

FOREST HILL SCHOOL

Junior Campus

1950 Chanterel
St-Lazare, Qc.
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Parent Handbook

2023-2024

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MISSION STATEMENT

Forest Hill Junior is committed to providing an innovative and nurturing educational environment where all students are given the opportunity and encouraged to reach their full potential.

SCHOOL PROFILE

Forest Hill Junior School is a Kindergarten to Grade 2 immersion elementary school located in Saint-Lazare. The school was built in 1997 to serve the growing community. At present the school serves an extended geographic area (Saint-Lazare, Rigaud, Pointe Fortune, Saint-Clet, Saint-Polycarpe, Coteau -Du-Lac, Tres-Saint-Redempteur, Riviere Beaudette, Saint-Marthe, and Les Coteaux) where the majority of students are bussed. Our students are primarily from English speaking families, although there is a significant French speaking clientele as well.

Students spend 85% of their instruction time in a French environment. Physical Education, Science and Music are taught in English.

UDL AND DEEP LEARNING

Forest Hill Junior has adopted a Universal Design for Learning (UDL) framework. In a UDL setting, the focus is on ensuring students have multiple options for engagement, learning and expression. Classrooms are equipped with flexible seating in flexible environments that provide students with choice. This choice also extends to the way students represent their learning.



MOVEMENT

We strongly believe in the importance of providing regular opportunities for movement throughout the day.

Students can access Club Energie for “brain breaks”. The Energy stations are set up on both the first and second floor of the school. Students can ask at appropriate times throughout the school day to go to the stations for a movement break. We also have a sensory pathway on each floor. Movement activities also take place in classrooms in various forms such as yoga, Go Noodle, the 60 Second Fix, etc.



TECHNOLOGY

We believe that technology is an important tool which can be used to enhance learning. All classrooms are equipped with a Smart Board and Ipad.

Innovation Lab

Every student in Cycle 1 has a 45 minute Science period per week in our Innovation/Makerspace Lab. Students have access to robotics and coding as well as other technologies in this space. In addition, our Kindergarten teachers expose the Kindergarten students to robotics.



Seesaw

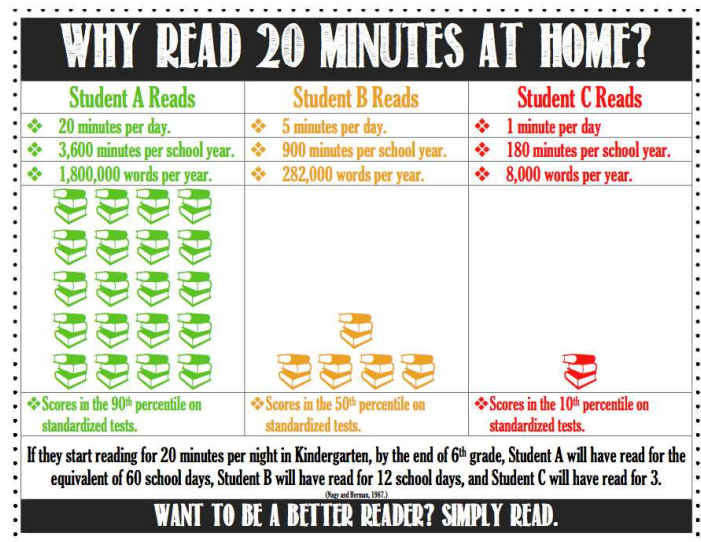
All teachers and students use the See Saw app. It is a digital portfolio. Parents have access to this to see students' learning. This app is also used as a communication tool between home & school. Parents will receive an email to sign up at the beginning of the year. This is a closed class communication tool and can only be seen by members of the class community.

GETTING YOUR CHILD READY FOR KINDERGARTEN

- Have positive conversations about school.
- Spend some time apart from your child so they don't have separation anxiety when they start school
- If you are apprehensive, don't show it.
- Prepare for the first day with your child. Include them in the preparation.
- Drive by the school. Explore the playground.
- Teach them to be autonomous (dress themselves, zip their sweaters, put on shoes, use washroom independently, get out of car on their own if they will be using Kiss and Drop Lane)

WHAT CAN I DO AT HOME?

- Expose your child to French.
- Limit and monitor screen.
- Let your child be bored. Boredom encourages imagination, independence and problem solving.
- Play board games. This teaches turn taking, being a gracious winner and loser, strategy and following rules.
- Read to your child.



KINDERGARTEN PROGRAM

Table from the Preschool Cycle Program

AREAS OF DEVELOPMENT, COMPETENCIES, FOCUSES OF DEVELOPMENT AND KEY FEATURES

Areas of development and competencies	Focuses of development	Key features
Physical and Motor Development Increases physical and motor development	Motor skills	<ul style="list-style-type: none"> › Explores sensory perceptions › Develops body awareness › Uses gross motor skills › Uses fine motor skills › Explores the concept of space › Explores the concept of time › Discovers lateral dominance › Explores different ways of moving
	Healthy lifestyle habits	<ul style="list-style-type: none"> › Explores the world of food › Explores different ways of relaxing › Adopts practices associated with good personal hygiene › Learns about safety
Emotional Development Builds self-awareness	Self-knowledge	<ul style="list-style-type: none"> › Recognizes own needs › Recognizes own characteristics › Expresses own emotions › Regulates own emotions
	Self-confidence	<ul style="list-style-type: none"> › Explores own autonomy › Responds with confidence
Social Development Maintains harmonious relationships with others	Sense of belonging	<ul style="list-style-type: none"> › Shows openness to others › Participates in group activities › Collaborates with others
	Social skills	<ul style="list-style-type: none"> › Gradually complies with rules of conduct › Creates connections with others › Regulates own behaviour › Resolves conflicts
Language Development Communicates using oral and written language	Oral language	<ul style="list-style-type: none"> › Interacts verbally and non-verbally › Demonstrates understanding › Expands own vocabulary › Explores different kinds of statements › Develops phonological awareness
	Written language	<ul style="list-style-type: none"> › Interacts with written language › Recognizes some reading and writing conventions › Discovers some functions of writing › Knows the letters of the alphabet¹
Cognitive Development Discovers the world around them	Thinking skills	<ul style="list-style-type: none"> › Acquires new knowledge relating to the subject areas (mathematics, arts education, social sciences, science and technology) › Uses reasoning skills › Uses imagination
	Strategies	<ul style="list-style-type: none"> › Takes action › Explores different actions › Explains the actions taken

THE STAFF

Principal/ Directrice
Admin. Assistant/ Secrétaire
Lunch/Daycare Coordinator

Marie Josée Paquette mpaquette@lbsb.qc.ca
 Carol Bordo cbordo@lbsb.qc.ca
 Natasha Pillay npillay@lbsb.qc.ca

Kindergarten/Maternelle

Katerine Derome
 Linda Fitzpatrick
 Debbie Myles
 Annie Renaud
 Louise Venne
 To be determined

Grade 1 & 2

Valerie Dubois
 Suzanne Guth
 Johanne Lemaire
 Robin Sherstone
 Melissa Beaulieu
 Constance Gareau
 Cristyne Patte
 Nancy Smith
 To be determined

Specialists

Resource

Geneviève Lecours, Vicky Desormeaux

Physical Education

Leana Carfagnini, Val Jensen

Music & Science

Lauraine Cormier

Behavior Technician

Kim Geiring

SCHOOL HOURS

9:00 a.m.	Bus arrival/Drop off begin
9:10 a.m.	Instruction begins
10:40 – 11:00	A.M Recess
12:30-1:25 p.m.	Lunch
	If your child must be picked up or dropped off, it must be before 12:30 or after 1:25 as the office is closed
1:25 p.m.	Instruction begins
3:25-3:45	P.M. Recess
3:45 p.m.	Dismissal
3:55 p.m.	Buses leave school grounds

If your child will be late or absent from school, please call the office and leave a message on the absence line at 514-798-0777 ext. 3.

PROGRESSIVE ENTRY FOR KINDERGARTEN

Thursday, August 31st:

All students invited with parents for 45 minutes to meet the teacher, familiarize themselves the class. Appointments times will be sent in August. Students will be invited in groups of 5

Friday, Sept. 1st:

Half of the class comes in/Half of the class stays home

Tuesday, Sept. 5th:

Half of the class comes in/Half of the class stays home

Wednesday, Sept. 6th:

All students begin full time

FOREST HILL JUNIOR CODE OF CONDUCT

The Code of Conduct at Forest Hill Junior has been developed to provide our students and staff with a **safe and caring school climate** where **learning is at the forefront**.

Our code of conduct applies to the classroom, all school activities, lunch time, daycare, extra-curricular activities, school bus transportation and school outings.

Within the classroom, the **teacher** sets the standards and rules of operation, and will inform both the parents and the administration of any child's inability to operate within these parameters.

School Rules:

By following all school and classroom rules I show respect for myself, for others, for **learning** and for my school environment.

Respect for self

- I arrive at school on time for class. If I arrive after the bell, a parent must walk me to the door and sign me in at the office.
- I dress appropriately for school as per the school dress code.
- I wear indoor shoes at all times in the school.
- I wear appropriate footwear and clothing for physical education classes.
- I remove my hat/cap inside the school.
- If I normally go to daycare and there is a change of plans, my parents write a note to the teacher **AND** the daycare coordinator is advised.
- I take responsibility for my actions.
- It is my responsibility if I witness violence or bullying to report it to an adult at school and to my parents.

Respect for others

- I am respectful with all members of my school community (Students, staff, volunteers, bus drivers, special guests, substitute teachers, etc.)
- I use positive, encouraging and respectful language at all times as it reflects caring for others.
- I work quietly in class and respect the work of others.
- I walk at all times when I am in the hallways.
- I respect the bus safety rules and understand that if I do not follow the rules, I may be suspended from riding the bus.
- I do not throw snowballs, rocks or other objects that are dangerous to others.
- I keep my hands and feet to myself. I will not push, kick or trip anyone.
- I leave my cubby tidy at the end of the day.
- I do not bring to school collectible cards, toys or technological devices, or items of this nature.
- I do not share food with my peers as they may have allergies.
- I respect the property of others. I ask permission to use the things that do not belong to me.
- If I have a problem, I try to solve it. If I can't solve it, I go and get an adult to help me.
- I play safely and show good sportsmanship. At all times, I do not isolate, gossip or spread rumours about others.
- If the intercom comes on, I stop talking immediately and listen so I can hear the message.

Respect for learning

- I respect classroom and school rules.
- I walk quietly in the hallways at all times.
- If I arrive late, I walk quietly into the classroom without disturbing my classmates. If my class is not there, I report back to the office to find out where they are in the building.
- I come to class prepared with all my materials. I let my parents know when I run out of materials so they can replace it.
- I put my best effort into my work.

Respect for school property

- I take care of all school property including books, furniture, equipment, and the building itself. It is my responsibility to report any damage that I see.
- I am responsible to keep the school grounds clean and litter free.
- I use school equipment safely.
- I take care of my library books, home readers and the “trousses de lecture” and I return them on time and in good condition. I understand that my parents will be charged if books are damaged.

Parent Responsibilities

- I understand that it is important that my child attends school regularly.
- I understand that it is important for my child to get to school on time. If my child is repeatedly late, I understand that I will be asked to meet with the principal to discuss this issue.
- When my child must leave early, I write a note.
- If there is change of plan for the end of day pick up, I write a note to the teacher **and** contact the daycare coordinator if daycare is involved.
- If something comes up during the day and the pick-up plan changes, I understand that I must call the office before noon.
- I understand that that it is important for my child to be present during evaluation periods.
The evaluation periods for the 2023-2024 school year are: Term 1: tbd, Term 2: Feb. tbd, & Term 3: tbd.
- I also understand that should I choose to take a family vacation during school time, or my family has to be away for any reason, the teacher is not responsible for preparing work in advance for my child.
- I understand that I should never send in any type of treat for the whole class as there are many students who have food allergies. (ex. Halloween, Valentine’s Day, Birthdays, etc.)

Homework Policy

At Forest Hill Junior, we do not assign traditional homework. We encourage students to read daily and play outside when possible. There are optional activities offered in SeeSaw that parents can do with their child to reinforce concepts seen in class should they choose to do so.

Office Hours

Please note that the office is closed from 12:30 p.m. – 1:25 p.m. daily. If you need to pick up your child for an appointment, you must do so before 12:30 p.m. or after 1:25 p.m.

Morning Entry Procedure from 9:00a.m. – 9:10a.m.

- Students are expected to arrive at school at 9:00 a.m.
- **KISS AND DROP FOR STUDENTS BEING DROPPED OFF**
Parents driving their child to school are expected to use the Kiss and Drop line to drop off their child. Our Kiss and Drop line is at the far end of the building where the daycare drop off is in the roundabout. Parents should wait in the line on Chanterel Street. 5 cars will be let into the roundabout at a time. Students will have to get out of the car on their own. They should be sitting on the left side of the car. Please have them practice getting out of the car on their own. Once you are in the roundabout it is important that your child exits the car as quickly as possible to keep the line running smoothly. Once all students have been let out of the cars and are safely on their way in, another 5 cars will be let in. There are always staff members on duty in this location.
- Students who walk or bike to school use the main entrance. Parents must wait with their child until the bell rings at 9:00 a.m.
- Busses will be dropping students off at the back entrance between 9:00 a.m. – 9:10 a.m.
- If your child arrives late (after 9:10 a.m.), we ask that you accompany them to the main door and sign in. Ring the doorbell and someone will let your child in. Please do not leave your child until a staff member has let them in.

End of Day Dismissal at 3:45 p.m.

We require parents to choose a consistent plan for pick up this for the whole year.

You must choose between bus, pick up and daycare. We ask that you stick to this plan. We understand that there may be exceptional circumstances where a change must be made but it should not be a regular occurrence. If your child has a schedule that changes because they live in two households, the plan must be clearly indicated.

Students are dismissed at 3:45 p.m. Your child can be picked up at the gate of the playground in the front of the school near the main entrance. Students will line up in the front playground and a staff member will be there to release your child to you. Please wave when you see your child so the staff member on duty can release the child to you.

PARENT AND GUEST PARKING

Please park your car in the visitor's parking. It is located on your right when entering the school entrance. The parking lot on the left is strictly reserved for staff at all times. There is a handicapped spot that can be used by anyone who has the designation for this spot. This spot should not be used otherwise.

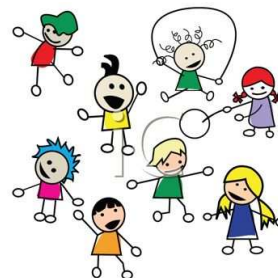
Please respect the No Parking sign in the horseshoe drive. This area is used for drop off in the morning and for buses at the end of the day. The only time parents can park here is for daycare pick up after all of the busses have departed at the end of the day.

Please do not park in the Kiss and Drop line in the morning as this will block traffic and cause serious delays. The Kiss and Drop on Chanterel Street must be used only to drop off your child.

School Wide Expectations

Club Energy Expectations

- I always have my Club Energy pass on around my neck.
- I go immediately to one of the centers on my floor.
- If all the stations are busy, I return to class and try again later.
- I start the timer before I leave class.
- I play the game quietly so I don't disturb students working in class.
- I clean up after I am done and return all of the equipment to the box.
- I respect the equipment and I report if any equipment is broken or missing.
- If I am not respecting the expectations, I will be sent back to class.



Hallway Expectations

- Quiet voices in the hallway.
- Walk at all times.
- Keep to the right in the hallways and stairwells so others can pass.
- Keep hands and feet to yourself.
- Go directly to the location you are scheduled to be at.
- Always wait for an adult before entering the class.



Playground Expectations

- I always wait for an adult to be present before playing.
- I must go **down** the slide feet first.
- There can be up to 4 students on the spider web at a time.
- My head can't be higher than the top bar of the spider web.
- I should climb on the side of the spider web that is facing the fence.
- I do not bring equipment (balls, skipping ropes, etc.) with me when I am playing on the structures.
- I stay away from the structures when I am playing tag.
- I report problems (bullying & injuries) to an adult.
- I keep my hands and feet to myself.
- I keep the playground clean.



Assembly Expectations

- Respect the quiet signal.
- Face forward.
- Respect everyone's space.
- Silent during presentations.
- Show your appreciation appropriately.

Outdoor Classroom Expectations

- Stay in the pathways. Use the colored wood pickets to guide you.
- Make sure that you return anything you use when it's time to go inside.
- Respect the environment and take care of our Outdoor Classroom.
- Report any problems you see to an adult immediately.

DRESS CODE

Golden Rule:

Students should come to school clean and appropriately dressed. They should dress for comfort and play in mind. When making choices about what to wear, we respect individuality.

Please note that in Grade 1 & 2, students have physical education 4 days per week. Please dress with this in mind as students do not change into different clothing for physical education at this young age.

Please see basic guidelines below;

- Shirts/tops must cover the torso completely and meet with accompanying shorts, skirt or pants.
- Shorts, skirts and dresses should be long enough that so there is appropriate coverage.
- Graphics on clothing should be respectful to all.
- ***Please clearly label your child's clothing with their name as many articles get lost every year and do not get reclaimed. (Coats, footwear, sweaters, winter gear, etc)
- Please keep jewelry to a minimum as students often remove it during the day and it can get lost.

FOOTWEAR

- Students should wear closed shoes or sports sandals which hold their foot securely.
- Students have physical education almost every day and need to be able to participate safely. Flip flops are prohibited as they are unsafe footwear for school.
- Students should have **indoor and outdoor shoes**. If your child does not yet know how to tie their shoes, please send him/her to school with shoes that tie with velcro. Children are in and out all day and we want them to benefit from as much recess time as possible.
- Footwear must be worn at all times in case there is a need to evacuate the building exceptionally without warning.

During recess and lunch, all students go outside to play except when we have exceptionally severe weather conditions. **If your child is not well enough to go outdoors, then they are not well enough to come to school.** Exceptions are made when students are injured or have a medical note requiring them to stay inside.

Please monitor weather conditions and ensure your child is coming to school dressed appropriately for the weather. Teachers can choose to work in our Outdoor Classroom with students on any given day.

BUS SAFETY RULES



1. Be respectful to the driver and follow the driver's instructions.
 2. Remain seated, facing forward at all times.
 3. Keep body parts and objects inside the bus, away from windows.
 4. Safety on the bus means avoiding horseplay and teasing.
 5. Refrain from eating, drinking and littering. Swearing and spitting are prohibited.
 6. Speak using an indoor voice.
 7. Only bring your school bag and lunch box on the bus.
 8. Keep the center aisle free of objects or body parts at all times.
- *** Bus privileges may be suspended after numerous reports and/or according to the severity of the incidents.

PURPLE TAG PROGRAM FOR KINDERGARTEN AND GRADE 1 STUDENTS

The purple tag program is in place for all Kindergarten and Grade 1 students taking the bus. The purple tag lets the bus driver know that an adult must meet the child at the bus stop. If an adult is not there, then the bus driver returns the child to school and the parent is called. The purple tag needs to be placed on the child's school bag.

BICYCLE RULES

At the junior school, bicycle riders **must be accompanied by an adult**. At the beginning of the day, please walk your bike through the parking lot to the rack. At the end of the day, please walk your bike to the road before the buses are given the signal to start moving (usually around 3:45 p.m.) Once the buses start moving out you must wait until all the buses have left the school yard. **All bike riders should be wearing bike helmets**.

EXPECTATIONS AND CONSEQUENCES

Our aim is to help students take responsibility for their actions and learn from their mistakes. Students are accountable for their behaviour and action will be taken to help them understand what is acceptable. Depending on the severity and/or frequency of the problem behaviour, one or several of the following consequences may apply:

Disciplinary sanctions may include;

- Immediate intervention with the child by a staff member
- Reviewing of expectations
- Verbal reminder
- Conference with student
- Reflection time/Time out
- Loss of playtime during recess or lunch
- Walking with recess duty or noon-hour supervisor
- Phone call/written communication with parents/guardians
- Behavior report from the office
- Meeting with parents
- Short-term assignment to another classroom for independent school work
- Community service in and/or around the school
- Loss of privileges (can include extra-curricular activities, school events, field trips, etc)
- Loss of bus privileges
- Meeting with the principal
- In-school suspension
- Home suspension with a required principal meeting before return to school

- Plan for the reintegration of a student
- Temporary increased supervision of student
- Check in with a designated staff member
- Referral to a school professional
- Behaviour contract
- Track sheet
- Referral of assistance from external sources

*****Cooperation between home and school is essential to support the child in a consistent manner. We can best fulfill our mission by working together and by supporting one another. We ask that if a parent disagrees with an action taken by the school, they call or write a note using discretion so that the child can continue to build positive relationships with the adults at school.**

***** All field trip and extra-curricular activities at lunchtime and after-school are a privilege even if a fee was paid for these activities. If a student is suspended from school, he/she is automatically suspended from any extra-curricular activities that take place during the time of the suspension. Additionally, school staff may restrict students from participating in extra-curricular activities as a consequence for unacceptable behavior.**

LBPSB Code of Conduct for Parents, Guardians and Visitors (Including volunteers)

Rationale:

At the Lester B. Pearson School Board (LBPSB), we believe students, staff and parents (or guardians) are entitled to a safe and caring environment in which to learn and work. Central to the Code of Conduct for Parents/Guardians/Visitors is the understanding by each member of the school/centre community of the behavioral expectations established by LBPSB. A willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct for Parents/Guardians/Visitors.

The intention of the Code of Conduct is to clearly define the expected conduct for all Parents/Guardians/Visitors when they are at LBPSB schools/centers or at school-sanctioned events. This will enable us to continue to flourish and succeed in an atmosphere of mutual respect.

Aim:

That all members of the school/centre community treat each other with respect.

Expectations

In order to support a safe and caring environment, the school/centre will not tolerate:

- Disruptive behavior which interferes or threatens to interfere with the operation of a school/centre or school/centre-sanctioned event.
- Using loud or offensive language, swearing, cursing or using profane language, in person or over the phone.
- Threatening harm or the use of physical aggression towards another adult or child.
- Harassment or intimidation of any kind.
- Abusive or threatening emails or text/voicemail/phone messages or other written communications.
- Defamatory, offensive or derogatory comments regarding the school/centre or of the students/staff/parents, at the school/centre on Social Media websites.

The above behaviours will be dealt with by the school and/or school board administration. The school and or school board reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse

School/centre premises are private property and parents, guardians or visitors have been granted permission from the school/centre to be on their premises. However, in the case of unacceptable behavior the school/centre may ban the parent(s), guardian(s) or visitor(s) from entering the school or school board premises.

Unacceptable behavior may result in the Police being informed.

GOVERNING BOARD

What is a Governing Board?

Every public school in Quebec has a Governing Board (GB). They are responsible for issues involving school life, the annual school budget and the development of school policies. They are also the primary consultative bodies for School Board policies.

There are 5 parent reps on the FHJR Governing Board. In addition to parents, our GB consists of 5 staff who are voting members, elected from and by their constituents. Two community representatives and the principal (or designate) have a voice, but no vote. There are approximately 6 meetings in the evening per year on average.

How Do I Join Governing Board?

At the beginning of the school year, information will be sent out about the Governing Board Annual General Assembly. At this time, you can complete & submit the nomination form and return it to the school office. At the Annual General assembly you will be given a couple of minutes to present yourself and explain why you are interested in becoming a parent rep. Members of the Governing Board are then elected by secret ballot.

What happens at the Annual General Assembly (AGA)?

- ✓ The Governing Board Annual Report is presented.
- ✓ The parents elect parents to the Governing Board for 2-year terms.
- ✓ The parents elect 5 parents to serve as alternate Governing Board members (the number of alternate parents should equal the total number of parent members).
- ✓ The parents elect, from amongst the Governing Board parents, a Parent Representative and an Alternate Parent Representative to the LBPSB Parents' Committee.

FREQUENTLY ASKED QUESTIONS FOR KINDERGARTEN

[I am worried that my child does not speak French.](#)

Not a problem! This is why your child is registered at Forest Hill Junior. Teachers use a lot of gestures and pictograms to get the point across. With parent/home support and a positive learning environment, language acquisition happens surprisingly quickly at this age. It is important, however, to expose your child to French outside of school.

[When can I find out which class my child will be in?](#)

You will find out in August. However, changes to the class list can be made to create homogenous groups in the first couple of weeks of school.

[Label, Label, Label](#)

Please label all personal belongings. Any clothing your child can remove at school must also be labelled. Labels can be purchased through Mabel's Labels from our Home & School.

https://mabelslabels.ca/en_CA/fundraising/support/

[Can my child bring a water bottle to school?](#)

Yes, in fact it is highly encouraged to do so. Please send in a spill-proof water bottle only. (i.e. it will not spill even if in the drink position.)