or his/her delegate taking into account the circumstances and severity and number of offenses. Any and all disciplinary measures included in the school's Student Code of Conduct must be in alignment with the LBPSB Safe and Caring Schools Policy and the school's Anti-Bullying/Anti-Violence Plan. <http://wilderpenfield.lbpsb.qc.ca/documents/ABAV-Plan.pdf>

The Pledge

Today I have an obligation

No longer will I be silent

Silence is participation

I refuse to participate in the problem

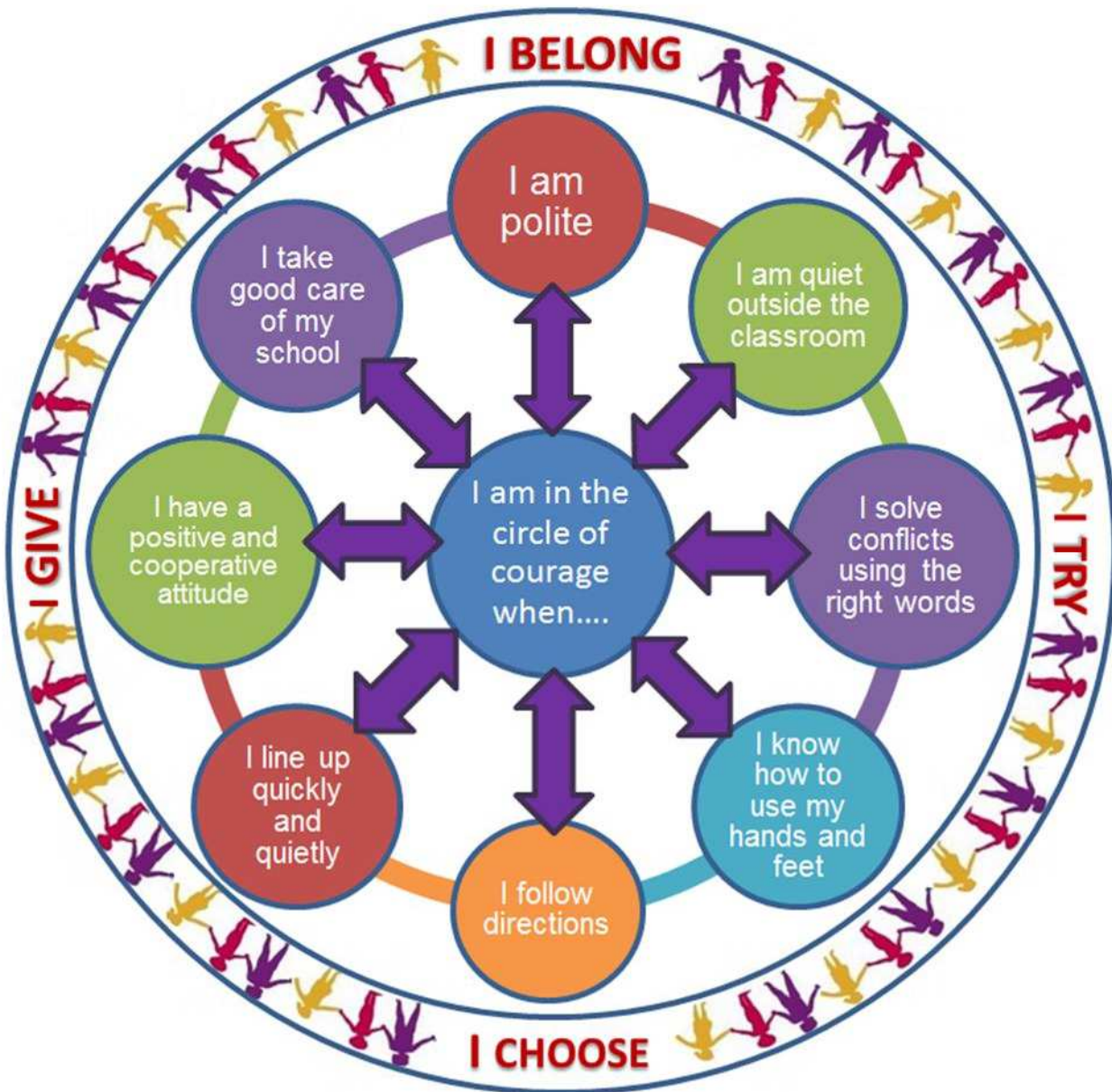
We are all different, but we all deserve respect

If you need help, come to me

If I think you need help, I'm getting involved

I've got your back

CIRCLE OF COURAGE



Our Circle of Courage is an integral part of our student Code of Conduct. It describes the type of positive behaviour we expect from students and the qualities that we value as a community: generosity, independence, mastery and belonging.

Students who break the circle of courage are asked to make restitution through peer mediators or encouragers who fellow students.

BICYCLES

- Bicycle helmets must be worn.
- For safety reasons we highly recommend that students from K4 to grade 3 who wish to ride their bicycles to school be accompanied by an adult.
- Students who ride their bicycles to school need to adhere to the following:
 - Bicycle riders must walk their bikes on school property
 - Students are encouraged to have a lock for their bicycles and locked up their bicycle in the bicycle racks at all times.

Skateboards, scooters, running shoes with rollers, and roller blades are not permitted.

Please note the school is not responsible for stolen or damaged bicycles.

RECESS

- ALL children are expected to spend their break outdoors.
- During the winter, please ensure that your children are adequately dressed.
- If your child is not well enough to go outdoors for a 20-minute recess break, then he/she is not well enough to attend school. Exceptions will be made for students who are injured or under the orders of a medical doctor.

ANTI-RACISM

The Wilder Penfield Elementary School community is an inclusive environment. We have a zero tolerance attitude towards racism and or discrimination in all its forms. Acts of this nature will be addressed by teaching staff and/or school administration according to their severity and intent.

APPROPRIATE CLOTHING AND FOOTWEAR

- Students should wear clean and appropriate clothes to school.
- Clothing with sayings, pictures or images offensive to any individual or group will not be permitted.
- Footwear: Sandals with straps are recommended, flip-flops and Slides are a safety hazard and not encouraged to wear in school. **Shoes with blinking lights are not allowed as they are a health concern for some students with special needs.**

PHYSICAL EDUCATION REQUIREMENTS

- T-shirt, shorts (properly hemmed), or sweatpants, gym (running) shoes are required.
- Wearing jeans or dress shoes are a safety hazard.
- **All students are asked to keep a pair of running shoes at school** for Phys. Ed. class.

ITEMS NOT PERMITTED AT SCHOOL

The following items are not permitted at school because of the risk of theft, danger or the distraction they cause:

- ☒ Knives or any other weapons,
- ☒ Electronic devices, Toys,
- ☒ Roller blades, Scooters,
- ☒ Trading Cards,
- ☒ Skate-Boards, Sneakers with rollers,
- ☒ Chewing Gum,
- ☒ Money. Children should only bring money to school if it has been requested.

While the school will do everything within its power to prevent theft, we will not be responsible for lost or stolen items.

COMPUTER AND INTERNET SAFETY

- Students must demonstrate appropriate on-line conduct and manners at all times.
- The misuse of electronic resources to invade or threaten personal privacy or to disrupt the safe and secure learning environment will not be tolerated.
- The Lester B Pearson School Board's "Appropriate Use of Internet Communications" policy applies to all students and staff at Wilder Penfield. http://esd.lbpsb.qc.ca/internet_safety.htm



Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson



Wilder Penfield Elementary School 2021-2022

- Boardwide Professional Days
- ⊗ Teachers' Convention
- Holidays
- △ Wilder Penfield Professional Days
- ◻ Wilder Penfield Event
- ☆ Parent Teacher Interviews
- ★ Start/ End Date
- Region ped day

□ Interim Report

○ Report Cards

▽ IEP

Août/August				
L/M	M/T	M/W	J/Th	V/F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Septembre/September				
L/M	M/T	M/W	J/Th	V/F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Octobre/October				
L/M	M/T	M/W	J/Th	V/F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Novembre/November				
L/M	M/T	M/W	J/Th	V/F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Décembre/December				
L/M	M/T	M/W	J/Th	V/F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Janvier/January				
L/M	M/T	M/W	J/Th	V/F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Février/February				
L/M	M/T	M/W	J/Th	V/F
		2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

Mars/March				
L/M	M/T	M/W	J/Th	V/F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Avril/April				
L/M	M/T	M/W	J/Th	V/F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Mai/May				
L/M	M/T	M/W	J/Th	V/F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Juin/June				
L/M	M/T	M/W	J/Th	V/F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Wilder Events:
September 2 Curriculum Night
January 20 Open House
Photo day: TBD
May 30 Kindergarten Orientation
Wilder Welcome: TBD
June 17 Grad

STAND UP! TO BULLYING!

Did you know...



Over **1,100,000**
Canadian youth are bullied at
least once, each and every week.

When kids see bullying
happen, they:



Bullying stops in less than
10 seconds,
57% of the time,
when someone intervenes.



83% of students say bullying
makes them feel uncomfortable.

PREVNet



family

Telling VS. Tattling

Telling is what
you do to get
someone out of
trouble. Tattling
is what you do
to get someone
into trouble.

The best thing
you can do for
kids who are
bullied is be
their friend.

Tell kids
who bully
to stop!

Stand up for
kids who are
bullied – they
can't always do
it themselves.

BULLYING PREVENTION TIP SHEET FOR PARENTS



It's never too early to talk to your child about bullying.
For more information, visit: www.prevnet.ca

WHAT IS BULLYING AND WHY SHOULD PARENTS BE CONCERNED ABOUT IT?

Bullying is repeated, unwanted aggressive behaviour that involves an observed or perceived power imbalance. It can result in physical, social, or educational harm or distress for those who are bullied (Centres for Disease Control and Prevention, 2015)

- The person who bullies does it purposefully and with a goal – to cause distress to another, or to gain a social or material reward. Bullying is a relationship problem. Over time, children who are bullied feel more and more helpless, shamed, and trapped. Children who are bullying others come to feel more and more powerful, and learn to use power and aggression to control and distress others. This can lead to a pattern of unhealthy relationships in later life in which they abuse power.
- Bullying can be physical (e.g., pushing), verbal (e.g., name calling), or social (e.g., excluding or spreading rumours). It can be carried out in person or using electronic devices like cell phones. It is often directed at students who are perceived as different– e.g., race, religion, sexual orientation, body type, or ability.
- Bullying requires relationship solutions – solutions that create safety and social-emotional growth for those who bully, those who are bullied, and those who witness it.
- When kids become involved in bullying problems, adults need to be involved to help them learn from the experiences and find healthy ways to be in relationships.

HOW TO TALK TO YOUR CHILD ABOUT BULLYING

- Be proactive. Start a discussion with your child about bullying and raise the topic often, especially during transitional periods like a change of school.
- Listen to what children say about bullying and take it seriously.
- Make it clear that you think bullying is wrong.
- Recognize the courage it takes to report bullying and be sure to let children know that asking an adult for help to put an end to bullying is not the same as tattling.

WHAT TO DO IF YOUR CHILD IS A BYSTANDER TO BULLYING

- Calm down and think before you take action. Respond caringly and let your child know you'll help solve the problem, whether your child is bullying others, being bullied, or a bystander.
- Keep a record of what happened and evaluate your success.
- Children who are bullied need to be heard and supported. They need a safety plan to ensure they are protected. You may need to communicate with adults at school (or wherever the bullying happened). This depends on the seriousness of the situation and the age of your child. Support older children and youth who want to try handling the situation independently first.
- Children who are bullying others need help to learn healthier behaviour in relationships. Encourage them to think about how other people feel, and help them find ways to use their influence more positively and make up for harm they have done to the person they have bullied. You may need to work with other adults in your child's life to make a plan.
- If children are bystanders to bullying. Encourage them to Stand UP! for kids who are being bullied. Let them know there are many ways to Stand UP! for someone who is being bullied; they should choose a method they're comfortable with.

TEASING OR BULLYING?



Here's a tip sheet you can use to help you decide if teasing is positive or might have turned into bullying:

It's more likely to be positive teasing when ...

- The people involved are friends
- It's fun for both people
- It's playful and friendly
- Both people tease each other equally
- The teasing stops if the person being teased seems upset or asks for the teasing to stop

It's more likely to be bullying when ...

- The people are not friends
- It's not fun for the person being teased
- It's mean, hurtful or embarrassing for the person being teased
- One person usually does the teasing and the other person is always being teased
- The teasing continues even if the person being teased is upset or asks for it to stop

When you Stand UP! to bullying, you are helping to make your community a better and safer place.

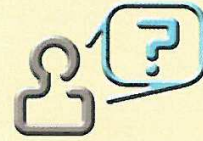
For more information, visit: www.preynet.ca

Teasing among Children: The Good and the Bad

Teasing can be positive because it shows closeness, affection, and familiarity with another person, which may strengthen the relationship. At the same time, teasing can alienate, criticize, and embarrass the other person, which may weaken the relationship. Teasing is common among children, with 96% of elementary school children reporting involvement.

Why do children tease?

- Children most often report one or more of the following reasons
 - It's fun
 - They want to provoke someone to see their reaction
 - To reciprocate being teased themselves



How do we know when the teasing is POSITIVE?

- Takes place within a strong relationship with two people who appreciate the teasing as affectionate.
- Teaser is using a "joking" (rather than aggressive) tone of voice and smiling.
- Person being teased does not look distressed.

Benefits of POSITIVE teasing:

- Teasing helps to show others what behaviours are appropriate in society, by indirectly communicating that some behaviours may not be appropriate. For example, teasing someone for talking with his/her mouth full communicates that this is not a polite and socially accepted behaviour without direct confrontation.
- Teasing represents an indirect and non-threatening (perhaps even playful) method for resolving conflicts, by providing an outlet for expressing frustration or disapproval.
- Teasing communicates affection, since you would only tease someone with whom you are familiar and to whom you feel closeness. If someone is teasing another person, it is assumed that these two people have a strong and close relationship that can handle, and may benefit from, teasing.

When does teasing become BULLYING?

- Teasing is hostile when the person being teased is distressed by the teasing.
- Teasing becomes bullying if/when:
 - There is a power imbalance between the two children involved, such that the person teasing has more power among peers compared to the person being teased.
 - The child who is teasing intends to upset or hurt the child being teased.
 - The child being teased is upset or hurt by the interaction.
 - The teasing occurs repeatedly.



How can leaders know when teasing becomes BULLYING?

- Watch the reaction of the child being teased to see if the impact is negative. Keep in mind that some children, boys especially, may not show that their feelings are hurt. If you are not sure whether the teasing is hurtful, pull the child being teased aside to ask them how they feel about it.
- Be aware of the content of the teasing, and think about whether the teasing is affectionate or hostile in nature.
 - For example, teasing about physical appearance is almost always hostile and hurtful. This is not surprising since appearance has so much influence on social acceptance and is out of the individual's control.
- **TRUST YOUR GUT INSTINCTS!**
 - If you feel that the teasing is negative for anyone involved (even yourself as a witness), then it is worth further investigation!

What can leaders do to prevent **BULLYING**?

Role of Adults:

- Be aware of your own use of teasing.
 - If you are teasing children within the group you lead, make sure that the impact is positive. Keep in mind that younger children may not understand teasing, especially sarcasm, and may experience your teasing as hurtful.
- Think about your own experiences with bullying, and how those experiences and associated feelings and/or opinions may be impacting the way you handle bullying situations.

Among Children:

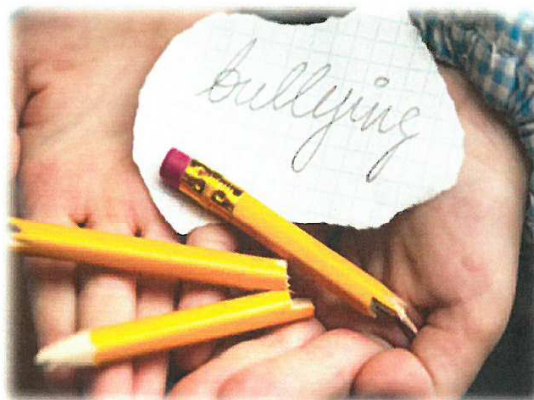
- Talk with the whole group of children about bullying and treating others with respect.
 - It can be helpful to create a list of group rules that focus on what it looks like to treat someone with respect (e.g., respect an individual's physical space, encourage others as they try new things, listen to other when they are speaking)
- Talk with the whole group about how to repair a relationship after being disrespectful.
 - This will likely include a discussion of apologies (both giving and receiving), as well as acting respectful in the future to show the person you hurt that you have learned from your relationship mistakes.



What can leaders do when **HOSTILE** teasing or **BULLYING** is happening?

□ **INTERVENE!**

- **Be sure to acknowledge that the bullying is unacceptable and will not be tolerated.**
- Talk with the child who is teasing about why they are teasing and use that information to inform a discussion of alternate ways of connecting with peers.
 - Perhaps this child does not know how to engage with others, and resorts to teasing or bullying as a way of getting attention and connecting with peers.
 - Perhaps this child has learned to use power to hurt others by observing similar dynamics at home, in which case it will be important to discuss that those behaviours are not tolerated in the group and must be adjusted.
- Talk with the child who is being teased to find out how they are feeling and ensure they know that you believe they deserve to be treated with respect.
 - If the child has trouble asserting himself/herself, then it may be helpful to discuss and practice ways to assertively tell a child who is teasing or bullying to stop.
- Discuss alternative actions that the child can take if the teasing or bullying continues (e.g., tell the child to stop, talk to a trusted adult, or talk to supportive peers).



For more tips and info, visit

www.prevnet.ca

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