École River Heights School

Parent/Student Handbook
2018—2019

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Reach for the Heights!
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This handbook provides important information about École River Heights School. Parents and guardians are invited to become familiar with the policies and procedures outlined in the handbook so that the school's goals and operations are clear to you and your child. Please feel free to contact any member of the École River Heights School staff if you have questions related to their area of responsibility.

Students will benefit from numerous opportunities to examine and discuss these policies and procedures in detail in their homerooms, at assemblies, and with their parents/guardians.

The information outlined is correct as of June 2018. Some minor changes and adjustments may occur during the 2018-2019 school year. Changes will be communicated to students by teachers and administration at school and to parents through the monthly newsletters, parent council, email notifications, the school web page, and the school electronic sign.

**Traditions**

*Emblem:* The Hawk  
*Colours:* Teal, Black & White  
*Motto:* "Reach for the Heights"
Winnipeg School Division Priorities

- **Students**
  To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.

- **Learning Outcomes**
  To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.

- **Addressing Barriers to Learning**
  To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.

As well, the Administrators and staff have developed the following priorities specific to École River Heights School. The school priorities for the 2018-2019 school year are:

- Incorporate IB (International Baccalaureate) principles into WSD & school priorities whenever possible
- Continue to develop and implement PBIS (Positive Behaviour Intervention Strategies) in common areas and classrooms in order to increase student focus and time on task.

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<tr>
<th>ÉRHS Catchment Area and Schools of Choice</th>
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<tbody>
<tr>
<td><strong>Student Accommodation Priority (fees may be applicable)</strong></td>
</tr>
<tr>
<td>The priority for acceptance of students for admission to ÉRHS will be:</td>
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<tr>
<td>- resident students from within the local school catchment area</td>
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<tr>
<td>- resident students from other school catchment areas</td>
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<tr>
<td>- non-resident students (students residing outside of the Winnipeg School Division) who have completed a schools of choice form</td>
</tr>
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</table>

**Non-Resident Students**

Non-resident students may be admitted to ÉRHS provided that:

- there is space available
- the student does not require an Individual Educational Plan (IEP) or additional support services which would incur costs to the Division
- no costs are incurred by the Winnipeg School Division

**Acceptance of Resident Non-Catchment Area Students**

The determination of whether or not there is space available to admit a resident, but non-catchment area, student shall be made by the principal who will be guided by the resultant individual class size and the number of integrated Level 1 Special Education students already accommodated within resources available.

**Acceptance of Non-Resident Students**

The determination of whether or not there is space available to admit a non-resident student shall be made by the principal who will be guided in this decision by:

- the priority for accommodation of students
- historical data on the need to reserve space to accommodate resident students who register during the school year
- the composition of the student population in individual classrooms including the number of students with exceptional needs
- the assurance that there will be no adverse effect on the learning environment of resident students.

Further information on school catchment area relative to specific programs may be obtained from the school division website at: **www.winnipegsd.ca/ourschools**
Technology at École River Heights School

Technology at École River Heights School forms an integral part of the overall learning experience to promote the acquisition of key skills: reading, writing, numeracy, communication, and technology fluency. Classroom teachers may book technology resources for single periods or blocks of time. This provides students with opportunities to integrate technology strategies in their learning and for creative multimedia presentations to demonstrate their knowledge and understanding. The school has over 100 student-accessible computers with high-speed Internet access and wireless coverage throughout the entire school to promote inquiry, solve problems, gather, critically assess, validate, manage and communicate information on a local and global scale. The Library Resource Centre houses computers, which are routinely used for research, word processing and math activities. The 30 iMac Lab computers are available for exploration and online curricular inquiry, web design, multimedia projects, and specialty enrichment software. Our wireless mobile lab includes laptop computers and iPads. École River Heights School follows the recommendations of Manitoba Education to provide choices for appropriate integration of information technology to enhance teaching, learning, and assessment:

- hardware also includes: SMART boards, digital cameras, scanner, video cameras, document cameras, video capture card, multimedia projectors and iPad pods, 3-D printer;
- software includes: Concept mapping software, Comic Life, iLife software (Garage Band, iMovie, iPhoto, iWeb) database, drafting, Microsoft Office (Word, PowerPoint, Excel);
- Production/Presentation/Authoring Applications include: animation, desktop publishing, graphics, video;
- interactive Multimedia includes: multimedia encyclopedias, simulation, virtual reality;
- the television and radio broadcasting portion of our theatre program integrates a broad range of professional media technologies.

The Division’s Acceptable Use Policy is in effect. All students are obliged to sign this agreement before being permitted access to the Internet. Parents and students will find this policy attached to application forms and must sign their application indicating they have read, understood, and agree to the policy.

École River Heights School uses technology to provide information to parents such as the electronic form of the school newsletter at our school website at www.winnipegsd.ca/schools/riverheights and email contact. Parents are encouraged to review assigned work on our web page.

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**École River Heights School Code of Conduct**

The École River Heights School Code of Conduct is a set of guidelines, principles and expectations, with which staff, students, and visitors are required to comply.

All people on site are expected to behave in a respectful manner, adhere to school policies, follow the Code of Conduct, as well as the Bill of Rights and Responsibilities and meet any other requirements prescribed by regulation under The Education Administration Act.

École River Heights School does not tolerate any form of abuse including physical, sexual, and/or psychological, which may be manifested physically, orally, in writing, or by other means, such as,

- bullying, including cyber bullying
- 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
- gang involvement
- possessing a weapon, as “weapon” is defined in section 2 of the Criminal Code.

All students and staff are expected to respect the appropriate use of the following:

- email
- Internet
- digital cameras (no pictures are permitted to be taken with personal digital camera of any kind on school property or during school sanctioned events)
- cell phones, including cell phones equipped with digital cameras, personal communication devices, laptops, computers, tablets
- policies that prohibit the accessing, uploading, downloading or distributing of material that the school has determined to be objectionable.

Disciplinary action will be taken upon violation of the Code of Conduct. The consequence depends on a number of factors, including the severity of the misconduct, and/or the history of misconduct of those individuals found to be in violation of the Code. Consequences range from a quick reminder, an informal conference or parent meetings, to suspension or expulsion. If the action violates the Criminal Code, the Winnipeg Police Service will also be contacted. Conflict resolution processes such as mediation and restitution are part of our problem solving model. The goals of consequences are school safety, accountability, education, implementing division and provincial policies, and restoring relationships.
Bill of Rights and Responsibilities

Created by École River Heights School students. (to be updated 2018-2019)

At ÉRHS I have the right and responsibility to…..

- Be heard and listened to
  - express my opinions and feelings
  - ask questions when I don’t understand
  - be spoken to politely and in a positive manner

- Be respected for who I am
  - treated equally and fairly
  - not be judged by height, weight, appearance, popularity, culture, religion, abilities, gender, or sexual orientation

- Feel comfortable and be safe from physical, verbal, and emotional abuse

- Know that my school and my property will be safe and respected

- Learn the best way that fits me
  - learn in a classroom where people come prepared
  - learn in an environment where I can try my best.

Library Resource Centre

Our automated library resource centre is an integral part of the school and assists learners with their information literacy needs. Students make excellent use of the library’s text resources, computers, iPads, and access to the Internet for both research and pleasure purposes. The resource centre provides for the differentiated learning requirements of all students with a wide selection of information books, novels, reference materials, magazines and graphic novels in both French and English. Our extensive library of audio-visual resources and professional books also supports teachers with curriculum delivery.

Hours
Doors open at 8:30 a.m. Students are welcome to come then to sign out or return books, or use the computers for assignments. We are open during the lunch hour as a quiet place to work or read from 12:10 to 12:40 p.m. The library closes at 3:30 p.m.

Circulation
Library books and magazine may be kept for 2 cycles. Materials may be renewed if needed.

Overdue Materials
Monthly overdue lists are sent to the classrooms; overdue materials must be returned or renewed before other items can be signed out.

We encourage students to make good use of our library resource centre. Library staff will be happy to assist with any additional informational needs.
Clinical Support Services

The CSS is an educational support service agency, which provides specialized help for school children in collaboration with school personnel, parents, other agencies, and clinicians. École River Heights School has the services of a multidisciplinary team, which consists of the following professionals: reading clinician, speech/language pathologist, psychologist, social worker, psychiatrist, and audiologist.

There are many reasons why children may need assistance from the CSS, but the difficulties usually addressed are in the following areas: family, social, emotional, learning, mental health, behaviour, and communication. Clinicians may be involved in a variety of activities and interventions including: assessment and treatment of school children; consultation with school personnel, parents, and other agencies; work with families; prevention activities (e.g. workshops, parenting courses, research).

A referral to the CSS can be made through the school by the family, by contacting a school administrator, guidance counsellor or the CSS resource worker in your child’s school.

Integrated Special Education

École River Heights School offers an Integrated Special Education program, which provides assistance to students with a variety of special needs. The support staff works in collaboration with the classroom teachers and other professionals to meet the needs of each student. Meetings are scheduled to discuss needs, develop individualized programs and monitor student progress. Students receive one-on-one or small group instruction from the Special Education teachers, as well as, direct support in regular classrooms from educational assistants.

Program for Deaf and Hard of Hearing Students

The goal of the Program for Deaf/Hard of Hearing Students is to provide specialized supports that are more varied and intensive than those available in the student’s home school. Students are integrated into the regular classroom programs with support from ASL interpreters, signing and non-signing educational assistants, and computerized notetakers as needed. An Individualized Education Plan (I.E.P.) is developed for each student and implemented by the educational team with the support of a teacher of the Deaf and Hard of Hearing. Students may also receive support services from the guidance counsellor with additional support available from a speech/language pathologist, reading clinician, psychologist, social worker, or audiologist from the CSS.

Déclaration des Droits et Responsabilités

Créé par les étudiants de l’École River Heights. (à mettre à jour 2018-2019)

À ÉRHS mes droits sont …

- Être entendu et écouté.
- Être respecté pour qui je suis
- Être respecté pour qui je suis
- Être traité avec équité et justesse
- De se sentir confortable et protégé de l’abus physique, violence verbale, et violence psychologique
- De savoir que ma propriété et mon école sera en sécurité et respectée
- Apprendre et faire de mon mieux selon mes besoins
- Apprendre dans une salle de classe où les étudiants viennent préparés
- Apprendre dans un environnement où je peux m’épanouir.
École River Heights School offers a variety of academic programs:

- **Regular English Program** - follows the regular curriculum as prescribed by Manitoba Education.
- **Continuing French Immersion Program** - for students who have completed the Elementary French Immersion Program, and follows the regular curriculum by Manitoba Education.
- **Late Entry French Immersion Program** - The Late French Immersion Program follows the Manitoba curricula while allowing students to progress towards functional bilingualism. Students entering the program in grade 7 will have the opportunity to obtain the provincial graduation diploma in French Immersion after meeting all Senior Years graduation credit requirements.

The following subjects comprise the syllabus for our grade 7 and 8 students. Parents will note that course descriptions of academic subjects are shared by the grade teams at our September Meet-the-Teacher evening. *All parents are strongly encouraged to attend.*

<table>
<thead>
<tr>
<th>ENGLISH PROGRAM</th>
<th>IMMERSION PROGRAM</th>
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<tbody>
<tr>
<td>English Language Arts</td>
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<tr>
<td>Mathematics</td>
<td>Mathématiques</td>
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<tr>
<td>Science</td>
<td>Sciences de la nature</td>
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<tr>
<td>Social Studies</td>
<td>Sciences humaines</td>
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<tr>
<td>Physical Education/Health</td>
<td>Physical Education/Health</td>
</tr>
<tr>
<td>French (optional grade 8)</td>
<td>Français</td>
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<tr>
<td>Practical Arts (grade 8)</td>
<td>Practical Arts (grade 8)</td>
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<tr>
<td>Drama (grade 7)</td>
<td>Drama (grade 7)</td>
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<tr>
<td>Art (grade 8)</td>
<td>Art (grade 8)</td>
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<tr>
<td>Band (optional)</td>
<td>Band (optional)</td>
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<tr>
<td>Spanish (optional)</td>
<td>Dance (optional)</td>
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<tr>
<td>Dance (optional)</td>
<td>Musical Production Design (optional grade 7)</td>
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**Curriculum Information**

**Student Services**

**Guidance/Counselling**

*A school counsellor is a teacher who is qualified by training and experience to provide guidance and counselling to students within a school setting. Counselling is a process that aims to provide students with an opportunity to explore feelings, examine information, and participate in the decision-making process, and improve their academic skills.*

The counselling office at ÉRHS offers students support with personal, social, emotional, and academic programming concerns. With the best interests of all students in mind, the guidance counsellor will strive to promote school success, appropriate personal and social development, positive self esteem, effective decision-making and individual/social responsibility.

Conflict resolution and mediation processes are also focus areas and a support service that students are certainly encouraged to access. The aim is to always try and foster positive peer and student/teacher relationships within our school’s learning environment so that everyone has the opportunity to feel comfortable and safe.

Through classroom presentations, conferences with individuals, groups, teachers, and parents; and consultation with outside service agencies, the guidance office hopes to accomplish the objectives outlined above. One main goal is to ensure effective and clear communication among all those who are working hard to provide students with opportunities to experience success.

Students are welcome and encouraged to access the counselling office during the day, if necessary. Students may feel more comfortable leaving a note in the main office or with their classroom teacher – both are welcome. Appointments can also be made by parents via email, phone, or in person.

Whenever possible, the guidance counsellor will try to be as *invisible* and *accessible* as possible. Every effort is made to try and contact students discreetly. All concerns and feelings expressed by students are important and will be respected. *Note:* All communication between the guidance counsellor and ÉRHS students is bound by the guidelines of confidentiality.
Serious Offences

*École River Heights School* emphasizes an atmosphere of respect of self, others and property, and provides a safe environment for its students. Consequently, certain acts or conduct may result in suspension of a student.

Some of these include:

- the use of foul or offensive language (verbally or on clothing)
- the use of verbal threats or physical violence, including throwing snowballs
- wilful disobedience towards teachers and other school personnel
- the setting off of a false fire alarm
- the causing of vandalism or wilful damage to school property, the property of teachers or students
- being under the influence of, or in the possession of tobacco, alcohol, or drugs while at school or at school functions
- possession, threat, or attack using a weapon
- inappropriate use of the Internet.

For further information please go to:

[www.winnipeg.sd.ca/administration%20services/policy/wsd-policies](http://www.winnipeg.sd.ca/administration%20services/policy/wsd-policies)
**Applied Technology (Practical Arts)**

All grade 8 students will have an opportunity to experience a variety of Practical Arts “labs” over the course of the school year. The Practical Arts program is conducted at Kelvin High School located at the intersection of Harrow and Academy.

The Practical Arts courses appear on the grade 8 timetable as three afternoon periods - labelled as “PRAY”. The Practical Arts program takes place once per 6-day cycle and begins the first week of school. Our guidance counsellor will visit each grade 8 classroom to provide students with a general Practical Arts orientation.

You may wish to acquaint your child with the location of Kelvin High School sometime before the first day of school to determine the best walking or bus route. Practical Arts classes begin at 1:15 p.m. Students will be dismissed from Kelvin High School at 3:20 p.m. and are expected to make their own way home. If you have any questions regarding the Practical Arts program, please contact the counselling office at École River Heights School prior to opening day and the guidance counsellor will assist you.

**Smoking**

Smoking is prohibited on school property and at school-sponsored activities.

**Cell Phones, Cameras, and Electronic Devices**

Cell phones, all electronic music/gaming devices, and headphones must be turned off and put away upon entering the school. **Photographic devices of any format are not to be used at all. Teachers and staff members do not have any responsibility for safekeeping personal items.**

**Admittance to the Building**

Students are allowed into the school building only after 8:30 a.m. unless they are involved in an activity, for example, basketball, track practices, band practice, or other activities arranged by a teacher for early morning.

Students can access the school by the Grosvenor and Corydon entrances, the two west entrances facing the River Heights Community Club as well as the south entrance receiving doors. Those coming to school by bicycle can enter by the compound door. All doors except the receiving door (south-east corner) and the parking lot door are locked between 12:20 – 12:40 p.m.

**PARENTS ARE ASKED NOT TO DROP THEIR CHILDREN OFF IN THE STAFF PARKING LOT. THE PARKING LOT SHOULD BE AVOIDED DUE TO SAFETY REASONS. CARS PULLING IN AND BACKING UP CREATE CONGESTION AND ARE DANGEROUS TO STUDENTS BEING DROPPED OFF. THE COMMUNITY CLUB LOOP IS THE DESIGNATED DROP OFF AREA.**

At dismissal time, all students are expected to clear the building within 15 minutes of the final bell unless staying for a supervised activity.

**Illness or Injury**

Students becoming ill or injured at school will be monitored until parents can be contacted. Ill students will not be allowed to leave the school until the office has first contacted parents.
Emergency Response and Fire Safety at É.R.H.S.

The school conducts 10 annual fire drills. Students also receive specific instructions and practice three times a year that prepare them for instances that warrant a school-wide hold and secure drill. A hold and secure call would be initiated during a crisis or in the event an unwelcome intruder enters the building. Following each of these training exercises staff will debrief with their classes and suggest areas for improvement. Should an actual emergency situation develop during the school day, we will send a letter home informing parents of the incident and of the school’s response. A school evacuation drill will also be practiced to prepare for a school wide emergency.

Public Telephone

In case of an emergency, students will be allowed to use the office phone.

Communication

Email between teacher, parents, and students can facilitate communication. A place is provided on the registration form for parents wishing to leave their email address for the school.

The establishment and maintenance of parent-teacher contact is a crucial component of student success. To this end, all parents are contacted by the homeroom teachers in early September to establish that rapport.

Parents are invited to an initial Meet-the-Teacher evening in September as well as one parent-teacher conference and one student-led conference during the year. Teachers will phone, write or email parents if and when concerns arise. Parents are invited to contact teachers whenever questions come up throughout the year.

The electronic school sign on Corydon Avenue announces current and upcoming events and celebrates student achievements.

Our website includes teacher blogs that are especially helpful in providing information about major assignments and tests. The extra-curricular athletic schedule for team practices and games is also posted under the Sportsboard heading.

A monthly newsletter is prepared detailing information for students and parents. The newsletters are posted on the school’s website and are sent electronically the first week of each month. Hard copies of the newsletters are also available at the office.

Enrichment at É.R.H.S.

Many opportunities are presented to all students for personal, athletic, and academic enrichment. Extra-curricular activities, co-curricular programming, and academic challenge events all contribute to the overall development of a middle years student.

Examples include:

**Academic Challenge:**
- Science Fair, WHERE Challenge, Science and Math curriculum projects and writing contests

**Co-Curricular:**
- Oratorical competitions, poetry workshops, guest speakers, band concerts, drama festival, and theatre performances in the school

**Extra-Curricular:**
- Sports teams such as volleyball, basketball, track and field, water polo, slow pitch, soccer, dragon boat, flag rugby, cross country, team handball, ultimate and intramurals (held almost daily)
- Clubs and activities such as guitar club, yoga club, debating club, dance club, chess club, strategy games, arts and crafts club, environmental club (Green Team), Manitoba Young Readers’ Choice Awards (MYRCA).

**Leadership:**
- Community service, Phys. Ed. Leadership Program
- Student Council – all students are welcome to participate (there are no elections)
- Student voice
- Butterfly Club
- T & R Club
- GSA
The academic year is divided into three main terms, with one formal Parent/Teacher/Student tri-conference in the fall and one Student-led conference in the spring.

As well as school-based evaluation and reporting, students are involved in provincially-mandated data collection in the areas of student engagement, literacy with information and communication technology as well as Math, Français, and English.

Parents and teachers need not wait for “formal” opportunities to discuss and check on students’ programs. Good communication between home and classroom is always crucial, but especially at this age. Be it by email, phone calls, letters/notes, teacher blogs, or pre-arranged visits with teachers, parents are encouraged to make contact!

** Final exams are written by all students in the following subjects: Language Arts, Français, Social Studies, Science, and Math. **

The Grade 7 and 8 school-based exams are weighted at 20% of the year’s final mark. Grade 8 students write divisional exams in English Language Arts and Math in June. These are weighted at 20%. Divisional exams provide clear and accurate information about each student’s skill and abilities in relation to the curricular outcomes. The information from these exams is used to improve classroom instruction, student learning, and program effectiveness.

Homework and Student Agenda

Students are expected to complete all homework, including daily assignments, projects, reading and reviewing for tests or exams.

A student agenda planner will be available to all students during the first week of school. The agenda is intended as an aid in organizing studies and homework schedules and will be referred to by all teachers.

Lunch Hour Arrangements

Parents are responsible for deciding on a plan for their child during the lunch hour. Any student who lives in the vicinity is free to go home for lunch, with parental permission. Students may leave the building provided they return on time for their afternoon class. Students may bring a lunch from home to eat at school or they may purchase items from the canteen. For those who require a place to eat their lunch, the school provides a supervised space in the gym balcony from 11:50 a.m. to 12:15 p.m. Students are not allowed in the hallways from 12:15—12:45. There are options within the building for students who wish to remain at school after 12:15. These may include:

- stay in the gym to play ping pong
- stay in the gym for intramural activities
- work in the library (quiet, individual tasks)
- work in Rm. 29
- participate in a school activity (a variety of clubs are available at various times throughout the year)

All students are expected to take responsibility for themselves by behaving in a safe and appropriate manner at school, on the school grounds and within the community at all times, including the lunch hour. Students who misbehave in any lunch hour activity at school or in the community will be dealt with on an individual basis by school administration. Parents will be contacted and an alternate plan for the lunch hour may need to be developed.

Staff Meetings

Staff meetings are regularly scheduled for the first Tuesday of each month. On these days, students are dismissed at their regular time.
Daily Schedule

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Homeroom Registration</td>
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<tr>
<td>9:05 a.m. - 10:00 a.m.</td>
<td>Period 1</td>
</tr>
<tr>
<td>10:00 a.m. - 10:55 a.m.</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:55 a.m. - 11:50 a.m.</td>
<td>Period 3</td>
</tr>
<tr>
<td>11:50 a.m. - 12:45 p.m.</td>
<td>Lunch Hour</td>
</tr>
<tr>
<td>12:50 p.m. - 1:40 p.m.</td>
<td>Period 4</td>
</tr>
<tr>
<td>1:40 p.m. - 2:35 p.m.</td>
<td>Period 5</td>
</tr>
<tr>
<td>2:35 p.m. - 3:30 p.m.</td>
<td>Period 6</td>
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</tbody>
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Valuables and Lost & Found

Students are reminded not to bring large sums of money or valuables to school. There is a Lost and Found container in the gymnasium where students may check for missing articles. The school cannot accept responsibility for items left behind. Items of clothing are put out at parent conferences for pick up. All unclaimed items of clothing are periodically donated to a service organization.

Lockers, Textbooks and Band Instruments

Each student is assigned a locker for his/her books and outer clothing. Sometimes lockers are shared by two students, who are responsible for their property and the lock. School-owned locks will be provided to all students by the school and combinations will be recorded by the homeroom teacher on the first day of school. No privately-owned locks are permitted. Locks left on students’ lockers after the last day of school will be removed by the custodians.

A standard textbook may be issued to students in some subjects. Students are responsible for ensuring proper care of the texts. If a school text is damaged or lost, repayment in part or whole will be necessary.

Band instruments are loaned to students. Students are responsible for bringing their instrument to every class and for returning it in the same condition at the end of the school year.

Student-Led Conferences

To create a successful school learning environment, educational research indicates that:

Whenever practical, students should be included and actively involved in their progress and sharing their perceptions of their progress with their teachers and parents. When students are meaningfully involved, evaluation becomes an integral part of instruction and a learning experience in its own right.

(Anthony, Johnson, Mickelson, Preece 1991)

The goal of student-led conferences is to provide students with an authentic context for self-evaluation and with an opportunity to assume some responsibility for informing their parents about how they are doing in school.

In preparing for the conference, students will assemble a portfolio which will include selected pieces of work, reflections on their learning, and goals they are setting for the next term.

Students individually conduct the interview with their parents and are primarily in charge of reporting their progress, as well as, displaying and explaining their work.

Following through on goals set during the conference is the responsibility of the entire educational community: parents/family, students and teachers.
### Awards at É.R.H.S.

**Citizenship**
- Demonstrates overall contribution to school life

**Diligence**
- Consistent work ethic and application (attitude and effort) as identified by teachers

**School Board Book Prizes**
- Overall academic excellence
- 3 top academic performers per program

**École River Heights Book Prizes**
- Overall academic excellence
- Next 3 top academic performers per program
- Parent Council funding

**Athletic Awards**
- Athletic Participation Awards

**Special Awards**
- As determined by ongoing events/projects during the year e.g. Science Fair medals, Band Camp Scholarships

**Honour Roll**
- General average of 80% or better
- No term mark less than 60%

**Honour Roll with Distinction**
- General average of 90% or better
- No term mark less than 70%

**Subject Excellence**
- 90% or better in specific subject

**Parent Council Scholarship**

### Things you Need to Know: School Policies and procedures

#### Who May Attend É.R.H.S.?
Subject to available space, any student may attend École River Heights School in one of our regular programs: grade 7 and 8 English, grade 7 and 8 Continuing Immersion or grade 7 and 8 Late Entry French Immersion. Priority is given to residents of the immediate catchment area.

#### Registration and Announcements
All students are expected to be in their homerooms by 8:50 a.m. and by 12:50 p.m. in the afternoon (the period 4 class). Announcements are read and posted in the classroom each morning. Any additional announcements are made over the P.A. after "O Canada" in the morning.

#### Attendance and Punctuality
Regular attendance and punctuality are important for academic success.
- Attendance is taken twice daily (9:00 a.m. and 12:50 p.m.) Students will be marked as “late” if they arrive after these times.
- Students who are late need to “sign in” at the office and obtain a late slip after 9:10 a.m. or 1:00 p.m.
- Parents should advise the school prior to 8:50 a.m. that their child will be absent or late.
- Students needing to leave early from class will need to bring a permission note from parents and sign out at the office.

#### School Organization
Every student is part of a homeroom class. Ideally homeroom teachers teach at least one and often two subjects to their homeroom. It is from the homeroom teacher that a student receives his/her locker, class schedule, report cards, and all other general information. Student council, fundraisers, intramurals, and other activities are organized on a homeroom basis. The homeroom teacher is generally the first contact for students and parents/guardians, as questions and concerns arise (student progress, attendance, etc.).