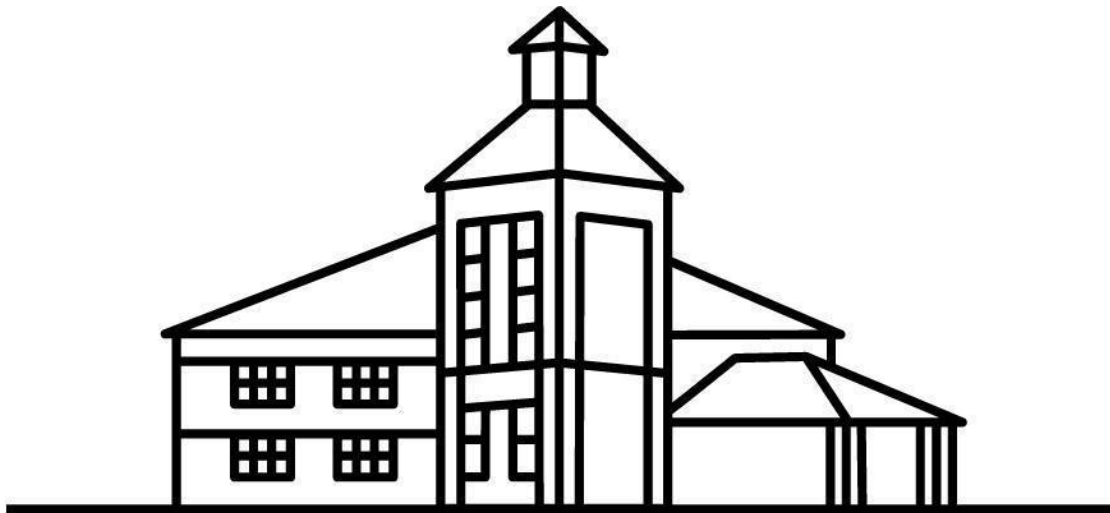


The Kitchener - Waterloo Bilingual School's

A to Z Family Handbook

2021 – 2022



**KITCHENER-WATERLOO
BILINGUAL SCHOOL**

Mission:

The Kitchener-Waterloo Bilingual School is a diverse family community committed to bilingual academic excellence and the development of versatile civic-minded thinkers in a stimulating environment.

Vision:

We empower our students with the knowledge and skills to successfully reach their potential, demonstrating resilience, empathy, and optimism.

Dear KWBS Families,

We are thrilled to have you as part of our KWBS family. Whether you are new to our school or previously part of our close-knit community, this booklet was created especially for you!

From A to Z , we've included practical information regarding day-to-day operations and the various policies and practices in place to ensure the safety and growth of all the students in our school.

Hopefully, all learning is in-person this school year as we all recognize the social, emotional and academic benefits; however, our school community is quite adept at navigating Google Classroom and pivoting to online learning, should the need arise.

This document is written with an in-person delivery in mind. **Families are encouraged to read our “COVID -19: Safe Return to School Protocol.** This 25-page document clearly outlines protocols specifically related to our safe operation.

Our staff is committed wholeheartedly to creating the best possible atmosphere in which our students will thrive! We're excited about all we have to offer and we look forward to a long-lasting relationship together.

Your K-W Bilingual School Family

About Our School

Our innovative school began in 1966 when a group of visionary parents got together seeking a bilingual education for their children, years before French Immersion came to Ontario schools. We boast an amazing staff, with French teachers from Francophone countries. Our engaging curriculum is tailored to meet the individual needs of our students and goes beyond the expectations of the Ontario Curriculum with exciting extension opportunities. The class size, our teaching assistants, and no split classes optimize our students' learning. A positive school climate is key to our school's success, increasing our children's motivation to learn and their overall wellbeing. Parental input is valued as an integral part of our collaborative approach to education. We uphold our founders' values of bilingual excellence in a warm, close-knit, family atmosphere.

Allergies & Medical Conditions

To best protect our students, the school office and teachers must be informed via email if your child suffers from any medical condition including allergies, diabetes, asthma or any other medical concerns. A special health form must be completed **each school year** and returned to the office along with a **recent photo**, together with the registration. Additionally, the student should wear a **medical alert** and, if needed, **MUST carry an EpiPen with him/her at all times**. It is a parent/guardian's responsibility to send their child to school with the EpiPen.

Arrival, Dismissal & After School

There will be two drop staggered drop-off and pick-up times for students K-8, at 8:30 am and 8:45 am. Parents have the option to select their arrival time, and they will be automatically assigned a corresponding dismissal time at 3:30 pm and 3:45 pm. Only Kindergarten parents are permitted in the front school parking lot. Kindergarten parents are asked to be masked while accompanying their child around the back of the school to the appropriate door and then looping around the front of the school to return to the front parking lot. Parents of Grade 1-8 students drop off students in front of the school or in the church parking lot across the street. Students dropped off in front of the school must get out of the car on the sidewalk side only. Parents are discouraged from getting out of the car; should you do so, we ask that you are masked please. Parents who drop off students in the church parking lot are asked to walk their child to the crossing guard. We ask that you also please wear a mask and refrain from crossing the street with your child. There is to be no socializing during pick-up and drop-offs; we need all families to remain on alert and use this time efficiently. **All persons on school property must be masked.**

There are 6 entrances into the building.

Grade	Entrance into School
B Class	Back of school, directly into classroom
C Class	Back of school, near equipment room/gym entrance
Grades 1 & 2	Front of school, main entrance
Grades 3 & 5	Back of school, entrance under overhang
Grades 4 & 6	Back of school, entrance near b-ball and opposite playground

Grades 7 & 8	Front of school, emergency exit
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Attendance & Missed Work

We believe attendance and punctuality at all ages are very important and correlate directly to student success. During the pandemic, it is imperative that you contact the school office (519-886-6510) and inform the secretary about the absence. Leave the following details:

- The student’s full name
- The student’s grade
- The reason for the absence

Should you know ahead of time that your child will be away, please email the office and teachers. Children who are to be picked up early will wait in the main hallway. They are only allowed to leave after visual or phone confirmation that parents/guardians are there in the front parking lot. Parents for Grades 1-5 should request missed homework in the email to teachers. We encourage our Grade 6-8 students to take ownership for any missed work by speaking with teachers.

Any student who is experiencing any signs of Covid-19 as per our online screening tool, must stay at home until there is a negative Covid-19 test, or is cleared by Public Health, or is diagnosed with another illness.

Awards

We recognize our students’ outstanding achievement in different areas through various awards (See chart below) at the end of the school year. In addition to these awards, we like to recognize results from contests promoted by our school. Recognition may take place at our end of the year Awards Ceremony or, during COVID-19, announced in a special edition of our school newsletter, The Cyclone Gazette. Effective Speaking Awards are presented following our school-wide Effective Speaking Contest in our gymnasium in mid-January (English) and mid-February (French).

Here are the awards that we typically present each year:

Award	Description
Victoria D’Agostino Award	The recipient receives a keepsake book, certificate, and name engraved on school plaque in memory of our former student whose caring nature, generosity, and academic excellence will always be remembered. A family member typically presents this award. Grade 3, 6 & 8 Boy and Girl
Leo Nibogora Award	This recipient receives a certificate, a cheque and their name on a school plaque in memory of a former grade 4 French teacher who tragically passed away from cancer. His work ethic, integrity, and his determination to help every student made him an excellent educator. His camaraderie with staff will always be remembered fondly. A family member typically presents this award. Grade 4 Student
Art Excellence Award	This recipient receives a certificate, a cheque and their name on a school plaque in memory of our former student, Leejay Levene, whose kindness, creativity, and passion for art left an imprint on our school. Grade 7 or 8 Student

Music Excellence Award	This recipient receives a certificate, a scholarship to go towards future music development, and their name on a school plaque in recognition of Marlene Klarke, one of the first "A Class" teachers who continued to dedicate her time as a volunteer to play for our concerts, our school operetta, and Kiwanis Festival choirs. The scholarship is donated by Marlene's husband in her memory. Grade 7 & 8 Student.
French Language Excellence Award	This recipient receives a certificate, a cheque, and the student's name goes on a school plaque. This award is presented in honour of former Principal Michel Pointot whose unwavering dedication fueled the growth of our school. Grade 7 or 8 Student
English Language Excellence Award	This recipient receives a certificate, a cheque, and student's name on a school plaque. This award is presented in honour of Mrs. Strong a much-admired English teacher whose passion for English literature and writing remains an inspiration. Grade 7 or 8 Student
Creative Kid Award	This recipient receives a certificate, a cheque, and student's name on a fun plaque. This recipient values a unique and creative capacity to see and think "outside of the box". Grade 7 or 8 Student
Citizenship Award	This recipient receives a certificate, a cheque, and student's name goes on a school plaque. This award is currently based on our Umbrella Project skills and is presented to a student whose strong character and citizenship have contributed to the well-being of our school culture, embodying the characteristics we value, including empathy, resilience, and optimism. Grade 3-8 Student
Math Excellence Award	This recipient receives a certificate, a cheque, and recipient's name goes on a school plaque. This award is presented to a student who excels in math and consistently demonstrates a desire to apply math concepts learned to real world problems and further enriching his/her learning. Grade 7 or 8 Student
Science Excellence Award	This recipient receives a certificate, a cheque, and their name on a school plaque. This award is presented to a student who excels in science and consistently demonstrates a genuine, deep, and contagious sense of curiosity, in order to make sense of the world. Grade 7 or 8 Student
Athletic Award	Awarded in recognition of strong athletic talents, excellent sportsmanship, 'coachability' and a contagious team spirit. Grade 7 or 8 Student

Birthday Party Invitations & Classroom Celebrations

Birthdays are announced on the announcements and recognized in the classroom. During COVID-19, birthday treats are not to be shared with students at school.

Cell Phones

Students in grades 7 & 8 are permitted cell phones, but they must remain in lockers and may not be used during the regular school day from 8:30 until 4:00 pm without teacher permission. If parents/guardians require a child younger than Grade 7 to have a cell phone, written permission must be given to the child's teacher. Parents/guardians should contact the office should they need to communicate with their child. Any misuse of a cell phone will result in its confiscation by a teacher. Continued misuse will result in a Behaviour Reflection Form and discussion with the VP.

Character Education

We believe that Character Education is the shared responsibility of parents, teachers, and members of the community. KWBS has adopted "The Umbrella Project" created by Dr. Jen Forristal to proactively teach the skills of emotional wellbeing and positive stress management.

Each month, a new skill is added to our students' personal "umbrellas" to better assist us through all kinds of "weather". During COVID-19, these skills are reinforced through daily announcements and specialized classroom activities. These skills include the following:

September	Umbrella Introduction
October	Empathy
November	Growth Mindset
December	Kindness
January	Authenticity
February	Self-efficacy
March	Kindness
April	Cognitive Flexibility
May	Optimism
June	Healthy Lifestyle

Additionally, "Bucket Fillers" (Lower Floor) support our school-wide Character Education. Our Character Education reinforces our positive school culture, which in turn helps our students succeed socially, emotionally, and academically. Parents are encouraged to become engaged in this program, which offers a weekly parent newsletter with research-based tips for building the skills at home that correspond with the skills being taught at school. (www.umbrellaproject.com)

Climate

We believe that creating and maintaining a positive school climate is key to our school's success, as it increases a child's motivation to learn, academic achievement, and overall well being. Simply put, our school is warm, safe, inviting, engaging, inclusive, and supportive. We respect diversity and celebrate our similarities and our differences. Our positive school climate has been shown to reduce emotional distress and behavioural issues. For over 50 years, we have prided ourselves on our unique nurturing environment in our family-type setting. We boast high-quality relationships amongst staff and students, which promotes effectively working and learning together. Additionally, we count on our parents to contribute positively to our school climate and consistently model a caring, respectful, positive attitude for their children.

Special activities are limited throughout COVID-19, but we plan to continue with the following:

Term 1	Terry Fox Run (K-8), Classroom Pumpkin Decorating/Carving Remembrance Day Activity Wacky Hair Day
Term 2	Winter Olympics Pajama Day
Term 3	Jump Rope for Heart Dress Up Day (TBD) Operetta (7 & 8) Classroom Talent Shows

Code of Respect, Discipline & Bullying

Our school expects each student must understand and demonstrate respectful attitudes and behaviours. Our Code of Respect includes ourselves, our fellow students, our teachers and administration, and our environment. It is our belief that every student has the right to feel respected and to learn in a safe environment. Consequences result when one student infringes on another's right to be respected, to learn, or to feel safe. Our staff teaches, reinforces, and models our school's Code of Respect.

K-8 will be utilizing the **1-2-3 Magic Program** to help manage classroom behavior. The benefits of this program are more time for learning and consistency.

Consequences for infringing on the rights of others will result in a "Behaviour Reflection Form", a reflective tool, to be filled out by the student and sent home to the parent/guardian to sign and return to the school the following school day. The severity and/or reoccurrence of such behaviours could result in an in-school or home suspension (1-3 days) and may result in expulsion.

Bullying can come in many forms: physical, verbal, social, or electronic. Students and parents/guardians are expected to inform teachers and administration in a timely manner of bullying concerns. Our staff takes all allegations of student bullying seriously and deals with any occurrences in a consistent, sensitive, and timely manner. Our staff provides support for students who feel bullied and teaches strategies for bystanders and those who are bullying. Bullying may result in home suspension and possibly expulsion.

Communication with Teachers

We believe that ongoing and effective collaboration between teachers and families is essential in fostering student growth. Should you have any questions or concerns, please email staff and allow 48-hours for a reply. Additionally, parents may request a Google Meet with teachers - such meetings typically take place at 8:00 am or 4:00 pm. All meetings this school year will take place remotely.

Every September, we hold a "Curriculum Night" for parents. On the designated evening, our teachers present a year-in-advance look at our curriculum to parents. Teachers email parents a "Curriculum Letter" each term which outlines the material being taught throughout the term. Parent-Teacher interviews are held at the end of first and second term, and the end of third term by special request.

Students in grades 1 to 8 are given an agenda at the outset of the school year. The agenda is an effective organizational and time management tool for students and parents and an essential communication tool between home and school. Parents of students in Grades 1 to 6 MUST read and sign the agenda daily. Parents in Grades 7 and 8 MUST read and sign the agenda weekly. The agenda is an excellent way to relay information to teachers of a less sensitive nature (eg. clarification of assignments).

Email, phone conversation, or Google Meet are encouraged for sharing matters of a more sensitive nature. Teachers typically respond to emails within 24-48 hours on weekdays. If a matter is time-sensitive and requires immediate attention, please contact the office directly.

Some teachers also share calendars and weekly news updates. Some teachers will share their Google Classroom with their families.

Our teaching professionals work diligently with your child's best interest in mind; however, should you have a concern involving your child, we ask that you make an appointment to calmly and respectfully convey such concerns directly with the teacher concerned. It is often best to wait 24-hours prior to requesting an interview. Google Meet discussions are typically more productive ways to voice concerns than email to avoid matters being misconstrued. Should your concern require further attention, we encourage you to contact the Vice-Principal or Principal. Please try to meet with the teacher prior to bringing your concerns to administration.

Complaints

We trust that in our school environment, our professional staff, parents and administration are all working together with the common goal of creating the best possible environment where our students learn and grow every day emotionally, socially and academically. There may be times when parents and educators have different opinions and we welcome parents to offer feedback in a constructive and respectful way. **We encourage parents to approach our staff in a professional manner and ask for more information and clarification prior to making accusations.** We expect that parents will use an appropriate tone and remain respectful with all staff. Any abusive approach of our staff, such as yelling, is unacceptable. Any behaviour considered detrimental to our positive school culture has no place at KWBSI. Should issues persist after meeting with the teacher, we encourage you to meet with the Principal. We are fully committed in our efforts to collaborate towards the best possible solution. The Principal will gladly work to resolve any issue that may arise.

Please also be aware that teachers have the professional obligation to report any abuse that the child reports to Family and Children Services. In situations where a parent or caregiver appears to be under the influence when picking up a child, our staff will call a taxi, contact other family members or alert the police if the parent/caregiver does not cooperate. Your child's safety is our priority.

Cubbies & Lockers

In September, every student in the school is designated a hook, cubby, or locker that is labeled with the student's name and is located in close proximity to the student's classroom. Students in Kindergarten to Grade 2 have a hook along with a bin for items such as lunches and indoor shoes. Students in grades 3 to 5 have a cubby and in Grades 6 to 8 students are provided a locker.

Students are allowed to bring special shelves or bins to help organize their designated space; however, during COVID-19 we ask that students minimize items brought to school. Locks are permitted on lockers but not necessary. Combinations of locks must be provided to teachers.

Students must keep their designated space clean and tidy. Decorative items posted in lockers must be deemed appropriate. Students are to understand that it is a privilege to use these spaces, and this privilege may be revoked at any time.

Computers

Our school has a conservative "Slow Release" approach when it comes to students and computers in the classroom. Students in K-3 are NOT to bring personal devices to school. We take pride in limiting the exposure of our Lower Floor students to technology and setting limitations for our school population. School Chromebooks are unavailable for Grades K-2, used sparingly for Grades 3-5 for special projects, and increasingly by Grades 6-8. (Any student with an IEP may be given special consideration when it comes to computers in the classroom.)

Students in Grade 4-6, may bring a device to school for a special project, but communication will be sent to parents from the teacher clearly indicating the type of project and the duration. Students in Grades 7-8 may bring devices to school regularly. Students may not access devices during the lunch hour or recesses. Students may not access devices before or after school unless directly supervised by the teacher. Teachers will review any online safety protocols appropriate to the usage and age group. Behaviour Reflection Forms may be completed or computer privileges lost should students use computers for something other than a teacher specified assignment.

Dress Code

The students of our school are expected to wear appropriate attire in the classroom and outside at all times. We are proud of our school and are aware that appropriate attire will set the tone of the school and reflect a positive and respectful environment, where people from different cultures are comfortable. Students should come to school clean and appropriately dressed. Wearing caps or hoods is not permitted inside the school. Shorts and skirts should have an appropriate length. Midriffs and undergarments should not be visible. Clothing with inappropriate messages is not acceptable at the school. Please ensure that your child has the necessary and appropriate outerwear for the weather each day.

Extension Opportunities

Teachers provide extension (enrichment) opportunities for those students who demonstrate proficiency of grade level knowledge and skills, a keen interest, and an ability to go beyond grade level expectations. Should you feel that your child is ready for more extension opportunities, please inquire with the classroom teacher.

Additionally, various contests offered at school and outside of school will be shared with parents. Some contests may be cancelled due to COVID-19.

English	Effective Speaking Contest, Gr. 3, 4, 6 & 8 (Jan.) Legion Speaking Contest, Gr. 3-8 (Feb.) Waterloo Optimist Spelling Bee, Gr. 5 (Mar.)
French	French Speaking Contest (Gr. 4, 5, & 7) Spelling Bee of Canada (Apr.) Legion Speaking Contest, Gr. 3-8 (Feb)
Math	Caribou, Gr. 3 - 8 (Oct. - May) Kangaroo, Gr. 1 – 8, (Mar.) Mathematica Centrum, Gr. 3 to 8 (Apr.)

	Gauss, Gr. 5 - 8, Fryer & Pascal 7 & 8 (May)
Science	Waterloo Wellington Science and Engineering Fair, Gr. 7 -8 (Apr.) First Lego League (Fall)
Social Studies	Canadian Geographic Challenge, Gr. 4-8 (Feb.)

Evaluation & Assessment

We believe that the purpose of evaluation is to provide feedback, set goals to improve achievement and to report. Our professional staff focuses on giving regular feedback and encouragement throughout the learning process to help students improve their skills and gain confidence as learners. Feedback is ongoing, timely, meaningful and equitable.

Student evaluation is linked to our curriculum expectations and learning goals. These expectations and goals are clearly communicated to parents during our Curriculum Nights in September, in our Curriculum Letters sent to parents at the beginning of each term. Expectations and goals are also clearly communicated to students in Grades 1 to 8 through checklists, rubrics, and rating scales. Evaluation tools typically require parental signatures.

Report cards come home three times during the school year: early December, early April, and late June. Parent-teacher interviews take place virtually shortly afterwards. Kindergarten report cards are written as detailed checklists, observations, comments, and next steps. Students in Grades 1 to 6 receive letter grades E (excellent, 90- 100%), VG (very good 80-89%), G (70 – 79%), S (60- 69) and N (below 60). Students in grades 7 & 8 receive percentages (90 - 100% significantly above expectations), 80 – 89% (exceeding expectations), 70 – 79% (meeting expectations), 60 – 69% (approaching expectations), and below 60% (below expectations).

Students may also receive an “I” to indicate if insufficient evidence was demonstrated at school for the student to be graded; insufficient evidence may result when students are absent for a significant amount of school time. “ED” (grades 1 – 6) or “R” (grades 7 & 8) result when extensive remediation is needed in order to meet the required skills and knowledge of the subject. For students who are consistently working below grade level, please see the Special Education section.

We believe that good work habits must be taught and reinforced early in a child’s schooling, and are essential to succeed in school and in life. In Grades 3 to 8 students are graded on their Learning Skills, such as: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation. The letter grades are as follows: E (Excellent), G (Good), S (Satisfactory), and N (Needs Improvement).

In Grades 2 to 8, study skills and test writing skills are explicitly taught. Students are given several days to prepare for quizzes and a week or more to prepare for unit tests. All tests are to be signed by a parent/guardian and returned to the school. If a student receives a test grade below a 60%, he/she may request a re-write to improve, but not replace, the grade. Test rewrites are left to the discretion of the individual teacher.

We believe that time management skills are important and due dates should be respected. In the “real” world, poor work habits affect achievement in everyday life. Students in Grades 6 to 8

are docked 1 % a day for late assignments, up to a maximum of 5%. Should students not submit their assignment within one week of the due date, they may be asked to complete an alternate assignment. Additionally, handing in work late affects students' Learning Skills achievement marks.

Our teachers are mandated to report on observable criteria. Therefore, work and projects completed at home are valued for their learning opportunities and contribute minimally to your child's overall achievement grade.

Field Trips

Field trips outside of the school may be offered during this year, including the Grade 7 & 8 trips to Quebec and Ottawa in June, depending on how COVID-19 evolves. They will be organised by cohort. Virtual field trips may occur this school year. Nature walks to nearby parks may occur. Parental permission will be required for all field trips.

First Aid & Injuries

First aid arrangements are in place for our students, including an adequate supply of first aid equipment and sufficiently trained teachers and staff. Our staff are trained to respond promptly, summon further help if necessary, look after casualty until recovery or further assistance has taken place and report details known of injury and treatment provided. We have a group of staff with First Aid, CPR, and defibrillator certifications. Parents/guardians are contacted depending on the severity of the situation. If a student requires immediate attention, the school will act in the best interest of the child, while alerting parents/guardians or emergency contacts in the timeliest manner possible. Any costs incurred will be the responsibility of the parents/guardians.

Food Days and Programs

Special food days will not be available until further notice.

Fundraising

Families are not required to fundraise. However, there are occasionally staff and student-driven initiatives to raise funds to support local, national or international causes as well as some student activities.

Giving

Like most independent schools, we rely on gifts and donations to ensure our continued growth. Monetary donations to our school assist with the special equipment and facilities that have a huge impact on our students. We are able to issue receipts as a charitable donation. Please see the office should you wish to donate to our school.

Governance

Daily operation of the school is the responsibility of the Principal. The Principal reports to the Board of Directors, a majority of whom are current parents. The school's vision and mission statements have been established by the Board of Directors and are consistent with the school's culture. The Board meets regularly with each Director bringing her/his unique skills and perspectives. No amount is paid to Board Members in their capacity as a Director.

Homework

We believe that homework helps your child develop positive study skills and habits that will serve him/her well throughout life. Homework encourages your child to use time wisely, improves your child's thinking and memory, and gradually teaches your child to work independently. In addition, homework develops your child's executive functioning skills. Homework also allows parents to communicate about what their child is learning and encourages parents/guardians to further spark their child's enthusiasm and curiosity.

Kindergarten provides a take home reading program that is geared towards the child's individual reading development. From Grades 1 to 8, we support the **10 Minute Homework Rule**, which requests 10 minutes of homework for every grade level (eg. grade 4 should complete 40 minutes of homework including both English and French) to a maximum of 60 minutes per day. We encourage homework to be done only 4 times a week on days that best suit your family. Creating a predictable homework routine is ideal. Students in Grades 1 to 5 do well in a consistent location in close proximity to a parent/guardian. Homework at these ages is typically unfinished classroom work, drilling math facts, practicing spelling words, reading, or special projects. Students in Grades 6 to 8 should be increasingly more capable of completing homework in an independent location. Please email your child's teacher or write a note in the agenda should your family feel overburdened with the amount of homework.

Illness - Covid-19 Symptoms & Illness

Any student who is experiencing any signs of COVID-19 as per our online screening tool, prior to returning to school must stay at home until there is a negative COVID-19 test, or is cleared by Public Health, or is diagnosed with another illness. Positive test results should be communicated to the office as soon as possible. Any confirmed cases of COVID-19 will be communicated to our local Public Health. We will at all times take instructions from our local Public Health Unit on how to best proceed in any given situation. Any information regarding COVID-19 cases in our school will be posted on our website under "COVID-19 Advisory". For more information about our Covid-19 protocols, please read our "**COVID-19: Safe Return to School Protocol**". Students or staff who test positive for Covid-19 must provide medical clearance before being allowed to return to in-person instruction.

Inclement Weather

Parents/guardians have the option of keeping their children at home when concerned about weather conditions. In case of inclement weather, any decision related to school closure is made by 6:30 am and will be communicated to parents via email, if there is no internet disruption. We will also communicate through the Remind App (rmd.at/kwbili), social media (Instagram and Facebook), and some local media. Weather conditions are monitored throughout the school day and may result in shortened or indoor recesses. It is the responsibility of parents/guardians to ensure their children are dressed appropriately for all weather conditions. If the weather changes dramatically during the day, you are welcome to pick up your child earlier if you wish. We may close the school during the day only under very extreme circumstances and you may be asked to come and pick up your child. In case of emergency, our evacuation place is the Chinese Alliance Church across the street.

Lice & Pink Eye

Should you discover that your child has contracted lice, please inform the school immediately. The name of the student is kept confidential, but forms will be sent home to instruct families whose children may have been in contact with lice. Should we discover that your child has lice, the office will call you immediately for your child's timely pick up from school. Once your child has been treated and all head lice, eggs, and nits removed, he/she may return to school. The school will check returning students to confirm treatment success. It is imperative that all head lice, eggs, nits be removed after treatment since no head lice product is 100% effective. Parents/guardians should check their child's hair daily during the first two weeks after treatment. Should you discover that your child has pink eye or any communicable illness, please inform the school immediately. Should this illness be discovered during the school day, you will be contacted to pick up your child from the office. The name of the student is kept confidential. Your child can return to school after appropriate treatment.

Lost & Found

Each student should take responsibility for his/her belongings. There are two Lost and Found bins, on the first floor in the gym corridor entrance and in the basement near the doors leading to our playground. Items of greater value (jewelry, watches, eyeglasses, etc) will be kept in the office. Our secretary takes pictures of the lost and found items and emails them to parents periodically throughout the school year. Any remaining items not bearing identification or claimed by parents are typically donated to a local charity.

Lunches & Snacks

Parents are encouraged to pack healthy food and drinks for their child. Please be aware that we are a NUT-FREE school and that we have a number of students at the school with severe nut allergies and exposure could result in a life-threatening anaphylactic reaction. Our teachers, on occasion, may speak with parents regarding their concerns over the quality or quantity of food regularly being provided.

Photos & Video

Families new to our school must submit a "Photo Consent Form", which outlines their consent for images of their child/children to be shared internally, on the web, or on social media. This form is completed only once; however, should you wish to change your consent at any time, see the Vice Principal.

Recess

We believe that free-play at recess is crucial for a child's physical, social, and emotional development. Young children need this break of unstructured playtime. All students go outdoors for at least 60-minutes daily (weather permitting) and remain in a designated location with their cohort. Students are closely supervised by our staff. Recesses are staggered to maintain space between cohorts and students will be masked.

Safety Procedures

Your child's safety is always our primary concern. Fire drills occur several times a year. In addition, emergency procedures are in place for various situations. See school administration if you have any further inquiries.

Screening for Covid-19 Symptoms

Mandatory screening for students and staff must occur daily prior to entering the school building. The screening process takes minutes to complete. We rely on parents to complete the screening daily PRIOR to students entering the school. Our secretary or Principal will contact each parent who does not complete the screening. **PLEASE respect our staff by completing this screening without prompting. Regular forgetfulness is seen as disrespectful of our time and efforts.**

Special Education

Our goal is to set every student up for success, so we work alongside parents/guardians to meet the unique needs of every student. We fully support our students who require program accommodations or modifications.

Step 1. Observation, Communication and Support in Class:

If teachers notice that a student is consistently not performing as expected, they inform the Principal and Vice Principal and subsequent meetings take place with classroom teachers in both languages, our SERT (Special Education Resource Teacher) and FSL (French as a Second Language) teacher. We communicate our concerns to parents and invite them to a virtual meeting where we explain what we have observed and what we have tried, what is working or not working and ask for parents' input. Parents know their children best and are a huge support and our best source of information. Sometimes children need accommodations to support school success. These accommodations are clearly communicated with parents. We have a teacher and an assistant in each Lower Floor classroom to support our individual learners. Our Resource Teachers work regularly with Upper Floor students in small groups based on ability and grade level. The students who receive this support are typically working at a lower grade level on a modified program. If the student can succeed in the classroom with teacher-supported accommodations, there may be no need for support out of class.

Step 2. Psychological Assessment

If we do not see the improvement that we expect with classroom accommodations in place, our school team may recommend that a psychological assessment take place outside of the school at the family's expense. These assessments yield invaluable information for identifying student's needs and providing us with appropriate strategies to meet these needs. Once parents have the psychological report, they are asked to share it with the school. The additional information gained from the assessment provides the family and school with insight into the child's cognitive and emotional functioning.

Step 3. IEP and Placement

Our Principal, Vice Principal, SERT, FSL teacher, and classroom teachers read and discuss the report. Based on the findings and recommendations, we develop an IEP (Individual Education Plan) and meet with the parents to discuss the plan and gain parents' input. Sometimes, parents invite the psychologist to meet with our school team to discuss the report and provide additional information. We encourage older students to participate in the IEP meetings, to be aware of their needs and to learn to self-advocate. The student's placement is part of this plan.

Placement options are the regular classroom with or without withdrawal to the resource room based on the child's needs. The placement and support provided are a decision of the Principal or Vice Principal together with the resource teachers and classroom teachers. We cannot provide one-on-one tutoring, and parents will have to seek this outside of our school hours.

Step 4. Implementation and Ongoing Communication:

Teamwork and communication are key to supporting the student. The IEP is a working document, as we make changes based on how children respond to different strategies and communicate the changes to parents. We are expecting that parents sign and return the IEP on time as requested.

Step 5. Transition to Next Grade/School

At the end of each school year, our teachers meet with the teachers of the grade below to review the class list and discuss the needs of all children, with a focus on the students who have IEP plans in place. We provide support in the transition to high school, and attend meetings with high school special education teams inviting students and parents to attend. Often, a psychological reassessment is necessary before the child moves to high school.

On occasion, a psychologist or the school may recommend an English only program for a child who is performing considerably below grade level in English. A review of placement is deemed necessary for students who are performing consistently two years below grade level. If it is determined that a bilingual program is not in the child's best interest, we work closely with our families to support a transition to an English teaching environment in a new school.

We may ask parents that mental health issues be addressed by a mental health professional. We also ask parents to communicate to us any suggestions or strategies that outside professionals consider beneficial for the child. Sometimes, we ask parents to organize a meeting with the health professional working with the child to ensure consistency in our support.

Textbooks & Library Books

Textbooks and library books are free of charge; however, students are responsible for taking good care of these resources. Parents/guardians will be asked to replace or pay for any lost or damaged books.

Vandalism

Students must demonstrate respect for school property. This includes keeping school textbooks in good condition, respecting our school washrooms, no graffiti, etc. Consequences for school vandalism depend on the severity of the damage and may include the following: writing a letter of apology to a teacher or principal, helping the school custodian, fixing/replacing/paying for the damaged property, losing a school privilege, suspension or expulsion.

Volunteers

Access to our school is restricted due to COVID-19 and we are unable to allow volunteers physically into the school.

Parents'/Guardians' Rights & Responsibilities

You have the right to feel that your child is safe, and that numerous procedures are in place to practise school safety. You have the responsibility to keep the school well informed of health-related issues, complete the necessary health forms, and follow health protocols (eg. COVID-19 screening, children with life-threatening allergies submit forms and photos and carry Epi-pens at all times). You have the responsibility to keep our school a nut-free zone. You have the responsibility to work with the school to reinforce your child's respectful behaviour. You have

the responsibility to ensure that no dangerous items are brought on school property. You have the responsibility to keep your child home when he/she is ill or COVID symptomatic and to inform the school of health conditions in a timely manner. You have the responsibility to follow safe drop-off and pick-up procedures and to complete COVID-19 screening daily without prompting.

You have the right to be informed of your child's academic curriculum and his/her achievements in a professional, timely manner. You have the right to ongoing feedback and follow through. You have the responsibility to make education a priority, to sign the agenda, and to support regular homework routines. You have the responsibility to reinforce the importance of punctuality and good attendance. You have the responsibility to set challenging, achievable expectations.

You have the right to professional, enthusiastic teachers with a strong desire to engage your child in learning. You have the responsibility to be positively engaged in your child's learning by discussing and practicing what your child has learned at school and connecting what your child learns to the real world. You have the responsibility to talk positively about school and teachers, to listen to discussions about school, and to offer your child both praise and encouragement.

You have the right to feel that your child's social and emotional wellbeing is a priority, and to feel that he/she is respected and nurtured. You have the right for your child to be treated as an individual, with unique strengths and needs. You have the responsibility to reinforce the "Umbrella Project" and conflict resolution skills at home. You have the responsibility to not overschedule your child and to limit screen time. You have the responsibility to inform teachers about ongoing conflict or concerns affecting your child.

You have the right to feel welcome and involved. You have the right to open lines of communication with teachers and administration. You have a right for your ideas and opinions to be heard and valued, and to be involved in decision making when it comes to the wellbeing of your child. You have the right to privacy when personal information is shared with the school. You have the responsibility to collaborate with teachers and administration. You have the responsibility to address classroom concerns directly with the teacher in a respectful manner. Should these issues persist, you have the responsibility to respectfully address our administration.

Thank you to our KWBS FAMILY!

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