

# École Regent Park

Excellence Responsabilité Participation Service

Nom : \_\_\_\_\_

Classe : \_\_\_\_\_

# École Regent Park

## Agenda de l'élève 2023-2024

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Cet agenda appartient à :

Nom \_\_\_\_\_

Adresse \_\_\_\_\_

Ville \_\_\_\_\_ Code Postal \_\_\_\_\_

Téléphone \_\_\_\_\_ No. de la salle titulaire \_\_\_\_\_

I/We have reviewed the School Agenda and discussed the content with my/our child.  
We support the division and school's policies; including the "ÉRP School-Wide  
Guidelines for Success" and École Regent Park's "Behaviour Matrix".

Date: \_\_\_\_\_


\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Student's Signature





# Horaire du cycle scolaire 2023-24

8h50 		Jour 1	Jour 2	Jour 3	Jour 4	Jour 5	Jour 6
9h00 - 9h05		Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces
1	9h05 – 9h40						
	9h40 – 10h15						
10h15-10h30							
3	10h30 – 11h10						
4	11h10 – 11h50						
11h50-12h15- Diner 12h15-12h40- Recrée							
5	12h40 – 12h50	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
	12h50 – 1h25						
	1h25 – 2h00						
2h00-2h15							
7	2h15 – 2h50						
8	2h50 – 3h25						
Grades		2 <sup>e</sup> , 3 <sup>e</sup> , 4 <sup>e</sup> et 5 <sup>e</sup>				Salle	

# Horaire du cycle scolaire 2023-2024 – Gr. 6, 7 & 8

	8h50 →	Jour 1	Jour 2	Jour 3	Jour 4	Jour 5	Jour 6
	9h00 - 9h05	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces
1	9h05 - 9h55						
2	9h55 - 10h45						
<b>10h45 - 10h55 → Récréation ( grades 6 only)</b>							
3	10h55 - 11h45						
<b>11h45 - 12h35 → DÎNER    Lunch Time</b>							
	12h35—12h45	Mindful minutes	Mindful minutes	Mindful minutes	Mindful minutes	Mindful minutes	Mindful minutes
4	12h45 - 1h35						
5	1h35 - 2h25						
<b>2h25 - 2h35 → Récréation    ( grade 6 only)</b>							
6	2h35 - 3h25						

# À L'ÉCOLE REGENT PARK

Respect de  
**SOI**

Je m'engage  
dans mes  
études et à  
parler français

Respect des  
**AUTRES**

Je suis positif et  
inclusif



Respect de la  
**PROPRIÉTÉ**

Je garde  
l'environnement  
propre

## **MESSAGE DE BIENVENUE**

Le personnel de l'École Regent Park vous souhaite la bienvenue pour la rentrée. Cet agenda a été préparé spécialement pour favoriser une meilleure organisation de votre vie scolaire.



Cette année, les membres du personnel, en collaboration avec les élèves et leurs parents, continueront à promouvoir un environnement sûr et propice à l'apprentissage en offrant des programmes académiques de qualité supérieure, une technologie de pointe, des outils d'évaluation pertinents et un engagement à respecter notre Code de vie.

Nous souhaitons le succès à tous!

*Le personnel de l'École Regent Park*

## **MESSAGE TO PARENTS AND STUDENTS**

The staff at École Regent Park welcomes students and parents to a new school year. We hope that this agenda will be a useful tool in organizing your school activities and in the communication between home and school.

This year, students, staff and parents will continue working together to further promote a supportive and safe learning environment through quality instruction, advanced technology, refined assessment and reporting tools, as well as a continued commitment in following our "School-Wide Matrix for Success".

We wish all our students a successful and rewarding year!

*The staff of École Regent Park*

## **USE OF STUDENT AGENDA**

The following grade-specific practices are in place to provide age-appropriate levels of use that will lead students to responsible and independent use of their agendas over time:



**Grades 2 to 5:** Teachers provide guidance and time at the end of each school day for students to write their homework in their agenda. Once the students have jotted down the necessary items, the teacher verifies and initials each student's agenda, and may choose to add a personal note to parents in any given child's agenda. Parents are asked to initial the agenda upon verifying that all homework has been completed. Parents are also invited to use the agenda to communicate brief items of information to their child's teacher that pertain to homework issues, appointments, etc. The teacher checks the agendas the next morning.

**Grades 6, 7 and 8:** These grades work from digital and online platforms. Subject area teachers place assignments and important dates in an online document. At the end of the day, teachers allow students time to enter assignments into their digital calendar, or to write down their assignments on paper. Initialing of the agenda by the teacher and parents is not a daily requirement for grade 7 and 8 students, but teachers conduct weekly random verifications of the student's digital calendar. Parents can also be proactive by asking their child to see his/her calendar regularly to monitor its use.

## **ARRIVALS AND DEPARTURES**

Our morning begins at 8:45a.m. for the grades 2 to 5, and at 8:50am for grades 6-8. Outdoor supervision is provided at 8:30am; therefore, we ask that you drop your child off from 8:35 a.m. on. At the end of the day, grade 2,3,4 & 5 students leave the building at 3:20pm, and grades 6, 7 & 8 are dismissed at 3:25pm. If your child will be waiting a lengthy period of time before being picked up, please advise the school office.



## **GENERAL INFORMATION AT ERP**

1. All students, professional staff, support staff, and visitors are expected to contribute to a safe and positive learning/working environment for all at École Regent Park.
2. When an adult observes a student not observing the respectful behaviours outlined in any of the Guideline categories, the adult will approach the student.
3. The adult intervening with a student will re-visit the expectations. An online referral will be submitted and sent to homeroom teacher as well as administration.
4. The homeroom teacher will be responsible for the follow-up of each student's first two infractions.
5. The teacher's follow-up and decisions regarding logical and natural consequences will be designed to help students realize the importance of each of the School-Wide Guidelines for Success.
6. Upon a third infraction by a student, the homeroom teacher will submit all documentation concerning the student's three infractions to the administration.
7. The Principal and/or Vice-Principal will enter into the process of consultation, collaboration, planning and decisions concerning consequences. (The student, parent(s) and other resource personnel may be involved in this process.)
8. Any failure to follow the category: Respect for Divisional Policies (smoking, drugs, alcohol, and Divisional Code of Conduct) will be reported immediately to the administration. Parents will receive a phone call and/or written communication regarding the major infraction. A "Notice of Suspension" report may be put in place.

## **LUNCH HOUR GUIDELINES FOR SUCCESS (grades 6, 7 & 8)**

**Respect for self** - We use appropriate language, volume and tone voice.



**Respect for others**- We listen and follow the directions of supervisors

**Respect for school/personal property** - We respect the personal space of others by remaining seated and keeping our classroom a clean and safe environment.

**Respect for school rules/policies**

### **2-tiered lunch hour:**

11:50 to 12:15pm.

- Grades 2 to 5: All students eat in their homeroom

11:50 to 12:10pm.

- Grades 6, 7 & 8: all students must proceed to their noon hour activity/club or go outside and remain outside until the bell rings (or leadership duties)

12:15m to 12:40pm

- Grades 2 to 5: all students must proceed to their noon hour activity/club or go outside and remain outside until the bell rings.

12:10m to 12:35pm

- Grades 6, 7 & 8 All students eat in their homeroom (or leadership duties)  
In the case of indoor recess, we respect the list of acceptable indoor activities posted in each classroom.

### **USER PAY LUNCH PROGRAM (Grades 2 to 5)**

Starting this year, ERP will have a User-pay lunch program for all students in grades 4 and 5 who wish to stay at school for the lunch hour.

Please see registration forms and policies regarding this program.

### **LEAVING THE SCHOOL GROUNDS DURING THE LUNCH HOUR (Grades 6, 7 & 8)**

All students who do not go home for lunch on a daily basis are expected to eat in their classroom, at their assigned seat. They are also expected to remain on the school grounds throughout the lunch hour (11:45 a.m. - 12:35 p.m.). This enables school staff to ensure the safety and security of all students under our supervision.



**Parents** may grant permission to their child to leave the school grounds by sending a signed, dated note for **each** school day where permission is granted.

**Parents** are encouraged to grant this permission when a student will be leaving the school/grounds for the entire lunch period, **and** where there will be some form of adult supervision. Ex: **meeting a parent at a local restaurant or eating at a friend's house where a parent will be present**

**Parents** accept the responsibility for their child's activities/actions during their off-grounds lunch period.

**Students** must obtain a dated, signed note from their parents for each day that they leave the school grounds. **Notes granting weekly or monthly permission to leave the school grounds will not be accepted.**

**Students** must show this note to their homeroom teacher **before** the lunch hour so that the teacher may sign the note, **then the students checks-out at the office prior to leaving the building.**

**Students** must return to school on time. The end of noon hour bell rings at 12:35 p.m.

**Students** may return to the school grounds before 12:35 p.m. but may not leave more than once.

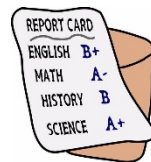
**Note:** For grade 6, 7 & 8 students who take the bus to and from Arthur Day for Industrial Arts: **the school requires a signed and dated note or a phone call from parents in the morning** if students are not returning directly to ÉRP on the school bus for the lunch hour.

### **ASSESSMENT AND REPORTING PROCEDURES**

Evaluation of student achievement focuses on performance and on all dimensions of student growth. Emphasis is placed on positive progression, individual uniqueness of students, clear observable correlation between evaluation and the stated teaching and learning objectives and ongoing feedback to students.

***Evidence of student learning is collected through: Products, Observations and Conversations.***

Three student progress reports will be available on the Parent Portal. In addition to the three reports, parents will also have the opportunity to celebrate student success during student conferences held in November, and a Learning Expo held in March.





## THE PROGRAM

The long-term objectives, covered in each of the content areas in the French Immersion Program, parallel the objectives found in the English Program.

The course of study shall be in accordance with the following:

<u>SUBJECT</u>	<u># OF PERIODS PER 6 DAY CYCLE</u>	
	<u>GR 2/3/4/5</u>	<u>GR6/7/8</u>
Français	9	6
Language Arts	9	6
Mathematics	9	6
Social Studies	5	4
Science	5	4
Physical Education/Health	5	4
Music/Choral	3	-
Band/Art	2(art)	3
Industrial Arts	-	3

## INDUSTRIAL ARTS / HOME ECONOMICS

All year, grade 6, 7 and 8 students will take Home Economics and Industrial Arts. Students will have exposure to at least two of the following: Clothing, Foods, Drafting, Woodworking, Manufacturing and Plastics. ERP will host in-house Outdoor Ed, Graphic Communications taught in French in our Mac lab. The information will be shared with students by their homeroom teacher on the first day of school. Students in grade 6 attend every morning on Day 2, Grade 7 students attend the morning on Day 3 and Grade 8 Students attend the morning of Day 4.



## PHYSICAL EDUCATION

Physical Education is compulsory for all students from grades 2 to 8. The program is based primarily on participation and general health concepts in order to answer the physical and socio-emotional needs of our students. Any student unable to participate in Physical Education due to medical reasons must have a parent's note or medical certificate stating the reasons for non-participation.

For grades 2 to 5 students, proper attire consists of running shoes. Students need to be prepared to have phys ed classes outdoors at any time of the year. Students in grades 6, 7 & 8 have the option to change for phys ed – t-shirt, shorts, running shoes and deodorant. (Once new changerooms are completed)

**N.B.:** Any money, electronic devices, jewelry, or other valuables should be left at home on Physical Education days. **THEY SHOULD NEVER BE LEFT IN THE CHANGE ROOMS. THE SCHOOL DOES NOT TAKE RESPONSIBILITY FOR LOST OR STOLEN ARTICLES.**

## MUSIC- BAND

École Regent Park offers music programming for the grades 2 to 5 students. Beginning in grade 6 they will begin the explore the band program.

All students in grade 2,3,4, 5 and 6 participate in music or band classes three times a cycle. In grade 7 and 8, students are asked to specialize in either band or art/drama.

Grade 6 students begin their year with an exploration of the four core band instruments: flute, clarinet, trumpet, and trombone. In December, they select an instrument to specialize and usually stay on that instrument until the end of their time in band. All students in grades 6-8 are presented with many different opportunities such as festivals, camps, clinics, and workshops to help students become well-rounded musicians.



Students in grade 7 and 8 may also participate in jazz band which rehearse over the lunch hour or before or after school. These ensembles perform at different school events as well as participate in other festivals.

### **CREATIVE ART and DRAMATIC ART**



Art classes are designed to expose students to a variety of media including drawing, painting, print making, sculpture and others. In grades 2 to 6, Art is integrated into the core subject areas. This will expose students to a variety of media including drawing, painting, sculpting, etc... In grades 7 and 8, Creative and Dramatic Arts are offered as an alternative to Band. The goal of the Creative Arts and Dramatic Arts program is to allow students to discover ways to express themselves and understand the world around them by developing skills in awareness, production, and appreciation.

### **LITERACY WITH INFORMATION & COMMUNICATION TECHNOLOGY**

Technology is integrated into all curriculum areas. We currently have 2 computer labs and a variety of laptops in the Library and iPads in some classrooms. A divisional computer policy is in place. The purpose of this policy is to ensure that our technological resources are used appropriately. **All new students and parents will be required to sign a Student Responsibility and Commitment Pledge. The agreement will remain in effect until the end of grade 8.**



### **RESOURCE/GUIDANCE**

Parents and schools are important partners who share the responsibility of helping children to develop their strengths in order to meet life's many demands. These demands frequently create a variety of challenges. Guidance and academic services are available to students, parents and school personnel for discussion and prevention of such obstacles. School personnel can often be of assistance to students in a variety of ways. Please contact the school directly for further information.

### **MICROSOFT TEAMS and online platforms**

All students gained familiarity with Microsoft Teams during the Covid-19 school suspensions. Teachers will continue to use this tool within their classroom structures to assist with communication and collaboration as needed. Microsoft Teams is the main online platform.

## **GENERAL INFORMATION FOR STUDENTS**

### **ABSENTEEISM**

If a student is absent from school, we request that parents advise us by:

- i) calling between 8:00-9:30 a.m.
- ii) leaving a message on the school's answering machine if calling earlier
- iii) sending a note in advance to the homeroom teacher.

This saves a lot of time and is greatly appreciated by the office personnel. A follow-up will be conducted if necessary.

Students who are absent from a class for any reason have the responsibility to communicate with their teachers in order to catch up on all work missed.

Parents are asked to communicate with their child's teacher and/or the administration in the event of regular absences for medical reasons.

**Please note that days during which there are field trips or special activities are considered regular school days.**

### **LEAVING SCHOOL FOR EXTENDED PERIODS OF TIME**

If a student is absent during the course of the year for an extended period, the school should be notified and informed of the reason for the absence and the expected duration of the absence.



It is the student's and parents' responsibility to ensure that all work missed (i.e. quizzes, assignments, etc.) is made up upon returning. Special arrangements may be possible when a student misses an extended period of time due to illness. Students should make every effort to try and do as much work as possible during their absence. Students will also have the ability to maintain contact through Microsoft Teams. Please contact your child's homeroom teacher as early as possible.

### **LATENESS**

Students who arrive late for the morning or afternoon classes must report to the office to obtain a late slip.

### **ILLNESS**

If students become ill during a class, they should immediately report such illness to the teacher in charge of the class and will be directed to the office. Parents may be called, and arrangements made with them to take care of their child.

### **ARRIVING AND LEAVING THE SCHOOL GROUNDS**

Parents are asked to ensure that children who walk to school do not arrive on school grounds much before 8:45 a.m. Students traveling by school bus will not leave the school grounds between the time of their arrival in the morning and the time their bus picks them up at the end of the school day. Under no circumstances will students leave the school grounds during class time without parental authorization.

### **ENTERING THE SCHOOL**

Students must remain outside in the morning until 8:45 a.m. Students are allowed to enter the building if they need to use the washrooms or in cases of extreme weather.

### **WIND CHILL**



Children are expected to be properly dressed for changing weather conditions. Unless wind chill warnings are announced, students stay outside in the morning and at recesses.

The staff at École Regent Park will use the following as a guideline: When there is a wind chill between -24 °C to -27 °C, outdoor lunch recess will be reduced. When there is a wind chill colder than -27 °C, students can enter the building upon arrival and all outdoor recesses will be cancelled.

### **DRESS CODE**

Clothing at school should be work appropriate. Good judgment should be used by students in wearing appropriate attire for changing weather conditions. It is expected that students remove outerwear upon entering the school.



T-shirts bearing inappropriate language or illustrations will not be accepted.

In a case where inappropriate clothing is worn to school, staff members will speak to the student and may request that they change.

### **Bicycles, Skateboards and scooters**



Bicycle racks are set up in the front school yard. Bicycles must be locked, and skateboards /scooters stored in the office. The school will not be responsible for stolen or damaged bicycles/ skateboards/ scooters. Students are

expected to respect the property of others and of the school. Therefore, bicycles / skateboards/ scooters are not to be ridden during break and lunch time, either in or around the school grounds.

### **CONCERN PROTOCOL**

We will always try to make the learning experience for our students a positive, safe and happy one. However, if you have a concern or an issue, please do not hesitate to contact the school. Open communication is important between home and school to us.

- 1) Contact the person most directly involved; the classroom teacher. If you must leave a message, please provide a day and an evening phone number where they can reach you.
- 2) If talking to the teacher does not resolve the issue, talk to the principal.
- 3) If you have talked to the principal and the issue has not been resolved over a period of time, contact the superintendent's department at 204-667-7130 or email at [communications@retsd.mb.ca](mailto:communications@retsd.mb.ca).
- 4) If you do not agree with superintendent's decision, please place your concern in writing to the Board of Trustees.

### **MOBILE ELECTRONIC DEVICES**

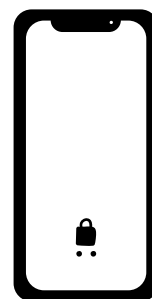
All electronic communication devices must be kept out of sight and turned off during instructional time except when used with the prior permission of the teacher/school for the purposes as directed by the teacher/school. Unauthorized use of these devices disrupts the instructional program and distracts from the learning environment.

It is expected that communication during the school day will occur through the school office or as directed by school policy.

The use of electronic communication devices to invade personal privacy or contribute to behaviour that is injurious to another will be addressed through the divisional Code of Conduct.

School officials, including classroom teachers, may confiscate electronic communication devices from students if they are used for unauthorized purposes or at unauthorized times. Repeated unauthorized use may lead to further action as determined by the school.

The River East Transcona School Division will assume no responsibility in any circumstance for the loss, destruction, damage or theft of any electronic communication device or for any communication bill associated with the unauthorized use of such devices. Students and families are responsible for locating such lost or stolen items.



### **ADMINISTRATION OF MEDICINE**



The divisional policy on Administration of Prescribed Medications prohibits staff from administering to a student any prescription or over the counter medication without the prior written and dated authorization of the parent, guardian, and the physician prescribing the medication. This authorization must stipulate the precise amount, frequency, dates and/or circumstances for the administration of each medicine to the student. Special authorization forms may be obtained at the school office. Parents are asked to consult the divisional policy or contact the school prior to sending any medication to school.

Individualized Health Care Plans will be developed for any students requiring EpiPen's, bronchodilators, and administration of oral medication for longer than 14 days.

**Please note:** If a prescription for medication should change, parents are required to complete a new authorization form for their child. Verbal authorization and handwritten notes will not be accepted.

### **LOCKS AND LOCKERS**

Lockers will be used by grade 8 students only during the 2023-2024 school year.

## **LIBRARY**

The library has a large number of books in circulation. To allow for the best use of the facility, students have the responsibility of taking care of library books and handing them in on time. If any books are lost or vandalized, cost of a replacement book will have to be paid.

All students also have access to digital e-books and French and English resources through the school library web page and the Sora App.

## **TRANSPORTATION**

The Transportation Department sends a reminder that the interior of each bus has been designed to provide each passenger with maximum protection. The seat backs and padding provide each child with non-hazardous environment. The Transportation Policy states that all carry-on items including musical instruments must be:

- Educationally related, and
- Able to sit securely on the pupil's lap without encroaching onto the next seat or into the aisle.



Following is a list of eligible and non-eligible items including musical instruments:

**Eligible:** Instruments with a \* must be placed under the seat. No other instruments allowed.

- Recorders
- Piccolo
- Oboe
- Flute
- B Flat Clarinet
- \*Trumpet / Cornet – slim case
- \*Trombone – narrow black case
- \*Alto Saxophone

### **Non-eligible:**

- Hockey sticks, Curling brooms
- Skis-Ski poles
- Roller blades, Snow skates
- Skateboards-Snowboards
- Or any large object such as Science Fair backboards

**Transportation for Industrial Arts for grade 6, 7 and 8 students.** During the winter months, there are possibly occasions when the divisional school busses will not be able to run, and this will have an impact on the Industrial Arts classes for grade 6, 7 and 8 students.

## **PROCEDURES FOR FIRE DRILLS, ALARMS, LOCKDOWNS AND HOLD AND SECURES**



In the event of a fire alarm, students are to exit the building by the assigned doors in an orderly fashion and proceed directly to their pre-assigned meeting place. Upon arrival, students are expected to line up quietly for attendance. Students will only be permitted to re-enter the building upon authorization from the principal or person-in-charge.

The River East Transcona School Division and the Province of Manitoba require that each school have procedures in place to use in situations where students need to be kept in a safe location within the school. This is referred to as our Lockdown-Hold and Secure procedure. These procedures might be used in a variety of circumstances: a medical situation in which the hallways must be kept clear, a situation outside the building, such as a fire in the neighborhood, an unknown person in the school or any other situation the administration feels would warrant keeping the students safe in their classrooms. Lockdown- Hold and Secure drills are practiced twice a year.

School Evacuation Site:

**St. Joseph the Worker School-** 505 Brewster Street.

2<sup>nd</sup> site of relocation:

**Canad Inns Transcona** – 826 Regent Ave West.

Designated parent location to receive information during a Lockdown - Hold and Secure event:

**Rexall** – 1490 Plessis Rd.

## **R.E.T.S.D CODE OF CONDUCT**

### **MISSION STATEMENT**

To fulfil our purpose and in our journey toward our vision, River East Transcona School Division is committed to providing relevant, progressive educational programming and supportive services in a safe, stimulating learning environment.

### **CODE OF CONDUCT**

The purpose of the code of conduct is to promote a safe and inclusive school culture where high levels of achievement occur within a positive school environment. River East Transcona School Division believes that everyone has the right to be treated with dignity and respect.

River East Transcona School Division staff, students, parents/guardians and community members will promote the development of beliefs and attitudes that foster a safe, caring and inclusive learning environment. Staff, students, parents/guardians and community members are to behave in a respectful manner and comply with the code of conduct.

- An active student voice will be encouraged in all schools.
- Community-school initiatives will be encouraged.
- A continuum of supports and services will be utilized to address the unique academic and behavioural needs of students.
- Problem-solving and conflict management skills will be developed.
- Parents/guardians will initiate dialogue regarding their child through the classroom teacher or school administration.

### **ROLES AND RESPONSIBILITIES**

The division believes that all staff, students, and parents/guardians have a responsibility to maintain a safe, caring and inclusive environment.

#### **Principals will:**

- act as the disciplinary authority over the conduct of students while they are at school, on their way to and from school, and while being transported via school bus.
- address unacceptable student conduct including bullying, cyberbullying and abuse of another student.
- notify the parents/guardians of a student as soon as reasonably possible when it's believed that the student has been harmed as a consequence of unacceptable behaviour.

#### **Staff will:**

- provide relevant learning experiences based on the diverse needs of students.
- approach the education of students in a respectful manner.
- provide a classroom environment that is safe, caring and inclusive.
- participate in creating a positive school culture.
- communicate information about student progress, attendance and behaviour to students, parents/guardians and administration.
- respect and demonstrate consideration for other cultures.
- respect confidential information about students and staff.
- support and implement proactive and reactive intervention strategies offered through a continuum of supports and services.

#### **Students will:**

- be polite, respectful and co-operative to all people within the school community.
- develop self-discipline.

- resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school staff.
- demonstrate and support a safe, caring and inclusive school environment.
- respect that fellow students have a right to a school environment that is free from violence.
- respect school property and the personal property of others.
- dress appropriately according to the RETSD dress code policy.

**Parents/guardians will:**

- recognize the authority of the school staff to provide a safe, caring and inclusive environment.
- communicate regularly with the school staff and advocate for their child's success.
- ensure regular, punctual attendance and contact the school staff when their child is absent.
- support and work collaboratively with school staff to ensure their child's success and appropriate behaviour.
- encourage the peaceful resolution of conflict and discourage disrespectful, violent or aggressive behaviour to solve a problem.

**PROACTIVE STRATEGIES**

The teaching and learning of expected student behaviour forms the cornerstone of a proactive, preventative approach. School plans will reflect outcomes related to a positive school culture and staff and parents/guardians will encourage participation in activities that promote a safe, caring and inclusive environment.

The following are the key components in promoting a positive school climate. School staff will:

- participate in creating a positive school culture.
- implement a continuum of schoolwide behavioural supports.
- develop, maintain and strengthen their working relationships with parents/guardians, community members and organizations.
- employ active supervision.
- implement validated prevention and intervention programs.

**INTERVENTION STRATEGIES**

The division believes that effective student management teaches students appropriate behaviour and incorporates an appropriate range of consequences. The division will apply a wide range of consequences for behaviour that interferes with safety, learning and work. Which consequences are applied will depend on the severity of the incident, the diverse needs of the student and the frequency of the behaviour. The following is a list of some options available when working with students regarding their behaviour:

**Informal interview**

School staff talk with the student to reach an agreement regarding the student's behaviour. The parents/guardians will be contacted as required.

**Parental involvement**

Contact might be made with the parents/guardians to discuss the specific behaviour of the student and steps that are necessary to change the behaviour, unless directed otherwise by police. The nature of contact could vary from a telephone conversation to a formal conference at the school with the parents/ guardians, the student and school staff.

**Formal interview**

A conference is held with the student, the school team and the parents/guardians to develop a plan for changing the student's behaviour.

**School based student services personnel involvement**

School based student services personnel may consult with divisional support staff when developing a behaviour intervention plan (BIP). Parents/guardians will be involved.

**Withdrawal from classroom setting**

The student is temporarily removed to an alternate, supervised location to complete his/her assignments when inappropriate behaviour is deemed to have a negative impact on the classroom environment.

**Removal of privileges**

The student's privileges are removed under certain circumstances. This removal can include access to the playground, library, lunchroom, or participation in extracurricular activities.

#### **Restitution**

The student and/or parents/guardians are required to compensate for damages caused by the student.

#### **Behavioural/performance contract**

In some instances, the student may be required to meet specific behavioural outcomes that are identified in a written contract. Such expectations are developed and agreed upon by the school, the parent/guardian and the student. Such an agreement is documented, with copies provided to all concerned parties.

#### **Divisional based student services staff involvement**

Division based student services staff might become involved to assist in developing appropriate proactive and reactive approaches for unacceptable behaviour. This plan might include a level of counselling or supports for the student that is beyond the school staff's capabilities. Parental/guardian permission will be obtained for assessments and/or interventions.

#### **Outside agency involvement**

In some circumstances, the student's behaviour may involve violation of the law (e.g., drugs, theft or assault) and police involvement will be required; parents/guardians will be informed immediately of any such action unless police direct otherwise. Other circumstances may require a referral to Manitoba Child and Family Services, or other community-based programs/agencies. In all circumstances, the safety of the student and others will be the key factor for determining such action.

#### **Suspension**

Suspension is the temporary stopping of a student's right to attend school. When a student's conduct is deemed injurious to the welfare of the school or injurious to the school's educational purpose, suspension is sometimes necessary to ensure the safety of other students in the school. Suspensions are applied when other disciplinary measures have been found to be ineffective or when the student's behaviour disrupts the learning of others, endangers fellow students, teachers or school officials, or damages property.

#### **In-school suspension**

School administrators might assign a student to an in-school suspension. Teachers will provide students with appropriate work during the in-school suspension. Parents/guardians will be contacted when such action is taken.

#### **Out-of-school suspension**

The following staff may approve an out of school suspension:

- A teacher may suspend a student from class for not more than two days.
- A principal may suspend a student from school for not more than five days.
- A superintendent may suspend a student from school for no more than six weeks.

#### **Expulsion**

Expulsion is applied when a student's behaviour has been a serious danger to other students, teachers, school officials or school property, or when the behaviour has been shown to be habitual. Expulsion is a function of the board of trustees.

### **THREAT ASSESSMENT**

The purpose of the threat assessment process is to use the best knowledge, skill and experience available to assess high-risk threatening behaviours so that appropriate interventions can be identified to protect individuals from harm and ensure a climate of safety in schools and the community.

All high-risk behaviours will be taken seriously, and high-risk students will be assessed accordingly. When a high-risk threat to self-harm or to harm others occurs, it is essential to assess safety, put in place the required interventions to ensure safety, analyze appropriate next steps and determine appropriate consequences.

No student who has posed a threat of harm to him/herself or to others will be permitted to attend school until safety is assured.



### **APPEAL PROCESS**

River East Transcona School Division recognizes that on occasion, concerns may arise. Parents/guardians of students may raise their concerns, or appeal decisions, as follows:

- a) The decision of a teacher is first to be discussed with the teacher. If the parties are unable to come up with an agreeable solution, this decision may be appealed to the principal.
- b) The decision of the principal may be appealed to the assistant superintendent.
- c) The decision of the assistant superintendent may be appealed to the superintendent.
- d) The decision of the superintendent may be appealed to the board of trustees. A letter outlining the concerns should be sent to the board of trustees in care of the board chairperson.
- e) Exceptions are suspensions in excess of five days and expulsions. In these cases, the appeal goes directly to the board of trustees. These are explained below.

### **REFERENCES**

The River East Transcona School Division Policy Manual can be viewed at; [www.retsd.mb.ca/yourretsd/Policies/Pages](http://www.retsd.mb.ca/yourretsd/Policies/Pages).

This information serves as *fair notice* that incidents of threat to self-harm or to harm others will be actively investigated. Because of the serious nature of such incidents, the investigation will continue even if the parents/guardians cannot immediately be contacted. Continued efforts will be made to contact the parents/guardians.

# RIVER EAST TRANSCONA SCHOOL DIVISION BOARD OF TRUSTEES

Name	Ward	Contact Information
Colleen Carswell <b>Board chair</b>	1	P: 204.222.1486 E: <a href="mailto:ccarswell@retsd.mb.ca">ccarswell@retsd.mb.ca</a>
Sheri Irwin	1	P: 204.223.5079 E: <a href="mailto:sirwin@retsd.mb.ca">sirwin@retsd.mb.ca</a>
Sheri Hanson	2	P: 204.915.7313 E: <a href="mailto:shanson2@retsd.mb.ca">shanson2@retsd.mb.ca</a>
Rod Giesbrecht	2	P: 204.661.5984 E: <a href="mailto:rgiesbrecht@retsd.mb.ca">rgiesbrecht@retsd.mb.ca</a>
Keith Morrison	3	P: 204.668.3501 E: <a href="mailto:kmorrison@retsd.mb.ca">kmorrison@retsd.mb.ca</a>
Brianne Goertzen <b>(Board Vice-Chair)</b>	3	P: 204.955.6782 E: <a href="mailto:bgoertzen@retsd.mb.ca">bgoertzen@retsd.mb.ca</a>
Brenda Bage	4	P: 204.221.2951 E: <a href="mailto:bbage@retsd.mb.ca">bbage@retsd.mb.ca</a>
Susan Olynik	4	P: 204.661.6440 E: <a href="mailto:solynik@retsd.mb.ca">solynik@retsd.mb.ca</a>
Shannon Hiebert	5	P: 204.771.8435 E: <a href="mailto:shiebert@retsd.mb.ca">shiebert@retsd.mb.ca</a>

# SEPTEMBRE 2023

**le lundi 4 septembre - Journée du Travail - PAS DE CLASSES**

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**le mardi 5 septembre - Journée Coordonnée**

**jour 1**

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**le mercredi 6 septembre**

**jour 2**

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**le jeudi 7 septembre**

**jour 3**

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**le vendredi 8 septembre**

**jour 4**

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**Notes**

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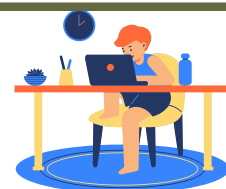
**Buts pour la semaine**

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Vous pouvez le faire! Vous pourrez accomplir  
tout ce que vous souhaitez si vous essayez assez fort.



# SEPTEMBRE 2023

le lundi 11 septembre

jour 5

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le mardi 12 septembre

jour 6

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le mercredi 13 septembre

jour 1

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le jeudi 14 septembre

jour 2

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le vendredi 15 septembre

jour 3

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Notes

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Buts pour la semaine

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Les amis honnêtes, vous défendent et ne vous laissent jamais tomber! Êtes-vous un ami loyal?



# SEPTEMBRE 2023

le lundi 18 septembre

jour 4

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le mardi 19 septembre

jour 5

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le mercredi 20 septembre

jour 6

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le jeudi 21 septembre

jour 1

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le vendredi 22 septembre

jour 2

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Notes

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Buts pour la semaine

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Faite votre part pour aider votre collectivité à être un bon endroit

# SEPTEMBRE 2023

le lundi 25 septembre

jour 3

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le mardi 26 septembre

jour 4

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le mercredi 27 septembre

jour 5

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le jeudi 28 septembre

jour 6

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le vendredi 29 septembre

jour 1

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Notes

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Buts pour la semaine

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« Je n'ai pas échoué. Je viens de trouver 10 000 façons qui ne fonctionneront pas. » - Thomas Alva Edison.

# OCTOBRE 2023

le lundi 2 octobre

jour 2

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le mardi 3 octobre - Journée Coordonnée

jour 3

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le mercredi 4 octobre

jour 4

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le jeudi 5 octobre

jour 5

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le vendredi 6 octobre

jour 6

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Notes

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Buts pour la semaine

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« Si vous pouvez le rêver, vous pouvez le faire. » - Walt Disney

# OCTOBRE 2023

**le lundi 9 octobre - L'action de grâce - PAS DE CLASSES**

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**le mardi 10 octobre**

**jour 1**

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**le mercredi 11 octobre**

**jour 2**

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**le jeudi 12 octobre**

**jour 3**

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**le vendredi 13 octobre**

**jour 4**

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**Notes**

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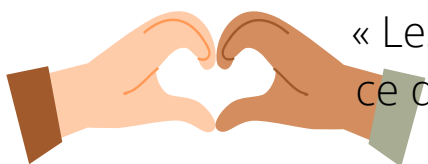
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**Buts pour la semaine**

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« Les gens oublieront ce que vous avez dit. Les gens oublieront ce que tu as fait. Mais les gens n'oublieront jamais ce que vous leur avez fait ressentir. » - Maya Angelou



# OCTOBRE 2023

le lundi 16 octobre

jour 5

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le mardi 17 octobre

jour 6

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le mercredi 18 octobre

jour 1

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le jeudi 19 octobre

jour 2

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le vendredi 20 octobre - Journée Coordonnée

jour 3

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Notes

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Buts pour la semaine

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« Le changement ne viendra pas si nous attendons une autre personne ou une autre fois. Nous sommes ceux que nous attendions. Nous sommes le changement que nous recherchons. » - Barack Obama

I can make a difference

# OCTOBRE 2023

le lundi 23 octobre

jour 4

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le mardi 24 octobre

jour 5

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le mercredi 25 octobre

jour 6

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le jeudi 26 octobre

jour 1

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le vendredi 27 octobre

jour 2

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Notes

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Buts pour la semaine

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« Soyez toujours une version de premier ordre de vous-même, au lieu d'une version de second ordre de quelqu'un d'autre. » - Judy Garland



# OCTOBRE 2023

le lundi 30 octobre

jour 3

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le mardi 31 octobre

jour 4

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le mercredi 1 novembre

jour 5

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le jeudi 2 novembre

jour 6

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le vendredi 3 novembre

jour 1

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Notes

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Buts pour la semaine

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« Un seul acte de gentillesse jette des racines dans toutes les directions, et les racines jaillissent et font de nouveaux arbres. Le plus grand travail que la gentillesse fait aux autres est qu'elle les rend gentils eux-mêmes. » - Amelia Earhart

# NOVEMBRE 2023

le lundi 6 novembre

jour 2

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le mardi 7 novembre

jour 3

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le mercredi 8 novembre

jour 4

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le jeudi 9 novembre

jour 5

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le vendredi 10 novembre

jour 6

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Notes

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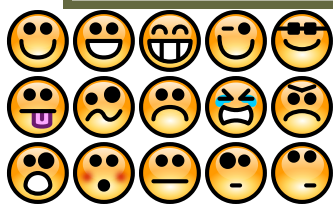
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Buts pour la semaine

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« Vous êtes toujours responsable de la façon dont vous agissez, peu importe ce que vous ressentez. » - Robert Tew

# NOVEMBRE 2023

le lundi 13 novembre

jour 1

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le mardi 14 novembre

jour 2

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le mercredi 15 novembre

jour 3

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le jeudi 16 novembre

jour 4

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le vendredi 17 novembre

jour 5

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Notes

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Buts pour la semaine

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« Peu importe vos antécédents ou d'où vous venez. Si vous avez des rêves et des objectifs, c'est tout ce qui compte. » - Serena Williams



# NOVEMBRE 2023

le lundi 20 novembre

jour 6

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le mardi 21 novembre

jour 1

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le mercredi 22 novembre

jour 2

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le jeudi 23 novembre

jour 3

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le vendredi 24 novembre - Journée Coordonnée

jour 4

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Notes

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Buts pour la semaine

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Un sourire réchauffe le coeur de  
tous.



# NOVEMBRE 2023

le lundi 27 novembre

jour 5

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le mardi 28 novembre

jour 6

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le mercredi 29 novembre

jour 1

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le jeudi 30 novembre

jour 2

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le vendredi 1 décembre

jour 3

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Notes

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Buts pour la semaine

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« Quiconque n'a jamais commis d'erreur n'a jamais rien essayé de nouveau. » - Albert Einstein

# DÉCEMBRE 2023

le lundi 4 décembre

jour 4

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le mardi 5 décembre

jour 5

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le mercredi 6 décembre

jour 6

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le jeudi 7 décembre

jour 1

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le vendredi 1 décembre

jour 2

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Notes

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Buts pour la semaine

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« Les gens qui sont assez fous pour croire qu'ils peuvent changer le monde sont ceux qui le font. »

-Steve Jobs



# DÉCEMBRE 2023

le lundi 11 décembre

jour 3

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le mardi 12 décembre

jour 4

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le mercredi 13 décembre

jour 5

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le jeudi 14 décembre

jour 6

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le vendredi 15 décembre

jour 1

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Notes

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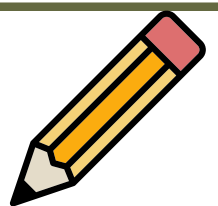
Buts pour la semaine

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« Personne n'est parfait – c'est pourquoi les crayons ont des gommes à effacer. »- Wolfgang Riebe



# DÉCEMBRE 2023

le lundi 18 décembre

jour 2

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le mardi 19 décembre

jour 3

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le mercredi 20 décembre

jour 4

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le jeudi 21 décembre

jour 5

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le vendredi 22 décembre

jour 6

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Notes

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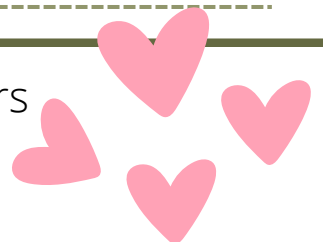
Buts pour la semaine

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« Si mon esprit peut le concevoir, si mon cœur peut le croire, alors  
je peux y parvenir. » - Muhammed Ali



# DÉCEMBRE 2023

**le lundi 25 décembre - VACANCE D'HIVER**

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**le mardi 26 décembre - VACANCE D'HIVER**

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**le mercredi 27 décembre - VACANCE D'HIVER**

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**le jeudi 28 décembre - VACANCE D'HIVER**

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**le vendredi 29 décembre - VACANCE D'HIVER**

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**Notes**

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**Buts pour la semaine**

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« La capacité d'apprendre est un don; la capacité d'apprendre est une compétence; la volonté d'apprendre est un choix. » - Brian Herbert



# JANVIER 2024

**le lundi 1 janvier - VACANCE D'HIVER**

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**le mardi 2 janvier - VACANCE D'HIVER**

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**le mercredi 3 janvier - VACANCE D'HIVER**

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**le jeudi 4 janvier - VACANCE D'HIVER**

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**le vendredi 5 janvier - VACANCE D'HIVER**

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**Notes**

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**Buts pour la semaine**

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En respectant les autres joueurs, les règles et vous-même, vous ferez preuve d'esprit d'équipe.



# JANVIER 2024

le lundi 8 janvier - Premier jour après la relâche

jour 1

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le mardi 9 janvier

jour 2

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le mercredi 10 janvier

jour 3

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le jeudi 11 janvier

jour 4

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le vendredi 12 janvier

jour 5

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Notes

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Buts pour la semaine

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Lorsque vous devez vous calmer, tentez de compter jusqu'à 10 ou bien de prendre de grandes respirations.

# JANVIER 2024

le lundi 15 janvier

jour 6

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le mardi 16 janvier

jour 1

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le mercredi 17 janvier

jour 2

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le jeudi 18 janvier

jour 3

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le vendredi 19 janvier - Journée Cordonnée

jour 4

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Notes

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Buts pour la semaine

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Vous pouvez être un bon citoyen en allant porter vos déchets dans une poubelle.

# JANVIER 2024

le lundi 22 janvier

jour 5

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le mardi 23 janvier

jour 6

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le mercredi 24 janvier

jour 1

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le jeudi 25 janvier

jour 2

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le vendredi 26 janvier

jour 3

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Notes

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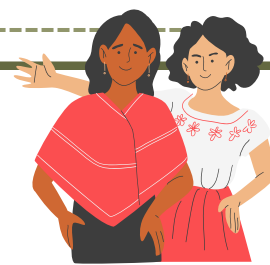
Buts pour la semaine

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Lorsque vous démontrez du respect envers vos amis,  
vos parents et vos professeurs, ils vous respecteront en retour.



# JANVIER 2024

le lundi 29 janvier

jour 4

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le mardi 30 janvier

jour 5

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le mercredi 31 janvier

jour 6

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le jeudi 1 février

jour 1

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le vendredi 2 février - Journée Cordonnée

jour 2

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Notes

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Buts pour la semaine

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**merci!**

Soyez respectueux en faisant preuve de bonnes manières.  
N'oubliez pas de dire « s'il vous plait » et « merci ».



# FÉVRIER 2024

le lundi 5 février

jour 3

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le mardi 6 février

jour 4

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le mercredi 7 février

jour 5

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le jeudi 8 février

jour 6

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le vendredi 9 février

jour 1

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Notes

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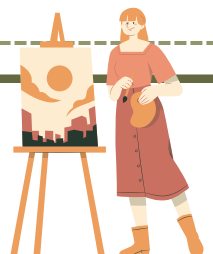
Buts pour la semaine

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Découvrez ce qui est vraiment important pour vous.  
Cela vous aidera à rester concentré sur les choses  
importantes.



# FÉVRIER 2024

le lundi 12 février

jour 2

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le mardi 13 février

jour 3

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le mercredi 14 février

jour 4

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le jeudi 15 février

jour 5

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le vendredi 16 février

jour 6

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Notes

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Buts pour la semaine

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Vous ne serez pas passionné au sujet de tout ce que vous faites dans la vie, mais vous pouvez être fort et persévérer dans tout ce que vous faites.

# FÉVRIER 2024

le lundi 19 février - Journée Louis Riel - PAS DE CLASSES

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le mardi 20 février

jour 1

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le mercredi 21 février

jour 2

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le jeudi 22 février

jour 3

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le vendredi 23 février

jour 4

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Notes

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Buts pour la semaine

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Si vous voyez une situation injuste, faites de votre mieux pour aider à faire une différence.



# FÉVRIER 2024

le lundi 26 février

jour 5

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le mardi 27 février

jour 6

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le mercredi 28 février

jour 1

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le jeudi 29 février

jour 2

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le vendredi 1 mars

jour 3

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Notes

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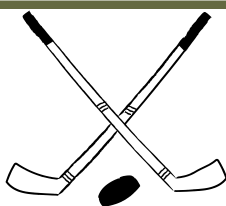
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Buts pour la semaine

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« Vous manquez 100% des coups que vous ne prenez pas. » - Wayne Gretzky

# MARS 2024

le lundi 4 mars

jour 4

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le mardi 5 mars

jour 5

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le mercredi 6 mars

jour 6

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le jeudi 7 mars

jour 1

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le vendredi 8 mars

jour 2

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Notes

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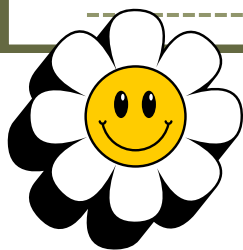
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Buts pour la semaine

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« Si vous voyez quelqu'un sans sourire,  
donnez-lui l'un des vôtres. » - Dolly Parton

# MARS 2024

le lundi 11 mars

jour 3

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le mardi 12 mars

jour 4

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le mercredi 13 mars

jour 5

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le jeudi 14 mars

jour 6

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le vendredi 15 mars - Journée Cordonnée

jour 1

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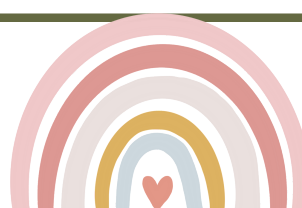
Buts pour la semaine

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« Essayez d'être un arc-en-ciel dans le nuage de quelqu'un. » - Maya Angelou



# MARS 2024

le lundi 18 mars

jour 2

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le mardi 19 mars

jour 3

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le mercredi 20 mars

jour 4

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le jeudi 21 mars

jour 5

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le vendredi 22 mars

jour 6

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Notes

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Buts pour la semaine

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« Le moment est toujours venu de faire  
ce qui est juste. » - Martin Luther King, Jr.



# MARS 2024

**le lundi 25 mars - RELÂCHE DU PRINTEMPS**

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**le mardi 26 mars - RELÂCHE DU PRINTEMPS**

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**le mercredi 27 mars - RELÂCHE DU PRINTEMPS**

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**le jeudi 28 mars - RELÂCHE DU PRINTEMPS**

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**le vendredi 29 mars - RELÂCHE DU PRINTEMPS**

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**Notes**

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**Buts pour la semaine**

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« Gardez toujours un état d'esprit positif, cela améliorera votre vision du monde. » - Roald Dahl



# AVRIL 2024

le lundi 1 avril - Premier jour après la relâche

jour 1

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le mardi 2 avril

jour 2

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le mercredi 3 avril

jour 3

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le jeudi 4 avril

jour 4

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le vendredi 5 avril

jour 5

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Buts pour la semaine

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« Changez le monde en étant vous-même. »- Amy Poehler



# AVRIL 2024

le lundi 8 avril

jour 6

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le mardi 9 avril

jour 1

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le mercredi 10 avril

jour 2

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le jeudi 11 avril

jour 3

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le vendredi 12 avril

jour 4

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Buts pour la semaine

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« Plus vous lirez, plus vous saurez de choses. Plus vous en apprendrez, plus vous irez d'endroits. » – Dr. Seuss



# AVRIL 2024

le lundi 15 avril

jour 5

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le mardi 16 avril

jour 6

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le mercredi 17 avril

jour 1

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le jeudi 18 avril

jour 2

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le vendredi 19 avril

jour 3

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Notes

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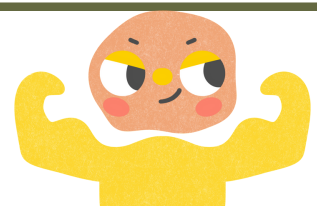
Buts pour la semaine

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« Pourquoi tombons-nous ? Pour que nous puissions  
apprendre à nous relever. » -Batman



le lundi 22 avril - Journée Cordonnée

jour 4

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le mardi 23 avril

jour 5

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le mercredi 24 avril

jour 6

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le jeudi 25 avril

jour 1

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le vendredi 26 avril

jour 2

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Notes

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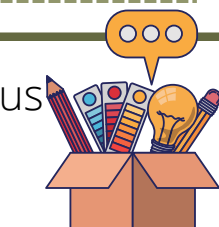
Buts pour la semaine

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« Vous ne pouvez pas épuiser votre créativité. Plus vous en utilisez, plus vous en avez. » -Maya Angelou



# AVRIL 2024

le lundi 29 avril

jour 3

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le mardi 30 avril

jour 4

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le mercredi 1 mai

jour 5

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le jeudi 2 mai

jour 6

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le vendredi 3 mai

jour 1

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Notes

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Buts pour la semaine

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« Entourez-vous uniquement de personnes qui vous élèveront plus haut. » -Oprah Winfrey

# MAI 2024

le lundi 6 mai

jour 2

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le mardi 7 mai

jour 3

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le mercredi 8 mai

jour 4

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le jeudi 9 mai

jour 5

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le vendredi 10 mai

jour 6

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Notes

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Buts pour la semaine

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« Rien n'est particulièrement difficile si vous le divisez en petites tâches. » -Henry Ford



le lundi 13 mai

jour 1

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le mardi 14 mai

jour 2

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le mercredi 15 mai

jour 3

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le jeudi 16 mai

jour 4

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le vendredi 17 mai - Journée Cordonnée

jour 5

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Notes

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Buts pour la semaine

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« L'expert en quoi que ce soit a déjà été un débutant. »  
-Helen Hayes

# MAI 2024

**le lundi 20 mai - Jour De La Reine - PAS DE CLASSES**

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**le mardi 21 mai**

**jour 6**

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**le mercredi 22 mai**

**jour 1**

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**le jeudi 23 mai**

**jour 2**

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**le vendredi 24 mai**

**jour 3**

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**Notes**

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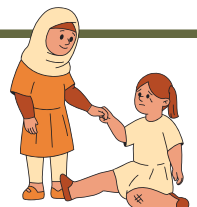
**Buts pour la semaine**

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« Dans un monde où vous pouvez être n'importe quoi, soyez gentil » - Jennifer Dukes Lee





# MAI 2024

le lundi 27 mai

jour 4

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le mardi 28 mai

jour 5

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le mercredi 29 mai

jour 6

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le jeudi 30 mai

jour 1

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le vendredi 31 mai

jour 2

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Buts pour la semaine

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« Vous êtes plus courageux que vous ne le croyez, plus fort  
que vous ne le voyez et plus intelligent que vous ne le  
pensez » - A A Milne



le lundi 3 juin

jour 3

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le mardi 4 juin

jour 4

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le mercredi 5 juin

jour 5

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le jeudi 6 juin

jour 6

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le vendredi 7 juin - Journée Cordonnée

jour 1

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Buts pour la semaine

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On pratique ERPS chaque jour!



# JUIN 2024

le lundi 10 juin

jour 2

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le mardi 11 juin

jour 3

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le mercredi 12 juin

jour 4

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le jeudi 13 juin

jour 5

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le vendredi 14 juin

jour 6

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Notes

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Buts pour la semaine

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Tu es incroyable ! Vous êtes courageux ! Vous êtes fort !



le lundi 17 juin

jour 1

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le mardi 18 juin

jour 2

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le mercredi 19 juin

jour 3

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le jeudi 20 juin

jour 4

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le vendredi 21 juin

jour 5

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Notes

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Buts pour la semaine

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La gentillesse est un cadeau que chacun peut se permettre d'offrir.

le lundi 24 juin

jour 6

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le mardi 25 juin

jour 1

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le mercredi 26 juin

jour 2

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le jeudi 27 juin

jour 3

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le vendredi 28 juin - dernier jour de classes - JOURNÉE ABRÉGER

jour 4

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Notes

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Buts pour la semaine

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« Vous partez pour de grandes choses ! Aujourd'hui, c'est votre jour ! Votre montagne vous attend, alors mettez-vous en route ! » - Dr. Seuss