

**St. John Fisher Senior Elementary**  
**Governing Board Minutes 05/11/2022**  
**7:00 p.m. – 9:00 p.m.**  
**Zoom Meeting (COVID 19)**

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**Type of Meeting: Governing Board – Regular 2021-2022 #6**

**Parent Members:** Nadia Lawand, Marie-Claire Caillard, Christine Archambault, Tiffani Wheeler

**Parent Substitutes:** Tom Fullerton, Andrea Borrelli

**Staff:** Rachel Éthier, Laura Sulano, Marie-Hélène Mondor

**Ex-Officio:** Deborah Shizgal

**Community Representatives:** Daphne Phillips

**Regrets:** Mark Sankoff, Allison Saunders

**Guest:** David Oliel – Student Teacher

**AGENDA TOPICS**

**6.1 TERRITORIAL ACKNOWLEDGEMENT**

Nadia Lawand read the Territorial Acknowledgement.

**6.2 CALL TO ORDER AND WELCOME**

Nadia Lawand welcomed everyone to the meeting and announced that she would be leading the meeting instead of Christine Archambault. The meeting was called to order at 7:04pm.

**6.3 ADOPTION OF THE AGENDA**

Nadia Lawand asked to add a topic under New Business regarding the Daycare Handbook. A motion to adopt the amended agenda duly proposed by Rachel Éthier, seconded by Laura Sulano. The agenda was approved unanimously. **Resolution: 21-22-38**

**6.4 ADOPTION OF THE MINUTES OF APRIL 13, 2022**

Tom Fullerton addressed a few grammatical errors that need to be changed. A motion to adopt the amended minutes of the April 13, 2022 meeting duly proposed by Tiffani Wheeler, seconded by Tom Fullerton. The minutes were approved unanimously. **Resolution: 21-22-39**

**6.5 QUESTIONS FROM THE PUBLIC**

**6.6 BUSINESS ARISING**

**6.6.1 (AVAB) ANTI-BULLYING ANTI-VIOLENCE PLAN FOR 2022-2023**

Deborah Shizgal presented the new template provided by the LBPSB. Pending the addition of phone numbers and changes in spelling errors a motion was put forth to adopt the 2022-2023 plan. This motion was put forth by Marie-Hélène Mondor, seconded by Laura Sulano and approved unanimously. **Resolution: 21-22-40. Appendix 1**

**6.7 NEW BUSINESS**

### **6.7.1 THREE YEAR PLAN OF ALLOCATION & DESTINATION OF IMMOVABLES 2022-2025**

#### **CONSULTATION**

Nadia Lawand informed the Governing Board that nothing has changed from last year.

Nadia Lawand asked what is the IASS room

Deborah Shizgal responded that it is the Independent Association of Support Staff

A motion to accept the three-year plan was put forth by Tiffani Wheeler, seconded by Rachel Éthier and approved unanimously. **Resolution: 21-22-41. Appendix 2**

### **6.7.2 ELEMENTARY TOURNAMENT SCHEDULE FOR 2022-2023**

Deborah Shizgal presented the dates for the 2022-2023 tournaments. A motion to accept the tournament dates was put forth by Marie Hélène Mondor, seconded by Tiffani Wheeler and approved unanimously. **Resolution: 21-22-42. Appendix 3**

### **6.7.3 DAYCARE PARENT HANDBOOK**

Laura Sulano presented the changes in the fee structure for the 2022-2023 school year.

- We will now receive funding for sporadic daycare users, therefore the fee will decrease from \$13.50 to \$8.55 per day
- NFS fees will increase from \$10.00 to \$20.00
- PED fees will change from \$25.00 per day to \$30.00 per day

Tiffani Wheeler asked if the Hop Hop App would be used next year

Laura Sulano replied that it would not be used. It is important for parents and educators to communicate and since COVID it has not been allowed

Tom Fullerton had some grammatical changes to make to the document and also commented on the ambiguity of the document

Laura Sulano replied that this document is used for all the daycares in the LBPSB therefore it is not specific to St. John Fisher Senior. The only thing specific to SJFS are the fees charged.

A motion was put forth to approve the fee changes in the Daycare Parent Handbook by Tiffani Wheeler, seconded by Rachel Éthier and approved unanimously.

**Resolution: 21-22-43. Appendix 4**

### **6.7.4 FIELD TRIPS**

Deborah Shizgal informed the Governing Board of two upcoming field trips:

- Grade 6 Valois Pool Day will be June 22, 2022. There will be a BBQ and a food truck. Seventy children are going as well as six adults and parent volunteers. The ratio will be 7:1. Expenses are covered by the school.
- Grades three, four and five Valois Pool days will be June 6, 2022 – June 20, 2022. The ratio will be 8:1 or lower and expenses will be covered by the school. A motion to approve the

field trips was put forth by Marie-Claire Caillard, seconded by Laura Sulano and approved unanimously. **Resolution: 21-22-44**

## **6.8** **REPORTS**

### **6.8.1** **DAYCARE REPORT**

Laura Sulano presented the Daycare Report. A copy of this report is at the end of the minutes.  
**Appendix 5**

### **6.8.2** **TIME CHANGE SUB-COMMITTEE REPORT**

Nadia Lawand presented the Time Change Sub-Committee Report. A copy of this report is at the end of the minutes. **Appendix 6**

Tiffani Wheeler agreed that it would be interesting to find out if the transportation committee did look into revamping the schedules as they indicated they would during the Major School Change last year.

Laura Sulano commented that being a late start school does affect Daycare. It means that after school, daycare is shorter and it affects the activities that are planned.

Marie-Claire Caillard congratulated the committee for the questions they asked on the survey because it made the parents thankful that their opinions mattered. She believes that starting even fifteen minutes earlier could have a positive impact on parents' agendas. As the Commissioner stated, it would be nice to follow up and to see where we stand and what options could be offered to the community.

A motion was put forth for the sub-committee to ask about the overview that was promised to the Governing Board and to ask if there are any options concerning the fifteen to thirty minute time change. This motion was put forth by Tiffani Wheeler, seconded by Marie-Claire Caillard and approved unanimously. **Resolution: 21-22-45.**

### **6.8.3** **PARENTS' COMMITTEE REPORT**

Nadia Lawand reported that the meeting took place last week and that a report will be forthcoming.

### **6.8.4** **HANDS REPORT**

Tiffani Wheeler presented the HandS Report. A copy of this report is at the end of the minutes.  
**Appendix 7**

### **6.8.5** **COUNCIL OF COMMISSIONERS' REPORT**

An overview of the last Council of Commissioners meeting is at the end of the minutes.  
**Appendix 8**

**6.8.6 PRINCIPAL'S REPORT**

Deborah Shizgal presented the Principal's Report. A copy of this report is at the end of the minutes. **Appendix 9**

**6.9 QUESTIONS FROM THE PUBLIC**

No members of the public were present at the meeting.

**6.10 CORRESPONDENCE**

**ADJOURNMENT**

The next Governing Board Meeting is June 08, 2022, at 7:00pm via Zoom

Motioned at 7:51 pm that the meeting be adjourned. **Resolution: 21-22-46**

Respectfully submitted  
Tiffani Wheeler



# Appendix 1



# Anti-Bullying and Anti-Violence Plan

\_\_\_\_\_  
Insert Year

\_\_\_\_\_  
Name of School

<b>REVISION DATE OF PLAN</b>	<b>DATE OF GOVERNING BOARD APPROVAL</b>

\_\_\_\_\_  
Signature Governing Board Chair

\_\_\_\_\_  
Signature Principal



*A healthy and safe environment is conducive to learning and promotes student engagement. The implementation of an integrated, concerted, and motivating approach will facilitate the achievement of the objectives of the school's Educational Project.*

## **GOALS OF THE ABAV PLAN**

- In compliance with article 75.1 of the Education Act, this plan specifies the duties and responsibilities of the relevant school stakeholders and their partners. It also stipulates that school boards must see to it that each of their schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.
- The plan is designed to support the optimal conditions required to guarantee the fundamental right to dignity, equality, and integrity, while respecting the unique character of each individual.
  - Every student is entitled to a high-quality educational experience, affirming and free from discrimination, bullying, or violence based on perceived race, color, ethnicity, religion, language, gender identity, sexual orientation, ability, or ancestry. \*
  - Every employee is entitled to work in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry. \*
  - Every visitor is entitled to participate in an environment that is affirming and free from discrimination, bullying, or violence based on perceived race, color, religion, gender identity, sexual orientation, ability, or ancestry. \*

(\*Extracted from Portland (Oregon) Public Schools *Anti-Racist & Anti-Oppression Learning Communities*, Board Policy 2.10.015-P. p.1.)

This ABAV plan specifically applies to the provision of support to students in this area. Issues related to staff conflict, harassment, discrimination, etc. are addressed in the [Lester B. Pearson School Board Policy on Safe and Caring Schools](#). Addendum I in [that policy](#) articulates the Code of Conduct for Parents/Guardians/Visitors.



## DEFINITIONS



ABAV Plan

### *Bullying*

- Refers to any repeated direct or indirect behaviour, comment, act, or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes. (*Article 13, EA*)

### *Violence*

- Refers to any intentional demonstration of force of a verbal, written, physical, psychological or sexual nature which causes distress and injures, hurts, or oppresses a person by attacking their psychological or physical integrity or well-being, or their rights or property. (*art. 13, EA*)

### *Requirements of The Quebec Educational Act (QEA)*

- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary (art. 75.1).
- The governing board is responsible for approving the anti-bullying and anti-violence plan, and any updated version of the plan, proposed by the principal (art. 75.1)
- The main purpose of the plan must be to prevent and stop all forms of bullying and violence targeting a student, a teacher or any other school staff member (art. 75.1).
- A document explaining the anti-bullying and anti-violence plan must be distributed to the parents. The governing board shall see to it that the wording of the document is clear and accessible (art. 75.1).
- Every school staff member shall collaborate in implementing the anti-bullying and anti-violence plan and shall see to it that no student in the school is a victim of bullying or violence (art.75.3)
- The anti-bullying and anti-violence plan must be reviewed each year, and updated if necessary.(art. 75.1)
- Each year, the governing board shall evaluate the results achieved by the school with respect to preventing and dealing with bullying and violence (art.83.1).



**MEMBERS OF THE SCHOOL/CENTRE'S ABAV COMMITTEE**

*We encourage the participation of multiple stakeholders in the school that represents various functions within the school team (teachers, support staff, daycare, SSD professionals, etc.)*

<u>Name</u>	<u>Function</u>
	<i>Principal</i>
	<i>Vice-Principal (if applicable)</i>
	<i>* Coordinator of the elaboration of the Anti- Bullying and Anti- Violence plan</i>

\* According to art.96.12, EA



## Elements of the ABAV Plan (art. 75.1, EA)

<b>Element 1</b>	<b><i>An analysis of the situation</i></b> prevailing at the school with respect to bullying and violence;	<b>Page 6</b>
<b>Element 2</b>	<b><i>Prevention measures</i></b> to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap, or a physical characteristic. Additionally, LBPSB sanctions its schools and centres to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.	<b>Page 7</b>
<b>Element 3</b>	<b><i>Measures to encourage parents</i></b> to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment.	<b>Page 8</b>
<b>Element 4</b>	<b><i>Procedures of reporting, or registering a complaint</i></b> concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes.	<b>Page 9</b>
<b>Element 5</b>	<b><i>The actions to be taken</i></b> when a student, teacher or other school staff member or any other person observes an act of bullying or violence.	<b>Page 10 &amp; 11</b>
<b>Element 6</b>	Measures to protect the <b><i>confidentiality</i></b> of any report or complaint concerning an act of bullying or violence.	<b>Page 12</b>
<b>Element 7</b>	<b><i>Supervisory or support measures</i></b> for any student who is a victim or bullying or violence, for witnesses and for perpetrator, (and bystander).	<b>Page 13 &amp; 14</b>
<b>Element 8</b>	Specific <b><i>disciplinary sanctions</i></b> for acts of bullying or violence, according to their severity or repetitive nature.	<b>Page 15</b>
<b>Element 9</b>	The required <b><i>follow-up</i></b> on any report or complaint concerning an act of bullying or violence.	<b>Page 16</b>



# 1. ANALYSIS OF THE SITUATION

The ABAV plan must include an analysis of the situation prevailing at the school with respect to bullying and violence (art. 75.1, par. 1, QEA).

Objectives identified in the school's Educational Project
<i>Improving achievement:</i>
<i>Ensuring wellness:</i>
<i>Strengthening engagement:</i>

Tools used to create an analysis of the situation:	
	Results from <i>OurSchool Survey</i>
	Review and analysis of data related to bullying and / or violence at the school level
	School's Educational Project
	Analysis of last year's ABAV plan
	School Climate Survey for Staff
	In-house surveys for parents, staff, community partners
	Other sources of information (specify):

Brief description of the findings that emerge from the situation analysis

Priorities Identified



## 2. PREVENTION MEASURES

*The ABAV plan must include prevention measures to put an end to all forms of bullying and violence, in particular those motivated by racism or homophobia or targeting sexual orientation, sexual identity, a handicap or a physical characteristic (art. 75.1, par. 2, EA).*

*Additionally, LBPSB sanctions its schools to carry out additional preventative measures to promote inclusivity and equity for all stakeholders.*

<b>OBJECTIVES</b> (In line with the school's Educational Project)	<b>MEANS</b>
<b><i>Ensuring a Safe and Caring School Climate</i></b>	<p>The rules of conduct and the safety measures must be presented to the students during a civics session held each year by the principal in collaboration with the school staff and must be sent to the parents at the beginning of each school year. (art.76, QEA)</p> <p>The principal shall see to it that all school staff members are informed of the school's rules of conduct, safety measures and anti-bullying and anti-violence measures, and of the procedure to be followed when an act of bullying or violence is observed. (art. 96.21, QEA)</p> <p>During the month of September each year, the principal of a school providing education to students in the second cycle of the secondary level shall see to the formation of a student committee. (art.96.5, QEA)</p>
<b><i>Promoting equity, diversity, dignity, and inclusion</i></b>	
<b><i>Improving achievement</i></b>	
<b><i>Ensuring wellness</i></b>	
<b><i>Strengthening Engagement</i></b>	





### 3. MEASURES TO ENCOURAGE PARENTAL COLLABORATION

*The ABAV plan must include measures to encourage parents to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure learning environment (art. 75.1, par. 3, EA).*

#### LBPSB Policy on Safe and Caring Schools

*Parent collaboration and cooperation is critical to the success of any plan to eliminate bullying and violence in schools. The school's community includes parents; it is therefore necessary that parents be committed to the goals and objectives of this plan. It is critical that parents work with the school and engage in constructive dialogue.*

*" The Lester B. Pearson School Board believes that the school board's administrators, staff, parents, students and all those present in the school's environment have a responsibility to ensure that the right to be safe and secure is upheld." - Introduction, LBPSB Policy on Safe and Caring Schools, November 2016, p3.*

**The following measures are aimed at encouraging parents/guardians to collaborate in preventing and stopping bullying and violence and in creating a healthy and secure environment:**

- The School's Code of Conduct will be communicated with the parents (agenda, curriculum night, bulletins/memos, and/or on school website).
- The ABAV Plan will be explained and made available to parent(s)/guardian(s); it will be posted on the school website, under the tab ABAV.
- Ongoing communication between principal and / or their designate and parents/guardians of children who are being bullied and those who are engaging in bullying behaviours will take place until the resolution of the situation.
- Periodic communication with students and their parent(s)/guardian(s) will take place to ensure that measures taken have been successful and the bullying has ceased.

❖ For more information and additional resources, please refer to [Appendix 1](#)



# 4. PROCEDURES OF REPORTING OR REGISTERING A COMPLAINT

The ABAV plan must include procedures of reporting, or registering a complaint concerning, an act of bullying or violence and, more particularly, procedures for reporting the use of social media or communication technologies for cyberbullying purposes (art. 75.1, par. 4, EA).

**To report is to denounce bullying or violence in order to stop the situation and ask for help for yourself or for someone else. A report may be made by a student, parent/guardian, school staff member or other person.**

- An incident of bullying and/or violence can be reported verbally (in person or by phone) or in writing (by email or by letter), addressed to the school or centre’s administration.
- Students who wish to submit a written report are encouraged to include their name for follow up.
- Parents/guardians are encouraged to communicate with either the school principal, vice-principal, their designate, teacher, or any other staff member.
- Staff members who receive a report must notify administration as soon as possible for follow up.
- The report will be documented by the administration.
- Following the investigation, the parent(s) or guardian(s) will be contacted and advised that the situation has been investigated and appropriate action has been taken.
- The school or center will take the necessary measures to ensure confidentiality for all parties.

**The school will take the necessary measures to ensure confidentiality for all parties.**

**The procedures for reporting are:**

For students	
For parent(s)/guardian(s)	
For staff members	
For partners (bus drivers, volunteers, other)	



## 5. ACTIONS TO BE TAKEN

*The ABAV must include actions to be taken when a student, teacher or other school staff member or any other person observes an act of bullying or violence (art. 75.1, par. 5, EA).*

***Our school is committed to providing a safe, caring, and positive climate. School personnel must report and/or investigate all incidents of bullying and take appropriate action whether they personally observe incidents or learn of them by some other means. Reporting, investigation, and action must occur even if the victim does not file a formal complaint or does not express overt disapproval of the incident.***

Our *Intervention Protocol* establishes practices and procedures for observed and reported incidents of bullying and/or violence. For purposes of this Protocol, “*Conduct*” may include:

- Physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another; stalking; sexual assault; and destruction or damage to property of another;
- Written and electronic communication of any type that incorporates language, videos, images, audio recordings, or symbols of hate that would constitute bullying or violence, using any medium (including, but not limited to, cell phones, computers, websites, electronic networks, instant message, text messages and emails);
- Verbal threats made to another with the intent to cause harm, loss, or punishment, including blackmail, extortion or demands for protection money;
- Direct or indirect, relationally aggressive behaviour such as social isolation, rumor spreading, derogatory language, or damaging someone’s reputation;
- Any of the above conduct which occurs off school grounds when such creates, or can reasonably be expected to create, a substantial disruption in the social setting and/or at school-sponsored activities and events.
- Blocking access to school property of facilities;
- Stealing, hiding, or defacing personal possessions (ex: books, backpacks, etc.)
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor relating to a person’s race, color, gender, sexual orientation, ancestry, language, religion, ability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be expected to result in the disruption of school activities or that results in a hostile educational environment for the student.



**STAFF RESPONSE PROTOCOL**

Any staff member(s) who witness an act of bullying or violence must address the issue as quickly as possible. It is recommended they:

**Respond** immediately, ensuring the security of all stakeholders

**Reassure** all parties involved

**Refer** the students to staff member(s) responsible for investigating the report who will:

- Interview student(s) exhibiting bullying behaviour and the target / victim(s) separately to avoid further victimization of the target
- Engage the target / victim first and focus on his/her safety
- Reassure him / her that the bullying behaviour will not be tolerated and that all possible steps will be taken to prevent a reoccurrence
- Offer the victim support (if needed)
- Inform parent(s)/guardian(s) of the incident and subsequent intervention. *(Details of the intervention or disciplinary actions are not to be shared in order to protect confidentiality)*

**Review** with all stakeholders to ensure the situation has ceased

**Report** and document all incidents of bullying / violence to the principal, in a timely fashion

**People responsible for taking action**

<u>Name of Staff Member(s)</u>	<u>Function</u>

**STUDENT RESPONSE PROTOCOL**

Any student who witnesses an act of bullying or violence has an obligation, as a responsible member of the school community, to intervene if the situation does not threaten their well-being, and to report the incident to school authorities.

The following are the means through which a student may do so:

- ✓ Inform a staff member on duty.
- ✓ Inform administration.
- ✓ Mention it to a teacher or staff member they trust.
- ✓ Tell parent(s)/guardian(s).

**PARENT / GUARDIAN RESPONSE PROTOCOL**

Report the incident to a school administrator, classroom teacher, or designated staff member.



## 6. CONFIDENTIALITY

The ABAV plan must include *measures to protect the confidentiality of any report or complaint concerning an act of bullying or violence (art. 75.1, par. 6, QEA).*

*School personnel shall ensure that the procedures for making a report (complaint) regarding intimidation or violence (section 75.1, par. 4) respect the rules of confidentiality to ensure the safety and integrity of victims, witnesses, and perpetrators.*

*Each complaint will be investigated promptly in a way that respects the privacy and confidentiality of all parties concerned, to the extent permitted by the law and to the extent practical and appropriate under the circumstances.*

***\*At the discretion of the principal or his/her designate, police intervention may be requested***

**The confidential means at the school made available to victims, witnesses, and parents/guardians to report any violent or intimidating conduct are:**

*(Examples: mailbox, Facebook page, voicemail, email address)*



## 7. SUPERVISORY OR SUPPORT MEASURES

The ABAV plan must include supervisory or support measures for any student who is a victim or bullying or violence, for witnesses and for perpetrator, and bystander (art. 75.1, par. 7, QEA).

*The application of supervisory and support measures will be made following the analysis of the student's profile, as well as the nature, severity, and frequency of the student's behaviour. It is the responsibility of every adult staff member to use difficult / challenging situations as opportunities to help students improve their social and emotional skills, accept personal responsibility for their learning environment, and understand consequences for poor choices and behaviours.*

### Student Considerations

- Age and developmental maturity of the students involved
- Nature, frequency and severity of the behaviours
- Relationships of the parties involved
- Context in which the alleged incidents occurred
- Patterns of past or continuing behaviours
- Other circumstances that may play a role

### School Considerations

- School culture, climate and general staff management of the learning environment
- Social, emotional and behavioural supports
- Student-staff relationships and staff behaviour toward the student
- Family, community and neighborhood situation
- Alignment with policies and procedures



## POSSIBLE EXAMPLES OF SUPERVISORY AND SUPPORT MEASURES

### Measures for **VICTIMS** of Bullying or Violence

- ❖ Ensure a safe, caring, and trusting climate during interventions.
- ❖ Put in place the necessary measures for the safety of the student victim if necessary.
- ❖ Facilitate a meeting with a designated staff member.
- ❖ Refer as needed for individual or group support (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills, etc.).
- ❖ Refer to the professional resources of the school.
- ❖ Establish an intervention plan.
- ❖ Refer to an external partner (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- ❖ Schedule follow up meetings to make sure the situation is not repeated.
- ❖ Other specific action:

### Measures for **WITNESSES** of Bullying or Violence

- ❖ Ensure a safe, caring, and trusting climate during interventions.
- ❖ Facilitate a meeting with a designated staff member.
- ❖ Provide strategies for coping or avoiding situations.
- ❖ If applicable, establish an intervention plan.
- ❖ If relevant, conduct a group sensitization session.
- ❖ If necessary, refer for individual or group support or follow-up (ex: develop self-esteem, conflict resolution, assertiveness, and SEL skills).
- ❖ Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- ❖ If involved, even passively, apply disciplinary sanctions, depending on the context or situation.
- ❖ Schedule follow up meetings to make sure the situation is not repeated.
- ❖ Other specific action:

### Measures for **STUDENTS EXHIBITING** Bullying or Violent Behaviour

- ❖ Facilitate a meeting with a designated staff member.
- ❖ Define strategies to put an end to the situation.
- ❖ Determine with the student and his / her parents the commitments to be made to prevent the repetition of any act of bullying or violence.
- ❖ Suggest ways to resolve conflicts as needed.
- ❖ Refer to professional resources of the school or centre if necessary, for individual or group counseling (ex: develop self-esteem, conflict resolution, and SEL skills, etc.).
- ❖ Establish an intervention plan.
- ❖ Refer to an external resource or collaborate with partners (DYP, CIUSSS, SPVM/SQ, community organization, etc.).
- ❖ Meet with the local socio-community police officer, as needed.
- ❖ Apply appropriate disciplinary sanctions depending on the situation, while taking into consideration the context (see section 8).
- ❖ Schedule follow up meetings to make sure the situation is not repeated.
- ❖ Other specific action:



## 8. DISCIPLINARY SANCTIONS

*The ABAV plan must include specific disciplinary sanctions for acts of bullying or violence, according to their severity or repetitive nature (art. 75.1, par. 8, QEA). Disciplinary sanctions are at the discretion of the administration (refer to art. 96.27).*

*The severity of bullying and violence acts is measured by their intensity, frequency, consistency, persistence, context, and impact on students who are victims.*

### POSSIBLES EXAMPLES OF DISCIPLINARY SANCTIONS

The following disciplinary and / or corrective actions may include, but are not limited to:

- ❖ Conference with student
- ❖ Parent notification
- ❖ Reflection activity or action
- ❖ Restorative measures or practices
- ❖ Restitution
- ❖ Mediation or conflict resolution (when deemed appropriate)
- ❖ Written warning and deprivation of privilege(s) / service(s)
- ❖ Detention
- ❖ In-school suspension
- ❖ Referral to alternative to suspension program for schools offering such a program
- ❖ Out-of-school suspension
- ❖ Referral to the professional resources of the school
- ❖ Referral to external social / medical agencies, for support
- ❖ Consultation with the Department of Youth Protection (DYP)
- ❖ Meeting with the local socio-community police officer
- ❖ Involvement of law enforcement, if required
- ❖ School transfer or expulsion
- ❖ Other actions specific to the school milieu:





## 9. FOLLOW-UP

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*The ABAV plan must include the required follow-up on any report or complaint concerning an act of bullying or violence (art. 75.1, par. 9, QEA).*

***The principal or their designate will ensure that each incident was properly followed up on and documented.***

Follow-up measures will include the following:

- ❖ Verification that the incident has been properly documented in accordance with the terms and conditions agreed upon in the school, while respecting confidentiality.
- ❖ Verification that all parties involved have been met with and that intervention protocols have been followed.
- ❖ Inform the students concerned (victim, witnesses, bystanders, perpetrators) of the steps taken to stop the situation.
- ❖ Communicate relevant information to staff members regarding the safety of the student concerned, while respecting confidentiality.
- ❖ Meeting with the victim and perpetrator to assess their well-being, and that the bullying / violence has ceased.
- ❖ Verification that parents of the victims and perpetrators have been contacted.
- ❖ Verification of the completion of all remedial measures for all parties concerned.
- ❖ Referral of parents to complaints procedure, should the parents express dissatisfaction with the course of action from the school administration.

To find out more about the treatment of complaints procedure and the Student Ombudsman, please visit the LBPSB website:

<https://www.lbpsb.qc.ca/complaints-procedure/#student-ombudsman>



# APPENDIX 1 - RESOURCES

## RESOURCES OUTSIDE OF SCHOOL

### For Students:

- Kids Help Phone: 1-800-668-6868  
[Kids Help Phone](#)  
Text HELLO to 686868
- [cybertip!ca](#)

### For Parents/Gardians :

- CLSC
  - Name :
  - Phone No. :
- SPVM [Service de police de la ville de Montréal \(SPVM\)](#)
  - PDQ No. :
  - Phone No. :
- SQ [Sûreté du Québec](#)
  - Post No. :
  - Phone No. :
- Other Services
  - Name :
  - Phone No. :

## INFORMATION ON VIOLENCE AND BULLYING

- [Ministère de la famille - Quebec](#)
- [Ministère de l'éducation et enseignement supérieur \(MEES\) Québec](#)
- [PREVNet](#)
- [Media Smarts](#)
- [Canadian Centre for Child Protection](#)
- [Canadian Red Cross](#)

# Appendix 2

## Three-year Plan of Allocation and Destination of Immovables 2022-2025

School	Street Address	City, Town, Borough	Postal Code	Premises at the Disposal of the School The entirety of the premises is at the disposal of the school/centre from August 15 to June 26 except for gymnasiums, auditoriums and outdoor fields after 6 pm and on weekends. Additional rooms not available are	Enrollment 2021-2022	2022-2023 Enrollment Forecast	2023-2024 Enrollment Forecast	2024-2025 Enrollment Forecast	Level/Cycle	Capacity
Allion	140-9th Avenue	LaSalle, borough of Montreal, QC	H8P 2N9	Downstairs office areas of S109 entente with LaSalle for Air Cadet	336	Elementary K-6 337	Elementary K-6 326	Elementary K-6 312	E K-6	348
Beacon Hill	170 Alton Drive	Beaconsfield, QC	H9W 2Z3		286	Elementary K-6 278	Elementary K-6 269	Elementary K-6 265	E K-6	348
Beaconsfield High	250 Beaurepaire Drive	Beaconsfield, QC	H9W 5G7		848	Secondary 1-5 834	Secondary 1-5 806	Secondary 1-5 834	S 1-5	1200
Beechwood	13155 Shelborne	Pierrefonds, borough of Montreal QC	H9A 1L4		258	Elementary K-6 252	Elementary K-6 248	Elementary K-6 231	E K-6	288
Beurling Academy	6100 Champlain Boulevard	Verdun, borough of Montreal, QC	H4H 1A5	YMCA Room C-261A Shared facility with Verdun Adult & Career Centre (see appendix)	211	Secondary 1-5 225	Secondary 1-5 230	Secondary 1-5 225	S 1-5	725
Birchwood	1325 rue Jolicoeur	Saint-Lazare, QC	J7T 1Z4		402	Elementary K-6 403	Elementary K-6 367	Elementary K-6 338	E K-6	393
Children's World Academy	2241 Ménard	LaSalle, borough of Montreal, QC	H8N 1J4		496	Elementary K-6 508	Elementary K-6 512	Elementary K-6 513	E K-6	530
Christmas Park	422 Beaconsfield Boulevard	Beaconsfield, QC	H9W 4B7	REACH Program	212	Elementary K-6 198	Elementary K-6 196	Elementary K-6 183	E K-6	429
Clearpoint	17 Cedar	Pointe-Claire, QC	H9S 4X9		442	Elementary K-6 453	Elementary K-6 407	Elementary K-6 390	E K-6	441
Dorset	106 Dorset	Baie d'Urfé, QC	H9X 2Z6		318	Elementary K-6 309	Elementary K-6 280	Elementary K-6 264	E K-6	286
Dorval	1750 Carson	Dorval, QC	H9S 1N3		363	Elementary K-6 374	Elementary K-6 375	Elementary K-6 382	E K-6	441
Edgewater	220 Cardinal-Léger	Pincourt, QC	J7W 3Y5		423	Elementary K-6 420	Elementary K-6 421	Elementary K-6 419	E K-6	428

Evergreen	2625 du Bordelais	St-Lazare, QC	J7T 2Z9			Elementary K-6	Elementary K-6	Elementary K-6	E	<b>348</b>
					<b>317</b>	312	304	309	K-6	
Forest Hill Junior	1950 Chanterel	St-Lazare, QC	J7T 3C2			Elementary K-2	Elementary K-2	Elementary K-2	E	<b>312</b>
					<b>307</b>	304	291	292	K-2	
Forest Hill Senior	1449 Bédard	St-Lazare, QC	J7T 3B4			Elementary 3-6	Elementary 3-6	Elementary 3-6	E	<b>432</b>
					<b>402</b>	419	419	432	3-6	
Horizon High	90 Jubilee Square	Pointe Claire, Qc	H9R 1M3	FSSTT Rooms, Edventure, lease for caretaker apartment	Secondary 2 - 5	Secondary 2-5	Secondary 2-5	Secondary 2-5	S	<b>220</b>
				Literacy unlimited room 13	<b>89</b>	109	109	109	2-5	
John Rennie High	501 Saint Jean Boulevard	Pointe-Claire, QC	H9R 3J5	FTQ Local 800 Rooms, Pro Action Hockey Association Room		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	<b>1650</b>
					<b>1298</b>	1314	1346	1350	1-5	
Kingsdale Academy	4381 King	Pierrefonds, borough of Montreal, QC	H9H 2E8			Elementary K-6	Elementary K-6	Elementary K-6	E	<b>417</b>
					<b>305</b>	278	265	244	K-6	
Lakeside Academy	5050 Sherbrooke	Lachine, borough of Montreal, QC	H8T 1H8	Club Zone de Lachine rooms 113 and 115 Lachine Cadets room 335 Pearson Education Foundation Room 124A Three 4-year-old Maple Grove kindergarten classes # 111,114 & 116 Archive Rooms		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	<b>1150</b>
					<b>500</b>	472	454	470	1-5	
LaSalle Community Comp. HS	240, 9th Avenue	LaSalle, borough of Montreal, QC	H8P 2N9	Catholic Community Services Daycare Rooms lease renewed annually or cancelled at end of term with 6 months' notice		Secondary 1-5	Secondary 1-5	Secondary 1-5	S	<b>1325</b>
					<b>752</b>	826	873	838	1-5	
Lasalle Elementary Junior	8340 David-Boyer	LaSalle, borough of Montreal, QC	H8N 2A1	REACH Program Room		Elementary K-2	Elementary K-2	Elementary K-2	E	<b>300</b>
					<b>283</b>	281	278	284	K-2	
Lasalle Elementary Senior	1555 Rancourt	LaSalle, borough of Montreal, QC	H8N 1R7	Entente with LaSalle - storage space		Elementary 3-6	Elementary 3-6	Elementary 3-6	E	<b>504</b>
					<b>349</b>	343	351	333	3-6	
Macdonald High	17 Maple	Ste-Anne-de-Bellevue, QC	H9X 2E5			Secondary 1-5	Secondary 1-5	Secondary 1-5	S	<b>975</b>
					<b>933</b>	988	1014	1025	1-5	
Maple Grove	740-52 <sup>nd</sup> Avenue	Lachine, borough of Montreal, QC	H8T 2X6	Three 4-year-old kindergarten classes in Lakeside class # 111, 114 & 116		Elementary K-6	Elementary K-6	Elementary K-6	E	<b>405</b>
					<b>369</b>	377	357	352	K-6	
Margaret Manson	18750 Elkas	Kirkland, QC	H9J 4C1			Elementary K-6	Elementary K-6	Elementary K-6	E	<b>393</b>
					<b>222</b>	214	196	197	K-6	
Mount Pleasant	97 Mount Pleasant	Hudson, QC	J0P 1H0			Elementary K-6	Elementary K-6	Elementary K-6	E	<b>324</b>
					<b>287</b>	296	286	280	K-6	
Pierre Elliott Trudeau	490 Bourget	Vaudreuil-Dorion, QC	J7V 6N2			Elementary K-6	Elementary K-6	Elementary K-6	E	<b>372</b>
					<b>322</b>	310	295	301	K-6	

Pierrefonds Community High	13800 Pierrefonds Boulevard	Pierrefonds, borough of Montreal, QC	H9A 1A7	Shared facility with West Island Career Center (see appendix)	912	Secondary 1-5 879	Secondary 1-5 820	Secondary 1-5 827	S 1-5	1100
Riverview	971 Riverview	Verdun, borough of Montreal, QC	H4H 2C3	CLC Rooms, CPE Riverview Rooms until June 30, 2023	240	Elementary K-6 238	Elementary K-6 244	Elementary K-6 247	E K-6	381
Saint Anthony	17750 Meloche	Pierrefonds, borough of Montreal, QC	H9J 3P9		302	Elementary K-6 288	Elementary K-6 277	Elementary K-6 287	E K-6	393
Saint Charles	4331 Saint Anne	Pierrefonds, borough of Montreal, QC	H9H 4G7		280	Elementary K-6 279	Elementary K-6 269	Elementary K-6 273	E K-6	372
Saint Edmund	115 Beaconsfield Boulevard	Beaconsfield, QC	H9W 3Z8		384	Elementary K-6 358	Elementary K-6 357	Elementary K-6 354	E K-6	393
Saint John Fisher Junior	87 Belmont	Pointe-Claire, QC	H9R 2N7	Occupational Therapist room # 6	233	Elementary K-2 257	Elementary K-2 249	Elementary K-2 258	E K-2	392
Saint John Fisher Senior	121 Summerhill	Pointe-Claire, QC	H9R 2L8	IASS Room	302	Elementary 3-6 294	Elementary 3-6 280	Elementary 3-6 283	E 3-6	528
Saint Patrick	261 Shamrock	Pincourt, QC	J7W 3W5		506	Elementary K-6 527	Elementary K-6 505	Elementary K-6 516	E K-6	620
Saint Thomas High	111 Broadview	Pointe-Claire, QC	H9R 3Z3		1333	Secondary 1-5 1333	Secondary 1-5 1286	Secondary 1-5 1262	S 1-5	1375
Sherbrooke Academy Junior	230 Sherbrooke	Beaconsfield, QC	H9W 1P5		191	Elementary K-2 189	Elementary K-2 190	Elementary K-2 191	E K-6	312
Sherbrooke Academy Senior	313 Windermere	Beaconsfield, QC	H9W 1W1	Room #134 Magic Circle Nursery School rented until June 6, 2022. Reapply annually.	179	Elementary 3-6 195	Elementary 3-6 203	Elementary 3-6 206	E K-6	426
Soulanges	1135 Saint Georges	Saint-Télesphore, QC	J0P 1Y0		23	Elementary K-6 25	Elementary K-6 28	Elementary K-6 27	E K-6	35
Springdale	150 Hyman	Dollard-des-Ormeaux, QC	H9B 1L6		219	Elementary K-6 205	Elementary K-6 209	Elementary K-6 206	E K-6	455
Sunshine Academy	65 Sunshine	Dollard-des-Ormeaux, QC	H9B 1G9		262	Elementary K-6 250	Elementary K-6 246	Elementary K-6 247	E K-6	393
Terry Fox	13350 Purcell	Pierrefonds, borough of Montreal, QC	H8Z 1P7	REACH Program Room	291	Elementary K-6 289	Elementary K-6 291	Elementary K-6 304	E K-6	455
Verdun Elementary	610 Desmarchais	Verdun, borough of Montreal, QC	H4H 1S6	Room 11 and 12 Heart and Hands Pediatric Clinic		Elementary K-6	Elementary K-6	Elementary K-6	E	821
				Rising Sun Daycare rooms (20-year lease to 2028)	238	217	202	205	K-6	
Westpark	6 Howard	Dollard-des-Ormeaux, QC	H9A 2L2		561	Elementary K-6 576	Elementary K-6 580	Elementary K-6 567	E K-6	634
Westwood Junior	2800 du Bordelais	Saint-Lazare, QC	J7T 3E3	Point of service for Place Cartier Adult and Career Centre and Gordon Robertson	502	Secondary 1-2 469	Secondary 1-2 444	Secondary 1-2 469	S 1-2	750
Westwood Senior	69 Cote Saint Charles	Hudson, QC	J0P 1H0	Point of Service for Place Cartier Adult and Career Centre and Gordon Robertson	637	Secondary 3-5 709	Secondary 3-5 735	Secondary 3-5 734	S 3-5	1020
Wilder Penfield	551 Westminster	Dollard-des-Ormeaux, QC	H9G 1E8		347	Elementary K-6 320	Elementary K-6 323	Elementary K-6 322	E K-6	393

### Three-year Plan of Allocation and Destination of Immovables 2022-2025

Centre	Street Address	City, Town, Borough	Postal Code	Premises Not at the Disposal of the Centre/Comments	Enrollment 2021-2022	Usage 2022-2023	Usage 2023-2024	Usage 2024-2025	Level
Gordon Robertson Beauty Academy	240 Beaufort Drive	Beaconsfield, QC	H9W 6G4	Rooms available for use for Adult Education classes when not otherwise occupied as a point of service for Place Cartier, Points of Service at Westwood Junior and Senior	199	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
Pearson Adult & Career Centre – Adult Education	8300 George	LaSalle, borough of Montreal, QC	H8P 1E5	PACC Vocational Education Rooms Point of service at Pearson Electrotechnology Center, 5000 Rene-Huguet, Lachine Qc H8T 1M7	425	Adult Ed. Centre	Adult Ed. Centre	Adult Ed. Centre	A
Pearson Adult & Career Centre – Vocational	8310 George	LaSalle, borough of Montreal, QC	H8P 1E5	PACC Adult Education Rooms Annex at International Language Centre/John Killingbeck Pavilion, 150 Seignory, Pointe-Claire, QC H9R 4R5	635	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
Pearson Electrotechnology Centre	5000 René-Huguet	Lachine, borough of Montreal, QC	H8T 1M7	Rooms available for use for Adult Education classes when not otherwise occupied as a point of service to Pearson Adult and Career Centre	533	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
Place Cartier Adult and Career Centre - Adult Education	120 Ambassador	Pointe Claire, Qc	H9R 1S8	Point of service at 257 Beaconsfield blvd, Beaconsfield, Qc H9W 4A5 Point of service after 4 p.m. at Westwood Jr, 2800 du Bordelais, St. Lazare, QC J7T 3E3 and Westwood Sr 69 Cote Saint Charles, Hudson, QC J0P 1H0 Point of service at Gordon Robertson, 240 Beaufort Drive, Beaconsfield, Qc H9W 6G4 Point of Service at 1925 Brookdale Ave.Dorval, QC H9P 2Y7 Point of Service for ILC John Killingbeck 150 Seignory, Pointe- Claire, Qc H9R 4R5 Point of Service 93 Hymus, Pointe Claire, Qc H9R 1E2 Point of Service 21275 Lakeshore blvd, Ste Anne de Bellevue, Qc H9X 3L9 Pointe of Service 14400 Gouin Ouest, Pierrefonds, Qc H9H 1B1 Point of service at West Island Career Centre, 13700 Pierrefonds Boulevard, Pierrefonds, Qc H9A1A7	611	Adult Ed. Centre	Adult Ed Centre	Adult Ed Centre	A
Place Cartier Adult and Career Centre- Vocational	120 Ambassador	Pointe Claire, Qc	H9R 1S8	Point of Service at 1925 Brookdale Ave.Dorval, QC H9P 2Y7	7	Vocational Ed Centre	Vocational Ed Centre	Vocational Ed Centre	V
Verdun Adult & Career Centre - Adult	6050 Champlain Boulevard	Verdun, borough of Montreal, Qc	H4H 1A5	Shared facility with Beurling Academy (see appendix) Rooms available for use by Vocational education classes when not otherwise occupied.	0	Adult Ed Centre	Adult Ed Centre	Adult Ed Centre	A
Verdun Adult and Career Centre- Vocational	6050 Champlain Boulevard	Verdun, borough of Montreal, Qc	H4H 1A5	Shared facility with Beurling Academy (see appendix). Rooms available for use for Adult Education classes when not otherwise occupied.	538	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V
West Island Career Centre	13700 Pierrefonds Boulevard	Pierrefonds, borough of Montreal, QC	H9A 1A7	Rooms available for use for Adult Education classes when not otherwise occupied. Point of service for Place Cartier Adult and Career Centre. Shared facility with Pierrefonds Comprehensive High School (see appendix)	656	Vocational Ed. Centre	Vocational Ed. Centre	Vocational Ed. Centre	V

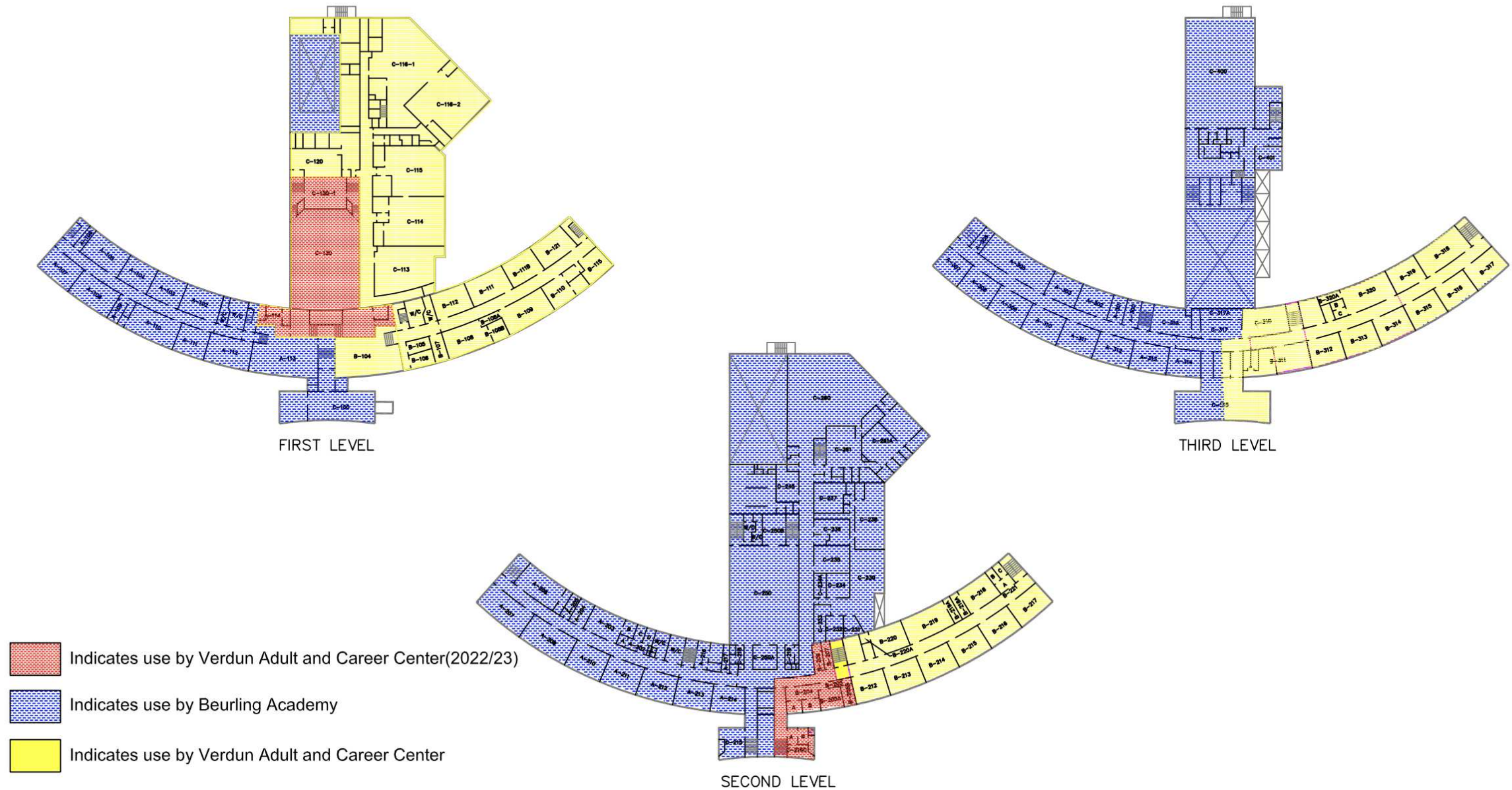
Other Immovable	Street Address	City, Town, Borough	Postal Code	Premises Not at the Disposal of the Other Immovable/Comments	Enrollment 2021-2022	Usage 2022-2023	Usage 2023-2024	Usage 2024-2025	Level/Cycle
Allancroft	265 Allancroft Road	Beaconsfield, Qc	H9W 2R8	Previously was a point of service for Place Cartier	n/a	Vacant building	Vacant building	Vacant building	n/a
Annex Place Cartier Adult and Career Centre	257 Beaconsfield Blvd	Beaconsfield Qc	H9W 4A5	Point of Service for Place Cartier Adult and Career Centre		Adult Ed & Vocational	Adult Ed and Vocational	Adult Ed and Vocatoinal	A
International Language Centre/John Killingbeck Pavilion	150 Seigniory	Pointe-Claire, QC	H9R 4R5	Annex to PACC Vocational and Rooms available for use for Adult Education classes when not otherwise occupied as a point of service for Place Cartier Adult and Career Centre	n/a	International Language Centre	International Language Centre	International Language Centre	V
LBPSB Head Office	1925 Brookdale	Dorval, QC	H9P 2Y7	Point of service for Place Cartier Adult and Career Centre CPE Les Enfants de Lester B.	n/a	Administrative Centre	Administrative Centre	Administrative Centre	n/a
Vacant Building	55-5th Avenue	LaSalle, borough of Montreal, QC	H8P 2K1	<u>N.B.</u> Previously Housed Allion Elementary School	n/a	Vacant, or other Board use as required	Vacant, or other Board use as required	Vacant, or other Board use as required	n/a



# Three-year Plan of Allocation and Destination of Immovables 2022-2025

## APPENDIX

### Beurling Academy - Verdun Adult and Career Center





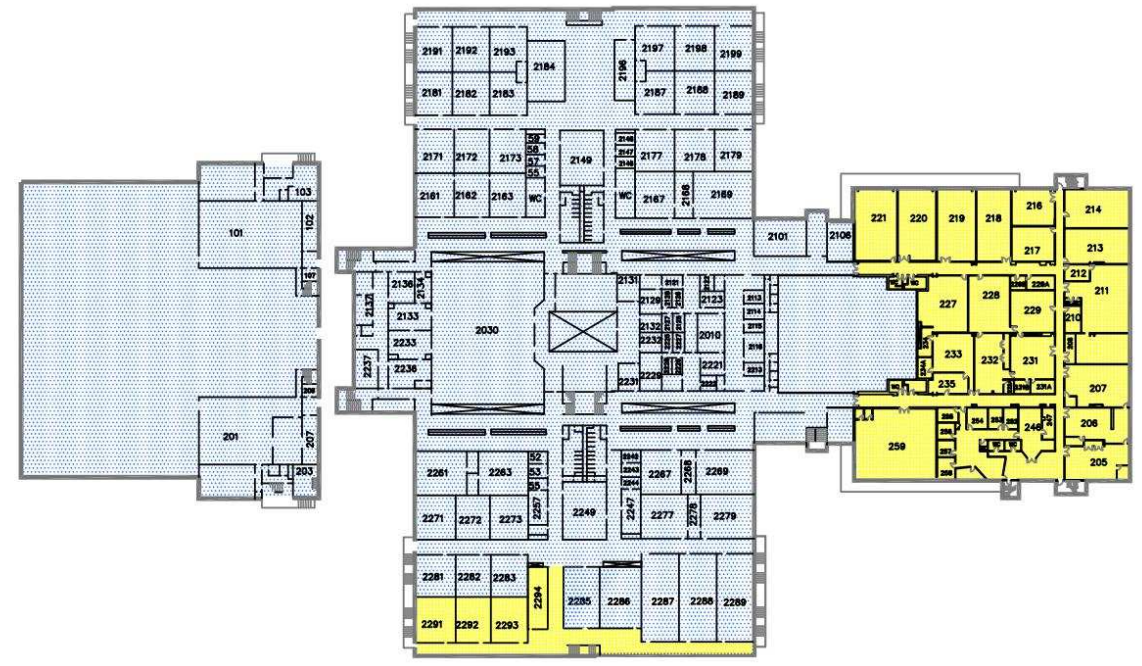
# Three-year Plan of Allocation and Destination of Immovables 2022-2025

## APPENDIX

### Pierrefonds Community High School - West Island Career Centre



FIRST LEVEL



SECOND LEVEL



Indicates use by West Island Career Centre



Indicates use by Pierrefonds Community High School

# Appendix 3



## LBPSB Elementary Tournament Schedule 2022-2023

<b>Activity</b>	<b>Dates</b>	<b>Location</b>
Ultimate Frisbee	Tues, Sept. 20 Rain Day – Sept. 21	Edgewater, Dorset, Wilder Penfield, Beacon Hill
Handball	Thursday, Oct. 6 Rain Day – Oct. 7	Edgewater, Allion Wilder Penfield, Beacon Hill
Cross Country Run	Tuesday, Wednesday Oct. 18 & 19 Rain Days – Oct. 20 & 21	Morgan Arboretum
Volleyball	Jan. 10 -11 - 12	John Abbott
Cross country Ski	Thursday, Feb. 9	Les Cedres
Tchoukball	Monday, March 27	Baie d'Urfé
Junior Cross Country Run	Tuesday, Wednesday May 9 & 10 Rain Days – May 11 & 12	Dorset
Track & Field	Tuesday, Wednesday May 30 & 31 Rain Days – June 1 & 2	PCHS

# Appendix 4

# Rules and Regulations

## School Daycare and Lunch Program Services



School: St. John Fisher Sr. Daycare	
Address: 121 Summerhill ave.	
Telephone: (514) 695-9275	
Email: <a href="mailto:lsulano@lbpsb.qc.ca">lsulano@lbpsb.qc.ca</a>	Website: <a href="http://stjohnfisher.lbpsb.qc.ca">stjohnfisher.lbpsb.qc.ca</a>
Principal: Deborah Shizgal	Technician: Laura Sulano



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**Note for parents/guardians:**

*The Lester B. Pearson School Board operates government subsidized Daycares. The following guide has been designed to inform parents of the policies and procedures for School Daycare and Lunch Programs Services. A paper copy registration form must be completed for new LPBSP students at the school. For all other elementary students, registration can be completed online in the Mozaik portal account (once you have re-registered for school), Completion of this registration indicates your agreement with the rules in this document. In order to use the Daycare Program, your account must be in good standing.*

**CHAPTER 1****DAYCARE PROGRAM: MISSION AND OPERATION****1. MISSION**

Our mission is to ensure the health and well-being of each student through a safe and healthy environment and encourage all aspects of their global development (social, emotional, physical, cognitive and moral) through an activity-based program that meets both the general and specific needs of each age group.

The Lester B. Pearson School Board offers quality Daycare Programs with qualified professional staff; that collaborates in the development of the daycare philosophy, within the scope of the school's educational project<sup>1</sup>. As a Daycare team, we value each student's uniqueness and recognize that they develop at their own pace, have their own interests, personality, and culture. We focus on children succeeding in a pleasant and respectful environment.

<sup>1</sup> [Regulation respecting childcare services provided at school](#)



## **2. PROGRAM ACTIVITIES AND OPERATING HOURS**

The Principal with the Daycare Technician assigns children to daycare and lunch groups.

The Daycare Program is available Monday through Friday according to the school calendar. Services are offered on Pedagogical Days.

Daycare educators implement planned programs based on individual school's philosophy and educational project. These programs include arts and craft, culture, science and technology, physical activity, relaxation & wellness and homework support.

Programs are planned before and after school as well as on pedagogical days.

Please be aware, if you register for Daycare Services after September 30th, we cannot guarantee your child will be placed within their age-appropriate group.



### **OPERATING HOURS**

- 7h00 – Opening
- 9h05 – Classes begin
- 12h25 – Lunch period
- 13h15 – Back in class
- 15h35 – Classes end, Daycare Program starts
- 18h00 – Daycare services close

### **3. RULES OF CONDUCT**

To offer continuity between the classroom and the Daycare and Lunch program services, the school rules of conduct and safety measures are applied, including during any outing outside the daycare premises. These rules are in your child’s agenda or on the school website. Your collaboration is essential in order to allow complementary collaboration between the school and family. This document also specifies the Daycare rules of operation and the special rules of conduct and behavior applicable.

A student can be suspended from the Daycare or Lunch program, if the student contravenes the Safe and Caring Schools Policy<sup>2</sup>, fails to comply with the school rules of conduct and safety measures or commits acts of violence or bullying. A student can be expelled in serious or repeated cases.



## **CHAPTER 2**

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### **DAYCARE & LUNCH PROGRAM: ADMINISTRATION**

#### **1. USERS AND ADMINISTRATION**

All pre-k and elementary students registered in the Lester B. Pearson School Board are eligible to attend school daycare programs according to the school calendar. Daycare services are offered every open day of the school year devoted to educational services.

Lunch programs are offered to all pre-k and elementary students registered in school. Qualified personnel are hired to support this program. As per the School Daycare and Lunch Service policy, the

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<sup>2</sup> [Safe and Caring Schools Policy](#)

program must be self-financed.

## ADMINISTRATION

The school has a Daycare Technician who is responsible for the day-to-day operations of both the Daycare and Lunch Program.

The Principal with the Daycare Technician assigns children to daycare and lunch groups.

The Technician reports directly to the Principal, who is responsible for all aspects of the Daycare and Lunch Programs. The Daycare Technician is authorized to answer any questions.

Please contact: *Laura Sulano at 514-695-9275 or lsulano@lbpsb.qc.ca*

## 2. REGISTRATION

*A paper copy registration form must be completed for Kindergarten(K4-K5) & any new LBPSB students at the school. For all other elementary students, registration can be completed online in the Mozaik portal account (once you have re-registered for school). The form must include accurate addresses, telephone numbers, e-mail addresses, for each student attending the Daycare and Lunch Program. It must also include the name and contact information of an alternate emergency contact, as well as an alternate authorized pick-up person in addition to both parents.*

In order for your registration to be valid, ***your account must be in good standing***. Families with outstanding balances from the previous school year/ Lester B. Pearson schools will not be admitted to the Daycare Program until the balances owing have been paid in full. Failure to make payment will be dealt with by the procedures set out by the Lester B. Pearson School Board's legal department.

It is important to note, that a child(ren) in a shared custody arrangement can only have one status. When a child(ren) is in shared custody and has mixed attendance. For example, he/she comes to the Daycare Program on a regular basis with one parent and on alternative weeks with the other parent attends the Lunch Program. For funding purposes, the child(dren) is considered to have a regular status. In this case, the other parent will not be entitled to the provincial tax receipt (relevé-24).

### a) Attendance Change

Two weeks' notice is required for any change in your child's attendance schedule. This would include both Daycare and Lunch programs. *After September 30th, a maximum of 1 change per month and 3 changes per year will be accepted (A change in reservation request form must be completed, for more information, please ask the Daycare Technician at your school).* For safety reasons and in order to adhere to government ratios the Daycare has a **NO drop-in Daycare Service**.

## b) Pedagogical Day Registration

Daycare services are offered on Pedagogical Days. Parents must register their children for each Pedagogical Day. Registration forms for pedagogical days must be completed and the registration deadline date respected. Pedagogical Day registration forms must be handed in as per the directives.

## b) Pedagogical Days Registration *(continued)*

A Pedagogical Day registration form will be sent 2 weeks prior to the pedagogical day and must be signed by a parent/guardian and returned by the due date.

**In order to attend a pedagogical day, your account must be in good standing.**

The cost for pedagogical day is:

- \$10/day supervision fee+ activity fee+ bus fee(if applicable)

All pedagogical day registration changes must be sent to the Technician in writing.

Our daycare hours on pedagogical days are: 7:00am to 6:00pm

## 3. DAYCARE & LUNCH PROGRAM - Schedule & Hours of Service



### DAYCARE SCHEDULE

Daycare is OPEN:

- First day of school, Tuesday, August 30th, 2022
- Daycare is available according to the school calendar including pedagogical days. (see schedule below).

<u>Class Days</u>	<u>Elementary</u>
Morning (before class)	7h to 9h05
Lunch	12h25-1h15
PM (after-school)	15h35 to 18h

<b>Pedagogical Days</b>	7h-18h
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Daycare/Lunch Program is CLOSED:

- **Lunch Program is not available on pedagogical days.**
- Labor Day – September 5th, 2022
- Thanksgiving Day – October 10th, 2022
- **Support Staff/Teacher convention - October 14th, 2022**
- Christmas Break – December 26th, 2022, to January 6th, 2023, inclusive
- Spring Break – March 6th, 2023, to March 10th, 2023, inclusive
- **Professional Development – Monday, March 27<sup>th</sup>, 2023.**
- Easter Break – April 7th, 2023– April 11th, 2023(**Good Friday, Monday & Tuesday**)
- National Patriot’s Day- May 22nd, 2023
- Unforeseen closure (snow day etc.) - Please check our website: <https://www.lbpsb.qc.ca/>
- During the summer

**LUNCH PROGRAM SCHEDULE**

OPEN:

- First day of school, Tuesday, August 30th, 2022
- Lunch Program is available according to the school calendar, **excluding pedagogical days.**



**4. FEES**

### a) Daycare and Lunch Program

The contract (registration form) is effective for the **2022-2023** school year.

- A user can terminate the contract at any time by sending two weeks' notice. Please use **change in reservation request form** (as per information in Chapter 2a - Attendance Change). This also includes extended leaves from the school. **Please advise the Daycare Technician directly to end your reservation (Daycare or Lunch Program) for the extended absence period.**
- The School Board may terminate the contract in case of non-payment of the Daycare fees or in case of failure to comply with the Rules & Regulations.
- **Daycare & Lunch fees will be billed as per student's registration form, regardless of attendance.**
- Absences deemed refundable are those for surgeries and absences more than five (5) consecutive days with a medical note.
- A detailed statement of account will be available monthly in the Mozaïk portal account.
- Daycare & Lunch fees differ per month, as they are based on the school calendar.
- A fee schedule outline will be given at the beginning of the year.
- No refunds for shortened days.

### b) Daycare Fees<sup>3</sup> - school days

Regular: \$8.55 per day per regular student. A regular student must attend daycare for a minimum of 2 periods per day, 3 days or more per week.

Sporadic: \$8.55 per day per sporadic student. A sporadic student must attend daycare for a minimum of 2 periods per day, 1 or 2 days per week.<sup>4</sup>

**Note:** You will be required to include a calendar if the child(dren) is/are in a shared custody arrangement or if your days change during the week. Please contact the Daycare Technician at your school.

<b>Periods:</b>	
Morning (before class):	\$6.05
Lunch	\$2.50
PM (after class):	\$6.05
<b>Maximum cost per day when registered at least 2 periods per day:</b>	<b>\$8.55</b> -(Subject to change, based on annual budgetary rules for the 2022-2023 school year).

### b) Lunch fees

The supervision contribution fee for lunch is \$2.50 per student registered in the Lunch Program. Lunch fees will be billed as per student's registration form, regardless of attendance.

<sup>3</sup>[MEQ - Service de garde](#)

<sup>4</sup> Subject to change, based on annual budgetary rules for the 2022-2023 school year.

**c) Pedagogical Day Fees**

The cost is \$10.00 (subject to change) per day plus an activity fee, special materials and or busing (if applicable).

**d) Bank Fees**

An amount of \$20.00 will be charged for any NSF cheque or bank rejected cheque. Alternative payments may be required if this happens more than once.

**e) Late Pick-Up Fees**

Parents must make alternate arrangements to ensure that their child is picked up on time, (family member, neighbor, friend) and must call the daycare to indicate who will be picking up the child should it differ from the official registration form. More than 3 lates during the school year, may result in your child's withdrawal from the program. Late fees will be applied upon the time the parent and child leave the building (not entry) Late fees are \$1/per late minute.

**5. PAYMENTS**

**a) Payment Methods**

A statement of account will be sent (by email/Mozaik portal) to all users at the beginning of each month. Daycare and Lunch Program Services fees can be paid by Internet, cheque and by cash exceptionally. You must pay upon receipt of the statement of account at the beginning of the month<sup>5</sup>.

**It is required to make one (1) payment per child (internet, cheque or cash).**

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<sup>5</sup> Please note that the Daycare/Lunch Program Services can require parents to pay for the service at the start of each month, without contravening any applicable law: <https://www.legisquebec.gouv.qc.ca/en/document/cs/p-40.1>

## INTERNET PAYMENT

**Online payment is a safe and preferred method & you can register anytime!**

1. Access the website of your financial institution.
2. Select payments & transfers - add payee.
3. In the **search box**, enter **COMM SCOL LESTER B PEARSON – DAYCARE OR S-GARDE / LESTER B PEARSON - DAYCARE OR S-GARDE.**
  - **ATTENTION:** Do not select Lester B Pearson- Effets scolaire - this payee if for school fees only.
4. You will be prompted to enter a 19 digits alphanumeric account number after the **SG.**
  - **ATTENTION:** A separate 19 digits alphanumeric number is assigned to the payer (father or mother). This number will appear on the statement of account, under the contact information of each person. Please make sure to select the correct one.
  - A separate **SG** 19 digits alphanumeric number will be assigned per child, per payer. As mentioned above, 1 payment per child, you will need to add another payee as indicated above. Tax receipts will be issued to the payer based on the reference number used. It is very important to verify that it matches the payer paying the invoice.
  - **Therefore, the reference number is specific to one school.** If your child changes schools, another reference number will be assigned to you. This includes from JR to SR school.

If you require any help making your internet payment, please contact customer service of your financial institution. Here are those who offer internet payments:

Desjardins	RBC Royal Bank	Scotiabank
CIBC	National Bank	BMO-Bank of Montreal
TD	Laurentian Bank	Tangerine
HSBC		

## CHEQUES

The cheques must be made payable to the school. Please indicate the student's name on the back of the cheque.

## CASH

Receipts will be issued for cash payments. The receipt will be made out to the payer and this is proof of payment only.

### (b) Late Payments



No late payments will be tolerated. Failure in respecting the financial payment agreement, may terminate the service agreement. As a result, the student may be denied access to the Daycare Service, until payment is received, or payment arrangements are made with the Principal or Daycare Technician. Please note that unpaid amounts represent a debt owing to Lester B. Pearson School Board that remains unpaid even if there is a school change.

**(c) Tax Receipts**

Tax receipts will be issued at the end of February (provincial and federal according to the laws governing school daycare services<sup>6</sup>). The receipt will be issued to the payer. The social insurance number is mandatory for every payer, unless the box indicating; “I wish to withhold my social insurance number” is checked on the registration form.

The current year tax receipts are available in the Mozaik portal account. Please note, the payer must be the person with the Mozaik portal account.

DAYCARE/LUNCH SERVICE	FEDERAL	PROVINCIAL
Regular daycare fees-calendar days	Eligible	Non-eligible
Sporadic fees - calendar days	Eligible	Non-eligible
Lunch fees - calendar days	Eligible	Eligible
Pedagogical days - as per school calendar	Eligible	Non-eligible
Pedagogical days (difference between the \$8.55) and pedagogical fee)	Eligible	Eligible
Pedagogical days - Activity fees	Non-eligible	Non-eligible
Late pickup fees	Eligible	Eligible
NSF fees	Non-eligible	Non-eligible
Meal/snack fees (if applicable)	Non-eligible	Non-eligible

**6. SECURITY**

**a) Ratio**

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<sup>6</sup> [MEQ-financement](#)

**Daycare:** As per government regulations and standards, the ratio is 1 educator per 20 students.

**Lunch Period:** As most of our schools do not have cafeteria's, the ratio is 1 per classroom.

#### **b) Absent Students**

If your child is absent from school (daycare/lunch program and class), you must notify the **Daycare Technician**.

#### **c) Last-Minute Changes**

For safety and security of all students, daily changes to your child's daycare schedule must be made by 3:00 p.m.

#### **d) Drop-Off – Pick-Up - Daycare**

For safety and security reasons, students must be accompanied into the daycare each morning by a parent or guardian.

For safety and security reasons, the alternate authorized pickup person will be required to show ID.

Written or email authorization is necessary in order for students to be released to persons other than the parents or legal guardians identified on the registration form.



Written or email authorization is required for a student to leave the school premises by themselves or it must be identified when registering for Daycare in the Mozaik portal account.

#### **e) Lunchtime Dismissal**

Written or email notification **to the Daycare office** is required for all lunchtime dismissals. Parents or legal guardians may be asked to present ID and sign the student out.

Students registered in the Lunch or Daycare Program must have written or email notification in advance in order to leave the premises alone during Lunchtime.

#### **f) Emergency Measures**

If emergency measures are implemented, it might be necessary to relocate daycare/lunch program students.

The relocation center is:

## **7. HEALTH**

### a) Nutrition

The Lester B. Pearson School Board has a Food & Nutrition Policy, & Food Services & Nutrition, please review our website:

[Food & Nutrition Policy](#); [Food Services & Nutrition](#)



### b) Allergies & Medication

Please refer to our Policy on Safe & Caring Schools for more details, please review our website - Section: Distribution of Medication in Schools & Centers - pages 31 to 41.

[Safe and Caring Schools Policy](#)

### c) Sick Students

Should the student become ill during the day, the parent or legal guardian will be contacted as soon as possible, or the emergency names and numbers listed on your registration form will be used. Parents are required to make arrangements to have the student picked up ASAP.

### d) Emergency

In case of a severe illness or accident, the required actions will be taken (call emergency services or provide first aid). The parent or legal guardian will be contacted as soon as possible, or the emergency names and numbers listed on your registration form will be used.

If an ambulance is required, all the costs will be paid by the parents.

## 8. COMMUNICATION



The Technician reports directly to the Principal, who is responsible for all aspects of the Daycare and Lunch Programs. The Daycare Technician is authorized to answer any questions.

## 9. DAYCARE AND LUNCH PROGRAM ORGANIZATION

### a) Arrivals & Departures

**Arrival** (7h00 to 8h40): parents go to the Daycare entrance. An educator greets the children; quiet games are planned until the bell rings.

**Departure** (15h35 to 18h00): parents go to the Daycare entrance. The child is called on a walkie-talkie. He/she meets the parent with all his/her personal belongings. Some schools use the Hop-Hop App.

Please note that the person in charge at the entrance will call children only after buses are gone at 3h45.

**b) Personal Belongings**

Personal belongings must be identified, including the lunch bag. The daycare program is not liable for lost items.

**c) Dress Code**

Running shoes are mandatory for all gym activities. Please refer to your child's agenda or the school website for dress code regulations.

**10. LEGAL BASIS**

The Quebec Government established standards by regulation, according to section 454.1 of the *Education Act*, for the provision of childcare in Quebec schools.

The Governing Board, according to section 256 of the *Education Act*, agrees with the school Principal on the organization arrangements for daycare service.

The Governing Board is mandatory. Its role is defined in the *Education Act* (approves conduct and security rules; approves the use of premises, etc.).

Regulation respecting childcare services provided at school, 1-13.3, r.11, a.14(Regulation adopted under *the Education Act* (L.R.Q., c.1-13.3, a. 454.1)

# Appendix 5

## May Governing Board Report

1. In December I applied for the entrepreneurship grant to sponsor our Art Gala and we were approved. Our project was noticed, and we benefited from \$500 in funds to help finance it.
2. This past weekend, all mom's were treated to special gifts made by our students in daycare.
3. This week is daycare week. A week where we honour all daycare staff for their work, and plan fun activities for the students afterschool.
  - a. On Monday we had Artecycle perform a BMX show. The students were invited to bring their bikes or scooters to school and after the show the students rode their gear in the school yard.
  - b. Tuesday the students each received and decorated a kite and then we flew them in the school yard & field.
  - c. Today we had Dynamix come and play 3 games with the students in the school yard. They played Megaball. Strike a Light & Survivor Challenge.
  - d. Tomorrow they will each receive a smoothie drink. Shhhhh don't tell them although they probably guessed they'll receive something cold.
4. Registration for Lunch & daycare was made available last week on Mozaik. The deadline to register is May 31<sup>st</sup> 2022. Here are a few changes in fees that you will see in the upcoming year:
  - a. *Sporadic*: \$8.55 per day per sporadic student. Down from \$13.50. (A sporadic student must attend daycare for a minimum of 2 periods per day, 1 or 2 days per week.)
  - b. Pedagogical Day fees NEW Flat rate of \$30 for 2022-2023. This is an increase from \$25. We were able to offer a \$25 flat rate since 2016 however with the increased cost of everything we have to also increase our cost. The daycare will continue to absorb any fees above \$30.
  - c. N.S.F.'s Presently \$10 NEW fee \$20.
5. On Tuesday June 7<sup>th</sup> we will be once again renting the Super Recycleurs storage truck for anyone interested in cleaning out their homes of any unused clothing, linens & toys. A flyer will be going out to all families.

# Appendix 6

# **St John Fisher Junior & Senior**

## **SURVEY RESULTS**

In April 2022, the Time Change sub-committee of the Governing Boards of St John Fisher Junior (SJFJ) and St John Fisher Senior (SJFS) sent out a communication to the parent population regarding the current Late Start as changed by the Lester B. Pearson School Board (LBPSB). This survey was created in order to assess the needs and wants of the parent/guardian population on the current Late Start and provide an opportunity for to respond with additional suggestions and comments.

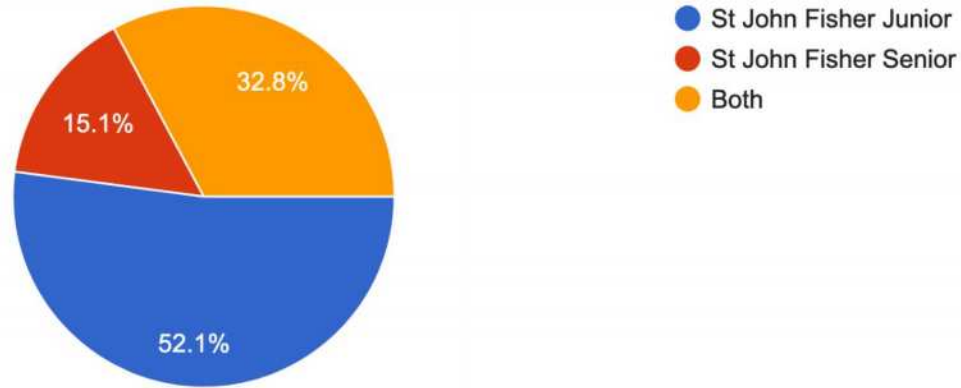
**The following presentation summarizes the survey results.**



# Which school(s) did your child(ren) attend this year (2021-2022)?

Which school(s) did your child(ren) attend this year (2021-2022)?

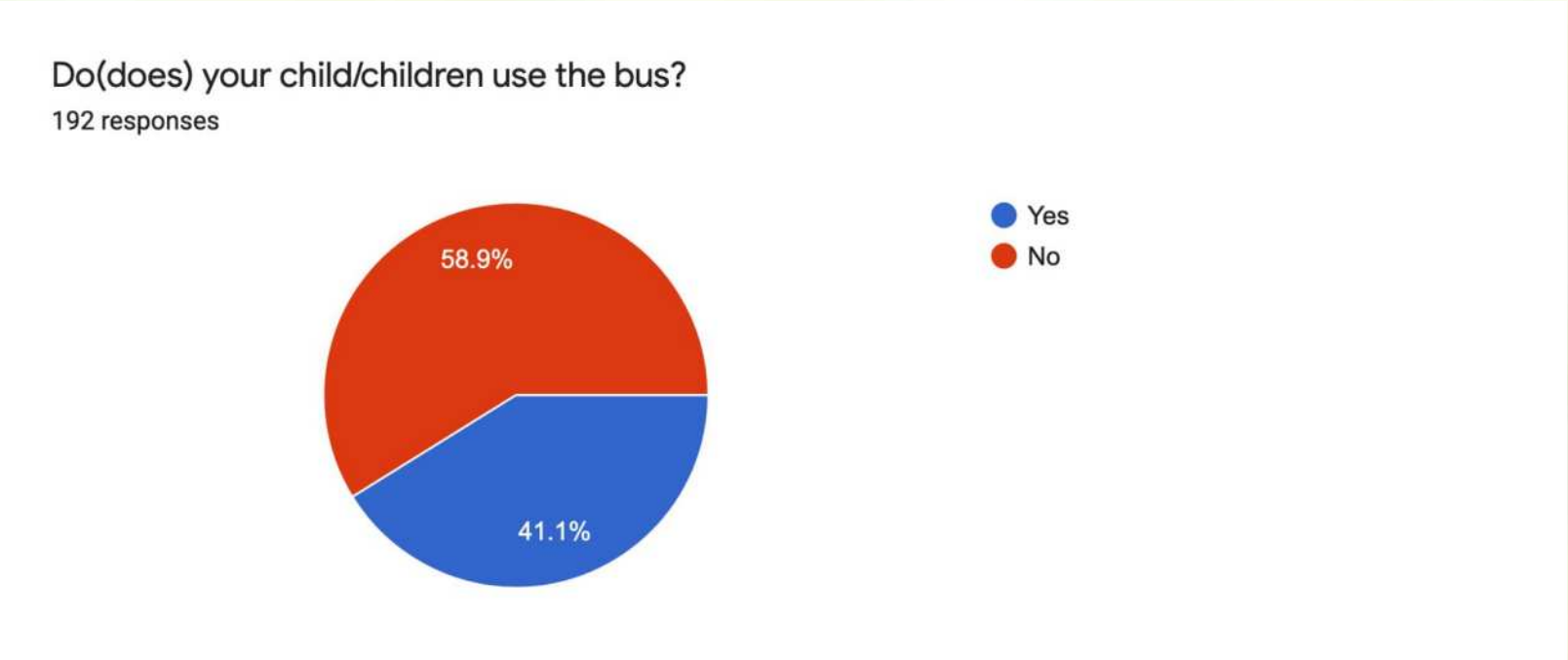
192 responses



**Analysis :** These percentages translate to

- 100 Junior Campus responses
- 29 Senior Campus responses
- 63 Both Junior & Senior Campus

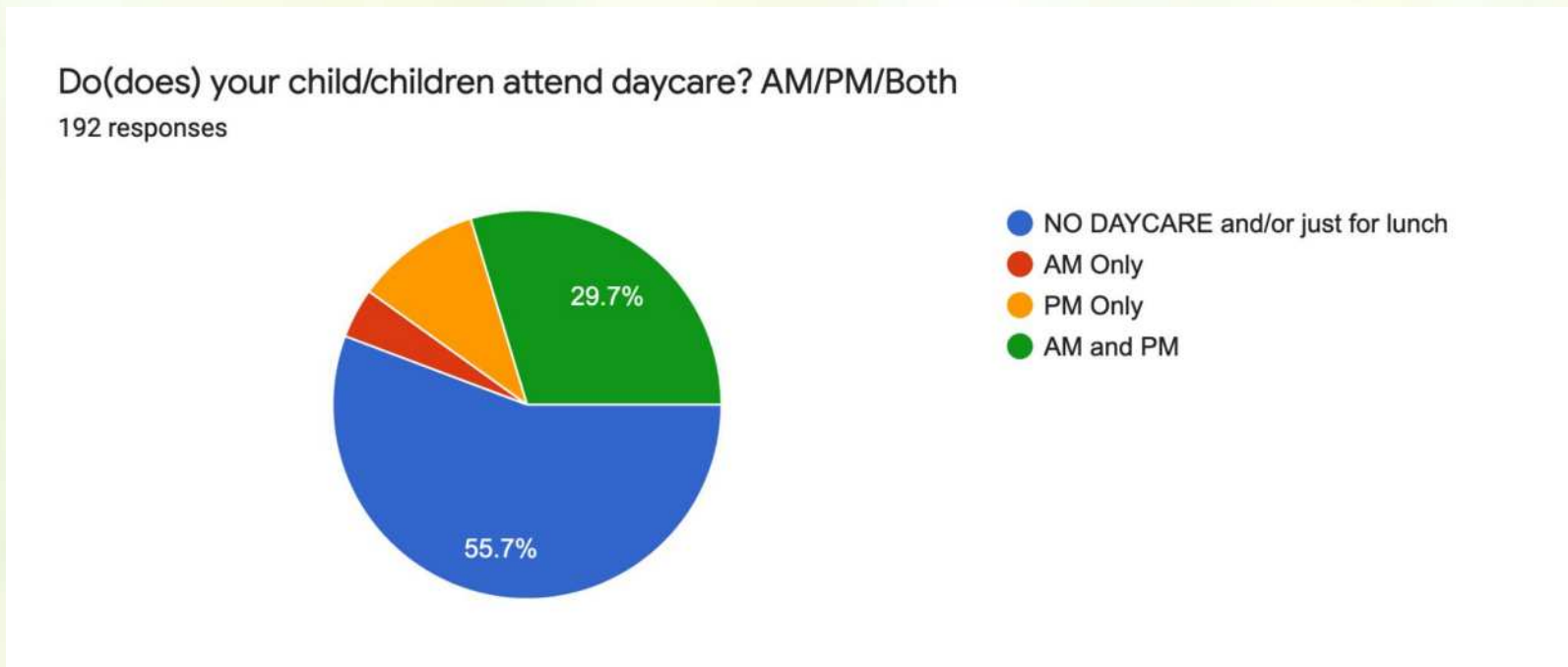
# Do(does) your child/children use the bus?



**Analysis :** These percentages translate to

- 113 Do not use the bus
- 79 Use the bus

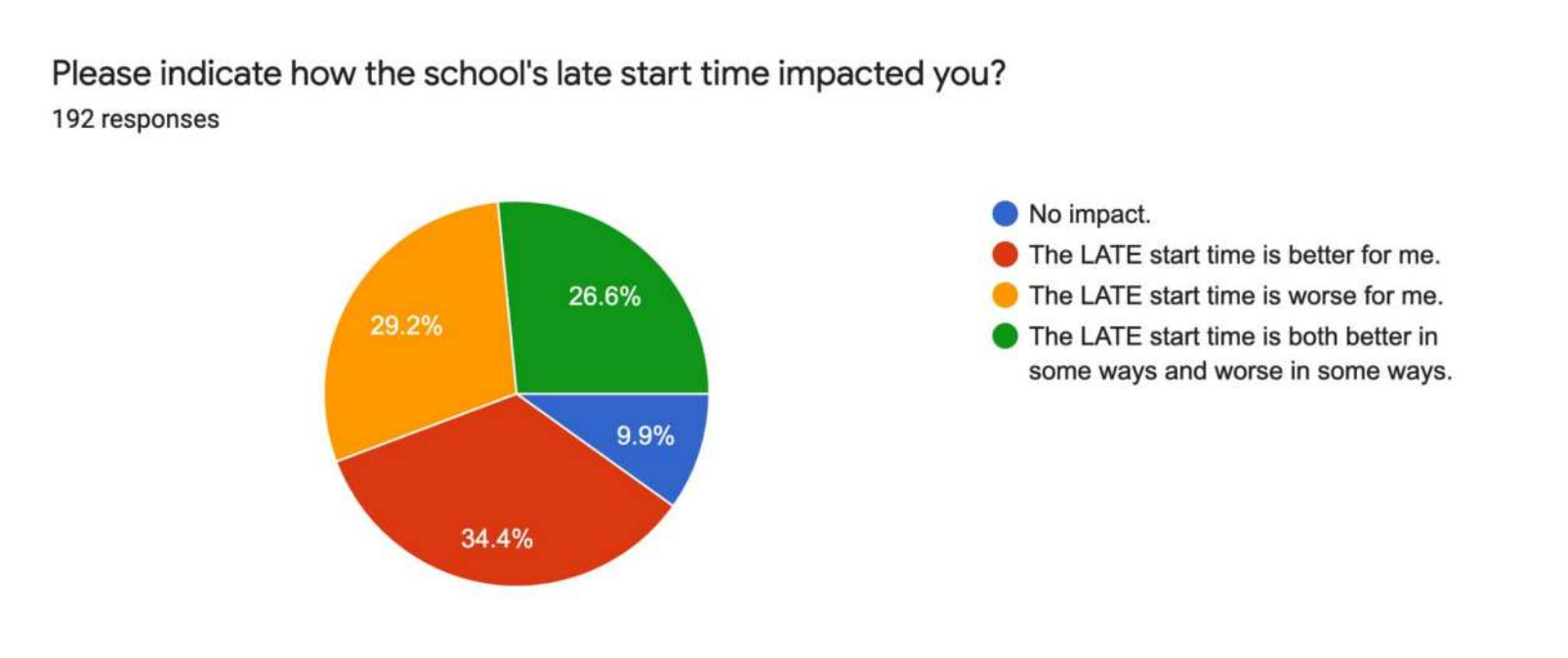
# Do(does) your child/children attend daycare? AM/PM/Both



**Analysis :** These percentages translate to

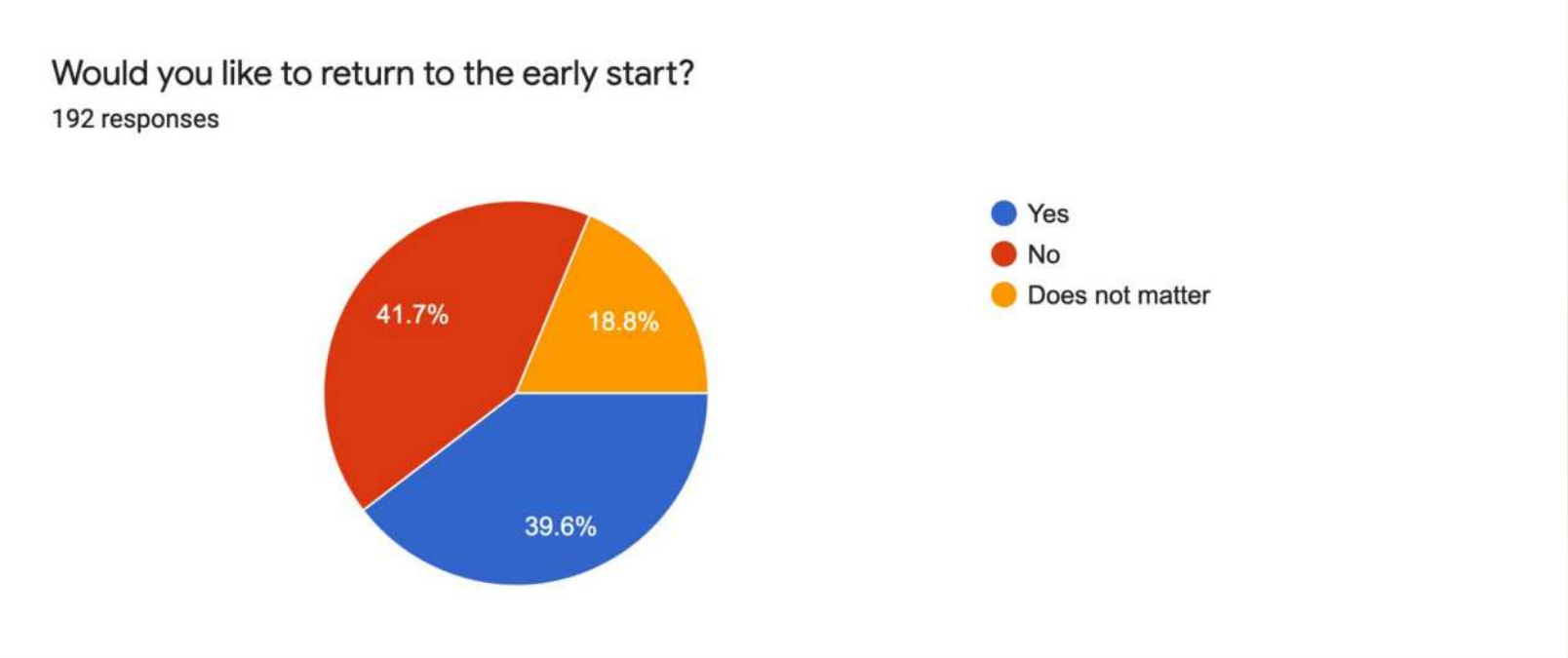
- 107 No Daycare and/or just for lunch
- 57 AM & PM Daycare
- 20 PM Daycare Only
- 8 AM Daycare Only

# Please indicate how the school's late start time impacted you?



- Analysis :** These percentages translate to
- 66 Late start is BETTER
  - 56 Late start is WORSE
  - 51 Both BETTER and WORSE in some ways
  - 19 No Impact

# Would you like to return to the early start?



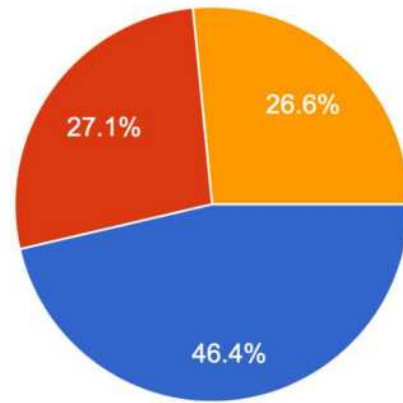
- Analysis :** These percentages translate to
- 80 Would NOT like to return to early start
  - 76 WOULD like to return to early start
  - 36 Does not matter either way



## Would a change in start time of 15-30 minutes earlier have an impact on your child(ren)/schedule?

Would a change in start time of 15-30 minutes earlier have an impact on your child(ren)/schedule?

192 responses

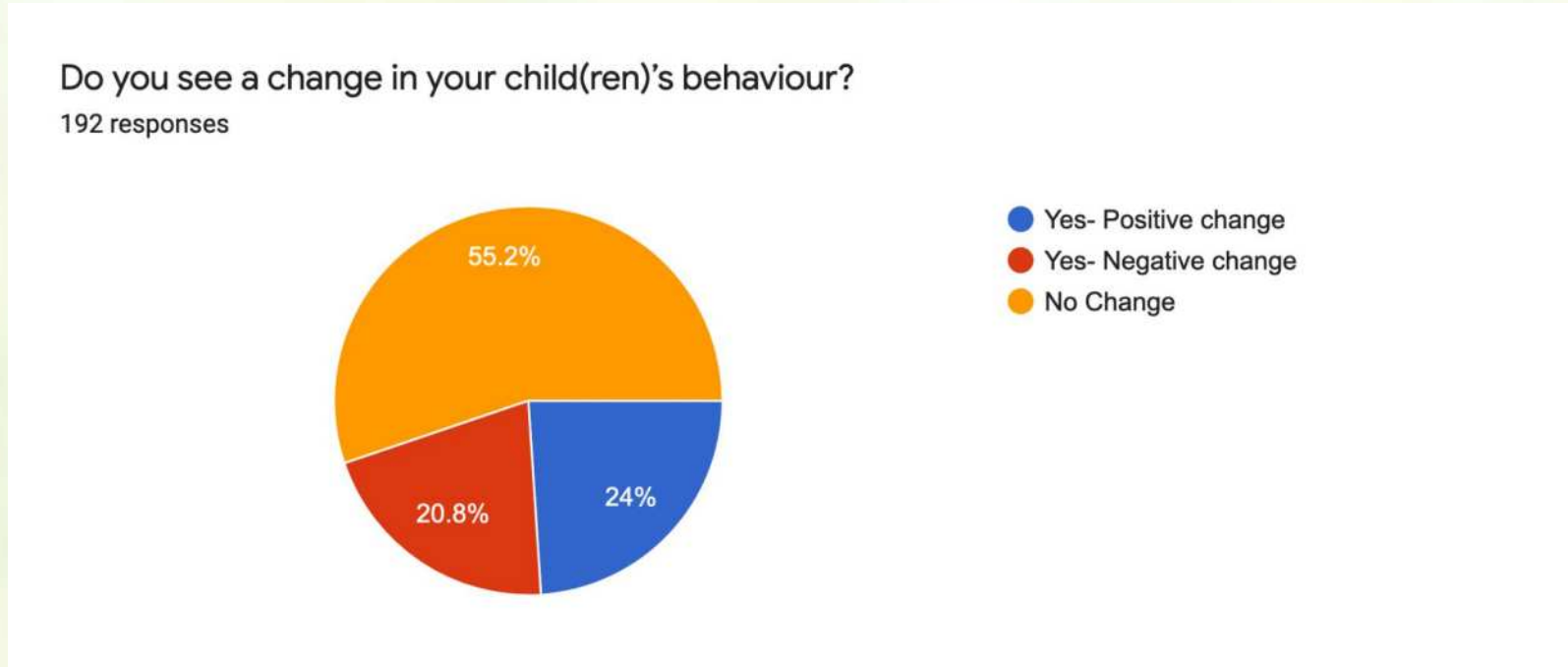


- Yes, I would like the start time to be moved up 15-30 minutes earlier
- No, I would not like the start time to be moved up by 15-30 minutes earlier
- I am indifferent to this idea

**Analysis :** These percentages translate to

- 89 Would like the start time to be moved up 15-30 minutes earlier
- 52 Would not like the start time to be moved up 15-30 minutes earlier
- 51 Indifferent to this idea

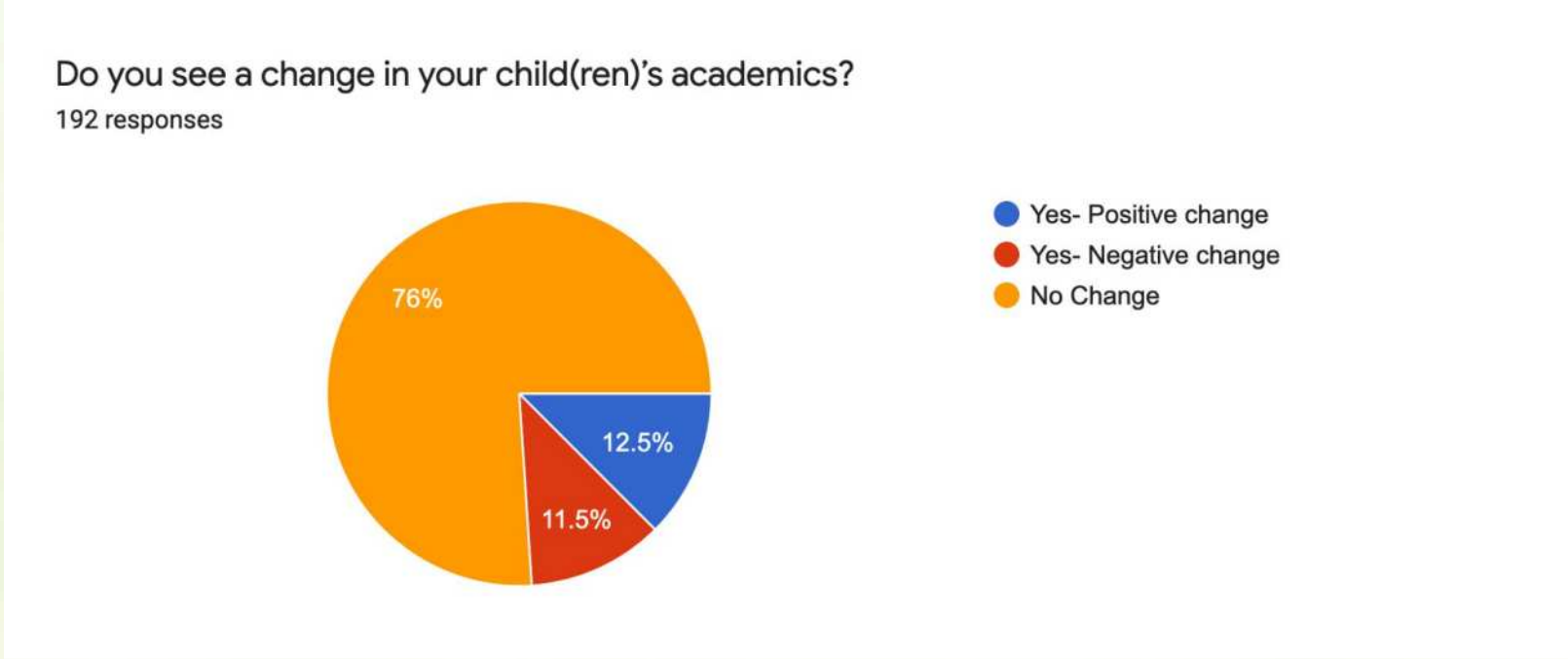
# Do you see a change in your child(ren)'s behaviour?



**Analysis :** These percentages translate to

- 106 No change
- 46 Positive change
- 40 Negative change

# Do you see a change in your child(ren)'s academics?

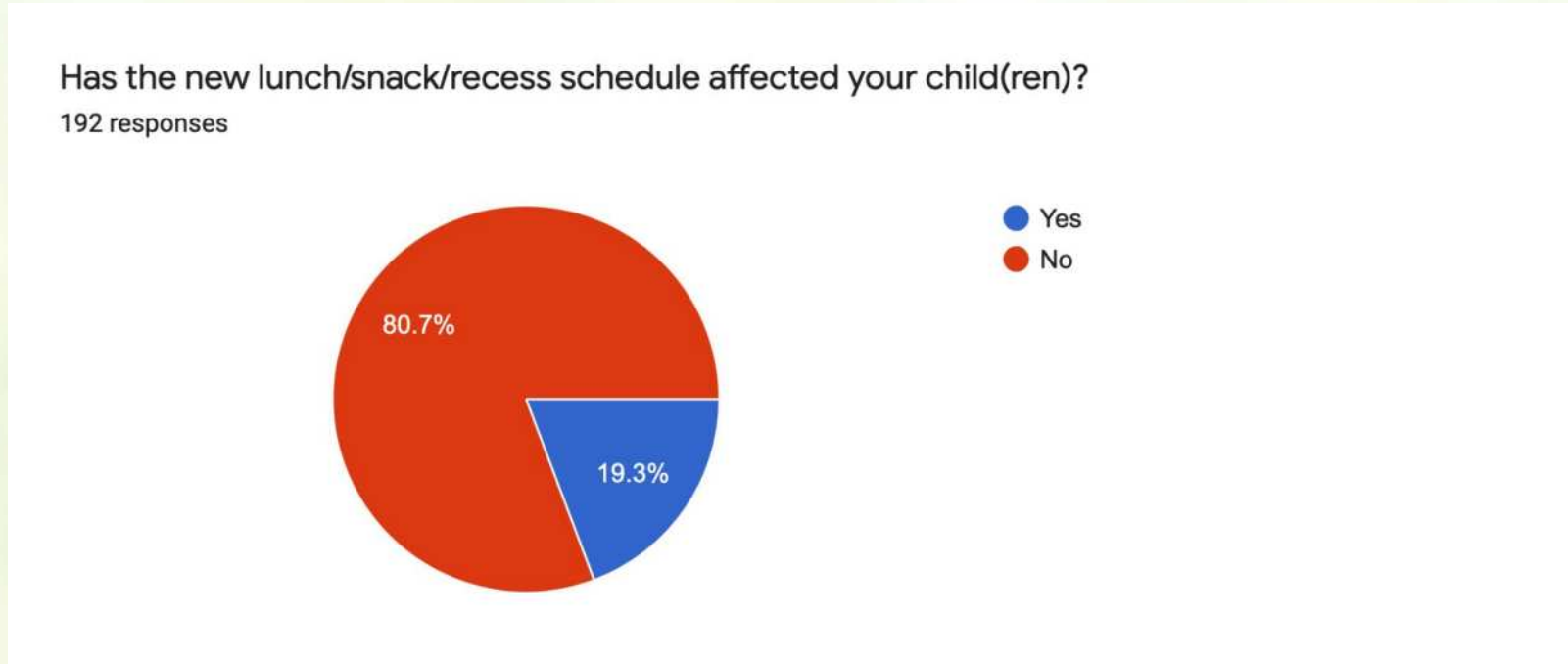


**Analysis :** These percentages translate to

- 146 No change
- 24 Positive change
- 22 Negative Change



# Has the new lunch/snack/recess schedule affected your child(ren)?



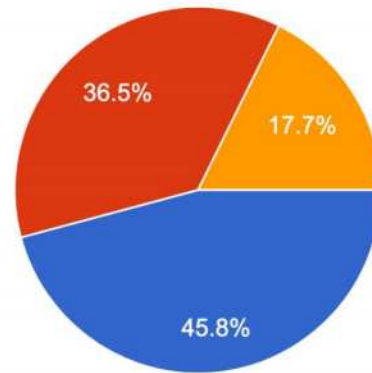
**Analysis :** These percentages translate to

- 155 Not affected by lunch/snack/recess schedule
- 37 Have been affected by lunch/snack/recess schedule

# Considering your current work setup regarding the pandemic, and the fact that it might change, which one of these statements applies to you?

Considering your current work setup regarding the pandemic, and the fact that it might change, which one of these statements applies to you?

192 responses



- My situation is already back to pre-pandemic therefore my answers stand
- My situation might still change but my answers will stand
- My situation might change, and so will my answers

**Analysis :** These percentages translate to

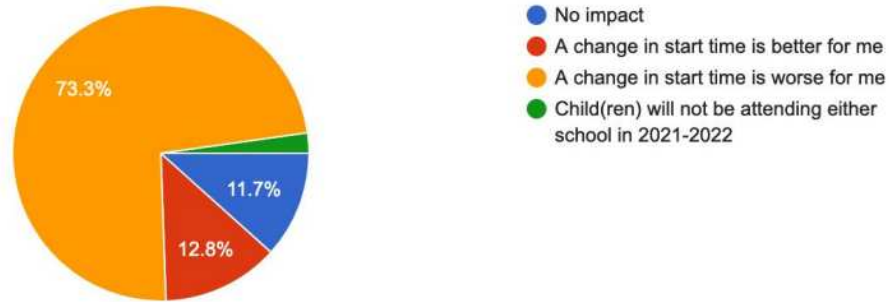
- 88 Answers stand
- 70 Answers stand regardless of my situation changing
- 34 My situation might change and answers will change

# Comparison from majority opinion 2020-2021 vs 2021-2022:

## Majority opinion 2020-2021:

Please indicate how a change in the school's start/end will impact you overall?

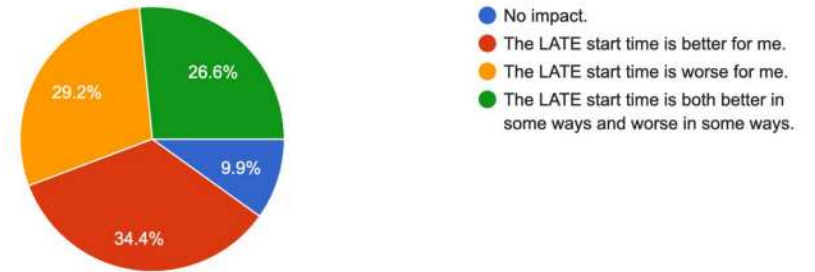
180 responses



## Majority opinion 2021-2022:

Please indicate how the school's late start time impacted you?

192 responses



**Analysis :** Based on this comparison it seems the majority of the parent/guardian population have changed their opinion. This is a comparable amount of respondents, 180 last year and 192 this year. We see clearly that majority is indifferent or in favor this year compared to last year.

# Comments?

- *Please keep the late start/finish! :)*
- *I hate that my kids are in daycare for over an hour before school starts (in addition to aftercare). It makes for very long days and exhausted children.*
- *The change in schedule has had a very negative effect on both my son and myself. I have had to change my work schedule, requiring me to stay later at work and therefore having significantly less family time in the evenings and less time to help my son, who struggle academically, with his homework. He has experienced a huge increase in anxiety due in part to concerns regarding school work and due as well to my late arrival at home.*
- *I love the late start but would prefer a slightly earlier finish time and a slightly earlier lunch time.*
- *Earlier start time is much better cause our kids are up at 630 and wide awake to learn and more tired toward the end of the day..we have to work and this time change affects greatly our ability as we now have to start working later. My son hate daycare so I had to change my works.schedule. High school kids tend be able to get themselves to.school and back and have a harder time to wake up as they are in a different stage.*
- *Thank you for taking the time to consult us!*
- *A 15 minutes earlier start would be tremendously helpful. This late start and later finished has caused us a lot of problems. Having to pay full price for daycare in the morning for 10-15 minutes when we never needed this in the past. There is less time for the kids to decompress at the end of the day before homework and this has thrown the homework schedule off. It has interfered with our bedtime and wake time schedule and it is not a good fit for the natural rhythm of elementary school children (early risers and most alert and keen to learn first thing in the morning). Hopefully, this decision can be reconsidered.*
- *I think the late start has been a great thing. It creates less stress and chaos in the mornings. We find that our son can get a good nights rest and not have to wake up an an ungodly hour. The only real down side is that there is less time for homework in the evenings. How this will change when our son goes in to grade 3 is left to be seen as the homework load will increase significantly.*
- *Please put it back to the earlier time*
- *Earlier start is way better*
- *This change process was terribly managed and communicated by the school board, with little regard to the impact it could have on the parents and children attending the school. I hope that the school board takes parents' and teachers' opinions seriously and make every effort to adjust start times if that is what the majority want.*



# Comments?

- *Snack and lunch time seems to be too close or too far apart. My daughter says she's starving for her lunch and PM daycare snack changes*
- *My work schedule is flexible and I mostly work from home, pandemic or not. The privilege is not lost of me. That said, some mornings are a bit hectic given expectations to "log in" as of 9. I would be fine with the start time staying as is but I think starting 15-30 minutes earlier would help!*
- *The mornings aren't as rushed which is great but we find the afternoon later than we would like. Kids are tired and homework is a struggle. The 15-30 minute bump earlier would be great for us.*
- *My child wasn't at SJF last year (currently in K5) so some of these questions didn't apply to us, but answers were required. Late start was one of the main reasons we chose SJF over Clearpoint. An early start would not have worked for our schedule.*
- *This seems to focus on an earlier start time but I would love some focus on an earlier end time. Thank you for following up with us!*
- *It's amazing to not be rushed or stressed in the morning!*
- *There are many studies that show concrete evidence that young children respond better to an earlier start time. Late start directly impacts starting homework much later when the children are tired. It also leaves much less time for extra curricular activities; again many studies show the benefits of physical activity for young children. Unfortunately, it seems like the transportation union trumps what is better for our children. I'm disappointed that the school did not fight harder to do what was in the best interest of the children.*
- *My kids really struggle with such a short lunch time. My son often says he can't eat because there is no time*
- *we have adapted. some good some bad - we will try to figure it out as it goes along*
- *Plusieurs études ont démontré qu'il était gagnant pour des élèves du primaire de commencer la journée plus tôt.*
- *The late start has allowed us to get better sleep and the family is less rushed in the morning. It's definitely a positive change for our family and everyone's well being.*
- *The late start works very well for my family. :)*
- *Studies show, younger children succeed with early start... and teenagers are more successful with a late start.*
- *We chose SJF in part because of start time. My children have after-school activities that they cannot attend because of the late dismissal. They have less time to do homework during the week and are obliged to do it on the weekend. This is a terrible situation. I would strongly endorse a move back to the original start time.*

# Comments?

- *We registered to SJFJ school because it was supposed to be an early start elementary school. When the schedule changed, we were affected and had to make adjustments.*
- *This time change is absolutely negative in the kids school life this year. We don't use daycare, but the kids are up early enough anyway and just sit around wasting precious morning time waiting to go to school. After school, they are too tired to do homework and eating schedule has affected their appetite in negative way. The school board should reach out to both St. Thomas and SJF community about how time change has affected this year.*
- *I don't think it's good for the teenagers to have such an early start, when children in elementary school are already up and fully wired, ready to learn bright and early. I don't like how the current set up would impact my child's FUTURE.*
- *The 2021-2022 time change was great for our family. Getting the kids to the bus stop for 8:35 allowed the kids to be better rested before school every day as they were able to sleep longer in the morning. School ending at 2:30 in 2020-2021 made things difficult with our work schedules, and made for too much idle time for our kids while we were still working in the afternoon. The time change was really for the best and I hope the same schedule applies for 2022-2023.*
- *No changes to behaviour and academics noted because my child is in K4, however he wakes at 6am and is exhausted by 4 when he gets home. It's a lot of time in the morning during peak energy/learning time before school starts and not enough down time at the end of the day.*
- *We will continue working from home indefinitely so the late start/late bus drop around 4pm is MUCH better for managing work/life balance and allowing for more quality family time, and time to do homework etc.*
- *I have had to change jobs due to this change in start time. Another change would mean that I would have given up a job I loved and was passionate about for something that was convenient due to start times.*
- *I was worried changing to the late start but have come to appreciate it.*
- *Need to move the start time up 30 minutes, 15 is not enough.*
- *Although it can be nice to start school later, the later start is really inconvenient. My children come home tired, have a very limited opportunity for outdoor play after school. My children struggle with having limited time for everything in the evening - Limited time to get homework done etc. Thank you!*
- *I am thinking of changing schools because when I return to the office I can't drop my kids off at 9 as I cannot start work at 9:30. Too long a day to have kids in daycare before and after school.*



# Comments?

- *Although I was very resistant to switch to the new time, my kids have both adapted well to the change and I wouldn't want to switch again*
- *Due to the late start, this year I had to take a small work load at the school I teach at because I could not start early. Dropping the kids off at daycare so that I can go to work earlier makes the days extremely long for them and therefore they are more irritable. I hope that you will consider moving the start time earlier.*
- *The later starts results in lunch time for children being too short. The SJFS students have less time for homework and play time at home after classes since they end later (closer to supper time). St-Thomas students have their lunch time as SJFS students start their lunch and children walking home are submitted to unruly behavior from high school students near the walker path way. Also, children at that time are exposed to swearing from St-Thomas students who are at times belligerent.*
- *My children a well rested in the morning and much more relaxed walking out the door. The new schedule is wonderful.*
- *My children come home to do homework , supper, bath and bed. They don't have anytime after school to do anything for themselves. Also I work early so I have to go to work late everyday because I have to wait for their bus. Please change the start time to earlier*
- *The late start hasn't been as bad as anticipated. I am good to stay with the late start or if the majority want to change and there is a way to do so, I am good with that too.*
- *Moving form an early start to a late start was terrible for so many reasons. First, parents were not consulted; we are after all the ``customers" of the ``service" that is public education. Our tax dollars pay for this service and we should have least been consulted before the change. Second, it would have been better to have SJF start early and St. Thomas start late. I think there's been some scientific studies that say younger kids are more alert in the morning and would benefit from an early start, while teenagers are better starting later. Of course, someone at the board of education would need to confirm this, and if that's the case, the science should be followed. (Of course, if I'm wrong, and it's better for younger kids to start late, then I will happy follow the science and have my kids start later.)*
- *A 15-30 minute earlier start would be a strong benefit for our family.*
- *Due to the schedule change, my children find the day very long as they have to attend both morning and afternoon daycare. When it was an early start school they took the bus in the morning. Last year's start time was MUCH more convenient for our family. A 15 to 30 minute time change would not be enough to make a difference.*
- *Our family would prefer the early start.. it is a shame that the late start even happened, if we can get rid of it I would be happier.*
- *The time change affected my child's eating schedule and we feel it has to led to certain problems at school and at home.*

# Comments?

- *Clearpoint and St John Fisher were the 2 schools my kids were zoned for, (under LBPSB), and at the time I registered my son 3 years ago, both schools were early start schools, which disrupts my work schedule and my children's sleep schedule. If Clearpoint remains an early start school, it only makes sense to offer the resident parents of Pointe-Claire both choices, an early start school and a late start school.*
- *Good.*
- *The late start means 2.5hours from wake up to school start, this is a long time to keep your child engaged, and by the time we have to go to school they have settled in and we struggle to get them out the door. At the end of the day, they are exhausted and doing homework is a nightmare. I've decided to stay home to support my family rather than work , because otherwise my son would be in morning and afternoon daycare since I can't get to work at a reasonable hour. We want to be a family not single mom in the morning and single dad at night.*
- *If the school goes back to an early start time, We might require afternoon daycare for one day a week. Would this be a possibility?*
- *It does not allow for a lot of time at night to do homework, eat dinner, have an activity or downtime. Rushed evenings.*
- *30 minutes would make a huge difference. My husband could be on time for work!*
- *I would prefer that the time be moved up (as much as possible). The new time makes it impossible for me to do drop off in the mornings, even at the bus stop which is 45 min before school starts. It makes it very difficult to drop off my son format the bus and then bring my other child to daycare and not miss too much work every morning. This new schedule offers us no flexibility.*
- *We made sjf junior our number one choice of school primarily because of the late start- my husband works until 6-6:30pm so the later start allows our girls to spend time with him in the evening and not be basket cases having to get up too early in the mornings. We LOVE waking up and not rushing and we get more relaxed mornings with quality time mixed in there. I cannot emphasize how happy we are with this later start.*
- *Hopefully we can get back to an earlier start time*
- *My son gets to daycare at 7:30 in the morning and is tired and less focus by the time the school day starts. I'm essential service employee and therefore go to work and do not telework.*



## Comments?

- *More time to sleep is better for the girls along with enough time to eat a good breakfast. In the morning, we're not as rushed. Home at 4 works for us as both parents work and if kids were home earlier we would require babysitters.*
- *As work gets back to pre-pandemic work schedules, a pickup time at our bus stop of 8:40am is not feasible as both my husband and I would be at work by 8:30am, we are currently able to work it out since we are alternating days working from home. We would have to do both morning daycare and afternoon daycare with regular schedules. The only factor that is better with a later start is that we don't have to wake up my son on school days, he wakes up on his own.*
- *The late start time means my husband or I have to stay home in order to send our child to school each day because we commute by train and the last AM train departs at 8:42. If the start time was 30 or even 15mins earlier, it would be possible to send him off and still catch the last morning train into work. Morning daycare is the obvious solution but my son was in daycare grades 1 - 3 and really disliked it so we're trying to avoid that option. So, the current start time is quite awkward for our family (dad works from home most days. Mom goes into work most days. We're both fortunate to have some flexibility with work from home but there have been several times when both of us had to go into work and so we had to ask our neighbour to send him off to school. Thanks for this survey.*

# Appendix 7



**ST. JOHN FISHER**  
HOME AND SCHOOL  
ASSOCIATION



## H&S Report to GB

May 1 2022

- H&S meeting took place on April 20, 2022 at 7pm over zoom
- Felix and Norton Fundraiser pick up took place on Friday, April 22. This was a successful fundraiser
- End of Year Bash has been scheduled for June 15. A committee met on Wednesday, April 27 to begin planning and will give an update at the next H&S meeting
- Virtual Scholastic Book Fair
  - May 1 to 14
  - The orders will be individually packaged, grouped by teacher and shipped to the school. There will be no shipping charges which should increase sales this year
- Community Walk is scheduled for May 27th. More details to come.
- Pizza and TCBY days are going well. Thank you to all staff for allowing us to come in and prepare and to daycare for distributing. Please remind staff that we are asking families to bring in their own spoons for TCBY
- H&S AGM is Wednesday, May 18 with a regular H&S meeting afterwards.
  - H&S Executive recruiting for new executives; we have confirmed 5 executive members stepping down this year.
- **Next Meeting Wednesday, May 16 (AGM with regular meeting afterwards)**

# Appendix 8



April 26<sup>th</sup> 2022

To ensure members of the Lester B. Pearson School Board community remain up to date regarding what transpires at regular Council of Commissioners meetings, the Department of Communications and Community Development sends out summaries of the different decisions that are taken following each meeting.

Please find some of the highlights below that were taken during the April 25<sup>th</sup> regular meeting. Different Committee reports that were presented as well as the minutes will be available at the following link: <http://www.lbpsb.qc.ca/eng/council/CommitteeReports.asp>.

1. The Council of Commissioners of the Lester B. Pearson School Board unanimously approved the dates of regular meetings of Commissioners and regular meetings of the Executive Committee effective April 25<sup>th</sup> 2022.

For the 2022-2023 school year, the dates of regular meetings of the Council of Commissioners will be:

#### 2022

##### Monday, August 29<sup>th</sup>

Monday, September 19<sup>th</sup>  
Tuesday, November 1<sup>st</sup>  
Monday, November 28<sup>th</sup>  
Monday, December 12<sup>th</sup>

#### 2023

Monday, January 30<sup>th</sup>  
Monday, February 27<sup>th</sup>  
Monday, March 27<sup>th</sup>  
Monday, April 24<sup>th</sup>  
Monday, May 29<sup>th</sup>  
Monday, June 26<sup>th</sup>

For the 2022-2023 school year the dates of regular meetings of the Executive Committee will be:

#### 2022

##### Monday, August 22<sup>nd</sup>

Monday, September 12<sup>th</sup>  
Monday, October 24<sup>th</sup>  
Monday, November 21<sup>st</sup>  
Monday, December 5<sup>th</sup>

#### 2023

Monday, January 23<sup>rd</sup>  
Monday, February 20<sup>th</sup>  
Monday, March 20<sup>th</sup>  
Monday, April 17<sup>th</sup>  
Tuesday, May 23<sup>rd</sup>  
Monday, June 19<sup>th</sup>

2. The Council of Commissioners approved a request to the Ministère de l'Éducation du Québec for permanent authorization to provide the Bread Making Program number 5770.
3. The Council of Commissioners approved the Youth Sector Calendar for the 2023-2024 school year. Link: <https://www.lbpsb.qc.ca/wp-content/uploads/2023-2024-Youth-Calendar.pdf>

4. The Council of Commissioners approved the Continuing Education Calendar for the 2023-2024 school year. Link: <https://www.lbpsb.qc.ca/wp-content/uploads/2023-2024-CE-Calendar.pdf>
5. The Council of Commissioners approved that Commissioners Jason Doan and Sharad Bhargava represent the Lester B. Pearson School Board at the World Diversity in Leadership Conference to be held in Edmonton from June 20 to June 24th
6. The Council of Commissioners approved that the contract for Pierrefonds Community High School: Project #2106 for paving works and the rehabilitation of the west parking lot as well as the storm drainage network be awarded to the lowest compliant bidder Les Excavations Payette Ltée in accordance with the tender documents.
7. The Council of Commissioners approved that the contract for Pearson Electrotechnology Centre: Project 2107 for basement and crawl space renovation works be awarded to the lowest compliant bidder Impérial Habitation Inc. in accordance with the tender documents.
8. The Council of Commissioners approved that the contract for John Rennie High School: Project #2102 for interior renovation works be awarded to the lowest compliant bidder Les Constructions P.R.V. Inc. in accordance with the tender documents.
9. The Council of Commissioners approved the Lester B. Pearson School Board's participation in the Centre d'acquisition gouvernementales group purchasing of printers and leasing of production copiers for a 36-month term and that approval be given for a maximum amount of \$750,000 before taxes.

# Appendix 9

## GB Principal's Report

May 11, 2022

- April 13th - some of our Grade 3s did a virtual Poetry Cafe
- Interim Reports went out on April 14th
- Cindy is hosting two student teachers from McGill
- John and Rachel are co-hosting two student teachers from McGill
- Angelee is hosting two students teachers from McGill
- April 21st and 22nd- we held our two day Public Speaking Event. There were worthy participants each day with prizes handed out for 1st, 2nd and 3rd place with two honorable mentions each day.
  - Special thanks to Nicole, Victor and Tracylee for organizing. Also thanks to Jason Balonis for filming the event and broadcasting to the participant's families.
- April 21st was our P/T interviews by request.
- April 25th we had our Cabane a Sucre lunch and tire on the snow.
- Grade 4s had an assembly to learn more about the Sikh religion and the process of baptism
- On April 27th it was Administrative Assistant Day. We celebrated Ms. Aimee together
- April 28th we were treated to the play Ali Abdou from Qu'on dit raton? Thanks to Melissa for organizing
- April 29th Cycle 3 enjoyed a concert by the JRHS Band
- Monday May 2 was music Monday where we celebrated music in our school. Thanks to the grade 6 bands, rock band and choir for their performances.
- May 3rd was class picture day.
- May the 4th Be with You Day took place on May 4th. Lots of fun learning took place with a Star Wars theme. Thanks to Victor and John for their Trivia Contest.
- May 5th was grade 4 vaccination day that went very smoothly.
- Book Club continues to meet and have really good conversations about preparing growth mindset classes.



- Articulation meetings are taking place with the high schools and with the Jr school.

### **Coming Up**

- May 13th is a PED Day
- Talent Show on May 18th.
- SAm ojeda Presentation on May 19th.

### **COVID Update**

There was a decrease in covid cases after our high of 12 cases with 15 symptomatic. We are averaging 4-5 cases with many symptomatic students.

Masks will no longer need to be worn in school but we will support those that decide to keep wearing them.