



**ÉCOLE
STONEWALL
CENTENNIAL
SCHOOL**

STUDENT HANDBOOK 2017 - 2018

Quality Education . . . Quality Citizens

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INTRODUCTION

École Stonewall Centennial is a dynamic and vibrant dual track school. This handbook has been prepared to provide parents and students with an overview of the programs and routines of our school. It is our hope that you will find this handbook to be a useful and helpful reference. On behalf of the staff we would like to welcome you and your child(ren) to another great year at École Stonewall Centennial School. With your support and cooperation we trust that your child(ren) will experience success and happiness as a member of our school community.

MISSION STATEMENT

École Stonewall Centennial School will prepare students to become responsible contributing members of society who respect and accept individual rights and differences. Students will be encouraged to reach their potential and develop into well-rounded individuals through a variety of academic, social, and creative experiences.

“Quality Education... Quality Citizens”

ADMINISTRATION

E. Harvie – Principal
J. Levesque – Vice Principal

TEACHING STAFF

C. Kooning	Z. Ward
C. Peters	S. Chrusch
S. Thorvaldson	J. Reimer
C. Desjardins	S. McConomy
R. Good	L. Fuerst
J. Trach	M. Nickel
K. Erickson	B. Szymkow
C. Doll	C. Johnson

J. Bodnarchuk	Phys. Ed
J. Reimer	Music
C. Novakowski	Band
H. Balderstone	Resource
C. Meier	Resource
A. Wilkinson	Resource
L. McIntosh	Guidance
V. Brzuskiwicz	Social Worker
J. Yaworski	A.F.M.

ADMINISTRATIVE ASSISTANTS

A. Lillies
C. Henry

LIBRARIAN

L. Stevens

CANTEEN

A. Fehr

EDUCATIONAL ASSISTANTS

P. Harris	L. Peterson
N. MacKay	T. Proctor
T. Mann	L. Roche

CUSTODIANS

D. Pottinger
B. Williams

Learner Expectations

The students of École Stonewall Centennial School are expected to be prepared to take part in the learning process. This means arriving in class on time with the necessary materials (books, binders, pens, pencils, completed homework, etc.) Students are expected to actively engage in learning to the best of their ability and positively contribute to the learning of others in the school. Positive, respectful citizenship is expected of all students.

Code of Conduct

All students and employees at our school have a right to work and learn in an environment supportive of their personal health, safety, and well-being. We will work together to provide a safe and caring school environment that fosters and maintains respectful and responsible behaviours. In pursuit of this goal, the following behaviours are unacceptable at our school, and will be dealt with on an individual basis:

- Bullying, or abusing physically, sexually, or psychologically - orally, in writing, on the internet, texting, or social media, or otherwise - any person
- Discrimination on the basis of any characteristic set out in the Human Rights Code
- Using, possessing, or being under the influence of alcohol or illicit drugs at school
- Possessing a weapon

Restitution

A Behaviour Management Paradigm Shift at École Stonewall Centennial School

Behaviour management is an ongoing issue within all educational environments. Dealing with problem behaviours in the classroom and schools traditionally is often punishment focused which, in many cases, does not bring about sustainable, long term positive changes in behaviour. Compliance with rules does not address underlying issues and concerns that need to be dealt with. In order to reverse this trend and to deal with misbehaviours in a more positive way, the Interlake School Division has implemented a restitution program. With restitution, students are encouraged to take responsibility for their actions and to fix their mistakes. They are then returned to their class strengthened.

By engaging in the restitution process students learn better ways to be and become more self-disciplined. Instead of coercing students to behave through punishment, students are engaged in conversations that focus on ways they can get their needs met without disrupting the needs of others. Students are encouraged to behave in ways that support their values/beliefs rather than simply being compliant with rules.

Beliefs and Bottom Lines

ÉSCS Beliefs

We believe that:

1. Everyone has the right to learn in a safe and positive learning environment.
2. Everyone has the right to be included, feel respected, and to have fun!
3. Everyone should always be trying to do their best.
4. Everyone should always be honest, and work together to solve problems.

ÉSCS Bottom Lines

- Damage to other people's property is never acceptable.
- Threats and/or bullying in any form (verbal, physical, or implied) is never acceptable.
- Violence in any form is never acceptable.
- Drug/Alcohol use and/or possession is never acceptable.
- Inappropriate language, especially directed at a person, is never acceptable.
- Inappropriate internet use, computer use, or handheld device use is never acceptable.

Our School is Allergy Aware.

In an effort to provide a safe environment to our students, our school is Allergy Aware, which means that through the cooperation of our school community, we will avoid bringing items to school which may be harmful to other students.

Many of our students have life threatening allergies to NUTS. It is extremely important that students do not bring lunches and snacks containing nuts. The safety of our students is our number one priority.

Assessment

Classroom assessment plays an important role in student achievement. Classroom assessment is the process of gathering evidence of what a student knows, what a student understands, and what a student is able to do. It can also help to identify students' learning needs.

Teachers set specific criteria based on learning outcomes and expected levels of performance to evaluate student's learning. These criteria form the basis for evaluating and reporting student progress. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes for each subject or course and grade.

Student assessment in Grade 5 to Grade 8 will be ongoing. Student progress will be formally reported three times per year using the Manitoba Provincial Report Card template. In addition to formal reporting periods parents may access student progress and attendance through the Power School Parent Portal. We always encourage ongoing communication with your child's teacher.

In accordance with the Manitoba Provincial Report Card, marks will be reported as follows:

Grade 5 and Grade 6 using a 4 point scale.

Grade 7 and Grade 8 using both a 4 point scale and percentage.

Scale Sample:

4-Thorough understanding and in-depth application of concepts and skills

3-Very good understanding and application of concept and skills

2-Basic understanding and some application of concepts and skills

1-Limited understanding and minimal application of concepts and skills

ND: Does Not yet Demonstrate the required understanding and application of concepts and skills

Attendance

Attendance is directly related to student success. All students are expected to attend school regularly as per the Manitoba Public Schools Act. Please contact the school by telephone, notes, or a visit, if your child will be absent for any reason or will be leaving the school at an earlier time. Our school operates a Call Back Program. This is to ensure that students who have left their residence for school have arrived safely. At 9:00 and again at 1:40 teachers submit a list of students who are absent from school without reason. The parents of these children will be contacted to verify the reason for their absence. If a parent wishes to pick up their children during the school hours, you are requested to send a note to the teacher and report to the Office at the school to wait for your child. For bus students, you should also inform the bus driver that your child would not be on the bus.

Balanced School Day

The rationale behind the Balanced School Day is that this will improve academic achievement by increasing time-on task in the classroom setting. The Balanced School Day schedule divides the school day into three 100 minute blocks of instructional time. Two longer nutrition and activity breaks are provided in the morning and afternoon instead of the traditional mid-morning/mid-afternoon recess and noon hour lunch. This schedule creates equally balanced teaching/learning blocks in the school day. The two nutritional/activity breaks of 40 and 55 minutes allow time for eating and activity in both the morning and afternoon. Nutrition breaks provide 20 to 25 minutes for eating and 20 to 30 minutes for activity.

Our Balanced School Day at ÉSCS follows this schedule:

Period 1	9:00-9:50	Period 3	11:15-12:05	Period 5	1:40-2:30
Period 2	9:50-10:40	Period 4	12:05-12:55	Period 6	2:40-3:20
Break	10:40-11:15	Break	12:55-1:40	Home time	3:25

Early Dismissal

As part of an ongoing effort to improve achievement for our students, the Interlake School Division has implemented one hour early dismissals eight (8) times during the school year.

Early dismissals will provide the opportunity for regular teacher group meetings at the school level. These meetings will focus on further development of instructional strategies to enhance student learning in all our schools. On early dismissal days, students will be dismissed one hour earlier than the school's normal dismissal time.

Early dismissals will be scheduled the third Wednesday of each month, except in December and June.

2017-2018 Early Dismissal Schedule

September 20 th , 2017	February 21 st , 2018
October 18 th , 2017	March 21 st , 2018
November 15 th , 2017	April 18 th , 2018
January 17 th , 2018	May 16 th , 2018

Student Services

École Stonewall Centennial School is proud to be a school that celebrates diversity through an inclusionary vision. Our Resource staff is committed to working with our classroom teachers to meet the needs of all our learners. Resource teachers will assist classroom teachers through a collaborative co-teaching model. In addition, they are prepared to assist teachers in determining the unique needs of learners in their classroom.

Our Guidance department is committed to understanding student behaviour from a holistic perspective. We offer services in the following areas:

- Counselling (both individual and group)
- Prevention - such as AFM, Natural Helpers, and Circle of Friends
- Guidance Education - including Mind Up and Zones of Regulation
- Referrals to outside agencies as needed

Our guidance counsellor works closely with all staff members, administration, outside agencies, and parents to ensure our students' needs are being met.

In addition to our guidance counsellor, our school has the services of a social worker. The role of our school social worker is to advocate for families and students, collaborate with the school, community, and family to ensure the success of each student.

Dress Code

Appropriate clothing is expected to be worn by all students in all school and school related activities. These activities would include extracurricular activities unless otherwise specified.

In general, clothing deemed to be "appropriate" would be based on the following guideline: Clothing that would be acceptable in a polite business atmosphere in which the student could be expected to deal with the general public.

It is the intent of the Dress Code Policy that in addition to the above "general guidelines" the following will filter all decisions:

- Clothing must allow for safe participation in all school activities.
- Unacceptable print or images will not be allowed.
- No excessively torn jeans.
- No pajamas.
- Hats and head covering are not to be worn inside the building, with the exception of those wearing head covering for religious or health reasons.

***VERY IMPORTANT! In order to maintain our school it is a requirement for students to change into indoor shoes! It is the expectation that all students have a change in footwear.**

Garry Munson Library

Our library is open for student use throughout the school day. Homework Club is held during second nutrition break for students to have a quiet place to work after they have finished eating. Students will use scheduled library classes to take a limit of two books out for reading.

Homework Club and Peer Tutors

Each year students from each class are trained to be academic peer tutors. These students will be given skills to help them provide assistance to their peers. Monday through Friday students can attend Homework Club which is held at second nutrition break. Homework Club is open to all students. It is a quiet place for students to get caught up in their work and get help if needed. Teachers and peer tutors are available to help students at this time.

School Patrols

School Patrols have been set up at designated areas, with specific school corridors established for student safety. Our School Patrols work hard to keep their schoolmates safe. It is the expectation that all students cooperate with the patrols and follow our School Code of Conduct. **School patrols will not be at their posts when temperatures fall below -30°C with a windchill.**

Lockdown Procedure

All schools are mandated to have an intervention plan in the event of an unsafe situation and are required to practise lockdown procedures twice a year. Being prepared for an emergency, and knowing how to respond appropriately and calmly when one occurs, helps to reassure frightened students and staff.

The lockdown procedure entails an announcement being made over the public address system. The school then goes into lockdown, which means locking all exterior and classroom doors, closing all blinds/drapes, turning off lights, and having students remain away from doors and windows. Students are instructed to sit quietly and are not to use their cell phones. An announcement is then made indicating an end to the lockdown. Following the lockdown practice, staff will discuss the situation with students.

A Synervoice message will be sent home to all families when a lockdown practice has occurred.

Emergency School Closure

In the event of severe weather and buses are unable to transport students, a Synervoice will be sent to each household in the Interlake School Division. In addition, radio stations will be contacted to advertise the school closure. In rare and extreme circumstances where individual schools must be closed the same procedure will be followed.

Cell Phone Use – Student Phone-Personal Devices

Students are permitted to use electronic devices during break time; these devices are not permitted during class time unless the teacher endorses their use for learning. It is unacceptable to take pictures or videos of students, as this violates our Code of Conduct. École Stonewall Centennial School is not responsible for lost/stolen devices. Students who use electronic devices without the permission of the teacher in charge will have the following consequences:

1. First time - device is taken - students can collect it at the end of the school day in the office.
2. Second time - device is taken - parent must pick device up in the office or make alternate arrangements.
3. Third time - student will lose the privilege to bring a device to school.

Lockers

School Lockers will be allocated to Grade 7 and Grade 8 students. Students will provide their own locks and give the combination to their classroom teachers. School lockers are the property of the school and the school reserves the right to search lockers and seize illegal or dangerous material. It is very important that students have their lockers locked **at all times.**

Monthly Calendars

École Stonewall Centennial School sends out their monthly calendar electronically. The calendar highlights special events and important information. Be sure to check out our website at www.isd21.mb.ca/centennial at the beginning of each month for timely information! If you require a paper copy please contact the school office at (204) 467-5502.

CALENDAR OF EVENTS

<p>Sept. 7 - First Day for Students Sept. 20 - Early Dismissal Sept. 22 - Picture Day Oct. 6 - Admin P.D. (no classes) Oct. 9 - Thanksgiving (no classes) Oct. 18 - Early Dismissal Oct. 19 - Progress Conversations Oct. 20 - Admin P.D. (no classes) Nov. 15 - Early Dismissal Nov. 16 - Picture Re-takes Nov. 20 - Admin P.D. (no classes) Dec. 1 - Term 1 Report Cards Dec. 23-Jan. 7- Christmas Vacation Jan. 8 - Classes Resume Jan. 17 - Early Dismissal Feb. 2 - Admin P.D. (no classes) Feb. 19 - Louis Riel Day (no classes) Feb. 20 - Progress Conversations Feb. 21 - Early Dismissal Mar. 5 - Admin P.D. (no classes) Mar. 16 - Term 2 Report Cards Mar. 21 - Early Dismissal</p>	<p>Mar. 24-Apr.1 - Spring Break April 2 - Classes Resume April 18 - Early Dismissal April 23 - Admin P.D. (no classes) May 7 - Admin P.D. (no classes) May 16 - Early Dismissal May 21 - Victoria Day (no classes) June 26 - Last Day for Grade 7 and Grade 8 June 28 - Last Day for Grade 5 and Grade 6 June 28 - Term 3 Report Cards</p> <p><u>Grade 7 and Grade 8 Assessments – April to June</u> Gr. 7 Science Assessment Gr. 7 Social Studies Assessment Gr. 7&8 Culminating Math Assessment Gr. 7&8 ELA Assessment Gr. 8 Science Assessment Gr. 8 Social Studies Assessment</p> <p><i>**Final assessment dates are indicated on course outline</i></p>
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