



# LEARNING & BEHAVING



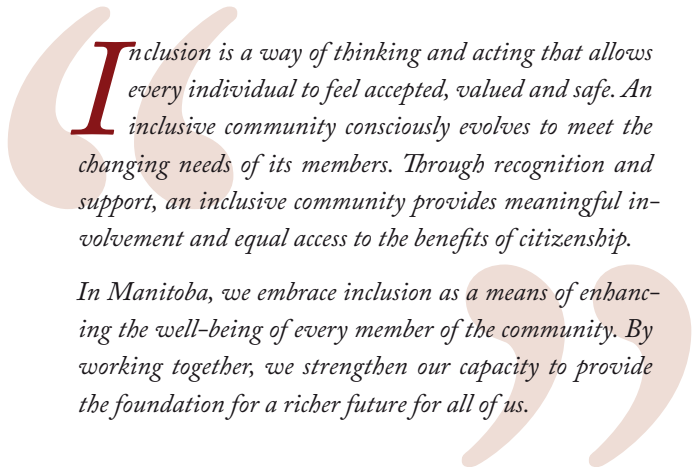


*“Discipline and motivational problems are among the most frustrating aspects of any teacher’s job. Inappropriate behaviour disrupts learning for the student or students who misbehave and often for their classmates. Such interference with learning is understandably upsetting and requires active problem solving.”*

*Randall S. Sprick*

## Introduction

River East Transcona School Division (RETSO) believes all students with special needs should have a school experience as similar as possible to that of their peers. RETSD concurs with the stated philosophy of inclusion from Manitoba Education, Citizenship and Youth:



*Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.*

*In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

Managing the challenging behaviours exhibited by students continues to be an area of concern for many schools. As part of the long-term planning framework, RETSD continues to establish and implement processes, procedures and practices to ensure all students demonstrate safe, respectful behaviour.

The *Learning & Behaving* position paper is not meant to be a day-to-day operational document. It was developed to consolidate and delineate the harmonization of beliefs, values and guidelines directing how RETSD thinks about and addresses behaviour. As such, it uses existing legislation and law to guide its development and reflects the support documents from Manitoba Education, Citizenship and Youth.





River East Transcona School Division acknowledges, celebrates and is committed to the development of a foundation of educational best practices, supported by current research, on behaviour. The policies, practices and procedures of this division help to develop inspired, responsible citizens.

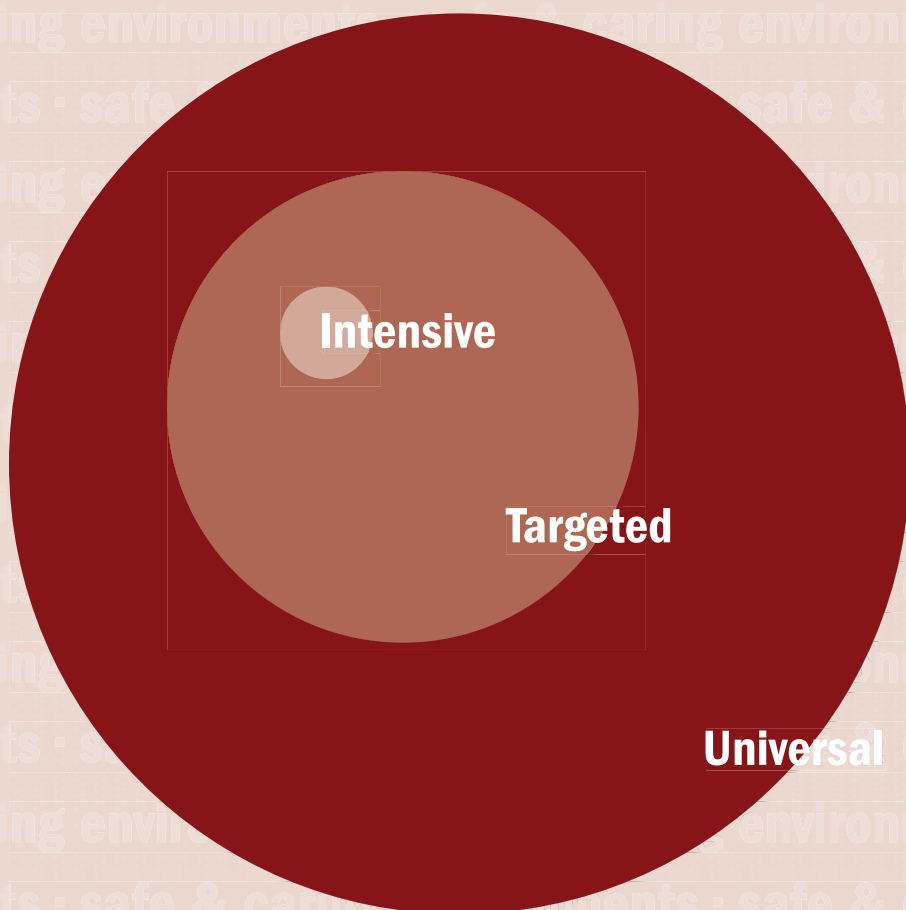
In this position paper, we articulate our belief statements about the strong link between learning and behaving, recognizing that when students are motivated and empowered to learn, their behaviour is more likely to be respectful and responsible. RETSD believes in the development and implementation of schoolwide positive behaviour support plans and practices.

Students experiencing behaviour problems in school are a diverse group requiring a variety of approaches across a continuum of supports and services.

We recognize that students in our schools benefit from universal interventions through a schoolwide approach that focuses on the connection between behaviour and learning.

However, despite these proactive and preventative approaches, some students require more targeted behavioural interventions through a team approach (comprised of school, divisional and parental involvement) to experience success.

For a very few students, intensive intervention is required. This behavioural support is achieved through a multidisciplinary team approach.



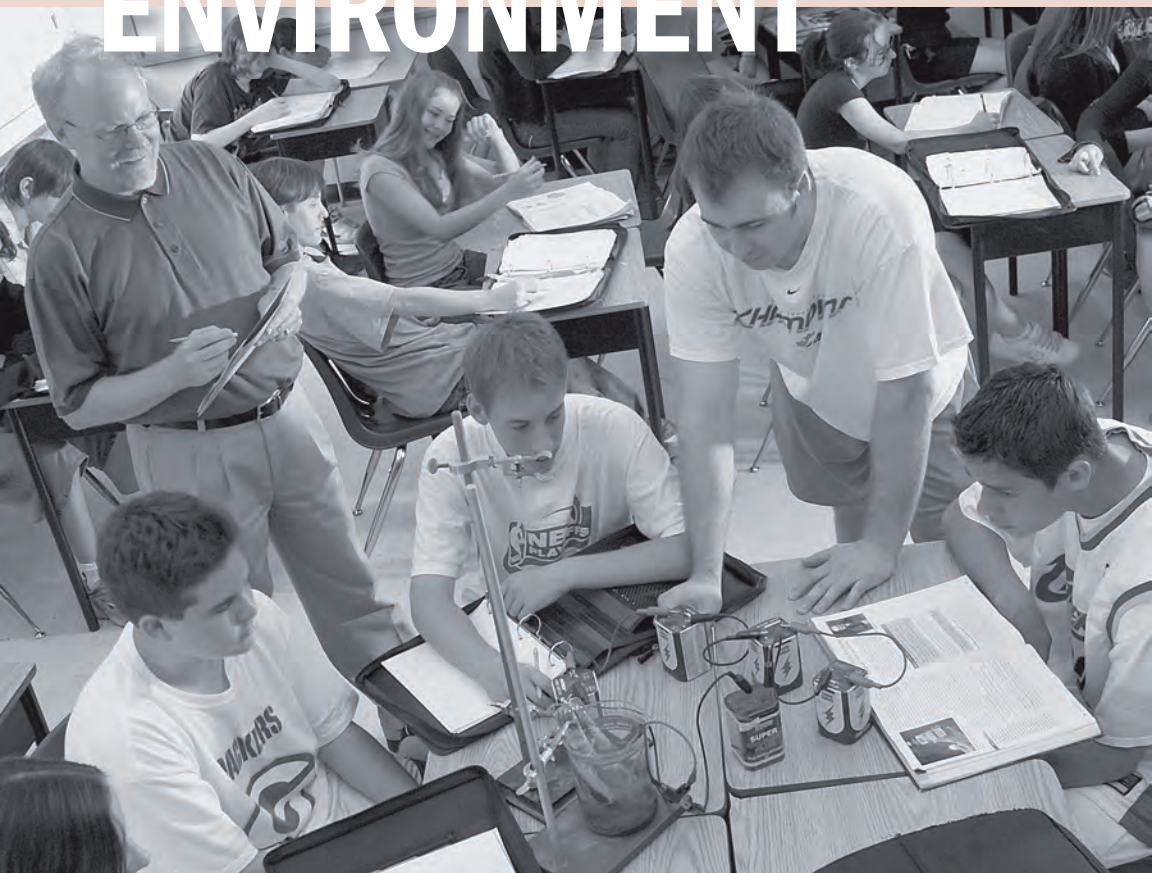
***We believe:***

- The best learning and behaving takes place in a safe, respectful and caring environment.

***We are committed to an environment with:***

- Developmentally appropriate programming and authentic assessment.
- Learning that is challenging but achievable and addresses student diversity via approaches portrayed on a continuum of instructional supports.
- The teaching and learning of expected student behaviour, which forms the cornerstone of a proactive, preventative approach.

# ENVIRONMENT





River East Transcona  
SCHOOL DIVISION

# CODE OF CONDUCT

# EXPECTATIONS

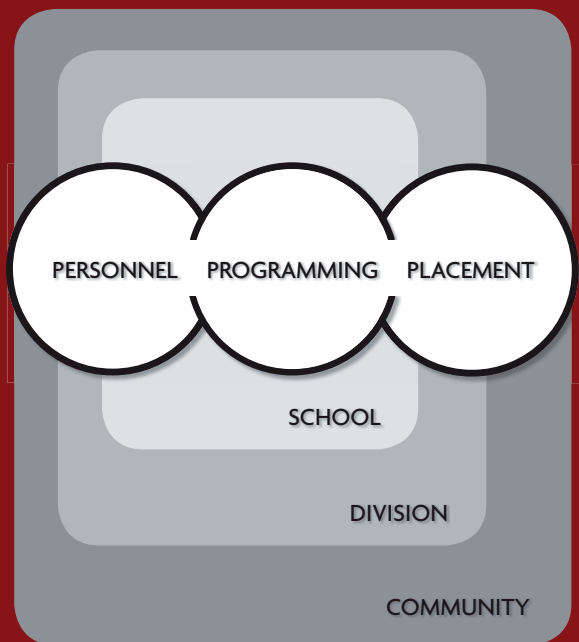
## ***We believe:***

- Expectations and standards of behaviour need to be clearly defined and communicated to all partners within the school community.

## ***We are creating an approach wherein:***

- Students benefit from consistent and clear expectations.
- Partners have an active role in understanding and planning these standards.
- Behavioural programming recognizes and ensures the challenges and unique learning needs of the students are accommodated.
- Students have the right to a safe, caring and respectful learning environment.





# SUPPORTS

## ***We believe:***

- A divisional continuum of supports and services delineates the many available options to program for and enable all students to be successful, based on their individual needs.

## ***Goals include:***

- Using proactive interventions to reinforce expected behaviour and encourage independence and responsible decision-making.
- Supporting all levels of students from the universal and targeted to the intensive populations.
- Providing specialized supports which may be required on an interim basis for a variety of students, including those with challenging behaviours.
- Managing behaviour for those students who have intensive needs using strategies that are realistic and that foster participation, contribution and acceptance.



***We believe:***

- Meaningful and active involvement of students and parents with school teams is vital when developing a clear and appropriate plan for student-specific programming.

***Programming:***

- Begins with well-documented assessment; the route along the continuum of support services must be clear, accessible and dynamic.
- Recognizes and values positive schoolwide behaviour strategies and proactive approaches that are essential to develop competent, capable citizens.
- Provides opportunity for dialogue, collaboration and problem-solving through a team approach.

# PROGRAMMING



***We believe:***

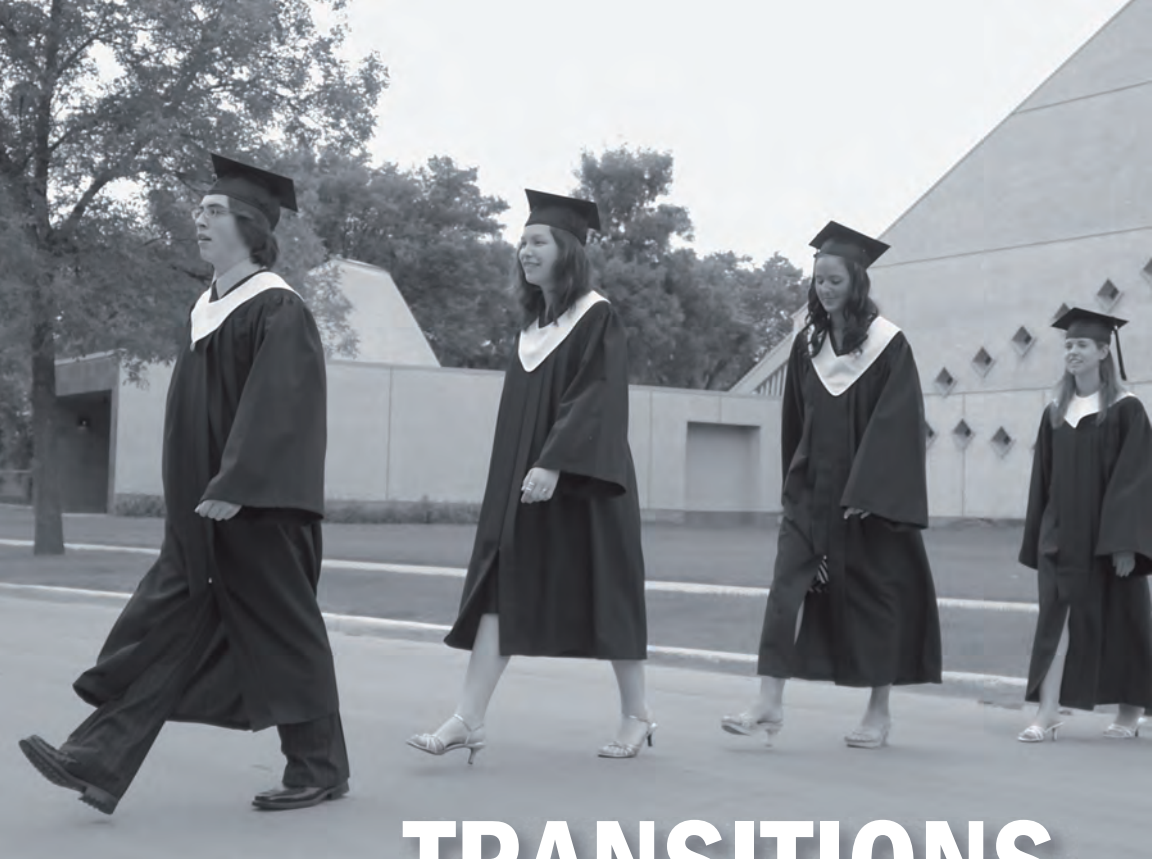
- The experience and expertise of the professionals and support staff—all employees of RETSD—who work with students with behavioural challenges are integral to providing meaningful learning experiences for all children.

***These skills are built through:***

- Professional development that emphasizes evidence-based, current research and best practices in the areas of learning and behaviour.
- Comprehensive planning for staff, which is necessary to promote student success.
- Ongoing assessment of the skills staff need to acquire in working with challenging students.

# SKILLS





# TRANSITIONS

***We believe:***

- Planning transitions into, across and beyond the educational system through partnerships with schools, parents and organizations is essential to ensuring student success.

***Steps in the process to enhance prosocial behaviour may include:***

- Early identification and interventions that ensure access to necessary supports and resources as students move through their school career.
- Transition planning across grades and levels that provides opportunities to share growth and development.
- Planning for entry and exit transitions that ensure students remain connected to the school community.





**EQUITY, CAPACITY, CO**



***We believe:***

- Inclusive schools are guided by the concepts of equity, capacity and community through appropriate educational programming. Our purpose is to create an environment that is positive in its beliefs and attitudes.

***This is achieved when:***

- Equity recognizes different students will require different supports, services and programming.
- Equity does not mean all students are treated the same.
- Students' capacity for success is built on meaningful and realistic experiences.
- Students have has a sense of belonging in the school community.
- School and community are mutually supportive and work collaboratively as a matter of practice to prepare students to become responsible, contributing citizens.

# MMUNITY

*For more information related to learning and behaving,  
please contact:*

**Student Services Unit**

760 Kildare Avenue  
Winnipeg, Manitoba R2C 3Z4  
Tel: 222.9577  
Fax: 224.2783

*or*

491 Munroe Avenue  
Winnipeg, Manitoba R2K 1H5  
Tel: 669.5643  
Fax: 663.9230

**Educational Resource Centre**

Bernie Wolfe Community School  
95 Bournais Drive  
Winnipeg, Manitoba R2C 3Z2  
Tel: 669.9412  
Fax: 669.9428

*“Trust begins with a personal commitment to respect others, to take everyone seriously. Respect demands that we first recognize each other’s gifts and strengths and interests. Only then can we reach our common and individual potentials.”*

*Max De Pree*



## OUR PURPOSE

The River East Transcona School Division exists to educate students to be inspired, skilled, responsible citizens.

## OUR VISION

The River East Transcona School Division will be forward-looking, innovative, and service-oriented, offering superior, comprehensive programming to meet the emerging needs of our students and community.

## OUR BELIEFS

We exist to serve students and community.

Everyone is unique and can achieve success.

Individuals excel where there are high expectations and challenging learning opportunities.

Everyone has the right to be treated with dignity and respect.

Working together, we can make a significant difference in the lives of our students.

People thrive in safe and caring environments.

