

# École Regent Park

**Agenda de l'élève  
2026-2027**



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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**

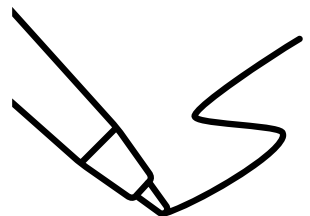
The following practices are in place to provide age-appropriate levels of use that will lead students to responsible and independent use of their agendas over time:

**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 for 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.

## Grades 2-5

|  Horaire du cycle scolaire 2026-27 |                 |                   |        |        |        |        |        |        |
|---------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|--------|--------|--------|--------|--------|--------|
|                                                                                                                     | 8h50-<br>Cloche | 9h00-<br>O Canada | Jour 1 | Jour 2 | Jour 3 | Jour 4 | Jour 5 | Jour 6 |
| 1                                                                                                                   | 9h05 – 9h40     |                   |        |        |        |        |        |        |
| 2                                                                                                                   | 9h40 – 10h15    |                   |        |        |        |        |        |        |
| 10h15-10h30- Recrée                                                                                                 |                 |                   |        |        |        |        |        |        |
| 3                                                                                                                   | 10h30 – 11h05   |                   |        |        |        |        |        |        |
| 4                                                                                                                   | 11h05 – 11h40   |                   |        |        |        |        |        |        |
| 11h40-12h10- Dîner                                                                                                  |                 |                   |        |        |        |        |        |        |
| 12h10-12h40- Recrée                                                                                                 |                 |                   |        |        |        |        |        |        |
| 12h40-12h45- Présence                                                                                               |                 |                   |        |        |        |        |        |        |
| 5                                                                                                                   | 12h45 – 13h20   |                   |        |        |        |        |        |        |
| 6                                                                                                                   | 13h20 – 14h00   |                   |        |        |        |        |        |        |
| 14h00-14h15- Recrée                                                                                                 |                 |                   |        |        |        |        |        |        |
| 7                                                                                                                   | 14h15 – 14h50   |                   |        |        |        |        |        |        |
| 8                                                                                                                   | 14h50 – 15h25   |                   |        |        |        |        |        |        |
| Classe/Prof                                                                                                         |                 |                   |        | Salle  |        |        |        |        |

## Grades 6-8

|  |               | Horaire du cycle scolaire 2026-2027 |        |        |        |        |        |        |
|-------------------------------------------------------------------------------------|---------------|-------------------------------------|--------|--------|--------|--------|--------|--------|
|                                                                                     | 8h50 - Cloche | 9h00 - O Canada                     | Jour 1 | Jour 2 | Jour 3 | Jour 4 | Jour 5 | Jour 6 |
| 1                                                                                   | 9h00 - 9h55   |                                     |        |        |        |        |        |        |
| 2                                                                                   | 9h55 - 10h50  |                                     |        |        |        |        |        |        |
| 3                                                                                   | 10h50 - 11h45 |                                     |        |        |        |        |        |        |
| 11h45-12h15- Recrée<br>12h15-12h45- Dîner                                           |               |                                     |        |        |        |        |        |        |
| DEAR 12h45 – 13h00                                                                  |               |                                     |        |        |        |        |        |        |
| 4                                                                                   | 13h00 – 13h45 |                                     |        |        |        |        |        |        |
| 5                                                                                   | 13h45 - 14h35 |                                     |        |        |        |        |        |        |
| 6                                                                                   | 14h35 - 15h25 |                                     |        |        |        |        |        |        |
| Classe/Prof                                                                         |               |                                     | Salle  |        |        |        |        |        |

# 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 & Supports

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. All students, staff, and visitors are expected to contribute to a safe and positive environment for all at École Regent Park.</li> <li>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.</li> <li>3. An online referral system will be used to communicate with the classroom teacher and administration.</li> <li>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</li> </ol> | <p>School Wide Guidelines for Success.</p> <ol style="list-style-type: none"> <li>5. If the behaviour repeats or is a significant event, administration will enter the process of consultation, collaboration, planning, and decisions regarding consequences and supports. The student, parent(s)/guardians, and other school personnel may be involved in this process.</li> <li>6. Any failure to follow the category: Respect for Divisional Policies (smoking, drugs, alcohol, Divisional Code of Conduct, threat-making and Assessment of Risk to Others) will be reported immediately to the administration. Parents/Guardians will receive a phone call and/or written communication regarding the major infraction.</li> </ol> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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)

ÉRP 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.

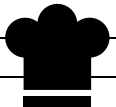


### French Immersion Program

The French Immersion Program is, first and foremost, a language program that is based on the philosophy of learning language through content in authentic and meaningful academic, cultural, and social situations. Students learn to communicate in French while learning most subjects in French. French is used as the language of instruction and as a means of communication in the classroom and throughout the school. The unique character of the Program derives from the fact that the French language is both the medium and the object of instruction. French immersion is an inclusive program intended for ALL students with various abilities and needs whose first language is not French and who have little or no knowledge of the French language.

| 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             |



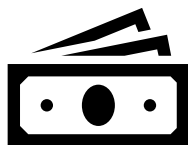
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|-------------------------------------------------------------------------------------------------|---------|---|
| Phys. Ed. & Health                                                                              | 5       | 4 |
|  Music & Choir | 3       | - |
| Band or Art                                                                                     | 2 (art) | 3 |
| Applied Technology                                                                              | -       | 3 |

### Specific Programs

#### Physical Education

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.

**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.**



#### Music & Choir (Grades 2 to 5)

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.



#### Band (Grade 6)

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.



#### Grades 2 to 5 Gym Attire

Proper gym attire consists of running shoes. Students need to be prepared to have phys. ed. classes outdoors at any time of the year

#### Band (Grade 7 & 8)

Students in grades 7 and 8 may also participate in jazz band which rehearses over the lunch hour or before school.

#### Grades 6 to 8 Gym Attire

Students in grades 6 to 8 are asked to change for phys. ed., t-shirt, shorts, running shoes, and deodorant.



#### Visual Arts

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.

### Student Services

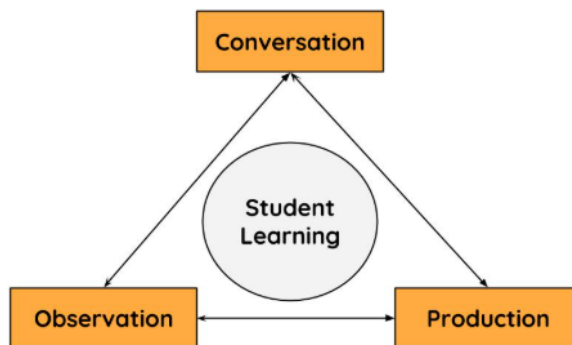
Parents and schools are important partners who share the responsibility of helping children to grow and develop to meet life's many demands. At times these demands can create a variety of challenges. ÉRP has school counsellors and resource teachers who can be of assistance in a variety of ways to support these challenges. Please contact the school directly for further information.

### Assessment & Reporting Procedures

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.

Evidence of student learning is collected through:

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.



## Technology

Technology is integrated into all curriculum areas. ÉRP has a variety of laptops and iPads in the library and classrooms. A divisional technology and digital literacy policy is in place with the goal of ensuring that our technology resources are used appropriately.

Teachers continue to use Microsoft Teams, as per divisional protocol, within their classroom structures to assist with communication and collaboration as needed.

## 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

I protect my privacy by logging out of applications before returning shared devices.

## Respect of OTHERS

I shut down all apps and internet tabs.  
  
I return and plug in devices to charging stations.

## Respect of PROPERTY

I keep equipment clean and safe from damage.

## General Information

### Student Presence & Engagement

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 note 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.

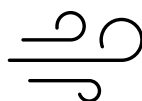
**Please note that the days when there are field trips or special activities are considered regular school days.**

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                   | Dress Code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>If a student is absent for an extended period of time the school should be notified and informed of the reason and expected duration.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                   | <p>Students shall dress in a manner that is appropriate for learning and working. Dressing appropriately for learning and working is a learned behaviour, and education should be the primary response by schools. Students are expected to remove outerwear upon entering the building.</p> <p>Clothing with offensive language or images such as inappropriate slogans, racist, sexist or demeaning pictures and/or words on clothing, handbags, backpack, etc. are not permitted. If inappropriate clothing is worn to school, staff will speak to the student and may request that they change.</p> |                                                                                       |
| Late Arrivals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                   | Bicycles, Skateboards, & Scooters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                       |
| <p>If arriving late in the morning or afternoon, students are to come to the office to obtain a welcome slip.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <p>Bicycle racks are available in front of the school. Bicycles and scooters must be locked in the bike racks, they will not be stored in the school. A reminder that it is required by law for people under 18 to wear a helmet. <b><i>The school is not responsible for lost, stolen, or damaged bicycles, skateboards, and scooters.</i></b> 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.</p>                                                                                   |   |
| Locks & Lockers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
| <p>Lockers will be used by grade 8 students only during the 2025-2026 school year. Locks are provided by the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
| Library                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Administration of Medicine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
| <p>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.</p> <p>Individualized Health Care Plans will be developed for any students requiring EpiPens, bronchodilators, and the administration of oral medication for longer than 14 days.</p> <p>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></p> |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                       |

## Transportation

The Transportation Policy states that all carry-on items, including musical instruments, must be:



- 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:

- Recorders
- Piccolo
- Oboe
- Flute
- B Flat Clarinet
- Trumpet/Cornet (slim case only)
- Trombone (narrow black case only)
- Alto saxophone



### Non-eligible carry-on items:

- 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

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.

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 2<sup>nd</sup> 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.

## Lockdowns & Hold & Secures

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.

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.

## Drugs & Alcohol

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:

- 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.

## Vapes & Tobacco

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.

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.



### Suspensions & Restitution

Reasons for suspension-restitution may include but are not limited to:

- Verbal or physical aggression
- Harassment
- Lack of respect towards others
- Non-compliance
- Vandalism

Extremely serious incidents and/or an accumulation of incidents may result require a divisional re-entry process.

Students who are suspended from school are automatically excluded from extra-curricular activities during the suspension period.

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.

### Concern Protocol

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.

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](mailto:communications@retsd.mb.ca).

If you do not agree with the superintendent's decision, please place your concern in writing to the Board of Trustees.



*creating student success*

### 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Staff will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• Address unacceptable student conduct including bullying, cyberbullying, and abuse of another student.</li> <li>• 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.</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• Provide relevant learning experiences based on the diverse needs of students.</li> <li>• Approach the education of students in a respectful manner.</li> <li>• Provide a classroom environment that is safe, caring and inclusive.</li> <li>• Participate in creating a positive school culture.</li> <li>• Communicate information about student progress, attendance, and behaviour to students, parents/guardians, and administration.</li> <li>• Respect and demonstrate consideration for other cultures.</li> <li>• Respect confidential information about students and staff.</li> <li>• Support and implement proactive and reactive intervention strategies offered through a continuum of supports and services.</li> </ul> |
| Students will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Parents/Guardians will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Be polite, respectful, and cooperative to all people within the school community.</li> <li>• Develop self-discipline.</li> <li>• Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school staff.</li> <li>• Demonstrate and support a safe, caring and inclusive school environment.</li> <li>• Respect that fellow students have a right to a school environment that is free from violence, school property and the personal property of others.</li> <li>• Dress appropriately according to the RETSD dress code policy.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize the authority of the school staff to provide a safe, caring, and inclusive environment.</li> <li>• Communicate regularly with the school staff and advocate for their child's success.</li> <li>• Ensure regular, punctual attendance, and contact the school staff when their child is absent.</li> <li>• Support and work collaboratively with school staff to ensure their child's success and appropriate behaviour.</li> <li>• Encourage the peaceful resolution of conflict and discourage disrespectful, violent or aggressive behaviour to solve a problem.</li> </ul>                                                                                                                                              |
| 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"> <li>• Participate in creating a positive school culture.</li> <li>• Implement a continuum of schoolwide behavioural supports.</li> <li>• Develop, maintain, and strengthen their working relationships with parents/guardians, community members, and organizations.</li> <li>• Employ active supervision.</li> <li>• Implement validated prevention and intervention programs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| Intervention & Support 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | 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.<br><br>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"><li>• A principal may suspend a student from school for not more than 5 days.</li></ul>                                                                                                                                                                                             |  |

- 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.

### Assessment of Risk to Others

The purpose of the Assessment of Risk to Others 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 or threat-making behaviours will be taken seriously, and students demonstrating these behaviours will be assessed accordingly. When a 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, interventions and supports. 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:

- 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.
- The decision of the principal may be appealed to the assistant superintendent.
- The decision of the assistant superintendent may be appealed to the superintendent.
- 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@retsdb.ca   |
| Sheri Irwin                     | 1    | 204.223.5079        | sirwin@retsdb.ca      |
| Sheri Hanson                    | 2    | 204.915.7313        | shanson2@retsdb.ca    |
| Rod Giesbrecht                  | 2    | 204.661.5984        | rgiesbrecht@retsdb.ca |
| Keith Morrison                  | 3    | 204.668.3501        | kmorrison@retsdb.ca   |
| Brianne Goertzen                | 3    | 204.955.6782        | bgoertzen@retsdb.ca   |
| Brenda Bage                     | 4    | 204.221.2951        | bbage@retsdb.ca       |
| Susan Olynik (Board Vice-Chair) | 4    | 204.661.6440        | solynik@retsdb.ca     |
| Shannon Hiebert                 | 5    | 204.771.8435        | shiebert@retsdb.ca    |



# SEPTEMBRE 2026

le lundi 7 septembre - Journée du Travail - PAS DE CLASSES

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le mardi 8 septembre - Journée Coordonnée - PAS DE CLASSES

jour 1

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le mercredi 9 septembre - Premier jour d'école

jour 2



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le jeudi 10 septembre

jour 3

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le vendredi 11 septembre

jour 4

Notes

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Buts pour la semaine

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"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 2026

le lundi 14 septembre

jour 5

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le mardi 15 septembre

jour 6

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le mercredi 16 septembre

jour 1

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le jeudi 17 septembre

jour 2

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le vendredi 18 septembre

jour 3

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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 2026

le lundi 21 septembre

jour 4

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le mardi 22 septembre

jour 5

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le mercredi 23 septembre

jour 6

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le jeudi 24 septembre

jour 1

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le vendredi 25 septembre

jour 2

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Notes

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Buts pour la semaine

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On pratique ERPS chaque jour!

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



# SEPTEMBRE 2026

le lundi 28 septembre

jour 3

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le mardi 29 septembre

jour 4

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le mercredi 30 septembre Journée de Vérité et Réconciliation - PAS DE CLASSES



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le jeudi 1 octobre

jour 5

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le vendredi 2 octobre

jour 6

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Buts pour la semaine

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

# OCTOBRE 2026

le lundi 5 octobre

jour 1

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le mardi 6 octobre

jour 2

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le mercredi 7 octobre

jour 3

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le jeudi 8 octobre

jour 4

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le vendredi 9 octobre

jour 5

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Buts pour la semaine

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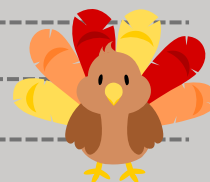
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Chaque jour est une nouvelle occasion d'apprendre quelque chose de nouveau et de passionnant.

# OCTOBRE 2026

le lundi 12 octobre - L'action de grâce - PAS DE CLASSES



le mardi 13 octobre

jour 6

le mercredi 14 octobre

jour 1

le jeudi 15 octobre

jour 2

le vendredi 16 octobre

jour 3

Notes

Buts pour la semaine

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



# OCTOBRE 2026

le lundi 19 octobre

jour 4

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le mardi 20 octobre

jour 5

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le mercredi 21 octobre

jour 6

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le jeudi 22 octobre

jour 1

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le vendredi 23 octobre - Journée Coordonnée - PAS DE CLASSES

jour 2

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Notes

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Buts pour la semaine

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Votre gentillesse n'est jamais perdue dans ce monde.

# OCTOBRE 2026

le lundi 26 octobre

jour 3

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le mardi 27 octobre

jour 4

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le mercredi 28 octobre - Journée Coordonnée - PAS DE CLASSES

jour 5

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le jeudi 29 octobre

jour 6

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le vendredi 30 octobre

jour 1

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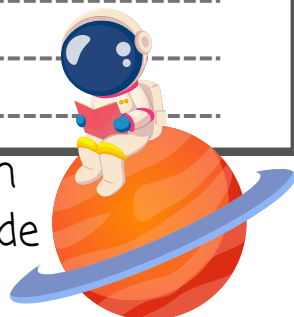
Buts pour la semaine

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"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



# NOVEMBRE 2026

le lundi 2 novembre

jour 2

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le mardi 3 novembre

jour 3

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le mercredi 4 novembre

jour 4

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le jeudi 5 novembre

jour 5

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le vendredi 6 novembre

jour 6

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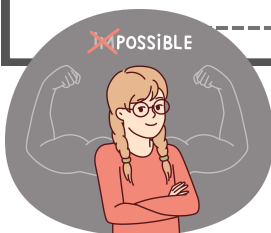
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Buts pour la semaine

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

# NOVEMBRE 2026

le lundi 9 novembre

jour 1

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le mardi 10 novembre

jour 2

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

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le jeudi 12 novembre

jour 3

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le vendredi 13 novembre

jour 4

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Notes

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Buts pour la semaine

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

# NOVEMBRE 2026

le lundi 16 novembre

jour 5

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le mardi 17 novembre

jour 6

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le mercredi 18 novembre

jour 1

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le jeudi 19 novembre

jour 2

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le vendredi 20 novembre

jour 3

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Notes

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Buts pour la semaine

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

# NOVEMBRE 2026

le lundi 23 novembre

jour 4

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le mardi 24 novembre

jour 5

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le mercredi 25 novembre

jour 6

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le jeudi 26 novembre

jour 1

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le vendredi 27 novembre - Journée Coordonnée - PAS DE CLASSES

jour 2

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Notes

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Buts pour la semaine

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On pratique ERPS chaque jour!

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



# DÉCEMBRE 2026

le lundi 30 novembre

jour 3

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le mardi 1 décembre

jour 4

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le mercredi 2 décembre

jour 5

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le jeudi 3 décembre

jour 6

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le vendredi 4 décembre

jour 1

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Buts pour la semaine

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"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 2026

le lundi 7 décembre

jour 2

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le mardi 8 décembre

jour 3

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le mercredi 9 décembre

jour 4

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le jeudi 10 décembre

jour 5

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le vendredi 11 décembre

jour 6

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Notes

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Buts pour la semaine

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

# DÉCEMBRE 2026

le lundi 14 décembre

jour 1

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le mardi 15 décembre

jour 2

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le mercredi 16 décembre

jour 3

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le jeudi 17 décembre

jour 4

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le vendredi 18 décembre - dernier jour de classes avant relâche - JOURNÉE ABRÉGER jour 5

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Notes

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Buts pour la semaine

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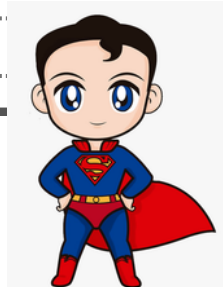
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"Vous êtes beaucoup plus fort que vous ne le pensez.

Faites-moi confiance."

- Superman (All-Star Superman Vol. 1)



# DÉCEMBRE 2026

le lundi 21 décembre - VACANCE D'HIVER



le mardi 22 décembre - VACANCE D'HIVER



le mercredi 23 décembre - VACANCE D'HIVER



le jeudi 24 décembre - VACANCE D'HIVER

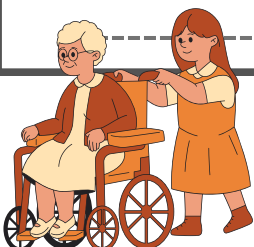


le vendredi 25 décembre - VACANCE D'HIVER



Notes

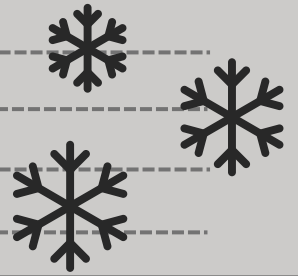
Buts pour la semaine



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

# DÉCEMBRE 2026

le lundi 28 décembre - VACANCE D'HIVER



le mardi 29 décembre - VACANCE D'HIVER



le mercredi 30 décembre - VACANCE D'HIVER



le jeudi 31 décembre - VACANCE D'HIVER



le vendredi 1 janvier - VACANCE D'HIVER



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Buts pour la semaine

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



# JANVIER 2025

le lundi 4 janvier - Premier jour après la relâche

jour 6

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le mardi 5 janvier

jour 1

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le mercredi 6 janvier

jour 2

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le jeudi 7 janvier

jour 3

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le vendredi 8 janvier

jour 4

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Notes

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Buts pour la semaine

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Chaque étoile doit briller pour éclairer le monde.

# JANVIER 2027

le lundi 11 janvier

jour 5

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le mardi 12 janvier

jour 6

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le mercredi 13 janvier

jour 1

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le jeudi 14 janvier

jour 2

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le vendredi 15 janvier

jour 3

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Notes

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Buts pour la semaine

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

- Zeus (Hercule)

# JANVIER 2027

le lundi 18 janvier

jour 4

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le mardi 19 janvier

jour 5

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le mercredi 20 janvier

jour 6

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le jeudi 21 janvier

jour 1

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le vendredi 22 janvier - PAS DE CLASSES À ERP

jour 2

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Notes

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Buts pour la semaine

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

# JANVIER 2027

le lundi 25 janvier

jour 3

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le mardi 26 janvier

jour 4

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le mercredi 27 janvier

jour 5

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le jeudi 28 janvier

jour 6

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le vendredi 29 janvier

jour 1

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**Notes**

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**Buts pour la semaine**

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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.



# FEVRIER 2027

le lundi 1 février

jour 2

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le mardi 2 février

jour 3

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le mercredi 3 février

jour 4

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le jeudi 4 février

jour 5

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le vendredi 5 février - Journée Coordonnée - PAS DE CLASSES

jour 6

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Notes

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Buts pour la semaine

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



# FÉVRIER 2027

le lundi 8 février

jour 1

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le mardi 9 février

jour 2

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le mercredi 10 février

jour 3

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le jeudi 11 février

jour 4

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le vendredi 12 février

jour 5

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Notes

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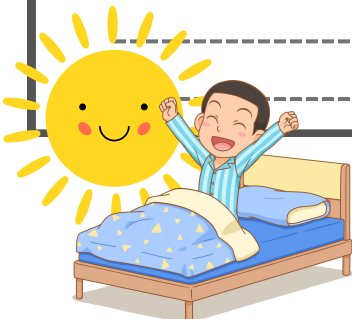
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Buts pour la semaine

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

# FÉVRIER 2027

le lundi 15 février - Journée Louis Riel - PAS DE CLASSES

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le mardi 16 février

jour 6

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le mercredi 17 février

jour 1

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le jeudi 18 février

jour 2

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le vendredi 19 février

jour 3

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Notes

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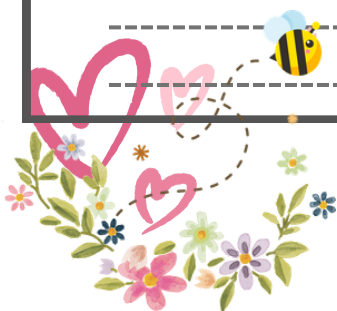
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Buts pour la semaine

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

# FÉVRIER 2027

le lundi 22 février

jour 4

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le mardi 23 février

jour 5

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le mercredi 24 février

jour 6

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le jeudi 25 février

jour 1

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le vendredi 26 février

jour 2

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Notes

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Buts pour la semaine

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

- Iron Man

# MARS 2027

le lundi 1 mars

jour 3

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---

le mardi 2 mars

jour 4

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le mercredi 3 mars

jour 5

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---

le jeudi 4 mars

jour 6

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---

le vendredi 5 mars

jour 1

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Notes

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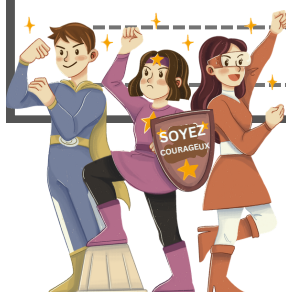
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Buts pour la semaine

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

# MARS 2027

le lundi 8 mars

jour 2

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le mardi 9 mars

jour 3

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le mercredi 10 mars

jour 4

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---

le jeudi 11 mars

jour 5

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---

le vendredi 12 mars

jour 6

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Notes

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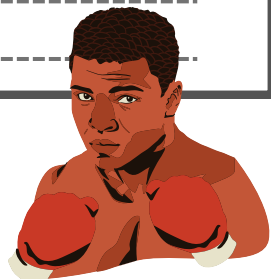
Buts pour la semaine

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



# MARS 2027

le lundi 15 mars

jour 1

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le mardi 16 mars

jour 2

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le mercredi 17 mars

jour 3

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le jeudi 18 mars

jour 4

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le vendredi 19 mars - Journée Coordonnée - PAS DE CLASSES

jour 5

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Notes

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Buts pour la semaine

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

# MARS 2027

le lundi 22 mars

jour 6

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le mardi 23 mars

jour 1

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le mercredi 24 mars

jour 2

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le jeudi 25 mars - Dernier jour de classes avant la relâche

jour 3

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le vendredi 26 mars - Vendredi saint - PAS DE CLASSES

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Notes

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Buts pour la semaine

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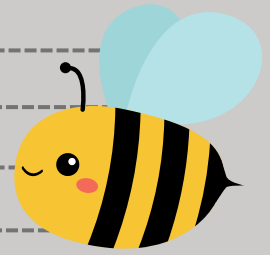
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On pratique ERPS chaque jour!

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



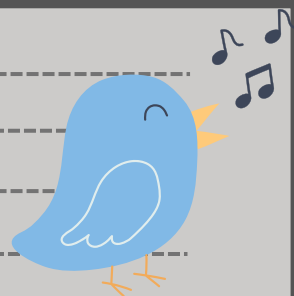
le lundi 29 mars - RELÂCHE DU PRINTEMPS



le mardi 30 avril - RELÂCHE DU PRINTEMPS



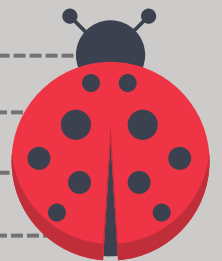
le mercredi 31 mai - RELÂCHE DU PRINTEMPS



le jeudi 1 avril - RELÂCHE DU PRINTEMPS



le vendredi 2 avril - RELÂCHE DU PRINTEMPS



Notes

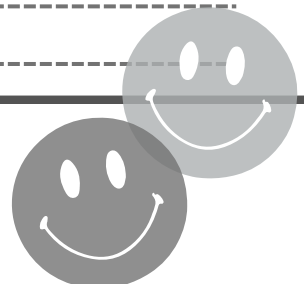
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Buts pour la semaine

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

- Dolly Parton



# AVRIL 2027

le lundi 5 avril - Premier jour après la relâche

jour 4

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le mardi 6 avril

jour 5

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le mercredi 7 avril

jour 6

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le jeudi 8 avril

jour 1

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le vendredi 9 avril

jour 2

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Notes

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Buts pour la semaine

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

# AVRIL 2027

le lundi 12 avril

jour 3

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le mardi 13 avril

jour 4

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le mercredi 14 avril

jour 5

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le jeudi 15 avril

jour 6

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le vendredi 16 avril - Journée Coordonnée - PAS DE CLASSES

jour 1

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Notes

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



# AVRIL 2027

le lundi 19 avril

jour 2

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le mardi 20 avril

jour 3

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le mercredi 21 avril

jour 4

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le jeudi 22 avril

jour 5

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le vendredi 23 avril

jour 6

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Notes

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Buts pour la semaine

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

# AVRIL 2027

le lundi 26 avril

jour 1

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le mardi 27 avril

jour 2

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le mercredi 28 avril

jour 3

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le jeudi 29 avril

jour 4

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le vendredi 30 avril

jour 5

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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 un autre moment. Nous sommes ceux que nous attendons. Nous sommes le changement que nous recherchons."

- Barack Obama



le lundi 3 mai

jour 6

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le mardi 4 mai

jour 1

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le mercredi 5 mai

jour 2

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le jeudi 6 mai

jour 3

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le vendredi 7 mai - Journée Coordonnée - PAS DE CLASSES

jour 4

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Notes

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Buts pour la semaine

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

le lundi 10 mai

jour 5

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le mardi 11 mai

jour 6

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le mercredi 12 mai

jour 1

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le jeudi 13 mai

jour 2

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le vendredi 14 mai

jour 3

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Notes

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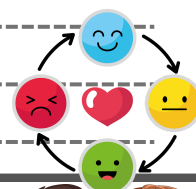
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Buts pour la semaine

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

- Robert Tew



le lundi 17 mai

jour 4

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le mardi 18 mai

jour 5

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le mercredi 19 mai

jour 6

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le jeudi 20 mai

jour 1

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le vendredi 21 mai

jour 2

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Notes

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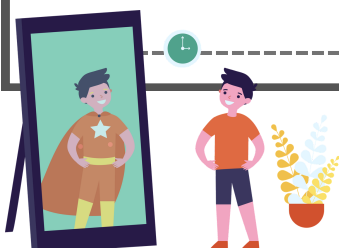
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Buts pour la semaine

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

**le lundi 24 mai - Jour De La Reine - PAS DE CLASSES**

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**le mardi 25 mai**

**jour 3**

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**le mercredi 26 mai**

**jour 4**

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---

**le jeudi 27 mai**

**jour 5**

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**le vendredi 28 mai**

**jour 6**

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**Notes**

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**Buts pour la semaine**

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On pratique ERPS chaque jour!

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



# JUIN 2027

le lundi 31 mai

jour 1

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le mardi 1 juin

jour 2

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le mercredi 2 juin

jour 3

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le jeudi 3 juin

jour 4

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le vendredi 4 juin

jour 5

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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."  
- Wolfgang Riebe



# JUIN 2027

le lundi 7 juin - PAS DE CLASSES À ERP

jour 6

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le mardi 8 juin

jour 1

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---

le mercredi 9 juin

jour 2

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---

le jeudi 10 juin

jour 3

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le vendredi 11 juin

jour 4

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Notes

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Buts pour la semaine

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



# JUIN 2027

le lundi 14 juin

jour 5

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le mardi 15 juin

jour 6

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le mercredi 16 juin

jour 1

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le jeudi 17 juin

jour 2

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le vendredi 18 juin

jour 3

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Notes

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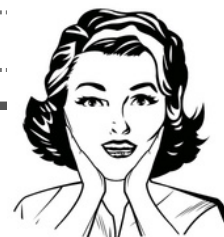
Buts pour la semaine

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



# JUIN 2027

le lundi 21 juin

jour 4

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le mardi 22 juin

jour 5

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le mercredi 23 juin

jour 6

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le jeudi 24 juin

jour 1

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le vendredi 25 juin

jour 2

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Notes

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Buts pour la semaine

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Vous êtes le narrateur de votre prochaine grande aventure.

le lundi 28 juin

jour 3

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le mardi 29 juin

jour 4

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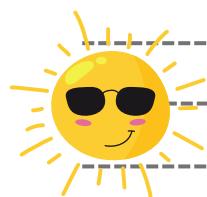
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le mercredi 30- dernier jour de classes - JOURNÉE ABRÉGER

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      | <b>LES GRANDS NOMBRES</b><br>100 cent                      800 huit-cents<br>101 cent-un                900 neuf-cents<br>200 deux-cents            1.000 mille<br>202 deux-cent-deux      2.000 deux-mille<br>300 trois-cents            10.000 dix-mille<br>305 trois-cent-cinq      100.000 cent-mille<br>400 quatre-cents        1.000.000 un-million<br>500 cinq-cents          2.000.000 deux-millions<br>600 six-cents            1.000.000.000 un-milliard<br>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®

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

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

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

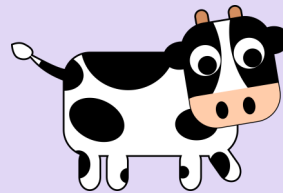


# Roue de résolution de problèmes

# LAST LAUGH

*Que fait une vache avec une radio ?*

*De la  
moosique !*



Why did the  
student eat his  
homework?



*Because the teacher told  
him it was a piece of cake!*

Ce moment when  
you start penser  
en 2 langues at  
the same temps.



1. lundi

2. mardi

3. mercredi

4. jeudi

5. vendredi

6. samedi

7. dimanche

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| m | e | r | c | r | e | d | i |
| j | e | u | d | l | u | n | d |
| v | e | l | u | n | d | i | i |
| m | a | d | i | m | a | r | d |
| d | j | e | u | d | i | m | a |
| d | i | m | a | n | c | h | e |
| n | c | h | e | s | a | m | e |
| v | s | a | m | e | d | i | j |
| d | i | m | m | a | r | d | i |
| v | e | n | d | r | e | d | i |

