



# Tanner's Crossing School

## Student Handbook 2017 - 2018

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This agenda belongs to:

Student Name \_\_\_\_\_

Home Phone \_\_\_\_\_

Mother/Guardian Cell \_\_\_\_\_ Work \_\_\_\_\_

Father/Guardian Cell \_\_\_\_\_ Work \_\_\_\_\_

Emergency Contact (other than parent/guardian) \_\_\_\_\_

Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

Teacher \_\_\_\_\_

## **Principal's Message**

Welcome to another year at TCS. As of June 2017 we have one full year under our belts as a part of our Health Promoting Schools Initiative. "Wellness Wednesdays", along with a number of other school initiatives piloted in 2016-17 will continue on in the years to come. Feedback from staff, students, and parents will continue to drive the work we do in this area.

We will continue to focus on students, educating the whole child. This starts with the relationships we develop in school, amongst all stakeholders, and includes academics, physical and mental wellness. It also involves helping students find their place in the world, and guiding them along a path to understand they too have a role in society and playing an active role in maintaining democracy.

So, "the way we do things here" is constantly changing – not for the sake of change, but to ensure continuous improvement. The motivation behind these changes is student success in all areas, as well as reaffirming community priorities as to what people want out of our school system.

Our overarching theme is that we "Live to Learn". Learning is our focus, so how do we create an environment and student lifestyle that is conducive to learning? A school building does not guarantee learning in itself. It is the work of the parents, staff, community, and students themselves that creates the opportunities to learn. And as we know, learning does not just take place inside the school.

Here's to a new year of learning opportunities inside, outside, and around Tanner's Crossing School!

James Sheppard  
Principal  
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(204) 867-2591

## **Mission Statement**

**Tanner's Crossing will provide quality learning opportunities within a safe and respectful school community.**

The school team, made up of staff, students, parents and community members, created this mission statement. It is a reflection of what we believe is our purpose at Tanner's Crossing School. It is based upon a set of value statements that contain these beliefs. It is posted in the library, pit and every classroom within the school.

## **TCS Motto**

### **Live to Learn**

In the spring of 2016, a staff subcommittee was formed with parental support to do an analysis of TCS. This Health Promoting School Committee reviewed the four pillars of Comprehensive School Health, and decided that refocusing on positive **school climate** would have a benefit in all areas of learning. The Motto of "Live to Learn" was established with the idea that how we live impacts on how we learn. If we want to become lifelong learners, we need to learn how to live in a way that allows us to never stop learning; while kids are at Tanner's Crossing School, and their time beyond the walls of our school.

Our theme will be **RESPECT**. Improving the overall climate of the school will be achieved by focusing on respectful behaviours to self, peers, teachers, environments and families. The letters of the word "respect" will guide the activities for each month.

## **Vision**

(Revised June 2010)

Tanner's Crossing School will continually strive for:

### **1. Holistic Education of students**

- Where possible, children should be grouped over 2 years with the same teacher.
- Teaching should be child-centered, based on individual progress along the continuum of development.
- Children should have the opportunity to guide their own learning and take responsibility for their learning.
- Develop social skills and healthy lifestyles.
- Promote the importance of community service and respect for property and others.
- Organize whole school activities.
- Provide opportunities for quality sports and arts programs

## **2. Quality learning opportunities**

- Children and teachers take active roles in the learning process
- Provide a variety of programming, methodologies and strategies (e.g. cooperative learning, technology).
- Use multiple intelligence teaching.
- Individualized learning styles and strengths are embraced through differentiated instruction.

## **3. Collaboration within the school and community**

- Encourage teamwork through team meetings
- Promote classroom supports. (e.g. volunteers, MCI students, student support services)
- The school and community play an integral role in the child's learning.
- Children are given opportunities for mentoring and leadership.
- An atmosphere of collaboration enhances the sense of community.

## **4. Ongoing Professional Development**

- Provide staff with training to deal with curriculum and special needs programs.
- Provide technical equipment and training thereof.
- Encourage the sharing of professional literature.
- Mentoring/coaching (e.g. Student teaching, collegiality)

## **5. Safe and adequate facilities**

- Meet the guidelines of workplace health and safety.
- Provide adequate classroom and playground facilities.

### **School Priorities**

(Revised 2016)

- 1. Deliver balanced literacy and numeracy programs across the grade levels at Tanner's Crossing School.**
- 2. Continue building programs/strategies which provide a safe and respectful school.**
- 3. Strengthen communication links within home, school, and community.**
- 4. Balance technology use in education with healthy living activities: outdoor education, daily physical activity, healthy eating, and respect for the environment.**

## **Tanner's Crossing School "YAG" – Year at a Glance**

The following information is intended to be a general guideline to the many activities that take place at TCS. This, along with the annual divisional calendar, website, newsletter information, and day planner notes, should allow all parents and families to be adequately prepared for the school year. Please realize, however, that some events may be added, deleted, or rescheduled due to the variation of yearly schedules, weather, or unforeseen events.

### **September**

- School starts after Labour Day Monday
- Open House
- Terry Fox Run
- Kindergarten students transition into school with parent, student, and teacher interviews as scheduled by the Kindergarten teacher
- In-service day towards the end of the month – no school
- Grade 7 overnight camping trip

### **October**

- No school on Thanksgiving Monday
- School Pictures
- Walk to School week
- No School on Provincial In-Service Day (towards the end of the month)
- JH Athletics: Soccer
- Halloween Parties at the end of the month (one for each Kindergarten class)

### **November**

- No school during Report Card Writing Day
- Report Cards go out; Parent-Teacher Interviews take place
- Remembrance Day observed (no school) if not on weekend; Remembrance Day activities and ceremonies at school on the day prior to Nov. 11<sup>th</sup>
- WE Day in Winnipeg for JH students
- JH Athletics: Volleyball

### **December**

- JH Volleyball Divisional Tournament
- Christmas Band Concert grades 7-12 (with afternoon matinee)
- Christmas Concert grades K-4 (with afternoon matinee)

- JH Ski Trip
- Christmas parties (one for each Kindergarten class); Friday Carols with Grades 1-4
- Christmas Break begins (2 weeks)

#### **January**

- Classes resume, typically the first Monday after New Year's Day
- Family Fun Night – last Thursday in January, weather permitting

#### **February**

- Elementary In-service Day – no school (typically first week of the month)
- Louis Riel Day – no school (3<sup>rd</sup> Monday in February)
- Divisional In-service – no school (typically last week of the month)
- Festival du Voyageur trip to Winnipeg (every 2<sup>nd</sup> year)
- Valentine's Day activities
- "I Love to Read" Month
- JH Athletics – Basketball

#### **March**

- Magazine Sales fundraiser
- Report Cards and Parent-Teacher Interviews
- Elementary Choir Performance – Rolling River Festival of the Arts
- Spirit Week activities
- St. Patrick's Day activities
- Pancake Breakfast – Last Friday before Spring Break
- Spring Break – last week of March

#### **April**

- Good Friday – no school
- Easter activities
- JH Athletics – Badminton
- School In-Service – no school (typically in the middle of the month)
- Grade 7&8 Band trips
- Grade 8 High School Information presentations

#### **May**

- Grade 5-8 Spring Production (with afternoon matinee)
- Victoria Day – no school (3<sup>rd</sup> Monday in May)
- Grade 6-12 Spring Band Concert (with afternoon matinee)
- JH Athletics – Track and Field (noon hour practices)
- Grade 5-8 Track and Field Meet – last Monday in May

## June

- JH Final Assessments
- Grades 1-4 Tabloid Day
- Various Year-End Field Trips
- Grade 8 Overnight Camping Trip
- JH Awards Day and BBQ Lunch
- JH Athletics: Speed-up Softball
- Year-End Reports go out

## School Calendar

Our school operates on a six-day cycle with Friday, September 8<sup>th</sup>, 2017 as School Day One. School will be closed for various reasons during the year on the dates listed below. Parents and students will be advised well in advance of any changes that may arise.

## ROLLING RIVER SCHOOL DIVISION 2017-2018 SCHOOL CALENDAR

Tuesday, September 5, 2017	-	Professional Development Day – No classes (K to 12)
Wednesday, September 6, 2017	-	Professional Development Day – No classes (K to 12)
Thursday, September 7, 2017	-	Administration Day – No classes (K to 12)
Friday, September 8, 2017	-	First day of classes for all students
Monday, October 9, 2017	-	Thanksgiving Day (All schools closed)
Friday, October 20, 2017	-	SAGE Conference (K to 12 – No classes)
Saturday, November 11, 2017	-	Remembrance Day
Monday, November 13, 2017	-	Elementary Schools Administration Day – No classes High Schools Inservice – No classes
Friday, November 24, 2017	-	All Schools - Student/Parent/Teacher Interviews – No classes (K to 12)
Friday, December 22, 2017	-	Last day of classes before Christmas Break (Dec. 25 to Jan. 5 inclusive)
Monday, January 8, 2018	-	All schools resume classes
January 9 – 12, 2018	-	Grade 12 Provincial ELA Exam
Tuesday, January 23, 2018	-	Grade 12 Provincial Applied Math Exam
Wednesday, January 24, 2018	-	Grade 12 Provincial Essentials Math Exam
Thursday, January 25, 2018	-	Grade 12 Provincial Pre-Cal Math Exam
Friday, January 26, 29 – 31, 2018	-	RRSD Exams
Thursday, February 1, 2018	-	Elementary Schools Inservice Day – No classes High Schools Administration Day – No classes
Friday, February 2, 2018	-	Semester 2 begins (9 to 12)
Monday, February 19, 2018	-	Louis Riel Day (All schools closed)
Friday, March 16, 2018	-	Elementary Student/Parent/Teacher Interview – No classes High Schools Inservice – No classes
Friday, March 23, 2018	-	Last day of classes before Spring Break (Mar. 26 to Mar. 30 inclusive)
March 26 – 30, 2018	-	Spring Break
Monday, April 2, 2018	-	All classes resume
Friday, April 13, 2018	-	Elementary Inservice – No classes High School Student/Parent/Teacher Interviews – No classes
Monday, May 21, 2018	-	Victoria Day (All schools closed)
May 28 – 31, 2018	-	Grade 12 Provincial ELA Exam
Tuesday, June 12, 2018	-	Grade 12 Provincial Pre-Cal Math Exam
Wednesday, June 13, 2018	-	Grade 12 Provincial Essentials Math Exam
Thursday, June 14, 2018	-	Grade 12 Provincial Applied Math Exam
Tues., June 19 – Fri., June 27, 2018	-	RRSD Exams
Friday, June 22, 2018	-	Graduation Day (Elton Coll., Minnedosa Coll. & Rivers Coll.)
Monday, June 25, 2018	-	Graduation Day (Erickson Coll.)
Thursday, June 28, 2018	-	Last day of classes
Friday, June 29, 2018	-	Administration Day – No classes (K to 12)

## DAILY SCHOOL SCHEDULE

8:45 a.m.	Student entry
9:00 a.m.	Opening exercises/Period 1 begins
9:40 a.m.	Period 2 begins
10:20 a.m.	K - 8 recess begins
10:35 a.m.	Period 3 begins
11:15 a.m.	Period 4 begins
11:55 a.m.	Lunch break
12:10 p.m.	Noon hour recess begins
12:40 p.m.	Students go to their classrooms
12:45 p.m.	Period 5 begins
1:25 p.m.	Period 6 begins
2:00 p.m.	K - 8 recess begins
2:15 p.m.	Period 7 begins
2:50 p.m.	Period 8 begins
3:25 p.m.	Dismissal

## GENERAL GUIDELINES

Students are allowed to **go to their classrooms** when the 8:45 a.m. buzzer sounds. If they arrive prior to that time, they are to remain outside in the warmer months, but may come into the boot rooms in the winter. The breakfast program will continue to run in certain classrooms and out of our canteen between 8:30 a.m. and 8:50 a.m. and is open to everyone.

Morning **recess** is from 10:20 a.m. to 10:35 a.m. with an afternoon recess from 2:00 p.m. to 2:15 p.m.

The **noon break** is from 11:55 a.m. to 12:45 p.m. Students eating lunch at school will do so from 11:55 a.m. to 12:10 p.m. Microwave ovens are available for grade five to eight students. The supervision of large numbers of students at noon hour is a challenge. Students eating lunch at school must consider this a privilege and not a right, and inappropriate behaviour will result in this loss of the privilege.

**The Tiger's Den** healthy canteen offers a full lunch menu with daily specials advertised in the monthly newsletter and on our website. T.C.S. food cards are available for pre-purchase at \$10.00 and \$20.00. Pre-purchased milk cards are also available from the canteen for \$10.00.

**Lockers and locks** will be issued to students in grades seven and eight. Students are encouraged to keep their belongings locked in their lockers, to avoid the loss of personal property, for which Tanner's Crossing School is not responsible.



Locks are provided free of charge to be used for the school year. Students with locks that are lost or broken will be charged a \$5.00 fee.

Tanner's Crossing School is not responsible for **bicycles at school**. Bicycles are not to be ridden on the school grounds and should be walked to and from the stands. Ample parking stands have been provided. Students riding bicycles to school are reminded to **lock them** when not in use. It is recommended the serial number of the bikes be recorded, which allows for proper identification. Traffic is extremely congested near the school before 9:00 a.m. and after 3:25 p.m. and for reasons of safety it is suggested that students below grade three do not ride their bikes to school. During school hours, including lunchtime, students are expected to stay away from the bike stands.

## COMMUNICATION

**Day Planners** are a great tool for communicating with the school and will help to keep our students organized. These planners will be coming home at the end of each day and are to be returned the next day. Students are encouraged to use these planners to keep track of their busy schedules and records. Parents are asked to help their children develop the habit of using their day planners, as it is a lifelong skill. Please include important (emergency) phone numbers and current email address in the day planner.

**Telephone calls** to students during school hours are **allowed only on an emergency basis**. **Phone messages** can present a problem should students miss an announcement. Parents are asked to discuss plans with their children, regarding where they are to go after school, before they leave home in the morning and write them in the day planner. **Please call before 3:00 p.m. if you have a message for your child at the end of the day.**

It would be greatly appreciated if **parents would phone the school (204-867-2591)** in the morning or afternoon **to report their child's absence**. If at all possible, we would like to know the whereabouts of all students not in attendance at school. It would also be appreciated if times of music lessons, skating lessons and other special appointments could be brought to our attention. Students and parents are asked to make sure that **students sign in and out at the office** when coming to or leaving the school during the school day.

**Newsletters** will be published at the start of each month and emailed home. The office will need an updated email address in order to send correspondence. The newsletters will contain the calendar for that month as well as things that have happened and will be happening at school. Newsletters are also available to read on our web page at <http://www.rrsd.mb.ca/Schools/tcs/Pages/default.aspx> under the "Parents" heading. Parents are encouraged to take the time to read the newsletter and provide feedback if so desired. Other letters, notices, permission

forms, etc. will be sent home from time to time and parents are encouraged to go through book bags and remind their children to give all correspondence to you.

**Parent/Teacher** interviews will be held in November and March. The grade one to grade six interviews will be scheduled for Friday, November 24, 2017 and Friday, March 16, 2018 from 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 3:30 p.m. Junior High interviews will not be scheduled. They will be held from 5:00 p.m. to 7:00 p.m. on Thursday, November 23, 2017 and Thursday, March 15, 2018.

**TANNER'S CROSSING SCHOOL  
LIVE TO LEARN  
CODE OF CONDUCT**  
(Revised June 2009)

**Tanner's Crossing School staff, students, and parents are working together as a team to ensure we provide a safe and positive educational environment. We expect everyone to take an active role to make sure that acceptable behaviour at Tanner's Crossing School will be met.**

***Tanner's Crossing School will provide quality learning opportunities within a safe and respectful school community.***

**As a school community we believe:**

.....each child has unique interests, abilities and needs. Education helps to develop the potential of each individual by equipping every student with techniques and strategies needed to acquire and apply knowledge and skills.

..... our school contributes to the social development of children by teaching respect for themselves and others.

.....in encouraging each student to take responsibility for his or her learning and actions.

**T.C.S. Beliefs**



**Our goal:**

is student self-discipline using a variety of models. **We believe that students can learn to manage their own behaviour. Mistakes are an opportunity to learn. We aim to create a balance that allows students to fix their mistakes in order to be strengthened and learn from the experience.** Using several strategies, staff members will offer guidance as students learn to meet their needs within the parameters of the school's expectations.

**EXPECTATIONS FOR THE STUDENTS**

- Be on time and prepared to learn.
- Attend school regularly.
- Work and play safely at all times.
- Speak, act and write respectfully to all students and adults regardless of race, national or ethnic origin, colour, religion, sex, sexual orientation, age, or mental or physical ability.
- Respect all personal and school property.
- Adhere to school policies respecting the appropriate use of electronic mail and the internet, including prohibition of materials that the school has determined to be objectionable.
- Follow guidelines for appropriate school attire. In accordance with the RRSD Student Dress Code JFCA/P, TCS students and staff are expected to dress in a manner that is complimentary to a positive, wholesome learning environment. Clothing that promotes unhealthy lifestyles; alcohol, drugs, tobacco products or gangs is inappropriate. Clothing with profanity, offensive words, slogans or pictures is also considered inappropriate. Hats and coats are not to be worn in the classrooms. Our administration and staff have the discretion to make decisions on what is appropriate or inappropriate attire for school.
- Comply with our code of conduct.

## FOR THE STAFF

- Provide the programs and services prescribed by the Rolling River School Division and the Department of Education.
- Establish and maintain a positive, safe and secure learning environment.
- Be positive role models.
- Evaluate students' achievement through evaluation procedures as per division policy.
- Keep students, parents/guardians and administration informed about student progress, attendance and behaviour.
- Show common courtesy and respect to all **regardless of race, national or ethnic origin, colour, religion, sex, sexual orientation, age, or mental or physical ability.**
- Treat students, parents and other staff members fairly and consistently.
- Respect confidential information.
- Dress appropriately for the working environment.
- Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behaviour.
- Encourage a non-violent and non-prejudiced attitude.
- Sexual harassment, i.e., unwanted comments (verbal or written) and/or touching will not be tolerated.
- Provide an environment that promotes self-esteem and self-discipline.

## FOR THE PARENT/GUARDIAN

- Make sure your children attend classes regularly, arrive at school on time, do their homework, study for tests and complete work missed due to absences.
- Ensure your children have the necessary school supplies.
- Attend school events, support the school and stay in contact with school staff.

- Help your children develop positive attitudes towards school and respect the staff, other students and school property.
- Show common courtesy and respect to all; abusive language and aggressive behaviour are unacceptable at all times.
- Speak, act and write respectfully to all students and adults regardless of race, national or ethnic origin, colour, religion, sex, sexual orientation, age, or mental or physical ability.
- Encourage the peaceful resolution of conflict. Discourage violent or aggressive behaviour to solve a problem.
- Should there be a concern, try to solve it with your child's teacher. If unresolved, contact the principal. If the problem remains, then contact the Superintendent. If the concern is not resolved at this level, then contact the Board of Trustees. (As per division policy)
- Discuss the content of the Code of Conduct with your children.
- Provide a safe and secure environment (proper rest, hygiene and nutrition) which will enable your children to learn.

**BOTTOM LINES**  
**Student Discipline & Bottom Lines**

Bottom lines are a list of behaviours that are considered totally unacceptable. Should these behaviours occur, staff will deal with the student. Typically, the student is removed from the group as an immediate consequence. The duration of the removal is dependent on the severity and frequency of the behaviour. This is not restitution, however, restitution may take place later. The following list provides examples of bottom line behaviours;

- physically, sexually or emotionally (orally, in writing, cyber bullying, or otherwise) abusing any person
- discriminating on the basis of race, national or ethnic origin, colour, religion, sex, sexual orientation, age, or mental or physical ability as set out in sub section 9(2) of the Human Rights Code
- using, possessing or being under the influence of alcohol or illicit drugs at school or school sponsored events.

- gang involvement
- possessing a weapon, at school or school sponsored events.
- smoking or the possession of tobacco products at school or school sponsored events
- direct defiance of an adult.
- vandalism or theft.

## **RESPONSES**

The management of student behaviour hinges on a cooperative approach between parents/guardians, the student and school personnel. Contact with parents/guardians is important to discuss specific behaviours of the student and steps necessary to change the behaviour. Consequences for inappropriate behaviour will be based on the individual needs of the student (social, personal and academic development); the degree of the problem; and the ability of the student to understand and handle the consequences. All appeals should be directed to the person who implemented the consequence before going to the next level in accordance with school division policy (KLD) resolving complaints (Teacher, Principal, Superintendent, Trustee, School Board of Trustees).

### **Important goals of our responses are:**

- ✓ to correct the inappropriate behaviour
- ✓ to support the student in making appropriate choices
- ✓ to make right what was wrong
- ✓ to foster good personal relationships in the future
- ✓ to protect and foster self-worth, acceptance and success

### **Typical responses**

#### **Warning/reminder**

Any staff member supervising or observing inappropriate student behaviour may give a warning/reminder. Staff will use thirty-second interventions.

#### **Informal teacher/student discussion/feed-back on behaviour and circumstances**

A teacher talks with the student to reach an agreement regarding the student's behaviour. The parent/guardian may be contacted in some circumstances.

#### **Informal teacher / student / administrator discussion**

#### **Phone call to parents by teacher or administrator**

#### **Related assignment or activity**

**Removal of privileges**

Privileges such as: access to the playgrounds, lunch program, canteen, library, field trips, extra-curricular and interscholastic activities and/or bus transportation are removed under certain circumstances. The school administrator and/or teacher will notify the parent/guardian when a removal of privileges occurs.

**Parent/guardian involvement**

Depending on the situation, parent/guardian may be contacted to discuss the specific behaviour of the student and steps which must be undertaken to change the behaviour. The nature of contact could vary from a telephone conversation to a formal conference at the school with parent/guardian, the student and school personnel.

**School support team involvement**

A conference or series of conferences are held with the Student Services Teachers and the administration, with the specific goal of developing a plan for changing attitudes and improving student behaviour. The parent/guardian will be notified.

**Replacement of damaged, lost, or stolen property**

The student and/or parent/guardian are required to compensate an individual or the school for damages incurred. Such restitution may be monetary in nature, but when appropriate, could take alternative forms such as community service or replacement/repair of damage.

**Withdrawal from classroom setting**

Where specific unacceptable behaviour is deemed to have a negative impact upon the classroom learning environment, the student is withdrawn to a supervised alternate location for a "cooling off" period of time. The length of time of the withdrawal would be individually determined. Prolonged withdrawals would occur only with parental input.

**In-school suspension**

The school team and/or administrators will determine the duration and location of a suspension. The student will work in a designated area away from other students for one to two days. Parents will be notified.

**Clinical Services Unit**

Clinical Services Unit personnel assist in the remediation of some behaviours. Such involvement may include a level of counseling for the student that is beyond the school's capabilities. In all cases, parental permission is sought.

### **External agency involvement**

In some circumstances, student behaviour may involve violation of the law (e.g. drug-related, theft, assault). In such cases, the police are informed by the school administration. Parent/guardians are informed immediately of such action. Other circumstances may result in a referral to Child and Family Service workers. Where a student discloses abuse, the teacher/ administrator must **by law** contact Child and Family Services.

### **Suspension**

Suspension from school is a serious consequence and is imposed subject to Division Policy JKD/JKE. In such cases, the necessary documentation is forwarded to specified administrative personnel required by policy JKD/JKE. Due process is a significant element of the formal suspension alternative. In all cases of suspension, the parent/guardian is/are notified and the suspension is subject to appeal. The maximum single suspensions given are as follows:

**Principal** - up to five days: more than five days requires the Superintendent's approval.

**Superintendent** - up to six weeks.

### **Expulsion**

Expulsion by the Board of Trustees is a serious consequence, resulting when it is determined that a student's continued presence in the division's schools is injurious to other students. Expulsion requires an official action by the Board of Trustees, and is completed in accordance with the Public Schools Act, Section 48(4) and Division Policy JKD/JKE. An expulsion means that the student may not attend any school operated by the Rolling River School Division until such time as the Board of Trustees may remove the expulsion.

## **MEDICATION**

Before any **medication can be administered** to a student (i.e., Tylenol, antibiotics, etc.) there is an extensive medication request form that **must be completed** by the student's parent (board policy). Parents are responsible to pick up unused medication at the end of the school year. Any medication remaining will be disposed of.

## **HOME ECONOMICS AND INDUSTRIAL ARTS**

Students in grades seven and eight will take Home Economics and Industrial Arts on a rotating basis. They will be exposed to woodworking, metal works, sewing and cooking.



## PERSONAL ELECTRONIC DEVICES

### **General Guidelines for Acceptable Use as stated in the Rolling River School Division Policy JFC/R**

- a) All staff and students who bring a PED to school or to a school sponsored activity will comply with the requirements of this policy.
- b) The secure storage of PEDs is the responsibility of the owner/user. The school accepts no responsibility for damage or theft.
- c) Using a PED in a manner which violates a person's reasonable expectation of privacy is strictly prohibited.
- d) Students are responsible for the content of their PEDs.
- e) A school administration who suspects that a PED is being used inappropriately or is in violation of the School Code of Conduct may search the device.

### **Use of PEDs (including text messaging)**

- a) Cell phones or other PED's may be used during instructional time as a teaching/learning tool, at the discretion of the classroom teacher.
- b) Cell phone use for personal use may only be used outside of classroom time.
- c) Cell phones may not be taken into examinations rooms.
- d) Devices must not be used to access or display inappropriate material and/or software.
- e) Unacceptable use of PEDs may include but not limit to the following:
  - taking photos / video / audio without permission
  - bullying others
  - harassing
  - cheating
  - facilitating the commission of a crime

**Inappropriate use of PEDs may result in confiscation and further consequences which may include referral to appropriate authority(s).**

**Date Adopted:** April 8, 2008

**Date Revised:** May 13, 2009

## TANNER'S SCHOOL LIBRARY

The T.C.S. Library is located at the heart of our school, and is the center of our children's research, reading and studying lives. The Librarian is available as a resource person for students requiring information, assistance on the nine computers located here, or just looking for a good read. Library periods include oral reading and silent reading up to grade eight. Appropriate reading material (content and reading) is up to the discretion of the homeroom teacher. Generally,

green label books are for students in grades six to eight. Students may sign out a book at this time, or briefly visit the library before morning exercises to drop off a book and pick out a new one. Only one book is to be signed out at a time, and is to be returned or renewed at the next library period. Some resources such as encyclopedias must be used in the library only. If a book is lost or damaged, a charge of \$5.00 for paperback and \$10.00 for hard cover is levied to help recover the cost of purchasing a replacement. Encourage your children to visit the library regularly, as we are always acquiring new titles.

## STUDENT HEALTH AND WELLNESS

### Allergies

A number of TCS students and some staff have food allergies. The reaction to certain foods for some people ranges from mild discomfort to a potentially fatal reaction. One of the tough balancing acts in public schools is to recognize the need for students to have tasty enjoyable lunches, yet also protecting other students and allowing them a safe environment to eat.

Based on health care plans received by the school, classrooms will be notified of severe food allergies that are present. Their classmates will be **asked to abstain from bringing certain food products in their lunch**. If a student's lunch contains allergens, **they will be moved to another grade level classroom to eat their lunch**. Depending on the nature of the allergy, students will be reminded to wash their hands after eating to ensure cross-contamination does not take place. At all times, the safety of the student suffering from the condition will be the first consideration.

### Illness

It is not uncommon for bouts of communicable illnesses, ranging from pinkeye to the flu to head lice to be reported to school officials. Based on the information provided, and respecting the privacy of those student(s) affected, the school will act accordingly to minimize the risk of infection to other students and staff. In the case of influenza, for example, parents are encouraged to keep students at home who are sick in order to prevent the spread of that illness. Should a parent report their child has contracted lice, families of children in the same classroom will be notified by the school as a precaution. The affected child's anonymity will be respected. Additionally, appropriate measures at school will be undertaken to prevent the spread of head lice amongst students. At all times, the school must balance the right to keep medical information private, and the duty to minimize the risk to other students and staff. Please be aware that the school does not inspect students for lice, nor can we refer or make medical appointments for students. Families are encouraged to keep an open line of communication with the school in order to keep students healthy.

### **Canteen**

In the spirit of promoting healthy nutrition options, the T.C.S. Tiger's Den Canteen is open daily for morning and afternoon snacks, as well as lunch.

Items sold in the canteen that may contain allergens are identified with a red dot. Parents of students with allergies are encouraged to discuss the best food choices when considering buying lunch at the canteen.

### **Energy Drinks**

Students will not be permitted to possess or consume "Energy Drinks" while at Tanner's Crossing School. Some examples are (but are not limited to):

**Monster                      Full Throttle                      Red Bull                      Rockstar**

The fact of the matter is energy drinks are not intended for children. There is **NO recommended child dosage** on the cans themselves – they are only intended for adults. Society still does not know the long-term effect(s) of energy drink consumption in children, and it is prudent for TCS to err on the side of caution. Energy drinks purchased at lunch (for grade 7 & 8 students) or brought from home (K-6) will be seized if found on school property, and if unopened, returned to the parent.

TCS also will encourage students to make healthy choices in their snack, lunch, and beverage choices. Food and drinks high in sugar are not helpful when students need to sustain focus on a task such as reading. TCS staff prefer students drink water during the day, rather than soda, for example.

## **PHYSICAL EDUCATION**

With the gymnasium and change facilities at our school, all students in grades one to eight are to wear appropriate gym clothes. Proper gym wear is desirable for the following reasons:

- a) Restrictive, tight clothing does not permit freedom of movement needed in certain activities
- b) Light clothing permits the body to be "ventilated" during exercise
- c) Suitable dress has a good psychological effect on children's performances - if they look ready for physical activity, they feel ready to take part with greater effort and personal satisfaction.

The following gym clothing is highly recommended:

- Gym shorts and T-shirts. Cut-offs are NOT allowed. Sweat suits are acceptable for cool weather activities.
- APPROPRIATE running shoes with velcro or laces. Shoes with open backs, high heels, and flip flops are not allowed.
- Extra socks, deodorant, and tote bag, for carrying clothing.

Tanner's Crossing School operates a very intensive **intramural sports program**, a system whereby all students in grades five to eight are placed on a team for noon hour sports. The intramural schedule is drawn up so that there will be no conflicts with the noon hour choir or band practises. Although they are not a part of the intramural program, grades one to four classes are also scheduled for regular noon hour activities.

The emphasis in intramural sports is on participation rather than winning. Points are totalled for the whole year and the team with the most points in June will have its house name placed on the Intramural Championship board. Each intramural house has three staff members and four students as leaders. Games are played between 12:15 p.m. and 12:40 p.m. and schedules are posted well in advance. Students are encouraged to check the schedules for the days they play, thus eliminating phoning home for lunch. In addition to the intramural program, students in grades seven and eight have the opportunity to play on school teams in most sports. Any student who signs up for a school sport will be placed on a team provided that they are serious about taking part.

### **STUDENT SERVICES**

Tanner's Crossing School has an in-depth student services department including resource, literacy, guidance and student support. Students who need help with their academic performance are referred to one of two resource teachers. Extra assistance varies from one-on-one to group work as well as learning technologies and apps. Depending on the grade, students may participate in reading recovery, literacy support, or later literacy programs. Students may also be referred to the Guidance Councillor, should they need assistance in their social, emotional, behavioural, or intellectual development. Our Student Support Facilitator helps those students in grade seven and eight who need extra assistance in keeping organized, completing assignments, and preparing for tests. For more information about any of our student services, contact the school.

### **STUDENT GUESTS AND VISITORS**

At times, family or friends of TCS students may be visiting Minnedosa and area while school is in session in the Rolling River School Division. Commonly this includes extended family from outside the province of Manitoba. On occasion it is requested that these students attend TCS for a day to "shadow" their family member at school. **Requests such as these will not be approved.** TCS teachers' primary responsibility is to the students registered at our school.

## **JUNIOR HIGH DANCES**

The junior high student council will be organizing a number of dances throughout the school year. The door opens at 7:00 p.m. and closes at 8:00 p.m. Students arriving after 8:00 p.m. must sign the late list at the office. Students attending the dance should remain at the dance unless they have parental permission to leave, at such time they may not return. The dances will be over at 10:30 p.m. and arrangements for pick up must be made in advance.

## **STUDENT EVALUATION**

Rolling River School has a set of guidelines for student assessment that each school is to follow. This set of guidelines can be found in the policy manual on the division website. Students and parents are encouraged to use this handbook to keep track of student marks and communicate with school staff with regards to student progress. Progress reports are sent home in November, March and June, but Parent/Teacher contact can be made any time throughout the year.

All students are expected to complete all summative assessments assigned by the classroom teacher. Teachers offer assistance to students over the noon period for help with homework, studying, or remediation.

Junior High students may not be promoted to the next grade (either grade eight or nine) until all summative assignments have been completed.

## **FRENCH**

An exposure program is taught in grades one to four. The purpose of the basic French curriculum, taught in grades five to eight, is to encourage the learning of French as a means of communication and to make it an integral part of the pupil's overall education. French will not only be the subject matter, but also the language of instruction. This multidimensional approach will consist of four components: experience/communication, culture, language, and general language education. The major idea behind this syllabus is to offer the students opportunities for actual participation in authentic communication. To accomplish this, we will be exploring different themes throughout the year.

## **MUSIC**

A comprehensive music program is in operation in our school. Students in grades kindergarten to grade five are taught general music. Two approaches are incorporated in developing students' musicality in the general music program. The Kodaly approach emphasizes a student's ability to read and write music using hand-signals. The Orff approach uses speech, singing, movement, improvisation and the playing of instruments to encourage creativity and develop music skills in

the area of rhythm, melody and harmony. Interested students will have an opportunity to sing in our primary or our intermediate choirs, which practise during certain noon hours.

### **BAND PROGRAM**

All students in grade six are encouraged to try the band program, as students can only enter the program in later grades under special circumstances. There are no musical requirements to enter the program. All grade six students take concert band for a year, at no cost, to allow them the opportunity to experience playing in an ensemble. The band program continues through to grade 12, where high school students receive credits toward graduation. Band students participate in concerts, festivals, clinics, honour bands, solos, ensemble groups, and, of course, in our fund-raising events. We also have an active Band Parents Association that supports the band program in many ways.

### **SPRING PRODUCTION**

Grade five to eight students will have an opportunity to take part in a spring performance. In addition to acting and choral parts, it is a chance for students to be involved in other aspects of a production, namely costuming, props, sets, lighting and makeup. Auditions and practices will start in January at noon hours followed by more intensive practice in the weeks before the production dates (approximately end of April, May, or beginning of June). Previous performances have been very successful and we expect this year's to be as good.

### **POLICY HANDBOOK**

Over the past few years the Rolling River School Division has been updating its policy manual. Some of the policies include the following: Guidelines for Student Assessment, Guidelines for Resolving Complaints Regarding Teachers and School Administrators, Success Maker, Internet Policy, Extreme Weather Policy, etc. These and many others can be found on the Rolling River School Division web page at [www.rrsd.mb.ca/policy/index.htm](http://www.rrsd.mb.ca/policy/index.htm) or picked up at the school.