

École Regent Park

Excellence Responsabilité Participation Service

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École Regent Park

Nom : _____

Classe : _____

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École Regent Park

**Agenda de l'élève
2025-2026**



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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".

Parent/Guardian's Signature

Student's Signature

Date: _____

Bienvenue!
Welcome to students & families!

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** en ayant la joie de vivre et apprendre d'être une bonne ancêtre.

Nous souhaitons le succès à tous,
Le personnel de l'École Regent Park

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**" as we live with joy and learn what it means to be a good ancestor.

We wish all our students a successful and rewarding year,
The staff of École Regent Park



Use of Student Agendas

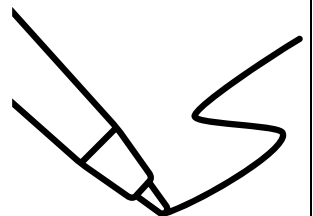
The following practices are in place to provide age-appropriate levels of use that will lead students to responsible and independent use of their agendas over time:

Grades 2 to 6

Teachers provide guidance and time at the end of each school day for students to write their assignments and other important information in their agenda. Once the students have jotted down the necessary items, the teacher verifies and initials each students' agenda. Parents are asked to initial the agenda upon verifying that all homework is completed. Parents are invited to use the agenda to communicate brief information items to their child's teacher that pertain to homework, appointments, etc. The teacher checks the agenda the next morning.

Grades 7 & 8

Teachers provide guidance for students to write their assignments and other important information in their agenda as a tool to organizing themselves to support academic and personal success.




Our School Day

Our morning bell rings at 8:50 a.m. for students to enter the building. Students may enter the building before 8:50 to use the washroom or in the case of extreme weather. There is supervision on school grounds at 8:30 a.m., therefore we ask that your child arrives no earlier than 8:35 a.m. Students arriving on the school bus will not leave school grounds once the bus has arrived. Under no circumstances will students leave school grounds during the school day without parental permission.

At the end of the day, bus students exit to their bus lines at 3:20 p.m. and the remainder of students are dismissed at 3:25 p.m. If your child will be waiting a lengthy period of time before being picked up, please advise the office.

To ensure student safety, there is no student drop-off or pick-up in the staff or daycare parking lots.

 Horaire du cycle scolaire 2025-26						
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						
2 9h40 - 10h15						
10h15-10h30- Recrée						
3 10h30 - 11h05						
4 11h05 - 11h40						
11h40-12h10- Dîner 12h10-12h40- Recrée 12h40-12h45- Attendance						
5 12h45 - 1h20						
6 1h20 - 2h00						
2h00-2h15- Recrée						
7 2h15 - 2h50						
8 2h50 - 3h25						
Grades 2 to 5						

 Horaire du cycle scolaire 2025-2026						
8h50	Jour 1	Jour 2	Jour 3	Jour 4	Jour 5	Jour 6
9h00	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces	Hymne national/Annonces
1 9h00 - 9h55						
2 9h55 - 10h50						
3 10h50 - 11h45						
11h45 - 12h15- Recrée 12h15-12h45- Dîner						
4 12h45 - 13h40						
5 13h40 - 14h35						
6 14h35 - 15h25						
Grades 6 to 8						

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.

Positive Behaviour & Interventions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. All students, staff, and visitors are expected to contribute to a safe and positive environment for all at École Regent Park. 2. When an adult observes a student not following the expected behaviours in any part of the Code de Vie, the adult will approach the student and revisit the expectations. 3. An online referral system will be used to communicate with the classroom teacher and administration. 4. 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 | <p>School Wide Guidelines for Success.</p> <ol style="list-style-type: none"> 5. If the behaviour repeats or is a significant event, administration will enter the process of consultation, collaboration, planning, and decisions regarding consequences. The student, parent(s)/guardians, and other school personal may be involved in this process. 6. 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/Guardians will receive a phone call and/or written communication regarding the major infraction. |
|---|---|

Two-Tiered Lunch Hour

Grades 2 to 5

11:40 to 12:10- Students eat in their homeroom.
12:10 to 12:40- All students go outside or their noon hour club, where they remain until the bell rings.

Grades 6 to 8

11:45 to 12:15- All students go outside or their noon hour club, where they remain until the bell rings.
12:15 to 12:45- Students eat in their homeroom.

- In the case of indoor recess, activity options will be communicated to each class.
- Throughout the lunch hour, we respect the division's policies including the Divisional Code of Conduct.



User Pay Lunch Program (Grades 2 to 5)

ERP has a user pay lunch program available for all students in grades 2 to 5 who wish to stay at school for the lunch hour. This program provides supervision during the lunch hour and does not include food. Please see registration forms and policies regarding this program.

Lunch Hour Guidelines (Grades 6 to 8)

Students who do not go home for lunch daily are expected to eat in their classroom, at their assigned seat. They are also expected to remain on school grounds throughout the entire lunch hour. This enables staff to ensure safety and security of all students under our supervision.

Leaving School Grounds During Lunch Hour (Grades 6 to 8)

Parents:

- May grant permission to their student in grades 6 to 8 to leave the school grounds by sending a dated, signed note for *each* school day where permission is granted.
- Are encouraged to grant this permission when a student will be leaving for the entire lunch hour and there is some form of adult supervision. For example, meeting a parent for lunch, or eating at a friend's house where a parent will be present.
- Accept the responsibility for their child's activities and actions during their off-grounds lunch period.

Students:


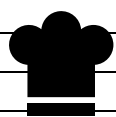
- Must obtain a dated, signed note from their parents for each day that they leave the school grounds. *Notes granting weekly or monthly permission will not be accepted.*
- Must show their note to their homeroom teacher *before* the lunch hour so that the teacher may sign the note. The student is required to check in at the office before leaving the building.
- Must return to school on time, at 12:40.
- May return to school grounds before 12:40 but may not leave school grounds more than once.





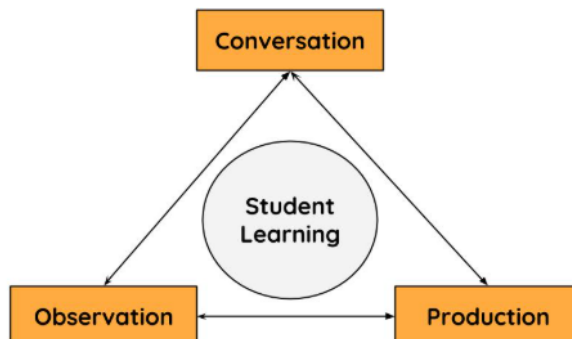
For students attending Arthur Day Middle School for Industrial Arts: the school requires a signed and dated note or phone call from parents in the morning if a student is not returning directly to ERP on the school bus.

Respect de SOI	Respect des AUTRES	Respect de la PROPRIÉTÉ
<p>J'écoute les directives des surveillants et mange mon dîner.</p> 	<p>Je reste assis à ma place et j'utilise un volume approprié.</p> 	<p>Je nettoie ma place avant de quitter la classe.</p> 

French Immersion Program

The long-term objectives covered in the content areas in the French Immersion program parallel those found in the English program. The course of study is as follows:

Subject		# of periods per 6 day cycle	
		Grades 2 to 5	Grades 6 to 8
Français		9	6
English Language Arts		9	6
Mathematics		9	6
Social Studies		5	4
Science		5	4
 Phys. Ed. & Health		5	4
Music & Choir		3	-
Band or Art		2 (art)	3
Industrial Arts		-	3

Specific Programs	
Physical Education	Music & Choir (Grades 2 to 5)
<p>Physical Education is compulsory for all students from kindergarten to grade 12. The program is primarily based on participation and general health concepts in order to support physical, mental, and socio-emotional well-being. Any students who are unable to participate for medical reasons must have a parent or medical note stating the reasons.</p> <p>Any money, jewelry, or other valuables should be left at home on phys. ed. days. Valuables should never be left in the change rooms. The school does not take responsibility for lost or stolen items.</p> 	<p>École Regent Park offers music programming for students in grades 2 to 5. Students participate in music twice a cycle, and choir once per cycle.</p> 
Grades 2 to 5 Gym Attire	Band (Grade 6)
<p>Proper gym attire consists of running shoes. Students need to be prepared to have phys. ed. classes outdoors at any time of the year</p>	<p>In grade 6, students begin to explore the band program during 3 band classes per cycle by exploring the 4 core band instruments: flute, clarinet, trumpet, and trombone. In December they choose an instrument to specialize in. There are a variety of band opportunities including festivals, camps, and clinics.</p> 
Grades 6 to 8 Gym Attire	Band (Grade 7 & 8)
<p>Students in grades 6 to 8 are asked to change for phys. ed., t-shirt, shorts, running shoes, and deodorant.</p> 	<p>Students in grades 7 and 8 may also participate in jazz band which rehearses over the lunch hour or before school.</p>
Creative Art	
<p>Art classes expose students to a variety of media which may include digital art, drawing, print making, and more. In grades 2 to 6, art is incorporated in the homeroom schedule. In grades 7 and 8, art is an alternative to band.</p>	
Student Services	
<p>Parents and schools are important partners who share the responsibility of helping children to grow and develop to meet life's many demands. At times these demands can create a variety of challenges. ERP has school counsellors and resource teachers who can be of assistance in a variety of ways to support these challenges. Please contact the school directly for further information.</p>	
Assessment & Reporting Procedures	
<p>Evaluation of student achievement focuses on performance and all dimensions of student growth. Emphasis is placed on positive progression, individual uniqueness, clear observable correlation between evaluation and the stated teaching and learning objectives, and on-going feedback to students.</p> <p>Evidence of student learning is collected through:</p> <p>Three student progress reports will be available on the Parent Portal. In addition, parents will also have the opportunity to celebrate student success during an evening of Celebrating Student Success in October, and a Learning Expo in March.</p>	
Technology	
<p>Technology is integrated into all curriculum areas. ERP has 2 computer labs, and a variety of laptops and iPads in the library and classrooms. A divisional computer policy is in place with the goal of ensuring that our technology resources are used appropriately.</p> <p>Teachers continue to use Microsoft Teams, as per divisional protocol, within their classroom structures to assist with communication and collaboration as needed.</p>	

Mobile Devices

As per provincial directive, students from kindergarten to grade 8 should not be using personal mobile devices during the school day. If a student brings a person device to school for family safety plan and communication, it is to be kept in their bag/locker and out of sight throughout the school day.

DIGITAL CITIZENSHIP

Respect of SELF	Respect of OTHERS	Respect of PROPERTY
I protect my privacy by logging out of applications before returning shared devices.	I shut down all apps and internet tabs. I return and plug in devices to charging stations.	I keep equipment clean and safe from damage.

General Information

Absenteeism

If a student is absent from school, we ask that a parent advise us by:

1. Calling before school starts and leaving a message if necessary. **OR**
2. Sending a not in advance to the homeroom teacher.

If we observe chronic absenteeism, we will communicate with families to support where possible. Parents are asked to communicate with their child's teacher or administration in the event of regular absences for medical reasons.

Students who are absent for any reasons are responsible to communicate with their teachers to catch up on all missed work.

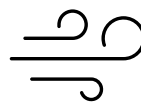
Please note that the days when there are field trips or special activities are considered regular school days.

Illness

If a student becomes ill during the school day they should report it immediately to the teacher. The student will be directed to the office, and parents may be called to make arrangements to take care of their child.

Weather Preparedness

Students are expected to be properly dressed for changing weather conditions. Unless there is extreme weather, windchills, temperatures, etc., students are outside before school and during recesses.



When there is a wind chill between -24°C to -27°C, outdoor lunch recess may be shortened. When there is a wind chill colder than -27°C, students will enter the building upon arrival, and recesses will be held indoors.

Long Term Absences








If a student is absent for an extended period of time the school should be notified and informed of the reason and expected duration.

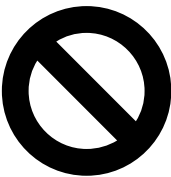
It is the student and parent's responsibility to ensure that all missed work is completed upon returning. Special arrangements may be possible if the extended absence is medical in nature. Contact the school as early as possible in such situations.

Dress Code

Clothing at school should be work appropriate and good judgement used for appropriate attire for changing weather conditions. Students are expected to remove outerwear upon entering the building.

Clothing with inappropriate or offensive language or visuals are not acceptable. If inappropriate clothing is worn to school, staff will speak to the student and may request that they change.

Late Arrivals		Bicycles, Skateboards, & Scooters	
If arriving late in the morning or afternoon, students are to come to the office to obtain a welcome slip.			Bicycle racks are available in front of the school. Bicycles must be locked and skateboards and scooters stored in the office. A reminder that it is for law for people under 18 to wear a helmet. <i>The school is not responsible for lost, stolen, or damaged bicycles, skateboards, and scooters.</i> Students are expected to respect others' property; therefore bikes, scooters, and skateboards are not to be ridden during lunch time in or around school grounds.
Locks & Lockers			
Lockers will be used by grade 8 students only during the 2025-2026 school year. Locks are provided by the school.			
Library			
Our library has a large number of books in circulation. Materials are also available in the form of e-books and digital resources through the school library web page and the Sora app. To ensure equitable access, students are responsible of taking care of the books and handing them in on time. If books are lost or vandalized, parents are responsible for paying the cost of a replacement book.			
Administration of Medicine			
The divisional policy on Administration of Prescribed Medications prohibits staff from administering to a student any 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 are available 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 EpiPens, bronchodilators, and the administration of oral medication for longer than 14 days.			
Please note: <i>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.</i>			
Transportation			
The Transportation Policy states that all carry-on items, including musical instruments, must be:			
	<ul style="list-style-type: none">• Educationally related, and• Able to sit securely on the student's lap without encroaching onto the next seat or into the aisle.		
Eligible carry-on items:		Non-eligible carry-on items:	
<ul style="list-style-type: none">• Recorders• Piccolo• Oboe• Flute• B Flat Clarinet• Trumpet/Cornet (slim case only)• Trombone (narrow black case only)• Alto saxophone		<ul style="list-style-type: none">• Hockey sticks• Skates• Curling brooms• Snowboards• Skis & ski poles• Roller blades• Skateboards• Any large objects such as presentation backboards	
			
Note: During the winter months, there are possible occasions when the divisional school buses will not be able to run and this will have an impact on transportation for some of the Industrial arts classes for grades 6, 7 & 8 students.			

Fire Drills & Evacuations	Lockdowns & Hold & Secures
<p>In the event of a fire alarm, students will exit the building at the nearest door in an orderly fashion and proceed directly to their pre-assigned meeting place. 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 the person in charge.</p> <p>In the event that school grounds need to be evacuated, the school evacuation site is St. Joseph the Worker School at 505 Brewster Street. The 2nd relocation site is Westview School at 600 Hoka Street. The designated parent location to receive information during a Lockdown or Hold & Secure is Rexall at 1490 Plessis Road.</p>	<p>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 a Lockdown or Hold & Secure procedure.</p> <p>These procedures might be used in a variety of circumstances; a medical situation, a situation in the community such as a nearby fire, an unknown person in the school, or any other situation where administration feels would warrant keeping the students safe in their classrooms, or school. Lockdown and Hold & Secure drills are practiced twice a year.</p>
Drugs & Alcohol	Vapes & Tobacco
<p>Drug and alcohol use by students is illegal and deemed harmful to the user and those around them. The use or possession of illicit drugs or alcohol on school property or at any school sponsored event is strictly prohibited. As such:</p> <ul style="list-style-type: none"> • The principal will notify the parents of a student who is found to be in possession or under the influence of unauthorized drugs. The principal is required to impose school disciplinary measures independently of court action. • The principal will notify the parents of any student who is suspected as being a user of unauthorized drugs. • The principal will notify the Superintendent of any drug abuse incident. 	<p>Use and sale of electronic vaporizer devices and related products are not permitted on River East Transcona School Division property or at school related events or functions.</p> <p>Use and sale of tobacco or tobacco products are not permitted on River East Transcona School Division property or at school related events or functions.</p> 
Suspensions & Restitution	
<p>Reasons for suspension-restitution may include but are not limited to:</p> <ul style="list-style-type: none"> • Verbal or physical aggression • Harassment • Lack of respect towards others • Non-compliance • Vandalism <p>Extremely serious incidents and/or an accumulation of incidents may result require a divisional re-entry process.</p>	<p>Students who are suspended from school are automatically excluded from extra-curricular activities during the suspension period.</p> <p>Academic work prepared for students who are suspended must be completed and returned following the suspension. Students are responsible for assignments, tests, etc. missed during the suspension period.</p>
Concern Protocol	
<p>Our goal is to make the school experience a positive, safe, and happy one for all of our students. However, if you have a concern, please do not hesitate to contact the school. We value open communication between home and school.</p> <ol style="list-style-type: none"> 1. Contact the person most directly involved, likely the classroom teacher. 2. If talking to the teacher does not resolve the issue, talk to the principal. 3. If you have talked to the principal and issue has not been resolved over a period of time, contact the superintendent's department at 204-667-7130 or at communications@retsd.mb.ca. <p>If you do not agree with the superintendent's decision, please place your concern in writing to the Board of Trustees.</p>	

Mission Statement

We provide inclusive, innovative, and engaging educational programming in a safe and caring environment.

Code of Conduct

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

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 used to address the unique academic and behavioural needs of students.
- Problem-solving and conflict-management skills will be developed.
- Parents/guardians will initiate discussion about their child through the classroom teacher or school administration.

Roles & 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 base don 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:	Parents/Guardians will:
<ul style="list-style-type: none">• Be polite, respectful, and cooperative 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, school property and the personal property of others.• Dress appropriately according to the RETSD dress code policy.	<ul style="list-style-type: none">• 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	
<p>The teaching and learning of expected student behaviour forms the cornerstone of a proactive, preventative approach. School plans 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.</p> <p>The following are the key components in promoting a positive school climate. School staff will:</p>	<ul style="list-style-type: none">• 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	
<p>The vision 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:</p>	
Informal interview	Parental involvement
School staff speak with the student to reach an agreement regarding the student’s behaviour. The parents/guardians will be contacted as required.	Contact may be made to discuss student behaviour and steps that are required to change the behaviour, unless directed otherwise by police. The nature of the contact would vary from a telephone conversation to a formal conference at the school.
Formal interview	School based Student Services Personnel involvement
A conference is held with the student, school team, and parents/guardians to develop a plan for changing the student’s behaviour.	School based student services may collaborate with teachers and students to support positive behaviours. In addition, they may collaborate with divisional student services for specialized information to support student success, such as writing a Behaviour Intervention plan.
Withdrawal from classroom setting	Divisional base Student Services Personnel involvement
The student may be temporarily removed to an alternative, supervised location when inappropriate behaviour is deemed to have a negative impact on the classroom environment.	RETSD student services staff may to assist in developing appropriate proactive and reactive approaches for behaviour. This plan might include a level of supports that are above the capacity of the school team. Parental/guardian permission will be obtained for assessments and/or interventions of this nature.

Removal of privileges		Restitution	
Student privileges are removed under certain circumstances. This removal can include access to the playground, library, special events, or participation in extra-curricular activities and fieldtrips.		The student and/or parents/guardians are required to compensate for damages caused by the student.	
Behavioural contract		Outside agency involvement	
In some circumstances the student may be required to meet specific behavioural outcomes that are identified in a written plan. These outcomes are agreed upon by the student, parents/guardians, and the school team. The agreement is documented and provided to all concerned parties.		In some circumstances a student’s behaviour may involve violation of the law 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 situations, the safety of the student and others will be the primary factor for determining such action.	
Suspension			
Suspension is the temporary stopping of a student’s right to attend school. When a student’s behaviour is deemed injurious to the welfare of the school or to the school’s educational purpose, suspension is sometimes necessary to ensure the safety. 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		Out-of-school suspension	
School administrators may assign 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.		The administration may approve an out-of-school suspension. Teachers will provide students with appropriate work during the out-of-school suspension. <ul style="list-style-type: none">• A principal may suspend a student from school for not more than 5 days.• A superintendent may suspend a student from school for no more than 6 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 assessments			
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			
Safe & caring school environment			
As citizens, we share a responsibility to work together to provide school environments where all students feel safe and respected, thereby allowing them to reach their full potential. River East Transcona School Division is committed to fostering inclusion for all people.			

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:

Appeals of disciplinary decisions:

Students and parents/guardians must follow the school board's established appeal process:

- 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.

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.

Appeals of suspensions or expulsions:

For suspensions over five days, parents/guardians have the right to make representations to the board of trustees. The board of trustees has the authority to confirm or modify the suspension or reinstate the student. Parents/guardians have the right to appeal a student expulsion to the board of trustees.

The R.E.T.S.D. code of conduct

Is consistent with the Safe Schools Charter of Manitoba. The Safe Schools Charter (Province of Manitoba, S.M. 2004. c. 24) sets forth guidelines that apply to students and staff regarding behaviour. Behaviours that will not be tolerated in schools and that will be dealt with immediately include but are not limited to the following:

- bullying: a behaviour that is intended to cause, or should be known to cause fear, intimidation, humiliation, distress or other forms of harm to another person's body, feelings, self-esteem, reputation, or property. It is also behaviour that is intended to create, or should be known to create, a negative school environment for another person.
- cyberbullying: bullying by means of any form of electronic communication, including social media, text messaging, instant messaging, websites, or email.
- abusing physically, sexually or psychologically, in writing, verbally or otherwise.
- inappropriate use of electronic mail, the Internet, digital cameras, cell phones, cell phones equipped with digital cameras, text messaging sent by cell phone or pager, and other personal electronic communication devices, including accessing, uploading, downloading or distributing material that the school has determined objectionable, students taking photos, video recordings, audio recordings and images of staff or students on school property without the permission of authorized school personnel.
- discriminating unreasonably on the basis of any characteristic set out in subsection 9(2) of the Manitoba Human Rights Code.
- using, possessing or being under the influence of alcohol or illicit drugs at school.
- gang involvement on school property.
- possessing a weapon as "weapon" is defined in Section 2 of Canada's Criminal Code.

References

The River East Transcona School Division Policy Manual can be viewed at: <https://www.retsd.mb.ca/page/40/policies>

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.

R.E.T.S.D. Board of Trustees			
Name	Ward	Contact Information	
Colleen Carswell (Board Chair)	1	204.222.1486	ccarswell@retsd.mb.ca
Sheri Irwin	1	204.223.5079	sirwin@retsd.mb.ca
Sheri Hanson	2	204.915.7313	shanson2@retsd.mb.ca
Rod Giesbrecht	2	204.661.5984	rgiesbrecht@retsd.mb.ca
Keith Morrison	3	204.668.3501	kmorrison@retsd.mb.ca
Brianne Goertzen	3	204.955.6782	bgoertzen@retsd.mb.ca
Brenda Bage	4	204.221.2951	bbage@retsd.mb.ca
Susan Olynik (Board Vice-Chair)	4	204.661.6440	solynik@retsd.mb.ca
Shannon Hiebert	5	204.771.8435	shiebert@retsd.mb.ca

R.E.T.S.D. Board of Trustees			
Name	Ward	Contact Information	
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Keith Morrison	3	204.668.3501	kmorrison@retsd.mb.ca
Brianne Goertzen	3	204.955.6782	bgoertzen@retsd.mb.ca
Brenda Bage	4	204.221.2951	bbage@retsd.mb.ca
Susan Olynik (Board Vice-Chair)	4	204.661.6440	solynik@retsd.mb.ca
Shannon Hiebert	5	204.771.8435	shiebert@retsd.mb.ca



SEPTEMBRE 2025

le lundi 1 septembre - Journée du Travail - PAS DE CLASSES

le mardi 2 septembre - Journée Coordonnée - PAS DE CLASSES

jour 1

le mercredi 3 septembre

jour 2



le jeudi 4 septembre

jour 3

le vendredi 5 septembre

jour 4

Notes

Buts pour la semaine

"Félicitations! Aujourd'hui, c'est ton jour.
Vous partez pour de grands espaces! Tu es parti et tu t'en vas!"
- Dr. Seuss, Oh, the Places You'll Go!



SEPTEMBRE 2025

le lundi 8 septembre

jour 5

le mardi 9 septembre

jour 6

le mercredi 10 septembre

jour 1

le jeudi 11 septembre

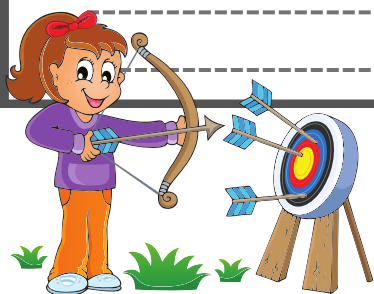
jour 2

le vendredi 12 septembre

jour 3

Notes

Buts pour la semaine



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

SEPTEMBRE 2025

le lundi 15 septembre

jour 4

le mardi 16 septembre

jour 5

le mercredi 17 septembre

jour 6

le jeudi 18 septembre

jour 1

le vendredi 19 septembre

jour 2

Notes

Buts pour la semaine

On pratique ERPS chaque jour!

- Connaître et respecter les règles de l'école.
- Contribuer à un environnement scolaire sûr et positif.



SEPTEMBRE 2025

le lundi 22 septembre

jour 3

le mardi 23 septembre

jour 4

le mercredi 24 septembre

jour 5

le jeudi 25 septembre

jour 6

le vendredi 26 septembre

jour 1

Notes

Buts pour la semaine



"Si vous pouvez le rêver, vous pouvez le faire. "
- Walt Disney

OCTOBRE 2025

le lundi 29 septembre

jour 2

le mardi 30 septembre

Journée de Vérité et Réconciliation - PAS DE CLASSES



le mercredi 1 octobre

jour 3

le jeudi 2 octobre

jour 4

le vendredi 3 octobre

jour 5

Notes

Buts pour la semaine



Chaque jour est une nouvelle occasion d'apprendre quelque chose de nouveau et de passionnant.

OCTOBRE 2025

le lundi 6 octobre

jour 6

le mardi 7 octobre

jour 1

le mercredi 8 octobre

jour 2

le jeudi 9 octobre-Journée Coordonnée - PAS DE CLASSES

jour 3

le vendredi 10 octobre - Journée Coordonnée - PAS DE CLASSES

jour 4

Notes

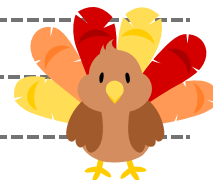
Buts pour la semaine

"L'éducation est la clé qui ouvre le monde,
un passeport pour la liberté."
- Oprah Winfrey



OCTOBRE 2025

le lundi 13 octobre - L'action de grâce - PAS DE CLASSES



le mardi 14 octobre

jour 5

le mercredi 15 octobre

jour 6

le jeudi 16 octobre

jour 1

le vendredi 17 octobre

jour 2

Notes

Buts pour la semaine



Votre gentillesse n'est jamais perdue dans ce monde.

OCTOBRE 2025

le lundi 20 octobre

jour 3

le mardi 21 octobre

jour 4

le mercredi 22 octobre

jour 5

le jeudi 23 octobre

jour 6

le vendredi 24 octobre - Journée Coordonnée - PAS DE CLASSES

jour 1

Notes

Buts pour la semaine

"Regardez les étoiles et non vos pieds. Essayez de donner un sens à ce que vous voyez et interrogez-vous sur les raisons de l'existence de l'univers. Soyez curieux." - Stephen Hawking



OCTOBRE 2025

le lundi 27 octobre

jour 2

le mardi 28 octobre

jour 3

le mercredi 29 octobre

jour 4

le jeudi 30 octobre

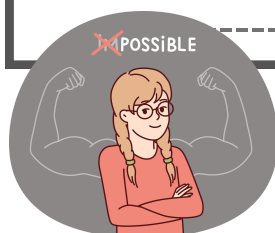
jour 5

le vendredi 31 octobre

jour 6

Notes

Buts pour la semaine



Quand on pense qu'on peut, tout est possible.

NOVEMBRE 2025

le lundi 3 novembre

jour 1

le mardi 4 novembre

jour 2

le mercredi 5 novembre

jour 3

le jeudi 6 novembre

jour 4

le vendredi 7 novembre

jour 5

Notes

Buts pour la semaine

"On n'échoue jamais tant qu'on n'arrête pas d'essayer."
- Albert Einstein

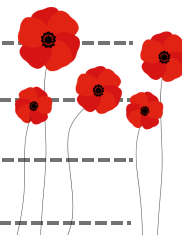


NOVEMBRE 2025

le lundi 10 novembre

jour 6

le mardi 11 novembre- Journée de souvenir - PAS DE CLASSES



le mercredi 12 novembre

jour 1

le jeudi 13 novembre

jour 2

le vendredi 14 novembre

jour 3

Notes

Buts pour la semaine



La grandeur se construit sur les mots
"JE PEUX ESSAYER."

NOVEMBRE 2025

le lundi 17 novembre -PAS DE CLASSES A ERP

jour 4

le mardi 18 novembre

jour 5

le mercredi 19 novembre

jour 6

le jeudi 20 novembre

jour 1

le vendredi 21 novembre

jour 2

Notes

Buts pour la semaine

On pratique ERPS chaque jour!

- Soyez responsable de vos paroles et de vos actes.
- Soyez poli, prévenant et serviable.



NOVEMBRE 2025

le lundi 24 novembre

jour 3

le mardi 25 novembre

jour 4

le mercredi 26 novembre

jour 5

le jeudi 27 novembre

jour 6

le vendredi 28 novembre

jour 1

Notes

Buts pour la semaine

"Plus vous lirez, plus vous apprendrez de choses.
Plus vous apprendrez, plus vous irez loin."
- Dr. Seuss (Je peux lire avec les yeux fermés)



DÉCEMBRE 2025

le lundi 1 décembre

jour 2

le mardi 2 décembre

jour 3

le mercredi 3 décembre

jour 4

le jeudi 4 décembre

jour 5

le vendredi 5 décembre

jour 6

Notes

Buts pour la semaine



La vie vous emmènera dans des endroits extraordinaires
si vous avez le courage d'essayer.

DÉCEMBRE 2025

le lundi 8 décembre

jour 1

le mardi 9 décembre

jour 2

le mercredi 10 décembre

jour 3

le jeudi 11 décembre

jour 4

le vendredi 12 décembre

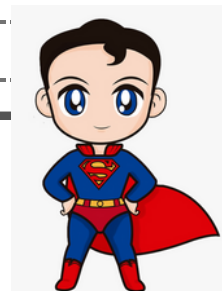
jour 5

Notes

Buts pour la semaine

"Vous êtes beaucoup plus fort que vous ne le pensez.
Faites-moi confiance."

- Superman (All-Star Superman Vol. 1)



DÉCEMBRE 2025

le lundi 15 décembre

jour 6

le mardi 16 décembre

jour 1

le mercredi 17 décembre

jour 2

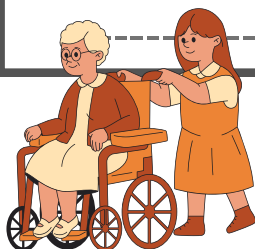
le jeudi 18 décembre

jour 3

le vendredi 19 décembre - dernier jour de classes avant relâche - JOURNÉE ABRÉGER jour 4

Notes

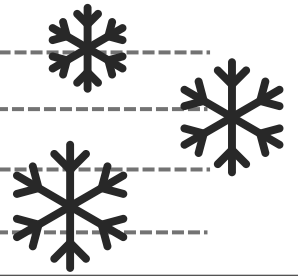
Buts pour la semaine



Vous avez le pouvoir de changer la journée de quelqu'un par vos paroles et vos actions.

DÉCEMBRE 2025

le lundi 22 décembre - VACANCE D'HIVER



le mardi 23 décembre - VACANCE D'HIVER



le mercredi 24 décembre - VACANCE D'HIVER



le jeudi 25 décembre - VACANCE D'HIVER



le vendredi 26 décembre - VACANCE D'HIVER



Notes

Buts pour la semaine

"On rate 100 % des tirs que l'on ne prend pas."
- Wayne Gretzky



JANVIER 2025

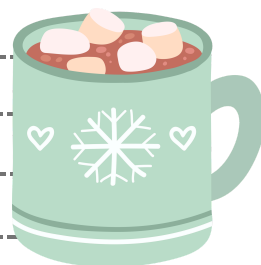
le lundi 29 décembre - VACANCE D'HIVER



le mardi 30 décembre - VACANCE D'HIVER



le mercredi 31 décembre - VACANCE D'HIVER



le jeudi 1 janvier - VACANCE D'HIVER



le vendredi 2 janvier - VACANCE D'HIVER



Notes

Buts pour la semaine



Chaque étoile doit briller pour éclairer le monde.

JANVIER 2026

le lundi 5 janvier - Premier jour après la relâche

jour 5

le mardi 6 janvier

jour 6

le mercredi 7 janvier

jour 1

le jeudi 8 janvier

jour 2

le vendredi 9 janvier

jour 3

Notes

Buts pour la semaine



"Un vrai héros ne se mesure pas à la taille de sa force,
mais à la taille de son cœur."

- Zeus (Hercule)

JANVIER 2026

le lundi 12 janvier

jour 4

le mardi 13 janvier

jour 5

le mercredi 14 janvier

jour 6

le jeudi 15 janvier

jour 1

le vendredi 16 janvier

jour 2

Notes

Buts pour la semaine



Rêvez grand! Et lorsque vous y parviendrez,
rêvez encore plus grand!

JANVIER 2026

le lundi 19 janvier

jour 3

le mardi 20 janvier

jour 4

le mercredi 21 janvier

jour 5

le jeudi 22 janvier

jour 6

le vendredi 23 janvier

jour 1

Notes

Buts pour la semaine

On pratique ERPS chaque jour!

- Prenez soin de vos biens et de la propriété de l'école.
- Veillez à ce que notre école soit un environnement propre et sûr, propice à l'apprentissage et au travail.



JANVIER 2026

le lundi 26 janvier

jour 2

le mardi 27 janvier

jour 3

le mercredi 28 janvier

jour 4

le jeudi 29 janvier

jour 5

le vendredi 30 janvier - Journée Cordonnée - PAS DE CLASSES

jour 6

Notes

Buts pour la semaine

"Pourquoi tombons-nous ? Pour apprendre à se relever."
- Alfred Pennyworth (Batman Commence)



FÉVRIER 2026

le lundi 2 février - Journée Cordonnée - PAS DE CLASSES

jour 1

le mardi 3 février

jour 2

le mercredi 4 février

jour 3

le jeudi 5 février

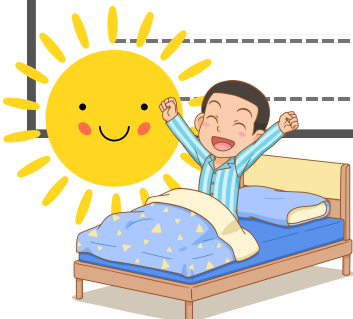
jour 4

le vendredi 6 février

jour 5

Notes

Buts pour la semaine



Chaque jour est un jour génial quand on le commence avec une attitude géniale.

FÉVRIER 2026

le lundi 9 février

jour 6

le mardi 10 février

jour 1

le mercredi 11 février

jour 2

le jeudi 12 février

jour 3

le vendredi 13 février

jour 4

Notes

Buts pour la semaine



"Les héros sont faits par le chemin qu'ils choisissent, pas par les pouvoirs dont ils sont gratifiés."

- Iron Man

FÉVRIER 2026

le lundi 16 février - Journée Louis Riel - PAS DE CLASSES

le mardi 17 février

jour 5

le mercredi 18 février

jour 6

le jeudi 19 février

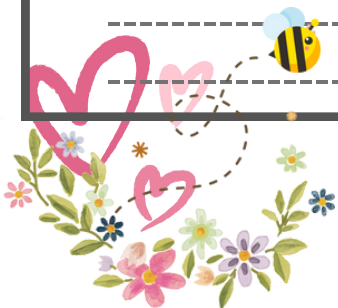
jour 1

le vendredi 20 février

jour 2

Notes

Buts pour la semaine



Vous pouvez tout faire. Il vous suffit d'y croire.

FÉVRIER 2026

le lundi 23 février

jour 3

le mardi 24 février

jour 4

le mercredi 25 février

jour 5

le jeudi 26 février

jour 6

le vendredi 27 février

jour 1

Notes

Buts pour la semaine

"Les mots gentils peuvent être courts et faciles à prononcer,
mais leur écho est vraiment infini."

- Mère Teresa



MARS 2026

le lundi 2 mars

jour 2

le mardi 3 mars

jour 3

le mercredi 4 mars

jour 4

le jeudi 5 mars

jour 5

le vendredi 6 mars

jour 6

Notes

Buts pour la semaine



Faire ce qu'il faut, c'est faire preuve de courage.
Soyez courageux.

MARS 2026

le lundi 9 mars

jour 1

le mardi 10 mars

jour 2

le mercredi 11 mars

jour 3

le jeudi 12 mars

jour 4

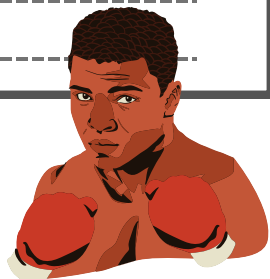
le vendredi 13 mars

jour 5

Notes

Buts pour la semaine

"Si mon esprit peut le concevoir, si mon cœur peut y croire, alors je peux y arriver."
- Muhammed Ali



MARS 2026

le lundi 16 mars

jour 6

le mardi 17 mars

jour 1

le mercredi 18 mars

jour 2

le jeudi 19 mars

jour 3

le vendredi 20 mars-Journée Cordonnée - PAS DE CLASSES

jour 4

Notes

Buts pour la semaine



Les rêves se construisent par l'action. Même si vous tombez, chaque pas vous rapproche un peu plus de la réussite.

MARS 2026

le lundi 23 mars

jour 5

le mardi 24 mars

jour 6

le mercredi 25 mars

jour 1

le jeudi 26 mars

jour 2

le vendredi 27 mars - dernier jour de classes avant relâche

jour 3

Notes

Buts pour la semaine

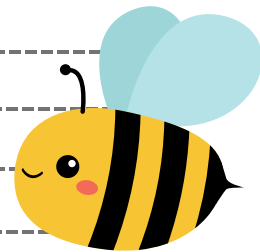
On pratique ERPS chaque jour!

- Soyez vous-même et prenez des décisions judicieuses.
- Venez à l'école tous les jours et montrez votre volonté d'apprendre.

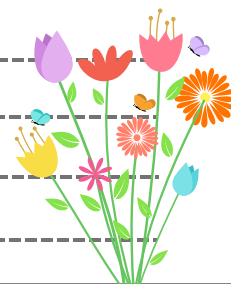


AVRIL 2026

le lundi 30 mars - RELÂCHE DU PRINTEMPS



le mardi 31 avril - RELÂCHE DU PRINTEMPS



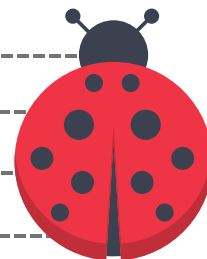
le mercredi 1 avril - RELÂCHE DU PRINTEMPS



le jeudi 2 avril - RELÂCHE DU PRINTEMPS



le vendredi 3 avril - RELÂCHE DU PRINTEMPS

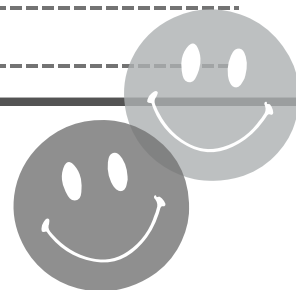


Notes

Buts pour la semaine

"Si vous voyez quelqu'un qui n'a pas de sourire,
offrez-lui le vôtre."

- Dolly Parton



AVRIL 2026

le lundi 6 avril - Premier jour après la relâche

jour 4

le mardi 7 avril

jour 5

le mercredi 8 avril

jour 6

le jeudi 9 avril

jour 1

le vendredi 10 avril Journée Cordonnée - PAS DE CLASSES

jour 2

Notes

Buts pour la semaine



Commencez votre journée par des pensées et des actions positives pour faire de chaque jour une bonne journée.

AVRIL 2026

le lundi 13 avril

jour 3

le mardi 14 avril

jour 4

le mercredi 15 avril

jour 5

le jeudi 16 avril

jour 6

le vendredi 17 avril

jour 1

Notes

Buts pour la semaine

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



AVRIL 2026

le lundi 20 avril

jour 2

le mardi 21 avril

jour 3

le mercredi 22 avril

jour 4

le jeudi 23 avril

jour 5

le vendredi 24 avril

jour 6

Notes

Buts pour la semaine



Vous êtes un peu étincelante et beaucoup plus brillante.
Merci d'illuminer cette journée.

AVRIL 2026

le lundi 27 avril

jour 1

le mardi 28 avril

jour 2

le mercredi 29 avril

jour 3

le jeudi 30 avril

jour 4

le vendredi 1 mai

jour 5

Notes

Buts pour la semaine

"Le changement ne viendra pas si nous attendons une autre personne ou un autre moment. Nous sommes ceux que nous attendons. Nous sommes le changement que nous recherchons."

- Barack Obama



le lundi 4 mai

jour 6

le mardi 5 mai

jour 1

le mercredi 6 mai

jour 2

le jeudi 7 mai

jour 3

le vendredi 8 mai -PAS DE CLASSES A ERP

jour 4

Notes

Buts pour la semaine



N'oubliez jamais à quel point vous êtes géniaux.
Même si vous ne le voyez pas, les autres le voient.

MAI 2026

le lundi 11 mai

jour 5

le mardi 12 mai

jour 6

le mercredi 13 mai

jour 1

le jeudi 14 mai

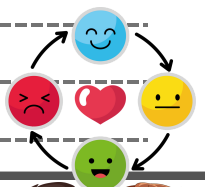
jour 2

le vendredi 15 mai

jour 3

Notes

Buts pour la semaine



"Vous êtes toujours responsable de votre comportement,
quels que soient vos sentiments."

- Robert Tew



le lundi 18 mai - Jour De La Reine - PAS DE CLASSES

le mardi 19 mai

jour 4

le mercredi 20 mai

jour 5

le jeudi 21 mai

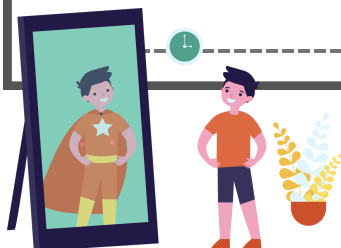
jour 6

le vendredi 22 mai

jour 1

Notes

Buts pour la semaine



*Vous faites un travail extraordinaire en étant vous-même.
Continuez comme ça.*

le lundi 25 mai

jour 2

le mardi 26 mai

jour 3

le mercredi 27 mai

jour 4

le jeudi 28 mai

jour 5

le vendredi 29 mai

jour 6

Notes

Buts pour la semaine

On pratique ERPS chaque jour!

- Adoptez une attitude positive à votre égard.
- Gérer les situations de manière positive et assertive.



JUIN 2026

le lundi 1 juin

jour 1

le mardi 2 juin

jour 2

le mercredi 3 juin

jour 3

le jeudi 4 juin

jour 4

le vendredi 5 juin

jour 5

Notes

Buts pour la semaine

"Personne n'est parfait -
c'est pourquoi les crayons ont des gommes."
- Wolfgang Riebe



JUIN 2026

le lundi 8 juin

jour 6

le mardi 9 juin

jour 1

le mercredi 10 juin

jour 2

le jeudi 11 juin

jour 3

le vendredi 12 juin

jour 4

Notes

Buts pour la semaine



Chaque nouvelle histoire passionnante a commencé
avec une personne et un rêve.



JUIN 2026

le lundi 15 juin

jour 5

le mardi 16 juin

jour 6

le mercredi 17 juin

jour 1

le jeudi 18 juin

jour 2

le vendredi 19 juin

jour 3

Notes

Buts pour la semaine

"L'expert en toute chose a été un jour un débutant."
- Helen Hayes



JUIN 2026

le lundi 22 juin

jour 4

le mardi 23 juin

jour 5

le mercredi 24 juin

jour 6

le jeudi 25 juin

jour 1

le vendredi 26 juin

jour 2

Notes

Buts pour la semaine

Vous êtes le narrateur de votre prochaine grande aventure.

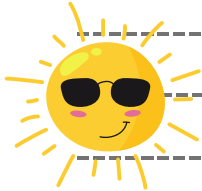
JUIN 2026

le lundi 29 juin

jour 3

le lundi 30- dernier jour de classes - JOURNÉE ABRÉGER

jour 4



*Bonjour
l'été!*



MULTIPLICATION TABLE

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100



Les nombres en français

0 zéro	10 dix	20 vingt	30 trente
1 un	11 onze	21 vingt-et-un	31 trente-et-un
2 deux	12 douze	22 vingt-deux	32 trente-deux
3 trois	13 treize	23 vingt-trois	33 trente-trois
4 quatre	14 quatorze	24 vingt-quatre	34 trente-quatre
5 cinq	15 quinze	25 vingt-cinq	35 trente-cinq
6 six	16 seize	26 vingt-six	36 trente-six
7 sept	17 dix-sept	27 vingt-sept	37 trente-sept
8 huit	18 dix-huit	28 vingt-huit	38 trente-huit
9 neuf	19 dix-neuf	29 vingt-neuf	39 trente-neuf
40 quarante	50 cinquante	60 soixante	70 soixante-dix
41 quarante-et-un	51 cinquante-et-un	61 soixante-et-un	71 soixante-et-onze
42 quarante-deux	52 cinquante-deux	62 soixante-deux	72 soixante-douze
43 quarante-trois	53 cinquante-trois	63 soixante-trois	73 soixante-treize
44 quarante-quatre	54 cinquante-quatre	64 soixante-quatre	74 soixante-quatorze
45 quarante-cinq	55 cinquante-cinq	65 soixante-cinq	75 soixante-quinze
46 quarante-six	56 cinquante-six	66 soixante-six	76 soixante-seize
47 quarante-sept	57 cinquante-sept	67 soixante-sept	77 soixante-dix-sept
48 quarante-huit	58 cinquante-huit	68 soixante-huit	78 soixante-dix-huit
49 quarante-neuf	59 cinquante-neuf	69 soixante-neuf	79 soixante-dix-neuf
80 quatre-vingts	90 quatre-vingt-dix	LES GRANDS NOMBRES 100 cent 800 huit-cents 101 cent-un 900 neuf-cents 200 deux-cents 1.000 mille 202 deux-cent-deux 2.000 deux-mille 300 trois-cents 10.000 dix-mille 305 trois-cent-cinq 100.000 cent-mille 400 quatre-cents 1.000.000 un-million 500 cinq-cents 2.000.000 deux-millions 600 six-cents 1.000.000.000 un-milliard 700 sept-cents 2.000.000.000 deux-milliards	
81 quatre-vingt-un	91 quatre-vingt-onze		
82 quatre-vingt-deux	92 quatre-vingt-douze		
83 quatre-vingt-trois	93 quatre-vingt-treize		
84 quatre-vingt-quatre	94 quatre-vingt-quatre		
85 quatre-vingt-cinq	95 quatre-vingt-quinze		
86 quatre-vingt-six	96 quatre-vingt-seize		
87 quatre-vingt-sept	97 quatre-vingt-dix-sept		
88 quatre-vingt-huit	98 quatre-vingt-dix-huit		
89 quatre-vingt-neuf	99 quatre-vingt-dix-neuf		

Months of the Year

September	septembre
October	octobre
November	novembre
December	décembre
January	janvier
February	février
March	mars
April	avril
May	mai
June	juin



Days of the week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche

AB	Alberta
CB	Colombie Britannique
MB	Manitoba
NB	Nouveau-Brunswick
TN	Terre-Neuve et Labrador
NE	Nouvelle-Écosse
TNO	Territoire du Nord-Ouest
NU	Nunavut
ON	Ontario
IPE	Île-du-Prince-Édouard
QC	Québec
SK	Saskatchewan
YK	Yukon





The **ZONES** of Regulation®

	
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>

How can I get back to the green zone? TRY:

- ♦ Take a deep breath
- ♦ Count to ten slowly
- ♦ Hug
- ♦ Take a walk
- ♦ Go for a drink
- ♦ squeeze an eraser
- ♦ draw on scrap paper

	
<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>



Roue de résolution de problèmes

