



# **South Oaks Parent Handbook**

## **2022-23**

“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 parents. Each year we hold a fundraiser to raise funds for school projects. In the past these funds have been used for the purchase of Music or PE equipment, enhancing technology in the school, playground improvements, etc.

You can contact an executive member with questions, suggestions or concerns. We look forward to hearing from you! Our contact information is below;

- Teresa Wiens (Chair) – [teresawiens3@gmail.com](mailto:teresawiens3@gmail.com)
- Randy Fast (Vice-President/Treasurer) [randalfast@hotmail.com](mailto:randalfast@hotmail.com)
- Caroline Smith – [carolinesmith@hotmail.ca](mailto:carolinesmith@hotmail.ca)
- Ashley Malyk – [ashleymalyk@yahoo.ca](mailto:ashleymalyk@yahoo.ca)
- Michelle Penner – [mrpenner26@gmail.com](mailto:mrpenner26@gmail.com)

## TABLE OF CONTENTS

PARENT ADVISORY COUNCIL	PAGE 2
LUNCH / FOOD POLICY	PAGE 4
CHANGE OF INFORMATION	PAGE 4
MEDICATION AND ILLNESS	PAGE 4
HEAD LICE	PAGE 5
POISON IVY	PAGE 5
RENTALS	PAGE 6
EMERGENCIES	PAGE 6
PRIVATE MUSIC LESSONS	PAGE 6
VOLUNTEERS	PAGE 7
SOUTH OAKS DRESS CODE	PAGE 7
USE OF COMMUNICATIONS DEVICES	PAGE 8
LIBRARY	PAGE 8
CLASSROOM VISITS	PAGE 8
TRADING CARDS	PAGE 8
FIELD TRIPS	PAGE 8
COLD WEATHER	PAGE 9
INCLEMENT WEATHER	PAGE 9
SCHOOL WIDE POSITIVE BEHAVIOUR	PAGE 10
BUS TRANSPORTATION	PAGE 13
COMMUNICABLE DISEASES OF CHILDHOOD	PAGE 18

## LUNCH / FOOD POLICY

Students are permitted to eat lunch in their classrooms during their designated lunch time. Each teacher helps her class get settled for lunch and then educational assistants who function as noon hour supervisors are on duty, moving from class to class. **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.* Also, please remind your child that *food is not to be traded or shared with students in other classrooms. Doing so could be unsafe for some children.*

**Information about hot lunch (pizza) Fridays will be sent home from the office.**

## 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 administer 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 fall), the parents will be contacted. If it is advisable for the student to go home, the parent would take the child home and decide on treatment if needed.

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, the parents of any student who appears to have head lice will be contacted.* Parents are asked to treat the child's head lice before they return to school. All household members should also be checked, and personal and household articles appropriately cleaned according to the public health guidelines.

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

*"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?" (Davud Sobel, Childhood and Nature).*

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 bush access. However, children really need those "paths and private spaces" to explore. Playing creatively 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?

As educators, we approach most challenges with the perspective of teaching and learning. So, we will begin the year, reminding students of 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 improve 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. Finally, we will provide “forts” in the bush, so students can play more safely, rather than amongst the Poison Ivy.

The message I hope to convey is that we will do whatever we can to help your child to be safe, healthy and engaging with nature during recess. 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.

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 when prearranged with staff. 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.

## **Items from Home**

Students are asked not to bring personal items from home to play with at school. Students 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 able to take educational field trips during the school year. The trips are very important and always involve learning activities that are connected 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.*

## **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.*

## **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.

## **School Wide Positive Behaviour**

Our goal is that all students will grow to be “Safe, Kind Learners”. To accomplish this, we will need to model a safe, kind and collaborative environment for students at school. 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 tools you see below;



The purpose of our school wide positive behaviour approach is to teach positive student behaviour, to celebrate positive behaviour and promote self-regulation in students. We know that “one size fits all” doesn’t work, and that sometimes we need to manage complex behaviours. That is where our student support team gets involved, providing counselling, learning support, literacy support, numeracy support, etc when needed. We also access divisional clinicians when further support is needed.

Our hope is for all students to manage their own behaviour as best as they can, so we can reduce the stress for everyone that comes with dysregulation. Simply put, the goal is to “Get to Green”, because green is best for learning!

See the following chart for a general overview of the school wide positive behaviour 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"> <li>• Safe</li> <li>• Kind</li> <li>• Learners</li> </ul> <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 include 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 is 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. Your child will be sent home for any assaultive behaviours.</p>

*Note; If a student’s behaviour goes beyond the Red Level, 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 the child is “assaultive” (trying to hurt others), parents may be contacted and asked to pick them up immediately. This action is intended to maintain safety for all. A re-entry meeting will be planned with the parent and child the following morning, to discuss the incident and do some planning before returning to their class.*

During a re-entry meeting, we may use a “rethinking plan” or something similar. 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 (or perhaps not at all), so this must be done once they are calm. The self-reflection is important to prepare for the next time. 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? \_\_\_\_\_

### **Student 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 assistance than a classroom teacher can provide.

As a result, we have a counsellor to support students who may have trouble learning due to issues such as anxiety, self-regulation, stressors, etc. Our counsellor at South Oaks is Joelle Heier.

We also have two Learning Support Teachers (Jonelle Koop-Yumang and Jodi Davies).

We hope this proactive approach will help students to gain the skills they need to “Get to Green”, and to be “Safe, Kind, Learners”. 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.

## 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**

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.



# COMMUNICABLE DISEASES OF CHILDHOOD

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

Infection	Cause	Incubation Period	Method of Spread	Description	Action	Immunization
<b>Red Measles (Rubeola)</b>	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.	<ul style="list-style-type: none"> <li>Fever; aches and pains; runny nose; red, inflamed eyes; and cough.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Watch for deepening cough or earache.</li> <li>Exclude from school/day care for at least 4 days after rash appears or until well.</li> </ul>	<ul style="list-style-type: none"> <li>Two doses of MMR (measles-mumps-rubella) vaccine.</li> <li>First dose at 12 months; second dose at 4-6 years (preschool).</li> </ul>
<b>German Measles (Rubella)</b>	rubella virus	14-23 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"> <li>Low grade fever, aches and pains, redness of the eyes, swollen lymph glands.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Exclude from school/day care for 7 days after rash appears.</li> <li>Alert pregnant woman if in contact with child</li> </ul>	<ul style="list-style-type: none"> <li>As above: two doses of MMR vaccine</li> </ul>
<b>Mumps (Infectious Parotitis)</b>	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"> <li>Fever, headache, stomach ache, drowsiness.</li> <li>Swollen, painful parotid gland behind corner of jaw (one or both sides).</li> </ul>	<ul style="list-style-type: none"> <li>Exclude from school/day care for 9 days after swelling appears.</li> </ul>	<ul style="list-style-type: none"> <li>As above: two doses of MMR vaccine</li> </ul>
<b>Whooping Cough (Pertussis)</b>	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.	<ul style="list-style-type: none"> <li>Runny nose and slight fever progress to cough.</li> <li>Cough worsens, "spells" begin.</li> <li>At the end of a coughing spell, the characteristic whoop sound may occur as the child takes a very deep breath.</li> </ul>	<ul style="list-style-type: none"> <li>Antibiotics.</li> <li>Exclude from school/day care until treated for 5 days.</li> <li>If not treated exclude from school/day care 3 weeks from onset of cough.</li> <li>All children under age 1 who have been in contact must be immunized and treated.</li> </ul>	<ul style="list-style-type: none"> <li>Combined vaccine (against diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type B disease, and poliomyelitis).</li> <li>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.</li> </ul>
<b>Chicken Pox (Varicella)</b>	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.	<ul style="list-style-type: none"> <li>Scattered blisters, many or few, appear in crops.</li> <li>Mild fever.</li> <li>Blisters turn to pustules turn to scabs.</li> </ul>	<ul style="list-style-type: none"> <li>Treat itch and fever, prevent scratching.</li> <li>No exclusion from school/day care.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Influenza</b>	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.	<ul style="list-style-type: none"> <li>High fever, headache, muscle aches, weakness and fatigue, sore throat, runny nose, cough (often severe and prolonged).</li> </ul>	<ul style="list-style-type: none"> <li>Treat fever.</li> <li>Look for deepening cough.</li> <li>Exclude from school/day care until completely well.</li> </ul>	<ul style="list-style-type: none"> <li>Influenza vaccine is recommended for healthy children 6-23 months of age and all children with health problems.</li> </ul>
<b>Strep Throat (Streptococcal Sore Throat)</b>	group A streptococcal bacterium	1-3 days	Direct or intimate contact with infected person.	<ul style="list-style-type: none"> <li>Fever, unwell.</li> <li>Sore throat.</li> <li>Swollen, tender lymph glands in the neck, below the angle of the jaw.</li> </ul>	<ul style="list-style-type: none"> <li>Antibiotics.</li> <li>Exclude from school/day care until treated for 24 hours.</li> </ul>	None

Infection	Cause	Incubation Period	Method of Spread	Description	Action	Immunization
<b>Scarlet Fever</b>	group A streptococcal bacterium	1-3 days	Direct or intimate contact with infected person.	<ul style="list-style-type: none"> <li>A form of streptococcal infection that produces a skin rash.</li> <li>The usual streptococcal infection associated with Scarlet Fever is Strep Throat, in which case all the symptoms listed above are present.</li> <li>Fine red rash, most often on the front of the body and generally not on the face, sandpapery feel.</li> </ul>	<ul style="list-style-type: none"> <li>Antibiotics.</li> <li>Exclude from school/day care until treated for 24 hours.</li> </ul>	None
<b>Fifth Disease (Erythema Infectiosum, Parvovirus B19)</b>	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.	<ul style="list-style-type: none"> <li>Low-grade fever.</li> <li>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.</li> <li>Infrequently, joint pain and tenderness.</li> </ul>	<ul style="list-style-type: none"> <li>No exclusion from school/day care. Advise exposed pregnant woman to discuss with physician or midwife.</li> </ul>	None
<b>Pink Eye (Acute Bacterial Conjunctivitis)</b>	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"> <li>Sore, teary, itchy eye (one or both), sensitive to light.</li> <li>Eye surface red.</li> <li>Thick yellow discharge.</li> </ul>	<ul style="list-style-type: none"> <li>Prescription eye drops.</li> <li>Exclude from school/day care until treated for at least 1 day and eye is improving.</li> </ul>	None
<b>Ringworm</b>	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.	<ul style="list-style-type: none"> <li>Flat, spreading ring-shaped skin sores.</li> </ul>	<ul style="list-style-type: none"> <li>Prescription medication.</li> <li>Exclude from school/day care until treatment has begun and signs of healing are present.</li> </ul>	None
<b>Impetigo</b>	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.	<ul style="list-style-type: none"> <li>Weeping, crusting, spreading skin sores</li> </ul>	<ul style="list-style-type: none"> <li>Prescription medication.</li> <li>Exclude from school/day care until treatment has begun and sores are dry.</li> </ul>	None
<b>Head Lice</b>	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.	<ul style="list-style-type: none"> <li>Itchy head.</li> <li>May see lice in hair or nits (nits are extremely small eggs glued to the hair shaft)</li> <li>Typically behind the ears or at the nape of the neck</li> </ul>	<ul style="list-style-type: none"> <li>Medicated shampoo for whole family.</li> <li><b>REMOVE NITS</b></li> <li><b>Wash personal articles, bedding with hot water, or dry clean, or seal in plastic bag and store for 10 days.</b></li> <li>Exclude from school/day care until shampooing and cleaning completed and nits have been removed.</li> </ul>	None
<b>Scabies</b>	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.	<ul style="list-style-type: none"> <li>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.</li> <li>Mite burrows may be seen under the skin, but have often been destroyed by scratching.</li> </ul>	<ul style="list-style-type: none"> <li>Medicated skin cream or lotion for whole family.</li> <li>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.</li> <li>Exclude from school/day care until 24 hours after the start of treatment.</li> </ul>	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.](http://www.sehealth.mb.ca) [www.sehealth.mb.ca](http://www.sehealth.mb.ca)**  
**[Government of Manitoba-Public Health Branch](http://www.gov.mb.ca/health/publichealth/cdc/index.html) [www.gov.mb.ca/health/publichealth/cdc/index.html](http://www.gov.mb.ca/health/publichealth/cdc/index.html)**