

**Parent Handbook**

2016-17

“Our job is too difficult and too beautiful to do alone”

* Amelia Gambetti

**Welcome, from the South Oaks Parent Advisory Council!**

The South Oaks Parent Advisory Council is an elected group of parents that seeks to share in the purpose and goals of South Oaks School, and thereby help create a positive and beneficial educational experience for our children.  We are a liaison between the community and the school staff, seeking to facilitate ongoing effective communication for the collective welfare of the students.

The Parent Council participates in a number of events that benefit our school, such as Hot Lunch days, the Christmas Concert, Winter Fun Day, Staff Appreciation Week and the Spring Picnic.  We are also a sounding board for the school in reference to school planning.  Each year we hold a fundraiser to raise monies for worthy school projects.  In the past these funds have been used for the purchase of school supplies and warm winter clothing for needy students, computers, a laminator, and music and playground equipment.

We need you!  In order to be effective we need your involvement, whether it be making hot dogs on Hot Lunch days or just attending our General meetings.  You can contact an Executive member with questions, suggestions or concerns.  We look forward to hearing from you. Our contact information is below;

|  |  |  |
| --- | --- | --- |
| Tristan Klassen | President | Tristan.klassen@yahoo.com |
| Teresa Wiens | Secretary | ttwiens@xplornet.com |
| Randy Fast | Treasurer | randalfast@hotmail.com |
| Denise Friesen | Executive Member | kevindenise@hotmail.com |
| Andrea Berg | Executive Member | sharpendimages@shaw.ca |
| Jon Rempel | Executive Member | rempel08@mts.net |

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**A NOTE FROM THE PRINCIPAL**

Dear Parents:

## It is an absolute pleasure to return to South Oaks School, after being away for a decade! During those 10 years, it is clear that South Oaks has flourished in many ways. There are many wonderful new features at the school, including new classrooms and awesome playground improvements! There are many awesome new staff members, with a passion for teaching kids. The culture of the school continues to be a positive and passionate place for learning. What a great school to come back to!

## I would like to thank the parent community for all your hard work that has made South Oaks such a vibrant place to learn and grow. Parents are an essential learning partner and your involvement has obviously made the school a great place for our kids. That is most certainly a success story that everyone can be proud of.

I would also like to thank Mike Thiesen for his 15 years of leadership, as the principal of South Oaks. I used to work with Mike when I was a teacher at South Oaks. Mike made it possible for me to become a Reading Recovery teacher, which is a job that I enjoyed for many years. He was always very supportive and positive as a leader. When I became a vice-principal, Mike was always available to discuss details of leadership, which we did often. He was a mentor and a friend and I will honestly miss having him as a colleague in Hanover School Division.

As I now begin my work at South Oaks, I am very aware of the many strengths in the school and in the community. I want to acknowledge that we are a team. I am the fortunate person who has the privilege of being a principal, but it takes more than the school staff to make our school meaningful for our students. So, please know that I will be listening for parent voice and that this will shape our plans as we consider how to lead the school in the future.

Hanover School Division is taking bold steps into, “Deeper Learning”. I am excited by what this vision could mean for South Oaks. The Deeper Learning plan addresses social/emotional engagement for our kids, which is the foundation for learning. It will challenge us to create learning environments that are more interactive, where student voice/inquiries can have more influence. It will ask teachers to reflect on their teaching practices and consider new ways of observing and interacting with children. We will see more and more ways to leverage the use of digital tools to enhance learning (as I write this, IT personal are installing iPad charging stations and iPads in all K-2 classrooms). Deeper Learning also invites us to partner together in new ways with parents and community members to make learning more authentic.

We will always teach students the skills they need, such as reading, writing and mathematics. However, we will also focus on the important competencies they need for the future, including critical-thinking, communication, collaboration, citizenship, creativity and a passion for learning about things that they love. The HSD Deeper Learning Plan will be a major focus for us for the next 5 years, according to our superintendents. There is a lot of work to do to move into deeper learning, but I believe it will be worth it, because our kids are worth it!

So, it is with a deep respect and appreciation for the history of South Oaks that I look ahead with much excitement and wonder at what we can do together. Please join me as we embark on this new journey together!

Dale Martens

Principal

South Oaks School

## SOUTH OAKS SCHOOL STAFF – 2016/17

### Kindergarten Bev Olfert

Kindergarten Bev Rogers

### Kindergarten Deniece Reimer

### Grade One Melanie Ciavaglia

### Grade One Jenna Wiebe

### Grade One Jonelle Koop-Yumang

Grade One Glenys Robinson

Grade One/Two Lindsey Friesen

### Grade Two Susanne Funk

Grade Two Jodi Davies

Grade Two Craig Froese

Grade Two/Three Joelle Heier

Grade Three Lisa Johnson

### Grade Three Heidi Buhler

### Grade Three/Four Alicia French

### Grade Four Alvera Peters

### Grade Four Joanne Lafreniere / Juliana Froese

### Music Eileen Dueck

Physical Education Ken Friesen

Literacy Support Carol Hill

Math Support Melissa Hiebert

Reading Recovery / Resource Jennifer Berven

### Resource Cyndy Jones

Principal Dale Martens

### Head Secretary Alice Froese

### Secretary Sheri Bueckert

### Librarian Alysia Beaudette

Educational Assistant Pam Rempel

Educational Assistant Tara LaDrew

Educational Assistant Jackie Manaigre

Educational Assistant Deb Kuhl

Educational Assistant Frieda Stubbington

Educational Assistant Sheryle Dawydiuk

Educational Assistant Cindy Horrock

Educational Assistant Shirley Wiebe

Educational Assistant Becky Martens

Educational Assistant Rachel Wiebe

Educational Assistant Rochelle Vos

Head Custodian Kim Montsion

Custodial Assistant Elaine Krahn

Custodial Assistant Lena Wiebe

**2016-2017 South Oaks Calendar**

September 5 Labour Day (No School)

6 Administration Day (No Classes)

Meet the Teacher Night

7 First Day of classes

7, 8 Kindergarten Interviews

9-14 Kindergarten Staggered Entry

15, 16 All Kindergarten students attend full day/alternate day classes

16, 19 Strong Connections in grades 1-4

22, 23 Picture Days

28 Terry Fox Run in a.m.

October Safety Month (bus/fire/traffic/personal)

10 Thanksgiving Day (No School)

21 SAGE PD Day (No classes)

31 Superintendents’ EY/MY PD Day (No Classes)

November10 Remembrance Day Assembly

11 Remembrance Day (No School)

14 EY/MY Administration Day (No Classes)

16 Picture Retakes

21 Report cards issued

24, 29 Parent Teacher Conferences

December 20 Christmas Program Dress Rehearsal

21 Christmas concert

22 Last Day of School (Fall Term)

January 9 First Day of School (Winter Term)

27 Winter Fun Day

February Literacy Month

3 EY/MY PD Day (No Classes)

14 Valentine's Day Activities

20 Louis Riel Day (No School)

24 HTA PD Day (No Classes)

March 10 EY/MY Administration Day (No Classes)

17 Report cards issued

24 Last Day of School (Winter Term)

April 3 First Day of School (Spring Term)

7 EY/MY PD Day (No Classes)

14 Good Friday (No School)

10-20 Scholastic Bookfair

20 Open House

May 4 Spring Concert

22 Victoria Day (No School)

June 1 South Oaks 2016-17 Kindergarten Orientation Evening

28 School Picnic/Last Day of Classes

29 Administration Day

30 Administration Day

## Daily Student Routine

8:30 Buses begin arriving at school - students go directly to the playground.

**8:45** Students line up at the appropriate outside entrance in their class lines. Teachers meet students at the door and bring them to class.

**9:00** Buzzer signifying the beginning of religious exercises & character education.

**9:05** Buzzer signifying the end of religious exercises & character education.

**9:08** - 9:45 Opening exercises and Period 1

9:45 - 10:15 Period 2

10:15 - **10:45** Period 3

**10:45** - **11:00** Recess - Students line up outside to come in after recess.

**11:00** - 11:35 Period 4

11:35 - **12:05** Period 5

**12:05** Lunch

**12:25** Lunch Clean-up

**12:30** Lunch dismissal to go outside

**1:00** Students line up at designated outside entrances

**1:05** - 1:40 Period 6

1:40 - **2:15** Period 7

**2:15** - **2:30** Recess – Students line up outside to come in after recess.

**2:30** - 3:05 Period 8

3:05 - **3:35** Period 9

**3:35** – **3:41** Clean-up and prepare for home time.

**3:41** - 3:50 Dismissal

1st Bus Students are dismissed through North Wing: 3:41 bell

2nd Students with rides are dismissed through West Wing; short buzzer

3rd Students that walk or bike are dismissed through the North Wing; short buzzer

**Note: Bold type** indicates a bell.

**LUNCH / FOOD POLICY**

Students are permitted to eat lunch in their classrooms from 12:05 - 12:25 p.m. Each teacher helps her class get settled for lunch and then two educational assistants who function as noon hour supervisors are on duty, one in each wing, moving from class to class. In the grade one and grade two classes there are also grade four students functioning as lunchroom monitors. At 12:25 a buzzer sounds, indicating the end of lunchtime, so that students may begin to clean up and get ready to go outside. At 12:30 the buzzer rings again, signaling the start of noon recess.

**Please do not send lunches that need preparation by the staff**, as our personnel are not able to heat student lunches**.**

Children are reminded at lunch time to first have their sandwiches or whatever “main course” item that has been packed, **before** eating the chips or cookies that they might have for dessert. We do this because healthy eating habits are part of what we want students to learn for life. Also, please let us know if your child has any allergies. *Due to allergies and other concerns food is only to be eaten in classrooms. Please remind your child that food is not to be traded or shared with students in other classrooms. Doing so could be problematic for some children.*

Chocolate milk is available for grade 1-4 students every day, ordered from the teacher, with coupons pre-purchased from the library. Coupons are available as a single for $1.00 or in booklets of five coupons for $5.00. Classroom teachers will not accept cash, so it is important that students purchase single coupons or coupon booklets before hand.

The drink machine in the gym foyer has flavoured water, but is only available for use to school or rental groups using the gym / facilities after regular school hours, or to adults visiting or volunteering at the school. If your child wants to drink water with his/her lunch, please **be sure to send a plastic cup or water bottle**, as the child will not be allowed to make frequent trips to the drinking fountain.

**PIZZA / SUBWAY DAYS:** Ham or Pepperoni pizza will be sold to grade 1-4 students on most Fridays, using pre-purchased coupons from the library, at $1.50 per slice. Pizza coupons are available as singles or in booklets of four for $6.00. On the last Friday of most months 6” Ham or Cold Cuts Subway sandwiches will be sold, using pre-purchased coupons from the library, at $2.75 per sandwich. Both kinds of Subway Sandwiches also have tomatoes, cucumbers, lettuce and mayonnaise, on a whole wheat bun. Subway sandwich coupons are also available as singles or in booklets of four coupons for $11.00. Classroom teachers will not accept cash, so it is important that students purchase single coupons or coupon booklets beforehand.

**CHANGE OF INFORMATION**

# If at any time throughout the year you change your address, phone number, have an addition to your family, or wish to change the emergency contact person, please inform our school office at 204-434-6165.

# MEDICATION AND ILLNESS

Teachers are not permitted to hand out any medication to students unless some very specific guidelines are met. If regular medication is required during the school day, a “Request for Medication Administration” form needs to be completed. Please see the office for this.

According to Hanover Policy, school staff shall not apply any external antiseptics such as mercurochrome to injuries sustained by students. In the case of minor cuts or abrasions, the wound is to be washed and, where necessary, a sterilized bandage applied. In the case of serious cuts or other such injury, the child is to be referred to a physician for treatment.

In the event a student demonstrates symptoms of illness or fatigue due to an injury sustained on the playground (e.g. a bump), the parents may be contacted. If it is advisable for the student to return home, the necessary arrangements will be made for the child to be accompanied to his/her home.

If parents have questions about children’s illnesses or injuries, or need other health information, Manitoba Health has a toll free number to access: *Health Links*: 1-888-315-9257. A registered nurse will provide health care advice pertinent to the questions or situation described.

**HEAD LICE**

Head Lice are small insects that live on the scalp of humans. When they bite the scalp they cause itching. They do not cause or carry disease. Contrary to popular understanding, lice are not a cleanliness issue. Anyone can come into contact with lice, either at school, a sports complex, or even trying on headgear in a store.

*Because of the contagious nature of the condition, any student who appears to have head lice will be immediately checked by school personnel. If live lice are found, we will contact the parents and ask you to pick up your child as soon as possible.* All household members should also be checked, and personal and household articles appropriately cleaned.

*To be readmitted to South Oaks, the affected student must be checked by the local Public Health Nurse or, if she is not available, a school designate, and be seen to be free of live lice.* Thereafter, the child’s hair must be checked every day by parents for two weeks while treatment continues as needed. If nits only are found when the student is checked the nits may be removed by the school designate and the child will be allowed to remain in school. The child will, however, continue to be checked daily for the next few days. Please try to remove nits at home if at all possible.

If you suspect your child may have lice, please call the school immediately, as well as the local Public Health Nurse (204-433-7636), so that the necessary precautions can be taken to prevent the lice from spreading to other children in the school.

**POISON IVY**

David Sobel, in his book, “Childhood and Nature”, says *“Children need to explore mysterious paths and special places in the outdoors. There is a universal tendency for children to create their own private places. How many of our playgrounds allow children to do these things?”*

South Oaks has one of the most beautiful playgrounds in the province. However, with this beauty and nature comes the reality of Poison Ivy. The debate about what to do about it has been around many years. This is very understandable because of the “tug-o-war” between children who are allergic to poison ivy and the desire to give children the best opportunity to connect with nature. Both concerns are extremely important to us.

The easy solution is to reduce the playground to grass. We understand that there will be times when we will have to do some trimming on the playground, create proper paths, etc. However, on playgrounds where this has been taken to the extreme, the children still seek out the very last corner of the bush to play in. Children really seem to need those “paths and private spaces” to explore. Playing in nature is good for a child’s mental health and physical development. So, what can we do instead of removing the natural elements that provide so much benefit to our kids?

Since we are a school, we approach most challenges with teaching and learning. So, we will begin the year with an assembly in which we will teach all students about the hazards of poison ivy. We will provide extra training as needed for students who are allergic. This may include one-to-one or small group visits to the playground to show students where the poison ivy is and what it looks like, so they are better able to avoid it. We will consider improving our network of pathways in the bush, so kids can navigate through it safely. We will teach proper hand washing habits and remind students to wash hands after recess. We will encourage proper coverage of the skin when playing. We can access support from Public Health to educate students/teachers/parents on the best way to manage exposure, much like we would do for any other allergy. We can even write specific safety plans if the allergies are extreme and need more attention.

The message I hope to convey is that we will do whatever we can to help your child to be safe, healthy and active at recess, even with their allergies. I believe we can do it if we work together. Please feel free to discuss any concerns you may have regarding poison ivy, with me or with PAC members anytime. Our goal is to give your child the gift of playing in nature, while staying healthy and safe at the same time.

**RENTALS**

According to Hanover School Division Policy, “school facilities are available to residents of the school division for educational, cultural, recreational, political, religious and charitable functions, provided that such functions do not interfere with school activities and the functions are of a nature acceptable to the board.”

The rental period is between 7:00 p.m. and 10:00 p.m. during the school year, not including the Christmas Break, Spring Break, Summer Break, Good Friday, and before 1:00 p.m. on Remembrance Day. In addition, there will be no South Oaks School gym rentals during the two weeks prior to the Christmas Break, or the evenings prior to Winter Fun Day and the Spring Picnic, due to preparations for the respective events.

Much of the school gym equipment and musical instruments have been bought with monies raised locally by fundraisers for the direct purpose of benefiting South Oaks students. Consequently, due to the wear and tear involved, school *equipment* is not generally available for rent. Adult group gym rental agreements will include the use of one game ball, as well as nets and poles where applicable. For further information about rentals, including rental fees and arranging reservations, please contact the division office rentals person.

**EMERGENCIES**

Parents are asked to notify the school office during the registration process regarding emergency contact information, for use if parents are not available.

**PRIVATE MUSIC LESSONS**

South Oaks School recognizes the value of private music lessons offered by specialists within the community. Such lessons function as enrichment for students and contribute to their overall development. Parents are encouraged to book private music lessons on weekends, after school or during lunch hours, in order to enable students to benefit from both their regular course of instruction at school, as well as their enrichment classes, taken privately. When parents are unable to schedule private music lessons during these non-school times, South Oaks staff will work with parents and children to establish routines whereby students are able to independently note their music lesson times and leave and later return to their classes quietly. Because public address system announcements during school classes interrupt the learning of every child in the room, the school will make every effort to work with students, parents and private music teachers to ensure that such disruptions are not necessary to remind individual students about private music lessons.

**VOLUNTEERS**

Volunteers are always welcome at our school for various activities, such as:

a) reading with individual students.

b) field trips.

c) baking with students.

d) crafts that require extra hands.

e) activity days.

Please see also the Volunteer Brochure posted on the South Oaks website.

If you are willing to volunteer your time, indicate this to your child's teacher and she will contact you as assistance is required.

**It is crucial that, as a parent volunteer in the classroom, the rights of each child is respected without prejudice, and that incidents and behaviours observed in the classroom be treated with strict confidentiality.**

Volunteer Dress is expected to conform to the South Oaks Dress Code outlined below, which is applicable to both staff members and students.

# SOUTH OAKS DRESS CODE

The South Oaks Dress Code is applicable to both staff and students, and is based on the following criteria:

* Attire which is conducive to an effective learning environment.
* Attire which is conducive to achieving curricular outcomes.

In particular, with Changes Resulting from Puberty and Responsible Decision-Making addressed in the Grade Five Health curriculum, Green Valley School has adopted a dress code that assists students in these areas by outlining expectations about appropriate attire. South Oaks has also adopted this dress code for its staff and students. South Oaks staff members and volunteers are therefore able to reinforce these community expectations by modeling them to children while they are students at South Oaks and prior to their entrance to Green Valley School. The following standards are based upon Green Valley’s Code of Respect for Self and Others, and help to develop the safety, self-confidence, self-respect and self-esteem of students:

1. Clothing should be clean.

2. Shorts and skirts must reach mid-thigh.

3. Exposed undergarments are not acceptable.

4. Shirts/tops must be modest; sleeveless shirts are acceptable.

5. Revealing clothing is not acceptable.

These guidelines are representative but not exhaustive.

# USE OF PERSONAL DEVICES

The school provides technology for students to use while at school. If communication with home is required, students may use the phone in the general office when given permission by a teacher or secretary. The phone in the West Wing foyer is available for use only after 4:00 p.m. by Green Valley School students using the South Oaks gym for practices or games. Students may not use cell phones, walkie talkies or other personal electronic communications devices while at school. If a student needs to contact a parent, the method to do so is through the office with the teacher’s permission.

**LIBRARY**

The South Oaks library is a valuable resource, carefully maintained, and available to every student in the school. Students visit the library regularly and are able to sign out one or two books at a time. If a book is lost, it is at the librarian’s discretion if that child will be allowed to take out another book before the lost book is either found or paid for. In such cases the librarian will contact the home as a notification or reminder to parents. Lost books may be replaced or the cost charged to the student’s parents at the new price or a depreciated value if the book was signed out more than five times.

# CLASSROOM VISITS

Parents and caregivers are welcome at South Oaks, as volunteers or visitors. However, unannounced visits to classrooms (i.e., apart from regular volunteer schedules) disrupt instruction and distract students from their work. Therefore, it is important to always inform classroom teachers beforehand of the intended time of the visit, and report to the office upon entering the school.

**TRADING CARDS**

Students at South Oaks are asked not to trade cards or toys while at school (including going to school and returning home). Further, buying cards or toys from peers or even giving items away is not recommended. This is because, our experience has been that at the Early Years level, in most cases when transactions (trading, buying, selling, and giving) occur without parental knowledge, one of the two parties usually winds up in a less advantageous position. Further, transactions often entail obligations (e.g., “I’ll give you this card if you will play with me”). The school encourages students to co-operate and play freely with each other, and teaches the skills of buying and selling in math classes. When students inquire about card trading, they are told that they are free to do so at home or at a friend’s house where there is full parental knowledge and consent. Thanks for your support in this regard.

**FIELD TRIPS**

Each class will be allowed to take educational field trips during the school year. The trips are very important and always involve learning activities that are part of the curriculum. Consequently, Field Trip days are just as important as any other school day. We request that your child participate in these learning experiences. *Field trip parent volunteers may take their child home after field trips, but are asked not to try to collect any other children in school who may still be in class.*

**INCLEMENT WEATHER**

Please take note that school closing because of inclement weather will be announced between 6:00 and 8:00 a.m. on Radio Stations AM 1250, CJOB, CBC and 96.7 FM. Once students have been taken to school they will normally be required to wait until the regular pick-up time before being returned home, unless unforeseen circumstances or emergencies occur.

**GENERAL SCHOOL BEHAVIOUR POLICY**

Our aim at South Oaks is to promote the good behaviour that has been encouraged at home, and thus create a happy, safe and secure school atmosphere for all students to learn, play and belong. We teach students to demonstrate respect for:

* self – keep a positive mindset when learning, let yourself make mistakes and learn.
* staff - listening, obeying, working with teachers and EA’s.
* peers - kind words, sharing, politeness, cooperation
* the school - classroom, library, computer lab, gym, music room and playground.

The General Behaviour Policy is enforced particularly in the common areas, such as the hallways, foyers, washrooms, lunchrooms, playground and buses, by all staff members. The policy has both proactive and reactive aspects, to teach, encourage and reward positive behaviours, and to provide consequences for misbehaviours that lead to appropriate conduct in the future.

*(Please note that our classroom programs support the general policy, but they go much further to teach students about social emotional learning. This includes Skills for Learning, Empathy, Emotion Management and Problem Solving. This is accomplished through the school wide implementation of the Second Step program).*

**Positive Behaviour Program**

Proactively, students are given instruction, guidance and support in positive and appropriate school behaviours.

* The South Oaks Behaviour Policy is explained to parents by means of this Parent Handbook, handed out to students on the first day of school. It is also explained to all students on the first days of school by the principal and teachers.
* Appropriate touching with regard to play is taught by the P.E. teacher to all children in the school in September, and reinforced periodically throughout the school year.
* Three simple rules govern the program:
  + We Respect Ourselves
  + We Respect Others
  + We Respect This Place
* Students can earn FAB (Fantastic Amazing Behaviour) Slips for random acts of considerate behaviour. One part of the slip is taken home, and the other part is entered into a monthly draw, where ten students are picked to choose prizes.
* The South Oaks School Resource Teachers teach the personal safety C.A.R.E. program to grade one students every Fall. She also instructs those grade two – four students who have transferred to South Oaks following their grade one year.

**Protocol for Misbehaviours**

Reactively, other measures sometimes have to be taken to deal with misbehaviours. The following is the South Oaks policy for dealing with inappropriate behaviours.

Level I Misbehaviours

Ignoring directions / rules Poor sportsmanship

Bothering Others Running in hallway

Misuse of personal / classroom materials Dirtying school property

Not cleaning up after lunch

Students who engage in Level I misbehaviours may be asked by the teacher, educational assistant, secretary, bus driver, or custodian to identify the inappropriate behaviour and describe the appropriate replacement behaviour. If necessary the adult will assist the student. Students may receive a mild consequence designed to discourage the inappropriate behaviour from occurring in the future.

Possible Level 1 Consequences;

* Verbal correction
* Apology
* Clean-up duty
* Loss of privileges related to behaviour
* Retraining of expected behaviour
* Restriction of play / play area
* Time out

Any staff member, including bus drivers, involved with a student engaging in chronic Level I misbehaviours may fill out a For Your Information (FYI) slip and submit it to the principal if s/he deems it necessary.

Level II Misbehaviours

Non-compliance / Disrespectful Attitude Fighting

Bullying Disrespect of property

Inappropriate speech Excessive noise

Not keeping hands/feet to oneself Entering/exiting improperly

Chronic Level I

Students who engage in Level II behaviours may be asked by the teacher, educational assistant, secretary, bus driver, or custodian to identify the inappropriate behaviour, saying what they need to stop, and describe the appropriate replacement behaviour. If necessary the adult will assist the student. The incident will be documented using a “red slip” (see below) which will be signed / initialled by the reporting individual.

Possible Level II Consequences

* Problem-solving discussion
* Apology
* Missed privileges
* Community (school) service
* Recess / lunch restriction

A staff member involved with a student engaging in chronic Level II misbehaviours may fill out a For Your Information (FYI) slip or For Your Action (FYA) slip and submit it to the principal if s/he deems it necessary.

Level III Misbehaviours

Sustained non-compliance Serious Fighting/Physical Assault

Harassment/bullying Theft/vandalism

Verbal threats to harm/kill Chronic Level II

Students who engage in Level III behaviours will be referred to the principal for immediate corrective action. A red slip will be filled out with the “referral to principal” line checked off. If the principal is not directly available, a For Your Action slip may be used to inform him. After consulting as necessary with the pertinent school personnel and the parents the principal will put in place appropriate consequences, and facilitate corrective action designed to help the student improve his/her behaviour. Consequences for Level III misbehaviours may include but are not limited to:

* Restitution as necessary
* Behaviour contract / plan
* In-school suspension
* Out-of-school suspension

Red Slips & Action Plan

Red Slips may be filled out by the custodian, duty teachers, classroom teachers, the principal, secretary, bus drivers and educational assistants, all of whom are familiar with the Behaviour policy. *Red slips are primarily for our documentation, and are not used as a punishment for students.*

Teachers still contact parents about significant issues as they happen. However, the use of Red Slips with the Action Plan keeps parents and teachers informed about their child’s day-to-day behaviour when it is warranted. *Parents are not asked to discipline their children at home* for misbehaviours that occurred in school in the preceding week, *but they are made aware of the process*, and the student knows that parents and teachers are working together.

After three slips within a five-day period, the student may receive a time-out for a minimum of 30 minutes or other appropriate consequence. Grade two – four students may also be asked to write up an Action Plan (see below). The Action Plan is signed by the principal, who records it in the database. The plan is then sent home for the parent’s signature and returned to school.

**Red Slip**

**South Oaks Behaviour Documentation**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time \_\_\_\_\_\_\_\_\_\_

Student \_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_ Hands/feet to oneself 4. \_\_\_\_\_ Enter/exit improperly

2. \_\_\_\_ Excessive noise 5. \_\_\_\_\_ Fighting

3. \_\_\_\_ Inappropriate language 6. \_\_\_\_\_ Other

\_\_\_\_ Hallway \_\_\_\_\_ Foyer \_\_\_\_ Washroom \_\_\_\_ Lunchroom

\_\_\_\_ Playground \_\_\_\_ Bus

Staff signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Referral to Principal

Action Plan

**Action Plan**

To receive an Action Plan form, a student must have received three red slips within a five-day period.

**Student Responses:**

1. Why did I get three red slips within a five-day period?

2. How will I keep from not getting any more ‘red slips’?

3. When I am tempted to misbehave, I will . . .

**Teacher’s Response:**

Comments indicating consequences:

**Principal’s Response:**

Comments/signature:

# Parent’s Response:

Comments/signature:

**Dispute Resolution Procedure**

In the event that there is a disagreement between a parent and teacher with regard to a disciplinary decision concerning a student, the parent should first contact the teacher involved to discuss the matter. If the disagreement persists, the parent should contact the principal to assist. If the issue cannot be resolved at the school level, an appeal may be made to the Divisional Superintendent. After all normal dispute resolution procedures have been exhausted the parent may exercise the right to appeal to the Hanover School Division Board of Trustees.

**What do the Three Simple Rules Look Like for students?**

* + We Respect Ourselves
  + We Respect Others
  + We Respect This Place

In all Settings:

* Use good manners at all times
* Respect all adults
* Clean up after yourself
* Shoes on and tied
* Be on time
* Bring the supplies needed

In Hallways:

* Move in single file with eyes to the front
* Be respectful of others
* No talking during class times.
* Keep hands and feet to oneself
* Lockers closed

In Washrooms:

* Use whisper voices
* Wash hands
* Respect privacy
* Respect property
* Enter and exit properly
* Return to class quickly

On the Playground:

* Play fair
* Keep hands and feet to oneself
* Use appropriate language
* Respect the adults on supervision duty
* Respect the school property
* Use equipment properly
* Get permission to leave school property to retrieve balls
* Listen to the bells
* Dress appropriately for the weather

In the Library:

* Use whisper voices
* Respect the librarian
* Respect books and furniture
* Enter and exit properly

At an Assembly:

* Enter and exit properly
* Be a good audience
* Sit flat on the floor, facing forward
* Keep hands and feet to oneself

On the Bus:

* Line up facing bus captains
* Keep hands and feet to oneself
* Respect the bus drivers
* Take your belongings with you
* Enter and exit properly

In Lunchrooms:

* Use indoor voices
* Use appropriate language
* Respect noon supervisors and lunch room monitors
* Keep hands and feet to oneself
* Eat your own food; no trading
* Stay in your seat
* Clean up

These instructions / expectations are encouraged positively by means of teacher instruction, Second Step program, the FAB slip program, and reactively by Red Slip behaviour documentation.

**COLD WEATHER**

Children are expected to spend recesses outside, weather permitting. A note to the teacher from the parents is required if a student has a valid reason to remain indoors. Students staying indoors are expected to stay in their seats, or they will be assigned to the library for recess. Staff members are considerate of each child, and all students remain indoors when the weather becomes extreme.

The general policy is that all students are required to go outside for some fresh air unless the temperature, with wind-chill, is below – 30. Staff members are sensitive to students' needs, and even when it is cold, the children may need to get some fresh air. The teachers make sure they are bundled up with all the warm clothes that are sent from home. There are also always supervisors on duty when students are outside, with the understanding that if the supervisors feel it is too cold, they will be brought in. There is no supervision inside at recess, and if a note is sent to school requesting that a child stay in, the child will be unsupervised. When it is very cold, students either stay in all day, or are kept in for the morning recess and then go out for about ten minutes at lunch. Since the Hanover transportation division expects students to wait for the bus for ten minutes, it is reasonable for students to go out for that length of time where they can run around and play. Consequently, *please make requests for children to stay in only when it is absolutely necessary, since it is very difficult to keep over 350 students inside all day.*

# BUS TRANSPORTATION

Hanover School Division provides busing for all students within their catchment area having more than 1 mile (1.6 kilometers) to walk to school. According to the Hanover School Division Policy, **Emergency Bus Passes will only be issued when there is a change from the normal routine.**  This means that students are prohibited from taking a different bus, or getting on or off at a different stop. Non-bus students are not allowed on regular bus runs. Only in cases of an emergency is the principal of the school authorized to issue such a Bus Pass. Consequently, in **most** situations where there is a change from the normal routine, parents will have to make alternate transportation arrangements. *Please note that, under the policy, events such as trips, holidays and vacations do not warrant the issue of emergency bus passes.*

All inquiries regarding bus transportation should be directed to Mr. Robert Warkentin, Supervisor of Transportation at the Hanover School Division Office (204-326-6471).

Large items are not to be transported on the bus. Skates may be taken on the bus only if they are in a cloth or canvas bag.

**Hanover School Division School Bus Discipline Policy**

The Hanover School Division has adopted the following rules and regulations. It is hoped that these guidelines will help to provide safe transportation to and from school for all students. Students should be at the bus stop at least 5 minutes prior to the scheduled time. It is a privilege, not a right, to ride school buses in Hanover School Division.

 I.         Bus Discipline Policy

Students who have the opportunity to ride division school buses may do so as long as they display behaviour that is reasonable and safe. Choosing to follow unacceptable behaviour may result in loss of bus service. The bus driver is responsible for the safety and discipline of students on the bus. The building principal is available to give assistance to the driver and will determine consequences of misbehaviour and the reinstatement of bus service for the offending students should a suspension become necessary. The responsibility for student supervision by the Hanover School Division shall begin when the student boards the bus in the morning and is retained until the student leaves the bus at the end of the day or is released to the parent/guardian in a manner consistent with the guidelines on release of students.

Note: The bus is an extension of the school day. The bus driver has the authority to assign seats. The sexual/racial harassment policy of Hanover School Division will be strictly enforced on the school bus as well as at school.

II.        Behaviour Guidelines and Consequences – (Grades K-S4)

A. Class I Offenses

1.        Spitting

2.        Excessive noise

3.        Excessive horseplay

4.        Eating or drinking on bus

5.        Riding unassigned bus without permission or attempting to ride any

bus after receiving a suspension

6.        Leaving seat/standing while bus is in motion

7. Profanity, verbal abuse, harassment or obscene gestures or

possession of unacceptable material

8.        Radios and electronic games are not allowed on the bus

9.        Disobedient or impudent to the driver

10.    Other offenses as reported by the driver or principal

## B. Class II Offenses

1. Hanging out of window

2. Throwing/shooting of any object

3. Use of tobacco or any controlled substance

4. Physical aggression against any person

5. Vandalism to bus (restitution will be made)

6. Holding onto/or attempting to hold onto any portion of the exterior of the bus

7. Lighting of matches, fireworks or any flammable object or substance

8. Unauthorized entering or leaving bus through emergency door/tampering with bus equipment

9. Other offenses as reported by driver or principal

10.   Any offense committed on any bus outside of regular transportation to

and from school (activity, field trip, shop shuttles, etc.) will carry a minimum penalty of a class II first offense.

C.           Consequences

1. Class I

a. First Offense – Warning or 1 to 5 days suspension

b.     Second Offense – Warning or 1 to 5 days suspension

c.     Third Offense – 5 to 10 days suspension

d.     Fourth Offense (Grades K-6)

* ·    10-day minimum suspension
* ·    Possible loss of all bus service
* ·    Parent/Principal meeting (optional)

e. Fourth Offense (Grades 7-S4) - loss of bus service

2. Class II

a.     First Offense – Warning or 1 to 5 days suspension

b.     Second Offense – 5 to 10 days suspension

c.     Third Offense

* + ·  10-day minimum suspension
  + ·  Possible loss of all bus service
  + ·  Parent/principal meeting (optional)

d. Fourth Offense – loss of bus service

Note: A fourth offense of any class or combination thereof may result in loss of bus service. A severe offense may result in immediate loss of bus service.

# Special Needs Student Bus Behaviour Policy

Students, including those with special needs or transportation plans, who have the opportunity to ride division school buses, may do so as long as they display behaviour that is reasonable and safe.

Students with special needs, disabilities and/or behavioural challenges, like other students without special needs, that persist in choosing to follow unacceptable school bus behaviour (despite additional precautions taken as indicated in their personal transportation plan) may lose their bus service.

# Personal Transportation Plans

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A Personal Transportation Plan is an instrument for recording the individual student’s special needs and the requirements for related transportation services. Appropriate behaviour is necessary to ensure safe transportation. Like all students, students with special needs are subject to disciplinary action by school officials. Written rules help to guide personnel involved. The circumstances and their uniqueness determine whether or not the student can be transported. When behaviour creates a situation that is dangerous to the driver and or other students, transportation could be interrupted in spite of the special need.

The Bus Driver and Bus Assistant Team

The bus driver and the assistant (an E.A. or another student on the bus) as a Driver Team are together responsible for the safety and discipline of students with special needs while they are on the bus. The Team is responsible to assure that special needs students on the bus comply with bus rules and discipline procedures.

The driving team on the bus is an extension of the special education system in the school. The same rules that apply to students within a special education program at school apply also to the bus ride.

When driving teams are provided discipline procedures, from the school principal or IEP team, then driver teams must comply with those procedures on the bus for their student riders.

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# The School Principal

The principal is available to give assistance to the driver and the assistant. The principal determines consequences of student misbehaviour and possible suspension of bus service. The decision to suspend or not to suspend a student with special needs is not automatically made on the basis of the student’s disability—but on the basis of the student’s behaviour according to the rules for bus behaviour that apply to all student riders, and the individual behaviour plan of the student.

# The Local IEP (Individual Education Plan) Team

The decision by the principal to suspend a student with special needs from the bus (except in situations of immediate danger) should be made in consultation with the local IEP team and supported by them. The IEP team will insure that the parent has been appropriately informed and understands the School Bus Discipline Policy. An essential member of that team is the student’s parent. The principal may determine that suspension from school may also be required. Suspension of bus privilege does not automatically suspend the child from school even though his or her parents may have difficulty getting them to school during the suspension period. A suspension from the bus that requires alternate transportation will not necessarily result in a monetary payment in lieu of transportation.

**Parent / Guardian Responsibilities**

Riding the school bus is a privilege not a right, and as such may be revoked for safety and discipline infractions. Parents or guardians will be responsible for instructing their child in safe school bus ridership practices. If the child violates division school bus policy, the parents will provide transportation for their child.

**Bus Safety Rules for Student Passengers**

Arriving at the Pick-up Point

1. Be on time. Leave your home in good time so that you will arrive at the pick-up point before the school bus.

2. If you have to walk along the road to reach the bus stop, walk on the left side facing

on-coming traffic.

3. Walk on the shoulder of the road where possible, and not on the traveled portion.

4. If other students are waiting at the bus stop, get in line without pushing or jostling and stay off the road.

Boarding the Bus

1. Line up in single file with younger children in the front so they can board first.

2. Wait until the driver stops the bus before attempting to get on board.

3. Board the bus quickly but without crowding and pushing.

4. Be careful when approaching the bus, as the steps may be slippery especially in the wintertime. Place your foot squarely on the step, not on the edge. Use the handrail if there is one.

5. If you are carrying books and parcels, be particularly careful, as it is more difficult to

see the steps and to hold the handrail.

6. Go directly to your seat.

Conduct on the Bus

1. Remain seated throughout the trip and leave your seat only when the bus has reached its destination and comes to a complete stop.

2. Keep your schoolbags on your laps. Keep the aisle clear.

3. Do not talk to the driver except in case of an emergency.

4. Avoid anything which might disturb the driver or interfere with his work. Refrain from loud or boisterous talking or yelling.

5. Do not open windows without the driver's permission.

6. Never stick your hands, arms, head or feet out of the window.

7. Do not throw anything inside the bus or out of the window. You might injure a pedestrian or force a motorist to make a dangerous maneuver.

8. Do not touch the emergency door or exits or any part of the bus equipment.

9. No eating on the bus.

10. Obey bus captains when waiting in line to board the bus.

11. Obey promptly the directions and instructions of the school bus driver. Your first responsibility is to him.

Getting off the bus

1. Remain seated until the bus has reached its destination and comes to a complete stop.

2. Do not run when getting off the bus.

3. If you have to cross the road when you get off the bus, walk along the edge of the road until you are about 10 feet in front of the bus where the bus driver can see you. Then look left and right and proceed into the roadway where you are protected by the stopped bus until you are level with the left front fender of the bus. Remain in this position until you are certain that all traffic has stopped. Wait for the bus driver to signal for you to cross the road. When s/he has done so, the way is clear in both directions, and you may proceed across the road.

4. Continue to look left and right as you cross; at an intersection look in all directions.

5. Cross at right angles, never diagonally.

6. Walk quickly across the road, but do not run.

7. Never cross the road BEHIND THE SCHOOL BUS.

*At all times*exercise care, caution, good manners, and consideration for other people.

Bus Captains:

* are outside before students are dismissed from school.
* help students line up, starting with the youngest students.
* stand in front of the line facing the students.

COMMUNICABLE DISEASES OF CHILDHOOD

**\*\* Notify school administration in all cases \*\***

| **Infection** | | **Cause** | | **Incubation Period** | | **Method of Spread** | | **Description** | | **Action** | | **Immunization** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Red Measles**  **(Rubeola)** | | measles virus | | About 10 days,  varying from 7-18 days | | Airborne by droplet spread (coughing or sneezing) or direct contact with nasal or throat secretions of infected person. | | * Fever; aches and pains; runny nose; red, inflamed eyes; and cough. * 2-4 days later, rash: blotchy red rash; large red spots appear first on face and head and spread down the body to the arms and legs; fades after about a week. | | * Watch for deepening cough or earache. * Exclude from school/day care for at least 4 days after rash appears or until well. | | * Two doses of MMR (measles-mumps-rubella) vaccine. * First dose at 12 months; second dose at 4-6 years (preschool). | |
| **German Measles (Rubella)** | | rubella virus | | 14-23 days | | Airborne by droplet spread (coughing or sneezing) or direct contact with nasal or throat secretions of infected person. | | * Low grade fever, aches and pains, redness of the eyes, swollen lymph glands. * Rash: small red spots, may be itchy; appears first on the face and scalp; spreads rapidly down the body; begins to fade within 1-3 days. | | * Exclude from school/day care for 7 cays after rash appears. * Alert pregnant woman if in contact with child | | * As above: two doses of MMR vaccine | |
| **Mumps**  **(Infectious Parotitis)** | | mumps virus | | 12-25 days,  Commonly 18 days | | Airborne by droplet spread (coughing or sneezing) or direct contact with saliva of infected person. | | * Fever, headache, stomach ache, drowsiness. * Swollen, painful parotid gland behind corner of jaw (one or both sides). | | * Exclude from school/day care for 9 days after swelling appears. | | * As above: two doses of MMR vaccine | |
| **Whooping Cough (Pertussis)** | | pertussis bacterium | | Generally 7-10 days (may be up to 20) | | Airborne by droplet spread (coughing or sneezing) or direct contact with nasal or throat secretions of infected person. | | * Runny nose and slight fever progress to cough. * Cough worsens, “spells” begin. * At the end of a coughing spell, the characteristic whoop sound may occur as the child takes a very deep breath. | | * Antibiotics. * Exclude from school/day care until treated for 5 days. * If not treated exclude from school/day care 3 weeks from onset of cough. * All children under age 1 who have been in contact must be immunized and treated. | | * Combined vaccine (against diphtheria, tetanus, pertussis, *Haemophilus influenzae* type B disease, and poliomyelitis). * 4 dose primary series (at 2, 4, 6, and 18 months); fifth dose (booster dose) at 4-6 years; sixth dose at 14-16 years. | |
| **Chicken Pox**  **(Varicella)** | | varicella-zoster virus | | 10-21 days | | Airborne or direct contact with nasal or throat secretions of infected person or blister fluid, or contact with contaminated items. | | * Scattered blisters, many or few, appear in crops. * Mild fever. * Blisters turn to pustules turn to scabs. | | * Treat itch and fever, prevent scratching. * No exclusion from school/day care. | | * Vaccine is available for children at 12 months of age. The vaccine is offered at the preschool time or Grade 4, if child is still at risk for chickenpox. | |
| **Influenza** | | influenza virus | | 1-4 days, average 2 days | | Airborne by droplet spread (coughing or sneezing) or direct contact with nasal or throat secretions of infected person. | | * High fever, headache, muscle aches, weakness and fatigue, sore throat, runny nose, cough (often severe and prolonged). | | * Treat fever. * Look for deepening cough. * Exclude from school/day care until completely well. | | * Influenza vaccine is recommended for healthy children 6-23 months of age and all children with health problems. | |
| **Strep Throat**  **(Streptococcal Sore Throat)** | | group A streptococcal bacterium | | 1-3 days | | Direct or intimate contact with infected person. | | * Fever, unwell. * Sore throat. * Swollen, tender lymph glands in the neck, below the angle of the jaw. | | * Antibiotics. * Exclude from school/day care until treated for 24 hours. | | None | |
| **Scarlet Fever** | | group A streptococcal bacterium | | 1-3 days | | Direct or intimate contact with infected person. | | * A form of streptococcal infection that produces a skin rash. * The usual streptococcal infection associated with Scarlet Fever is Strep Throat, in which case all the symptoms listed above are present. * Fine red rash, most often on the front of the body and generally not on the face, sandpapery feel. | | * Antibiotics. * Exclude from school/day care until treated for 24 hours. | | None | |
| **Fifth Disease**  **(Erythema Infectiosum, Parvovirus B19)** | | parvovirus B19 | | Generally 4-14 days (may be up to 20) | | Usually droplet spread or direct contact with nasal or throat secretions of infected person.  Uncommonly, may be transmitted from non-immune mother to fetus. | | * Low-grade fever. * Usually, distinctive rash: “slapped-cheek” appearance; lace-like rash moving down the body; rash can recur for weeks, becoming more obvious with heat and sunlight. * Infrequently, joint pain and tenderness. | | * No exclusion from school/day care. Advise exposed pregnant woman to discuss with physician or midwife. | | None | |
| **Pink Eye**  **(Acute Bacterial Conjunctivitis)** | | various bacteria | | 24-72 hours | | Direct contact with discharges from the eye of infected person or with contaminated objects. | | * Sore, teary, itchy eye (one or both), sensitive to light. * Eye surface red. * Thick yellow discharge. | | * Prescription eye drops. * Exclude from school/day care until treated for at least 1 day and eye is improving. | | None | |
| **Ringworm** | | fungal disease of the skin | | Usually 4-10 days | | Direct contact with skin of infected person or animals or with contaminated objects, such as shared brushes, towels. | | * Flat, spreading ring-shaped skin sores. | | * Prescription medication. * Exclude from school/day care until treatment has begun and signs of healing are present. | | None | |
| **Impetigo** | | group A streptococcal or staphylococcal bacterium | | Variable. Commonly 4-10 days. | | Direct contact with an infected person (generally via the hands), or contact with contaminated objects. | | * Weeping, crusting, spreading skin sores | | * Prescription medication. * Exclude from school/day care until treatment has begun and   sores are dry. | | None | |
| **Head Lice** | | louse infestation of hair | | Generally, eggs of lice hatch in 1 week; newly-hatched lice begin to lay eggs within 8-10 days. | | Direct contact with an infested person and, to a lesser extent, with their personal belongings. | | * Itchy head. * May see lice in hair or nits (nits are extremely small eggs glued to the hair shaft * Typically behind the ears or at the nape of the neck | | * Medicated shampoo for whole family. * **REMOVE NITS** * **Wash personal articles, bedding with hot water, or dry clean, or seal in plastic bag and store for 10 days.** * Exclude from school/day care until shampooing and cleaning completed and nits have been removed. | | None | |
| **Scabies** | | mite infestation of the skin | | 2-6 weeks in first-time infestations, but only 1-4 days in people who have been previously infested. | | Direct skin-to-skin contact with an infested person and, to a lesser extent, with their personal belongings. | | * Intensely itchy red rash; itching is worse at night; rash is usually between the fingers, on the wrists, under the arms, around lower abdomen or buttocks. * Mite burrows may be seen under the skin, but have often been destroyed by scratching. | | * Medicated skin cream or lotion for whole family. * Wash personal articles, bedding in hot water, or dry clean; clothing that cannot be washed can be sealed in a plastic bag for 3 days. * Exclude from school/day care until 24 hours after the start of treatment. | | None | |

***For more information on the Communicable Diseases of Childhood, talk to your doctor, public health nurse or call Health Links-Info Santé at 1-888-315-9257, or visit websites:***

***South Eastman Health/Santé Sud-Est Inc. www.sehealth.mb.ca***

***Government of Manitoba-Public Health Branch www.gov.mb.ca/health/publichealth/cdc/index.html***