



**Tanner's
Crossing
School**

**Student Handbook
2010 - 2011**

Phone: (204) 867-2591

Fax: (204) 867-2959

Email: tcs@rrsd.mb.ca

This agenda belongs to:

Name _____

Address _____

Town/Province _____

Postal Code _____ **Phone** _____

Student Number _____ **Homeroom** _____

Principal's Message

Principal's Message

Welcome back to the 2010-11 school year. As one of the many new faces at T.C.S. this year, I look forward to meeting new students, new staff, and new parents. I know coming in that I have a lot to learn and hope that everyone, including the kids, is patient with me.

Coming from a High School background, I have found that successful secondary students are organized students. Good habits are formed early, and the use of this day planner is a good way to keep track of the many activities going on at school, as well as your academic commitments with your teachers. The simple act of writing things down only takes a few seconds, and keeps you ahead of the curve. Just about any career requires you to be organized on a daily, weekly, and monthly basis – starting this early in your schooling will put you in good shape for your future endeavors, whatever they may be.

This new year will bring new challenges, and while you may not be successful all the time, there is learning to be gained even when things don't work out as you planned. Talk to the teachers and figure out how you can do better next time, or if in fact you can try again. No one was ever successful at everything on their first try; the true test of one's character is to not give up – to try again!

Once again, welcome back. I am very excited about this change and new challenge in my career, and hope that you are excited about another school year. I value communication and encourage students and parents to stay in contact with our staff. As busy as I'll be, my door will be open. And if you find me wandering lost through the halls of T.C.S., please help me find my way back to the office!

Looking forward to the new year,

James Sheppard
Principal
jsheppard@rrsd.mb.ca

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 very quickly becoming, and will continue to become, the centre of our initiatives throughout the school. It is posted in the library, pit and every classroom within the school.

TCS Motto

Tanner's Crossing School, the Team that Cares and Shares

The students and staff created this motto together by first asking what a caring community would look like, sound like and feel like. From there we chose a number of words and phrases that were of most importance to us. Next we went into our groups to create examples of different mottos and a committee of students and staff chose two for the grade four to eight students to vote on.

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 2010)

- 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. Integrate technology outcomes into curriculum.**
- 5. Promote healthy active lifestyles.**

TCS BELIEFS

LEARNING

RESPECT

KINDNESS

TEAMWORK

SAFETY

FUN

School Calendar

Our school operates on a six-day cycle with Wednesday, September 8th, 2010 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 of any changes that may arise.

ROLLING RIVER SCHOOL DIVISION 2010 - 2011 School Calendar

Tuesday, September 7	Administration Day
Wednesday, September 8	First Day of Classes
Friday, September 24	Divisional Inservice
Monday, October 11	Thanksgiving Day
Friday, October 22	S.A.G. / L.I.F.T.
Thursday, November 11	Remembrance Day
Friday, November 12	Elementary School – Administration Day High School – Inservice
Friday, November 19	Parent Teacher Interviews
Wednesday, December 22	Last Day of Classes (Christmas Break Begins)
Thursday, January 6	Classes Resume
Friday, February 4	Elementary School – Inservice Day High School – Administration Day
Monday, February 21	Louis Riel Day
Monday, February 28	Divisional Inservice
Friday, March 18	Elementary School – Parent Teacher Interviews High School – Inservice
Friday, March 25	Last Day of Classes (Spring Break Begins)
Monday, March 28 – Friday, April 1	Spring Break
Monday, April 4	Classes Resume
Thursday, April 21	Elementary School – Inservice High School – Parent/Teacher Interviews
Friday, April 22	Good Friday
Monday, May 23	Victoria Day
Wednesday, June 29	Last Day of Classes
Thursday, June 30	Administration Day

Daily Schedule

8:45 a.m.	Student entry
8:52 a.m.	Last call for students to go to their classrooms
8:57 a.m.	Opening exercises
9:00 a.m.	Period 1 begins
9:40 a.m.	Period 2 begins
10:20 a.m.	K - 6 recess begins
10:25 a.m.	7 & 8 break 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 - 6 recess begins
2:05 p.m.	7 & 8 break 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 between 8:30 a.m. and 8:50 a.m. and is open to everyone.

Morning **recess** for kindergarten to grade six is from 10:20 to 10:35 a.m. with an afternoon recess from 2:00 to 2:15 p.m. Grade seven and eight students receive a ten-minute break from 10:25 to 10:35 a.m. and 2:05 to 2:15 p.m.

The **noon break** is from 11:55 to 12:45 p.m. Students eating lunch at school will do so from 11:55 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 the loss of this privilege.

The Tiger's Den healthy canteen offers a full lunch menu with daily specials advertised in the monthly newsletter. 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 five to 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 life long skill. ***Please include important phone numbers and end of the day activities with the information you put 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. 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 (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 will also be available at downtown merchants and on our web page at www.rrsd.mb.ca/tanners. 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 Kindergarten to grade six interviews will be scheduled and those times sent home on the Monday of the week of the parent teacher interview. Junior High interviews will not be scheduled. They will be held in the

Our goal:

is student self-discipline using the Restitution model. **We believe that students can learn to manage their own behaviour. Mistakes are an opportunity to learn. Restitution, as part of discipline, creates a balance that allows students to fix their mistakes in order to be strengthened and learn from the experience.** Using Restitution 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. 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 misbehaviour
- ✓ 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.

Tanner's School Library

The TCS Library is located at the heart of our school, and is the center of our children's research, reading and studying lives. Mrs. Widdowson 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 a hard cover book 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.

Physical Education

With the gymnasium and change facilities at our school, all students in grades one to eight are to wear appropriate gym clothes. Showers after gym classes are encouraged in grades four to eight. 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 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. Open back shoes, high heels, and flip flops are not allowed.
- Extra socks, a towel, 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, guidance and student support coordinator. Students who need help with their academic performance are referred to one of two resource teachers. Students in kindergarten to grade five are referred to Ms. Heather Emerson-Proven. Students in grade six to eight are referred to Ms. Cheryl Beaumont. Extra assistance varies from one on one to group work and Success Maker. Students may also be referred to the Guidance Councillor, Ms. Kim Burgess should they need assistance in their social, emotional, behavioural, or intellectual development. Mrs. Sue Ross is our Student Support Facilitator and helps those students in grade seven and eight who need extra help in keeping organized, completing assignments, and preparing for tests. For more information about any of our student services, contact the school.

Evaluation

Rolling River School has developed a set of guidelines for student assessment that each school is to follow. This set of guidelines can be found in the policy manual or 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.

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 cannot enter the program in later grades except under special circumstances. There are no musical requirements to enter the program. Instruments are rented to grade six students at a nominal fee so that they may try them out for a year before parents invest in a band instrument. The band program continues through to grade twelve, where high school students receive credits toward graduation. Band students and their parents must make a commitment to the band program when they join, as it does involve time outside of school for individual practising and for various events. If your child begins the band in September, they must stay in it for the year. Students will not be able to drop out as it makes it difficult to timetable. 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.

Musical

Grade four to eight students will have an opportunity to take part in a spring musical. 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 or May). Previous performances have been very successful and we expect this year's to be as good.

Computer Program

As outlined in our school plan, and in cooperation with the school division, there has been a high priority placed on computer education. We continue to follow the ICT Curriculum outlined by the Department of Education and have a number of teachers using the BATL approach within their classroom. Each class has computers and a smartboard as part of this approach and also has access to the computer labs.

Policy Handbook

Over the past few years the Rolling River School Division has been updating its policy manual. Some of the policies within that manual will 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 site at www.rrsd.mb.ca/policy/index.htm. or picked up at the school.