

ELEMENTARY HANDBOOK

VISION

Calgary French & International School graduates will be active global citizens with a foundation for life-long success, and our school will be the leader in French immersion and international education.

MISSION

Calgary French & International School develops each student's individual and academic potential through full French immersion, an international focus, and the development of the whole student in a rich and dynamic learning environment.

TEACHING EXCELLENCE AT CFIS

Teaching excellence is grounded in relationships and in students' emotional experiences in the classroom. CFIS teachers' first commitment is to each student's overall well-being and sense of belonging. The pedagogy reflects current research on how students learn, and teachers intentionally strive to help all students achieve their full potential. CFIS teacher's practice is purposefully aligned with the school's mission, vision, and values, and both acknowledges and supports students' unique skills, talents, and areas of development. CFIS teachers are exemplary role models of reflection, critical thinking, and ethical citizenship, who demonstrate their engagement in their profession and with their students through continuous improvement, collaboration, and professional development.

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EDUCATIONAL GOALS FOR ELEMENTARY STUDENTS

In alignment with CFIS's mission and vision, our elementary program reinforces the following goals and objectives for each student:

INTELLECTUAL DEVELOPMENT

The school will:

- Nurture the love of learning;
- Stimulate intellectual curiosity using multiple methods of program delivery;
- Promote critical, analytical and creative thinking in French and English; and
- Foster the acquisition of skills, knowledge and effective work habits.

SOCIAL DEVELOPMENT

The school will:

- Encourage acceptance of and appreciation for others;
- Promote a sense of social responsibility and encourage cooperation with others; and
- Promote awareness of and respect for the school environment.

MORAL & ETHICAL DEVELOPMENT

The school will:

- Encourage each student to develop a sense of self-worth;
- Promote the importance of self-discipline in each student;
- Encourage the development of personal initiative and perseverance;
- Promote a strong work ethic and sense of responsibility;
- Provide opportunities for each student to develop leadership skills; and
- Foster an appreciation of tradition, culture and values of others.

PHYSICAL DEVELOPMENT

The school will:

- Teach and promote the importance of physical fitness, hygiene, mental well-being and sportsmanship.

OUR CURRICULUM

CFIS follows Alberta Education's Program of Studies for French immersion. Our curriculum enhances this framework through the CFIS Core Experiences for elementary students. These key initiatives set our school apart as a special place to learn.

OUR VALUES

Individuality	<i>L'individualité</i>
Learning	<i>L'apprentissage</i>
Creativity and critical thinking	<i>La créativité et la pensée critique</i>
Engagement	<i>L'engagement</i>
Community	<i>La communauté</i>
Curiosity	<i>La curiosité</i>
Leadership	<i>Le leadership</i>
Open-mindedness	<i>L'ouverture d'esprit</i>
Kindness	<i>La gentillesse</i>
Citizenship	<i>Le citoyen responsable</i>

UNESCO & GLOBAL LEARNING

Language acquisition and a deeper understanding of our diverse world go hand in hand. As the only independent school in Calgary to be named a UNESCO Associated School, we take on the responsibility of fostering a global perspective within our students and within our community at large. UNESCO's four pillars of learning are seamlessly combined into our curriculum, Learning to know, learning to do, Learning to live together and Learning to be. The integration of these values is done daily in our everyday approach and each year, students in all grades from Preschool through to Grade 6 undertake a major project with an international theme, focused on an area of their interest. Each grade-level team presents their projects to hundreds of students, parents and faculty every year. This event is a highlight in the elementary division where all students have the opportunity to celebrate their learning within their school community and reinforce a culture of student leadership within the division.



ROLE OF THE PARENT

Below are some simple ideas to help you support your child's school experience:

- Support your child's learning efforts at all times. His/her success will be impacted by your attitude.
- Have an open and honest relationship with your child's teacher. Your child's success depends on the efforts and mutual support of all involved.
- Make punctuality and school attendance a priority. In a second-language context, frequent and/or extended absences have a detrimental effect on students' progress and confidence.
- Explore French cultural opportunities such as television programs, radio and cultural events.
- Maintain a regular routine for reading to, and with, your child at home.
- Read all school communication regularly.
- Attend student-led conferences, UNESCO showcases, special events, information evenings, and student performances. This is your child's opportunity to be a leader in his or her own learning journey.
- If you have concerns, questions or problems, speak with your child's teacher promptly. Please encourage your child to speak up if he/she is uncomfortable with a situation in the classroom. If your child is reluctant to do so, please speak up promptly on his/her behalf. Teachers are available in person, by phone and via email. If an issue cannot be resolved after communicating with the teacher, contact Principal Nicola Camirand at ncamirand@cfis.com or 403-240-1500.

STUDENT CODE OF CONDUCT

In keeping with Alberta legislation and the Safe and Caring Policy, CFIS is committed to:

- Providing students with a welcoming, caring, respectful and safe learning environment;
- Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities within the school community; and
- Publishing written expectations for student behaviour (to students and their parents) while at school, at school-related activities, or while engaging in activities that may have an impact on others in the school.

EXPECTED CONDUCT

Consistent with Section 13 of the School Act and in keeping with the mission and vision of CFIS, each student is responsible for acting positively in support of a welcoming and caring learning environment by:

- Respecting oneself and the rights of others in the school;
- Conducting oneself in a manner that contributes to a welcoming, caring, respectful and safe learning environment that reflects diversity and fosters a sense of belonging;
- Refraining from all forms of bullying, including electronic bullying, and refusing to tolerate bullying in and outside of school;
- Informing a trusted adult in a timely manner of incidents of bullying, harassment, intimidation or other unwelcome or uncaring acts;
- Attending school regularly and punctually;
- Diligently and actively being prepared to learn or pursue learning;
- Being accountable for individual behaviours to teachers and school staff;
- Cooperating with school staff to make the school a positive learning environment for all; and
- Knowing and following the rules of the school.

CHILD-FRIENDLY CODE OF CONDUCT

I will be proactive about being punctual.

I will be prepared to participate in all parts of my school day.

I will be responsible for my learning.

I will speak French whenever I can.

I will be kind and courteous to others.

I will respect myself, others and my environment.

CFIS's elementary program encourages the development of positive self-discipline within each student. The standards of behaviour are based upon our mission, vision and values.

CONSEQUENCES, REMEDIATION AND SUPPORT

The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a manner consistent with the principles of fundamental justice and the school's discipline policy. In fostering a positive learning environment, CFIS

will engage in caring efforts to support the individual(s) who may have been the subject or victim(s) of unacceptable behaviour(s) and the perpetrator(s) who demonstrated unacceptable conduct to improve their conduct.

In the context of CFIS's elementary program, key components of our discipline philosophy include:

- Ensuring our expectations are appropriate to the children's development levels;
- Clearly explaining and modeling routines and expectations in advance;
- Providing explanations that are objective, consistent and reasonable;
- Providing choices and tools to help students meet behavioural expectations;
- Ensuring consequences are clearly linked to the behaviour and situation;
- Recognizing students' differences in temperament and experience; and
- Honouring students' dignity at all times.

Supportive actions CFIS may include, but are not limited to are:

- Mentoring individual students;
- More focused attention to individual students;
- Regular follow-up meetings with specific teachers, individual students and parents;
- Counseling; and
- Restorative justice processes.

In very serious circumstances, an individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

GENERAL INFORMATION

COMMUNICATING WITH YOUR CHILD'S TEACHER

Your child's classroom teacher will provide you his or her CFIS email address, which you are encouraged to use. Please note that because a classroom is a busy place, we encourage faculty to answer emails outside of classroom hours. If you need to reach the classroom during the day, please contact main reception and they will get a message to your child's teacher.

In addition to encouraging you to contact your child's teacher directly at any time, CFIS provides face-to-face opportunities between you and your child's teacher as well as student-led

conferences. Our conferences are an opportunity for students to demonstrate the skills and knowledge they have been developing in class. Although the classroom teacher is present, the students lead these conferences. Additionally, there are scheduled parent-teacher interview times offered twice yearly. Parents are welcome and encouraged to request a meeting with their child's teacher at any time.

You can expect consistent informal updates between reporting periods about your child's progress. These may happen in person, via email or by telephone.

The classroom teacher is your primary contact with the school and the best source of insight and information about your child's school experience. If after talking to the classroom teacher you require further support, you are welcome to address any concerns or questions with the Principal of Elementary, Mme Nicola Camirand, or Assistant Principal of Student Engagement and Wellbeing, M. St.Arneault, at ncamirand@cfis.com or bstarneault@cfis.com, respectively. They can also be reached by phone at 403-240-1500.

ABSENCES

Please call the school at 403-240-1500 or email us at elementaryabsence@cfis.com if your child is going to be absent for any reason. If you are communicating via email, please include your child's teacher in the communication. If your child will have a planned absence such as a dentist appointment or family vacation, please inform your child's teacher in person or via email. If you are taking your child out of the school during the day, please sign your child out at the office and complete a planned absence form from your child's teacher.

ATTENDANCE

Consistent school attendance has a significant positive effect on progress, confidence and comfort in the classroom environment. Please help us by making school attendance a priority for your family.

PUNCTUALITY

Arriving to school on time sets the tone for the day and helps your child settle into the classroom environment more smoothly. Entering the classroom at the same time as peers may also help ease any separation anxiety your child may have. Please help us make the best use of every minute of the school day by arriving slightly before the morning bell rings.

The most important thing you can do to support your child's learning is to ensure they arrive at school on time each day after a good night's rest and a healthy breakfast.

For elementary students, supervision will begin at 8:10 a.m. outside. The warning bell will ring at 8:25 a.m. Classes start at 8:30 a.m. and school ends at 3:30 p.m.

EMERGENCY SCHOOL CLOSURE

In case of extreme weather conditions or other emergencies, the Head of School may decide to temporarily close the school.

In cases of extreme inclement weather, the school may request that children be picked up from school before the end of the school day and buses may depart early. In these cases, parents will be contacted and supervision will be provided for all students until parents have arrived.

ACCIDENT REPORT

Staff members are required to fill out an accident report for any serious injuries or accidents that occurs during school hours. One of the child's parents will be notified of the incident as soon as possible.

LUNCH & SNACKS

All students require a lunch and two healthy snacks each day. We have numerous children with life-threatening nut allergies at CFIS. Nuts, peanuts and products labeled "may contain traces of peanuts or tree nuts" should not be sent to school.

Eating healthy foods throughout the day enhances a child's ability to learn. The CFIS program emphasizes healthy food choices, so please ensure your child has at least one serving of fruit or vegetable and/or a dairy product or substitute for morning snack. Please provide any dishes and utensils that your child may need in his or her lunch bag.

The school cafeteria is available daily. Please order through secure.cfis.com. Microwaves are available in the cafeteria for lunches that require re-heating. There is no facility at CFIS to refrigerate student lunches.

Lunch times

Grade 1	11:17 a.m. to 12:12 p.m.
Grade 2	11:40 a.m. to 12:35 p.m.
Grade 3	11:40 a.m. to 12:35 p.m.
Grade 4	12:35 p.m. to 1:20 p.m.
Grade 5	12:10 a.m. to 12:55 p.m.
Grade 6	11:35 a.m. to 12:30 p.m.

BIRTHDAYS

Birthdays are celebrated on a class-by-class basis. Please communicate directly with your child's teacher should you wish to bring something into the classroom.

TECHNOLOGY

Student educational technology at CFIS is used to create student centred, personalized and authentic learning experiences that meet the diverse needs and interests of our students. Our focus is to provide our students with the opportunity to become independent and responsible learners as they use technology and digital learning to access, share and create knowledge and to develop and apply digital citizenship and technological skills.

Technology in grades 1 and 2

In grades 1 and 2, teachers continue to embrace a similar philosophy to screen-based learning as they do in kindergarten. Students begin to explore the use of tablet technologies and computers to demonstrate their learning and usage is based on the project the students are working on. Students slowly begin to develop their keyboarding, word processing and presentation skills, while becoming responsible digital citizens. Technology is used as one of the many tools in centers that support student-centred, personalized, authentic learning opportunities that meet diverse needs and interests of all students. At the beginning of each academic school year, students and parents will be asked to complete an acceptable use technology contract and return these to their child's homeroom teacher.

Students in grades 1 and 2 are asked to leave their personal devices at home.

Technology in grades 3 to 6

Students in Grade 3 to 6 are introduced to Google Apps for Education where they continue to develop their word processing, organization, communication, research, and presentation skills, while becoming responsible digital citizens. Teachers promote technology as one tool to be used among many to increase student engagement and inquiry. At the beginning of each academic school year, students and parents will be asked to complete an acceptable use technology contract and return into their child's homeroom teacher.

Should students in grades 3 to 6 wish to bring a robust personal electronic device (tablet or personal computer) to school to assist them in their studies, students and their parents will be asked to sign a contract outlining the terms of use for this device. Please note that in Grade 4 and 5 this is a more popular option during student preparation for UNESCO Showcases and

a personal device is not necessary.

Should students in grades 3 to 6 bring personal devices to school, they are asked to have their cell phones and personal electronics such as personal computers, iPads, iPods, MP3 players, and any hand held video games turned off and kept in their backpacks, when not being used for learning, while at school and used only outside of school hours. Please note that lunch time and recesses are included in school hours. CFIS is not responsible for any lost or stolen items.

Should there be extenuating circumstances around your child's situation, please contact the Principal of Elementary, Nicola Camirand, at ncamirand@cfis.com or 403-240-1500.

If you have any questions concerning the use of technology tools for learning, please contact the Director of Educational Technology & Innovation, Alex Lianne Carter, at acarter@cfis.com or 403-240-1500.

HOMWORK

Excellent work habits along with organizational and study skills are key to successful learning. For homework to be beneficial to learning, research shows us that assigned homework must be purposeful, meaningful, significant and appropriate to each individual student and that the goal in assigning homework is to help students learn.

Some fundamental principles around homework that CFIS elementary teachers adhere to are:

- Homework is assigned individually to assist students in reinforcing a skill that is not yet fluent;
- Assigned homework must be able to be completed by each student independently;
- Individual follow up will be provided to all students; and
- Homework is not assigned over long weekends or on school breaks.

The amount of homework assigned will be developmentally appropriate and focused on building literacy and numeracy skills.

Grade 1:	10 minutes
Grades 2 and 3:	15 to 20 minutes
Grades 4 and 5:	20 to 30 minutes
Grade 6:	30 to 45 minutes

Should your child ever be frustrated with homework or needing to spend more than the recommended time, please contact

the teacher immediately.

Grade 5 and 6 students will use Google Classroom for assigned homework. More information will be provided at your next information evening.

ELEMENTARY LEARNING COMMONS

Our CFIS Learning Commons, inspires curiosity for our students to discover something new. By providing access to a variety of tools and experiences, students develop inquiry-driven knowledge acquisition through experimenting and creativity. Our school's Learning Commons, provides enrichment, by supplying the time, space, and tools as well as the accurate, curated information to take student learning deeper.

LIBRARY HOURS

The Learning Commons is open Monday through Friday, 8:10 am until 4:30 pm. Students are able to borrow and return physical items during opening hours. A book return box, located in the Learning Commons, is accessible at all times for students and parents to drop off items and clear their account.

Outside of opening hours, students can access eResources from the Library Portal: <https://sites.google.com/cfis.com/bibliovirtuelle/accueil>

All items borrowed are expected to come back on time and in the same condition as they were loaned out. Should a book or textbook fall apart, students are expected to bring the item into the library for repairs. Damage (including but not limited to water and food spills) will result in the item being removed from the CFIS library system and the student's account being fined. To avoid damaging library items, we encourage students to place library materials in a large plastic ziplock bag.

CHANGES

Children are very sensitive to changes in their routines. It is helpful for teachers to know about any of the following:

- A change to childcare arrangements;
- A parent who is out of town;
- A planned extended absence from school; and
- Any notable changes to your child's or family's routine.

For student safety, it is mandatory that the school be informed of any change to the following:

- How to reach you during the school day;
- Your current email address;
- Your child's medical file (e.g. allergies); and

- Your child's personal file (e.g. change of address or phone number).

Please contact Cecilia Mondaca, Student Records at cmondaca@cfis.com.

ILLNESS

Please help everyone to stay healthy by keeping your child at home if he/she is unwell. If you are unsure about whether your child is well enough to attend school, please err on the side of caution and keep them at home for the day. In addition to the risk of contagion, children who feel under the weather have trouble concentrating on school activities and struggle to participate appropriately in classroom routines. If your child requires medication, including Advil or Tylenol, to manage symptoms or keep a fever down, they are not well enough to be in the classroom.

On a related note, if your child becomes ill at school, we will move him/her to a supervised isolated area (e.g. the nurse's room) and you will be contacted.

Please notify the school in the event that your child contracts a communicable disease.

MEDICATION

We recommend that medication not be administered at school. However, if any medication must be administered, you must fill out a medication consent form and the following regulations apply: Staff cannot administer any medication, including Tylenol and cough syrup, without a parent or guardian's written consent via the medication consent form. Verbal consent is not sufficient. The consent form for the administration of medication is found on the school's website or at reception. All medications, whether prescription, over-the-counter or herbal remedies, must be in the original container and clearly labeled with your child's name and dosage. Prescription medications must also show the physician's name, date of issue and time period between doses. Medication must be turned over to the teacher at arrival time for safekeeping.

LABELLING

Please mark your child's name on all items he/she may bring to school including clothing and snack boxes. This is the best way to ensure lost items find their way back home.

COMMUNICATIONS AND CALENDAR

Email is the primary means of communication for school and classroom news. It is important that parents read their email daily and ensure CFIS has the correct email address on file.

You will receive a weekly academic update from your child's teacher. This update will communicate what curriculum outcomes students will be focussing on that week as well as reminders for formal uniforms and field trips. The elementary leadership team will also be sharing a monthly grade-level newsletter for parents including elementary highlights of the previous month, specialists updates curriculum updates and dates for upcoming events. The school also provides parents with a school-wide newsletter, the *Notre Monde*, that will provide you with information relating to the whole school. you as well as an online blog.

The best, most up-to-date sources of information about upcoming events and activities are the online calendar (<http://www.cfis.com/calendar/month>) and online bulletin (<http://www.cfis.com/bulletin>). Please make it a priority to check both of these at least once per week.

RECESS

All children participate in supervised outdoor play.

Recess provides important socialization opportunities, critical to students' overall development.

Recess is an opportunity for a snack, exercise and fresh air, all of which are important to students' health.

Recess improves cognitive engagement by re-energizing students' bodies and brains.

Recess helps children build strong friendships, which contribute to school success, engagement and motivation.

Elementary students have opportunities to play on the playground equipment, the soccer field and at the outdoor classroom area, following a schedule to ensure the safety of children at all grade levels. Children go outside for recess in all but the most extreme weather conditions. They remain indoors at temperatures of -18°C or colder, or in very heavy rain.

Depending on the age group, recess clubs may be offered by teachers. Teachers will use their best judgment in these cases to ensure all students are provided with opportunities to go outside during the school day.

Students are not to miss a full recess as a punishment for behaviour or incomplete work. Teachers may use a few minutes from a recess to speak with a child individually or with a small group of children apart from the rest of the class prior to sending them outside. Should children request to stay indoors to complete homework or projects/work, teachers will use their judgment and ensure the student has a healthy balance in this regard. As Grade 6 students transition to junior

high, students will be asked to work on or late or incomplete assignments during lunch hours on Fridays. This will be requested of students after reminders throughout the week.

CLUBS & STUDENT LIFE

The elementary division is a busy place with many exciting initiatives taking place! It is extremely important to us that our students feel safe, secure and happy! If students are connected and engaged, we know that they will thrive academically. Our elementary assistant principal, M Benoit St.Arneault, oversees these initiatives as well as our character education program. Some of our more popular activities include spirit days, clubs, intramurals, innovation days, class partnerships and exchanges with other schools.

MEET THE TEACHER & PARENT ORIENTATION EVENTS

CFIS hosts Parent Information and Meet the Teacher evenings at the beginning of each school year. This information night is key to a smooth start to the new school year and we strongly encourage you to attend. This is an information session for parents, children need not attend.

UNIFORM

CFIS elementary students wear our full school uniform. The uniform standards are posted on our website. Students require two pairs of shoes, which should remain at school: Black uniform shoes and sturdy, comfortable, clean running shoes for physical education class. Please note that head/hair accessories must be in alignment. Children also require appropriate outdoor footwear to be worn to and from school and outside at recess. Depending on the season and weather, these may be sturdy shoes, rain boots or winter boots. Due to the surfacing of our playground, sandals, flip-flops and crocs are not appropriate or safe outdoor footwear options.

We would like to stress the importance of students being in full school uniform on formal school days. Should your child come to school without formal uniform on a day that it is required and communicated, we will try to contact you directly. We appreciate your support in ensuring that your child is dressed in the necessary uniform. The school uniform is a reflection on the school and it should reflect the student's sense of pride in themselves and in their school. The online parent calendar and weekly email by your child's teacher will assist you in ensuring that your child is ready for the week.

STUDENT SUPPORTS

Students are supported in many ways outside the elementary division. Mme. Marlene Wilson, our curriculum leader, works directly with every grade level team to drive program planning and ensure that there is consistency, continuity and natural progression in our program planning.

Our two literacy coaches, Mme Brodeur and Mme Bonnal, work directly with teachers to provide individualized programming that targets literacy goals for every student. Master teachers of literacy work directly with their grade level teams to facilitate guided reading and a balanced approach to teaching and learning that is consistent from class to class.

We are pleased to welcome our new Assistant Principal Elementary Academics, Tawnya Schile, to the elementary division. Mme Schile will work directly with teachers in the area of mathematics and numeracy. Our master teachers of numeracy will also be working with their grade-level teams to provide each student with specific goals and targets that will be met through a consistent and balanced approach.

Learning and socio-emotional support is always available, thanks to our team of learning strategists and our child psychologist. Our team of learning strategists ensure that students who need support are identified and supported in a timely manner.

Please find on the next page, the email addresses of these key staff members as well as our elementary team.

Thank you again for your support and commitment to CFIS. We look forward to another grade year. Please know that my door is always open and that I look forward to our journey together.

Nicola Camirand
Elementary School Principal

ELEMENTARY SCHOOL STAFF

ADMINISTRATION

- Nicola Camirand - Principal, Elementary Division – ncamirand@cfis.com
- Benoit St.Arneault- Assistant Principal, Elementary Student Engagement & Well-being– bstarneault@cfis.com
- Tawnya Schile - Assistant Principal, Elementary Academics – tschile@cfis.com

FACULTY

Grade 1

- Aline Ambroisine-Hudson – aambroisine@cfis.com
- Jennifer Bertoldi – jbertoldi@cfis.com
- Carole Solanki – csolanki@cfis.com
- Cloe Tanguay-Deblois – ctanguay@cfis.com

Grade 2

- Adrienne Banning – abanning@cfis.com
- Danielle Bourque – dborque@cfis.com
- Annice DeChamplain – adechamplain@cfis.com
- Sophie Turmeau – sturmeau@cfis.com

Grade 3

- Anne Bouaziz – abouaziz@cfis.com
- Carly Keuben – ckeuben@cfis.com
- Chantal Stephenson – cstephenson@cfis.com

Grade 4

- Nicole Bourgeois - – nbourgeois@cfis.com
- Jennifer Daniels - Grade 4 & Student Services – jdaniels@cfis.com
- Alexis Lum - Grade 4 – alum@cfis.com
- Kristina Sharp - Grade 4 – ksharp@cfis.com

Grade 5

- Susan Coates – scoates@cfis.com
- Audrey Gelinas – agelinas@cfis.com
- Catherine Jean – cjean@cfis.com
- Elyse Morrison – emorrison@cfis.com

Grade 6

- Catherine Bernard - Grade 6 – cbernard@cfis.com
- Isabelle Gauthier - Grade 6 – igauthier@cfis.com
- Willy Guyard - Grade 6 – wguyard@cfis.com

ADMINISTRATIVE STAFF

- Sylvia Zaal - Administrative Assistant, Operations– ssaal@cfis.com
- Julie Chassagne - Main Office Reception – jchassagne@cfis.com
- Fadi Joureh - Accounts receivable – fjoureh@cfis.com
- Cecilia Mondaca - Student Records Administrator – cmondaca@cfis.com
- Kristen Arnold - Library Technician, Elementary – karnold@cfis.com
- Susan Ammeter - Coordinator of Before and After School Programs – sammer@cfis.com

SPECIALISTS

- Andrew Bacsalmasi - Music Specialist – abacsalmasi@cfis.com
- Andres Barillas-Acosta - Elementary Spanish as a Second Language Teacher – abarrillasacosta@cfis.com
- Sylvie Bohemier - Physical Education Specialist and Health & Wellness Coordinator – sbohemier@cfis.com
- Peggy Bonnal - Grade 1 to 3 Literacy Coach– pbonnal@cfis.com
- Carole-Anne Brodeur - Grade 4 to 6 Literacy Coach– cabrodeur@cfis.com
- Michelle Cross - Coordinator of Student Services and Learning Strategist – mcross@cfis.com
- Mary Ellen Crowley-Granger - Visual Arts Specialist – mcrowley@cfis.com
- Danielle Dailaire - Visual Arts teacher – ddailaire@cfis.com
- Aline Garant - Physical Education Specialist – agarant@cfis.com
- Gerry Hebert - Artist in Residence (music), jazz band – ghebert@cfis.com
- Victoria Heseltine - Physical Education Specialist – vheseltine@cfis.com
- Heather Hovdebo - Learning Strategist– hhovdebo@cfis.com
- Bonnie Jaycock - Music Specialist – bjaycock@cfis.com
- Marlene Wilson - Curriculum Leader – mwilson@cfis.com