



**ÉCOLE
STONEWALL
CENTENNIAL
SCHOOL**

STUDENT HANDBOOK 2020 - 2021

Quality Education . . . Quality Citizens

Mr. E. Harvie M.Ed.

PRINCIPAL

Mr. J. Levesque M.Ed.

VICE PRINCIPAL

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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 co-operation 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

5P – C. Peters	7C – S. Chrusch
5W – A. Wadge	7MO – V. Moldowan
5C – R. Chivers	7W – Z. Ward
5D – C. Desjardins	7D – C. D’Amour
6F – D. Fielder	7MC – S. McConomy
6H – E. Hunnam	8F – L. Fuerst
6T – J. Trach	8NI – M. Nickel
6M – A. Murdoch	8K – S. Kaur
6P – R. Pritchard	8NA – K. N. Nagle

C. Kooning	Physical Education
V. Moldowan	Music
P. Oliver	Band
J. Szilagy	Human Ecology

STUDENT SERVICES TEAM

C. Johnson	Resource
L. Blowers	Resource
K. Erickson	Resource
B. Darragh	Guidance
D. De Gagne	Social Worker
J. Yaworski	A.F.M.

ADMINISTRATIVE ASSISTANTS

A. Lillies

LIBRARIAN P. Harris

EDUCATIONAL ASSISTANTS

N. MacKay	M. Skyhar
D. Kleinsasser	T. Hall
S. Schultz-Clarke	D. Early
E. Peters	J. Derksen
L. Schultz	C. Fines

TREATMENT WORKERS A. Murodch
D. Pirie

CUSTODIANS

D. Pottinger
B. Williams
B. Dexter

Learner Expectations

The students of École Stonewall Centennial School are expected to be prepared to take part in the learning process. This means arriving to 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.
2. Everyone has the right to be safe ... mentally, emotionally, and physically.
3. Everyone has the right to be respected.
4. Everyone has the right to be included.
5. Everyone should always do their best.

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 and families, we will avoid bringing items to school which may be harmful to other students.

Many of our students have life threatening allergies to some foods and food products. Some such foods are nuts, fish/seafood, eggs, and dairy products. While we cannot guarantee that these products are entirely eliminated from our building, we can teach students about the danger of sharing snacks and lunches. We also can remind them about the due diligence of handwashing as well as sanitizing areas where food is consumed. The safety of our students, your children, 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, brief note, 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 a.m. and again at 1:40 p.m. 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 one hundred 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 forty and fifty-five minutes allow time for eating and activity in both the morning and afternoon. Nutrition breaks provide twenty to twenty-five minutes for eating and twenty to thirty minutes for activity.

Our Balanced School Day at ÉSCS follows this schedule:

**Handwashing schedule TBD*

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 p.m.

Student Services

École Stonewall Centennial School is proud to be a school that celebrates diversity through an inclusionary vision. Our Learning Support Staff is committed to working with our classroom teachers to meet the needs of all our learners. Learning Support 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. We offer services in the following areas:

- Counselling
- Prevention
- Guidance Education
- Referrals to outside agencies as needed

Our guidance counsellor works closely with all staff members, administration, outside agencies, and parents/guardians 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.**

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 (Grade 7 & 8 Students only)

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 all 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.**