



South Oaks School Parent Handbook 2020-21

Our “Image of the Child”

Our work begins with a positive image of all children as unique, playful, imaginative and full of wonder. As a learning community, we desire well-being and belonging for all people. We value kindness, diversity and collaboration. We strive to build the competencies of all learners.



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Daily Student Routine

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

8:50 Students line up at an appropriate outside entrance in their class lines with each teacher bringing in his/her own class

To be updated;

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

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

9:08 O Canada and Announcements

9:10 - 9:40 Period 1

9:40 - 10:10 Period 2

10:10 - **10:40** Period 3

10:40 - 10:55 Recess - Students line up outside to come in after recess

10:55 - 11:25 Period 4

11:25 - 11:55 Period 5

12:00 Lunch

12:20 Lunch Clean-up

12:25 Lunch dismissal to go outside

12:50 Students line up at designated outside entrances to come inside.

12:50 - 1:20 Period 6

1:20 - 1:50 Period 7

1:50 - **2:20** Period 8

2:20 - 2:35 Recess – Students line up outside to come in after recess

2:35 - 3:05 Period 9

3:05 - **3:35** Period 10

3:35 – 3:40 Clean-up and Home Time

TBA Dismissal

1st Bus Students are dismissed through North Wing in 2 Phases.

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

Walking and biking students are dismissed through North Wing.

Note for Parents of Daycare students

At the office, we have experienced significant confusion during the last minutes of the school day. The challenge is regarding the plans for students who are on the daycare bus. This is because at times, the daycare is told that they should pick up the child from school, but then the parent may call the school to change the plan during the day, without informing the daycare of the change. As you can imagine, this can become quite confusing as the office then needs to start calling parents and the daycare to try and determine the actual plan. Meanwhile, the daycare is also calling us because they are missing a student on the bus.

We need to do this differently so that we can better handle the end of day without all these phone calls at the same time, while we are dismissing our students to the buses and pick-ups, etc. This type of confusion can result in a safety concern if we are not careful. Here is what we want to try;

1. We will implement the end of the day plan as told to us by the parents. This may be a standing routine or it may be a call during the day anytime until 3:00 pm. After 3:00 pm, the communication to the classroom is completed and any changes after that time will result in the child waiting at the office for a ride home.
2. If the daycare calls the school to ask about arrangements for your child at any time, we will ask them to call the parents, since you are the caregivers of the child.
3. Finally, if any discrepancies are discovered during home time, we will ask students to wait at the office until it is figured out. We will not dismiss the child to an uncertainty. It is unsafe for us to send students anywhere unless we are sure that there is someone to receive them at home, etc.

Thanks for your help in this matter. We trust that this will work better for all of us,

Dale Martens

LUNCH / FOOD POLICY

Students eat lunch in their classrooms from 12:00 - 12:25 p.m. Each teacher helps her class get settled for lunch and then two educational assistants 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. To aid in behaviour management during this time, teachers may decide to show an age appropriate movie while students eat their lunch.

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.

PIZZA 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. You may also update this yourself, using the Parent Portal.

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 will 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 seek treatment for the lice. All household members should also be checked, and personal and household articles appropriately cleaned.

To be readmitted to South Oaks, the child must be actively treating the head lice condition. The child's hair must also 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 gone on a long time. 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 opportunity to explore nature". Both concerns are extremely important.

The easy solution is to reduce the playground to a grass field. However, I have seen playgrounds where this has been done to the extreme, and the children still seek out the very last corner of the bush to play in. Children really need those "paths and private spaces" to explore. This is good for their mental and physical health. So, what can we do instead of removing the natural elements that provide so much benefit to our kids?

We are a school and we are experts at teaching. So, we will teach all students about the dangers of poison ivy, especially for those who are allergic. We will provide extra training for students who are identified as allergic, if needed. 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 teach proper hand washing habits and remind students to wash hands after recess. We will encourage proper clothing to cover the skin when playing. We can access support from Public Health to educate students/teachers/parents on the best way to manage allergies, much like we would do for any other allergy. We

will spend time on the management of poison ivy on the playground by trimming the trails and keeping the undergrowth controlled. As a last resort, we will arrange for recess in the gym for those who really need a break from the Poison Ivy.

The message I hope to convey is that we will do whatever we can to help your child live with their allergies in a healthy manner and to keep them safe on our playground. I believe we can do it if we work together. Please feel free to discuss any concerns you may have regarding poison ivy anytime. Let's keep learning together how to best manage this important issue, so everyone can be healthy and also enjoy playing outside.

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 with broad straps; sleeveless shirts are acceptable.
5. Revealing clothing and bare midriffs are not acceptable.

USE OF ELECTRONIC DEVICES

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. No South Oaks students may 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 not permitted 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 permitted. This is because, the situation usually ends up being a “Win/Lose” scenario. One student gets a great deal and the other gets a poor deal. 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, share and play freely with each other, and teaches the actual skills of buying and selling in math classes in a more supervised setting. 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 take educational field trips during the school year. The trips are very important and always involve learning activities that are linked to 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.

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.*

School Wide Positive Behaviour

Our school wide positive behaviour approach teaches students to be “Safe, Kind Learners”. Safety is extremely important for students to feel connected at school. This trust is essential for them to develop relationships and to be willing participants in learning. Students will learn what it means to be “Safe Kind Learners” in the hallway, on the bus, on the playground, etc. as part of this training. These goals will be shared with students using some of the visual tools you see below;





The purpose of the program is to be proactive about student behaviour, to celebrate positive behaviour and promote self-regulation in students. We will still need to manage complex behaviours at times, but our hope is to work with our students so they can manage their own behaviour as best as they can, so we can reduce the stress that comes with “Red” behaviour. Simply put, the goal is to “Get to Green”, because green is best for learning.

We also have a “Yellow Level” which serves as a behaviour check and a chance to reflect on the behaviour as a consequence is given. For the most part, these are warnings to the child and we will teach towards good behaviour while we also apply appropriate consequences. Parents will not hear about yellow warnings, unless we see multiple yellows (3 or more) in a month. This will be in the form of an email sent to the home.

When students exhibit “Red Level” behaviours, staff will do our best to help the child and others stay safe and return to calm when possible. Also, parents will be informed via an email report or a phone call every time there is Red Level behaviour.

We have also introduced a “Blue Level”, which includes many things, including mental health awareness. See the following chart for a general overview of the school wide system;

Blue Level	Green Level	Yellow Level	Red Level
<p>At the blue level, your child is feeling low. They may be sick, tired, hungry, sad, lonely, scared, etc.</p> <p>At this level, we will offer support and work with you, to help remove any barriers and reduce stressors to help them “get to green”. In many ways, the blue level also brings mental health awareness into the school.</p>	<p>At the green level, your child is calm, focused and ready to learn! They are;</p> <ul style="list-style-type: none"> • Safe • Kind • Learners <p>At this level, their good behaviour will be celebrated in the classroom and in our school assemblies throughout the year. Our goal is to make it easy for your child to “be good”, so we can encourage many positive behaviours. You may see a “Green Slip” at times, to reinforce the positive behaviours.</p>	<p>At the yellow level, your child may be running in the hall, play fighting, noisy, disrespectful, etc. They are less calm and focused at this stage.</p> <p>The occasional yellow behaviour results in a “check”. This check will come with a suggestion for how to change the behaviour and some sort of consequence to limit the behaviour.</p> <p>Chronic yellow behaviour (3 warnings within a month) will be considered “Red” level”. Parents will be informed at this point.</p>	<p>Your child has now become angry and is becoming verbally or physically aggressive. They may be yelling or throwing/breaking small objects (i.e. pencils). The child is losing some control, but is not trying to hurt anyone intentionally, but are upset. Teachers are still able to manage the behaviour.</p> <p>At this stage, a red report is issued to the office, and parents will be notified. Our staff will help the child to calm down and “make things right” with others when ready. The child may be sent home for the day if deemed necessary by the school Principal.</p>

Note; If your child's behaviour becomes extreme Red, then our crisis team is called to assist. The crisis team is trained to maintain the care, safety and security for all people involved. If your child is "assaultive" (trying to hurt others), you will be contacted and asked to pick them up immediately. This action is intended to maintain safety for all. A re-entry meeting will also be planned with you and your child the following morning, to discuss the incident and do some planning before returning to their class.

During a re-entry meeting, or whenever deemed helpful, we may use a "rethinking plan". This is used because it helps the child reflect on their behaviour once they are calm and able to think. When children are upset, they are not thinking clearly, so the self-reflection is important to prepare for the next time (TNT). It looks like this . . .

Rethinking Plan

1. What do we believe at our school?

2. Do you believe this too? If no, why not?

3. What was your mistake?

4. How will you fix it?

5. Do you need help to make a plan for fixing?

6. For next time, do you know what to do? _____ Can you do it? _____

Promotion and Management

We will use green slips, to celebrate the good behaviour we see. We will also be using yellow slips, as a “warning” or a chance to redirect students. We also do the “South Oaks Citizenship Awards” at our assemblies. At each assembly, a student from each class will be acknowledged for their good behaviour and offered a seat of honor at the front of the gym. The award recipients will receive a certificate at the assembly.

Behaviour Support Team

Our classroom teachers are amazing people. They manage the complex needs of many students and they work collaboratively with the students to understand them and to help them manage their behaviour. However, sometimes, students require more support than a classroom teacher can provide.

As a result, we have hired a counsellor (Susanne Funk) to support students who may have trouble learning due to issues such as anxiety, self-regulation, stressors, etc. Any parent, student or staff members may refer a child to the counsellor, so they can get the support they need. Our counsellor at South Oaks is Susan Funk. Susan will be working as a Counsellor in the afternoons.

In addition, we have also added a Social Worker to our staff (Brigitte Hildebrand). She will work proactively with the students to promote resilience, self-regulation and learning.

We also have 1.5 Resource Teachers (Jonelle Yumang and Joanne Lafreniere) who work with specific student behaviour plans and educational plans. When needed, they will seek further input from our divisional clinicians to gain a better understanding of learning challenges.

We hope this proactive support will help students to gain the skills they need to “Get to Green”, so that learning can be maximized for them. We encourage ample communication between the school and the home, so we can all work together to support and teach your child the importance of managing their behaviour at school and at home.

Second Step

- Each teacher establishes classroom guidelines that align with the general behavior plan above (to promote Safe Kind Learners). However, classroom programs also go into much greater detail. The Second Step program, for example, is taught in all classes and it includes four broad categories;
 - Skills for Learning
 - Empathy
 - Emotion Management
 - Problem Solving
- In addition, our counsellor is also available to teacher the Personal Safety component of Second Step and our plan is to provide that for all of our grade 1 students each year.

Resource for parents;

The difference between peer conflict, mean behaviour and bullying. Click on the link below;

<https://youtu.be/iiGjbm1B16k>

BUS TRANSPORTATION POLICIES

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

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.

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

Infection	Cause	Incubation Period	Method of Spread	Description	Action	Immunization
Red Measles (Rubeola)	measles virus	About 10 days, varying from 7-18 days	Airborne droplets (coughing or sneezing) or direct contact with nasal or throat secretions of infected person.	<ul style="list-style-type: none"> initially: fever, decreased appetite, red inflamed eyes, cough, runny nose. 2-4 days later: blotchy red rash appearing first on face and spreading down the body to arms and legs, palms & soles; rash fades after about 5 days. 	<ul style="list-style-type: none"> Watch for complications: pneumonia (worsening cough), ear infection (ear ache), encephalitis (severe headache, fever, altered consciousness). Exclude from school/day care for at least 4 days after rash appears. 	<ul style="list-style-type: none"> MMRV (measles-mumps-rubella-varicella) first dose of vaccine at 12 months of age and second dose at 4-6 years (preschool).
German Measles (Rubella)	rubella virus	14-23 days, (Commonly 16-18 days)	Airborne by droplet spread (coughing or sneezing) or direct contact with nasal or throat secretions of infected person.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Exclude from school/day care for 7 days after rash appears. Advise exposed pregnant woman to discuss with physician or midwife. 	<ul style="list-style-type: none"> As above
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.	<ul style="list-style-type: none"> Fever, headache, stomach ache, drowsiness. Swollen, painful salivary (parotid) gland behind corner of jaw (one or both sides). 	<ul style="list-style-type: none"> Exclude from school/day care for 5 days after swelling appears. 	<ul style="list-style-type: none"> As above
Whooping Cough (Pertussis)	pertussis bacteria	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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Case: treat (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. Contacts: infants under 1 year of age and pregnant women should receive preventive treatment (antibiotics); children younger than 7 years should have their immunization reviewed and updated. 	<ul style="list-style-type: none"> Combined vaccine (against diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> 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, droplet, or direct contact with nasal or throat secretions of infected person or blister fluid, or contact with contaminated items.	<ul style="list-style-type: none"> Scattered blisters, many or few, appear in crops. Mild fever. "Blister"-like lesions that turn to scabs. 	<ul style="list-style-type: none"> Treat itch and fever, prevent scratching. No specific exclusions from school/daycare although child needs to feel well enough to attend regular activities. 	<ul style="list-style-type: none"> MMRV (measles-mumps-rubella-varicella) first dose of vaccine at 12 months of age and second dose at 4-6 years (preschool).
Influenza	influenza virus	1-4 days, (usually 2 days)	Airborne droplets (coughing or sneezing); direct contact with nasal or throat secretions of infected person; touching surfaces contaminated with influenza virus and then touching eyes, nose or mouth.	<ul style="list-style-type: none"> sudden onset of fever and cough; other symptoms may include sore throat, muscle & joint aches, weakness, fatigue, headache & runny nose; cough often severe and can last 2 or more weeks. 	<ul style="list-style-type: none"> Treat fever (avoid aspirin). Watch for complications: pneumonia (worsening cough), ear infection (ear ache). Exclude from school/daycare until completely well. 	<ul style="list-style-type: none"> Annual influenza vaccine is available to all Manitobans over 6 months of age. Children under 9 who have never had a seasonal flu shot will need two doses, given four weeks apart.
Strep Throat (Streptococcal Sore Throat)	group A streptococcal bacteria	2-5 days	Direct or intimate contact with infected person.	<ul style="list-style-type: none"> Fever, unwell. Sore throat. Swollen, tender lymph glands in the neck, below the angle of the jaw. 	<ul style="list-style-type: none"> Antibiotics. Exclude from school/day care until treated for 24 hours. 	<ul style="list-style-type: none"> None

Infection	Cause	Incubation Period	Method of Spread	Description	Action	Immunization
Scarlet Fever	group A streptococcal bacteria	1-3 days	Direct contact with respiratory secretions of an infected person.	<ul style="list-style-type: none"> A form of streptococcal infection that produces a skin rash. Occurs most commonly with Strep Throat infection. Fine red rash, most often on the front of the body and generally not on the face, sandpapery feel. 	<ul style="list-style-type: none"> Antibiotics if associated with strep throat infection. Exclude from school/day care until treated for at least 24 hours. 	None
Fifth Disease (Erythema Infectiosum)	parvovirus B19	Generally 4-14 days (may be up to 20)	Contact with nasal or throat secretions of infected person. Uncommonly, may be transmitted from non-immune mother to fetus.	<ul style="list-style-type: none"> Low-grade fever, malaise, sore muscles, headache. 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> one or both eyes are reddened, sore, teary, itchy, sensitive to light; white or yellow eye discharge. 	<ul style="list-style-type: none"> Antibiotic eye drops or ointment Exclude from school/day care until treated for at least 24 hours and eye is improving. 	None
Ringworm	fungal disease of the skin (scalp, body or groin)	Usually 4-14 days	Direct contact with skin of infected person or animals or with contaminated objects, such as shared brushes, towels.	<ul style="list-style-type: none"> Flat, spreading, slightly reddened, generally circular skin "sores" with a distinct border. 	<ul style="list-style-type: none"> Prescription (anti-fungal) medication. Exclude from school/day care until treatment has begun. 	None
Impetigo	group A streptococcal or staphylococcal bacteria	Variable. (usually 7-10 days)	Direct contact with an infected person (generally via the hands), or contact with contaminated objects.	<ul style="list-style-type: none"> Weeping, crusting, spreading skin sores. 	<ul style="list-style-type: none"> Prescription antibiotics. 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 7-10 days; newly-hatched lice begin to lay eggs within 8-10 days	Direct contact with an infested person or with their personal belongings (e.g. hats, scarves, towels).	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Immediate exclusion and/or isolation of child is not necessary. Children may return to school or day care after treatment with an effective product. Exclusion for 24 hours is not required. "No-nit" policies (requiring a child to be free of nits before returning to school or day care) are unnecessary. 	None
Scabies	mite infestation of the skin	Itching begins 2-6 weeks after exposure in first-time infestations, but only 1-4 days after exposure in people who have been previously infested	Direct skin-to-skin contact with an infested person; direct skin contact with freshly contaminated bedding/clothing	<ul style="list-style-type: none"> Intensely itchy rash (worse at night); rash is usually between the fingers, wrists, elbows, underarms, arms, abdomen, buttocks. 	<ul style="list-style-type: none"> Medicated skin cream or lotion for whole family. Wash clothing and 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
Infectious Mononucleosis	Epstein-Barr virus	4-6 weeks	Direct contact with the saliva of an infected person, or by sharing a straw or eating utensil.	<ul style="list-style-type: none"> Fever, sore throat, swollen lymph nodes (in the neck, underarms and groin), fatigue, malaise, loss of appetite. 	<ul style="list-style-type: none"> Rest and treat symptoms. No exclusion from school/day care. 	None
Infectious Gastrointestinal Illnesses	Viruses, Bacteria, Protozoa	Varies; short (e.g. 12-24 hours) or longer (e.g. 7-10 days).	Direct and indirect contact; fecal contamination of hands or objects that then touch the mouth; ingestion of contaminated food or water.	<ul style="list-style-type: none"> Fever, vomiting and/or diarrhea (sometimes with blood and/or mucus in stool), cramps, abdominal pain, dehydration. 	<ul style="list-style-type: none"> Exclude from school/day care until resolution of vomiting/diarrhea; for certain infections, child may be excluded until stool tests are normal. 	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 website: <http://www.gov.mb.ca/health/publichealth/cdc/index.html>
Government of Manitoba-Public Health Division

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