

for the 2025 Fall Term

will be held during the regular school hours between March 3 and March 28, 2025 at the following schools:

Alonsa School Tele # 204-767-2168

Glenella School Tele # 204-352-4253

Ste. Rose School Tele # 204-447-2088

McCreary School Tele # 204-835-2083

We are once again proud to offer a Full-Time Kindergarten Program. All children born on or before December 31, 2020 are eligible to register. To register you will need to bring your child's Manitoba Health PHIN# and one of the following: Birth Certificate, Baptismal certificate, Certificate of Live Birth, Health Card, or Statutory Declaration. If you have any questions, please feel free to call your school today.





Turtle River School Division

Box 309 - McCreary, MB R0J 1B0 Telephone: (204) 835-2067 - Fax: (204) 835-2426 Website: trsd.ca

Beverly Szymesko Superintendent of Schools **Shannon Desjardins Secretary Treasurer**

Dear Parents,

Please be advised that the Department of Education and Training requires that families provide school officials with one piece of valid identification as proof of age/eligibility at the time a student registers for school.

Acceptable forms of identification include any of the following:

- Birth Certificate
- Baptismal Certificate
- · Certificate of Live Birth
- Health Card
- Statutory Declaration

Thank you for providing these documents.

Hello

Kindergarten Families!

I am excited to have your child join us in Kindergarten this upcoming school year! We will have an exciting year of learning and forming friendships that will last a lifetime!

Please review the following in preparation for the upcoming school year. Should you have any questions, please contact me at the school at 204-767-2168 or email me at wzalluski@trsd.ca .

Classroom Reminders and Updates

Classroom notes and information will be sent home daily in a home/school communications folder. Inside the folder, I will include a scribbler that you can write down any questions or concerns you may have. (Or you can phone me during school hours.) Inside the folder, look for any notes or forms that must be filled out and returned to the school or notes from the school containing valuable information. Please return the folder each school day.

Bus Changes

Please contact the school office or include information in the home/school communication folder if your child will not be riding the bus at day's end. Verbal instructions to your child must be accompanied with contact to the school to avoid confusion.

Snacks & Lunch

Alonsa School is nut and peanut free. **Nut products are not permitted.** Microwaves will be available during the lunch period.

Reusable Water Bottles

Please **fill your child's reusable water bottle at home each morning,** before sending it to school.

Toys From Home

Toys from home are <u>not</u> permitted. Toys are taken outside and are sometimes forgotten, broken or lost. Students become upset at the end of the day if they do not have their toys to take home and to avoid this, I ask that toys remain at home.

Thank you for your anticipated support, and I look forward to an EXCITING school year!!

-Mrs. Wendy Zalluski

Alonsa School Kindergarten Supply List

- 1 Scribbler
- 2 Plastic Pocket Folders
- 4 Plastic Duo Tangs
- 1 Large Cloth Pencil Case
- 20 Dixon HB Pencils (Sharpened)
- 3 Boxes of 24 wax crayons
- 4 Large Glue Sticks
- 1 Box of 15 Large Zippered Plastic Bags
- 6 White Erasers
- 1 Old Shirt for Painting
- 1 Pair of Small Pointed Fiskar Scissors
- 1 Bag of Plastic Forks & Spoons
- 1 Pair of Indoor Shoes with Velcro
- 1 Back Pack
- 1 Lunch Kit
- 1 Water Bottle
- 1 Set of Headphones
- 1 Coil Scribbler

Please label each item except plastic bags, forks and spoons.



Turtle River School Division

Board of Trustees

Karey Wilkinson– Chairperson Carol Senkowski– Vice-Chairperson Amber Petrowski Faye Soucy Jarvis Whyte

Division Office Staff

Bev Szymesko – Superintendent Shannon Desjardins

-Secretary/Treasurer

Tammi Moar – Administrative Assistant Jillian Petillion– Accountant Roxanne Lodge – Account Assistant Steven Hopfner – I.C. T. Director Eric Rochon – I.C. T. Technician

Stephen Oversby

- Maintenance Supervisor

Collin Janzen

-Transportation Supervisor Numeracy/Literacy Consultant

Pat Blake

Trudy Campbell

Speech and Language Pathologist
 Morgan McLean

- Division Social Worker

Garret Froese - Educational Psychologist

Turtle River School Division Role and Mission Statement

The Board of Trustees of Turtle River School Division is responsible for policy formulation, which provides the structure and organization for the education of students within its boundaries. The implementation of these programs is guided by the major goals of assisting students to reach high degrees of self-actualization to become both self-sufficient and contributing members of society. The Board will focus on the overall need of its students. Notwithstanding this, the Board will pay due regard to its responsibilities to the community and encourage a high quality of education.

The degree to which the Board attains its goals will be measured through the use of standard evaluation tools, internal and external testing, and the performance of students in their chosen endeavours.

The Board, in implementing programs, will draw upon the unique skills of its staff and its use of progressive and varied methods of instruction.

In doing so, the Board will maximize the use of specialized facilities to provide the greatest opportunity for student learning and social growth.

Turtle River School Division



Kindergarten Program

"Learning Today for Tomorrow"

Kindergarten Philosophy

the unique potential of each child's readiness informal learning experiences to help develop and development. The program provides for the various school subjects. based on the knowledge of children's growth Kindergarten is a carefully planned program

Basic features that the program provides are:

aware of his or her self dignity. An opportunity for your child to become

feeling of self worth and adequacy. An opportunity for your child to develop a

understanding, and sensitive to your child's A teacher who is friendly, accepting,

student. your child in terms of what it has done for the A teacher who evaluates the creative effort of

exploration in different activity centers with a A well-arranged environment that invites variety of materials and media.

they can succeed with the opportunity of doing things at which A variety of activities which provide children

Early Identification Program

that includes: participate in an early identification program In October of each school year, each child will

- Hearing Screening
- Ö Vision Screening
- **Fine Motor Assessment**
- Speech and Language Development Assessment

and, should any further action be taken, the very beginning. parents are involved in team planning from Parents are advised of any potential concerns

Remember

Play is a child's way of learning!

Alonsa Schoo 767-2168

Ecole Laurier

447-2068

Glenella School 352-4253

Grass River School

352-4410

McCreary School 835-2083

Parkview Schoo 967-2572

Ste. Rose School 447-2088

Activities

representing Listening, speaking, reading, writing, viewing, Language Development Activities:

Math Activities

patterning, problem solving, time Number readiness, classifying, matching,

Science Activities:

measuring, asking questions, evaluating Observing, comparing, experimenting,

Social Studies Activities:

neighbourhood, observing changes Exploring the child's world, exploring the

Music Activities:

appreciation Rhythm, movement, singing, music

large and small muscle movement, wellness body space, balance, coordination, fitness, Physical Education Activities: Awareness of

Art Activities:

expression Experimenting with media, creative

Experiences:

Field trips, special events, special guests, cooking

Things You Might Do at Home:

you go, answer questions, listen to your child read and talk about books, praise your child Talk about things you do, talk about places

Turtle River School Division Student Registration Form



Office Use

Entry Date	
	Month/Day/Year

SOLOGI DINEGE			Month/Day/Year
School	MET Number	Student Number	Date
Information to be entered by Stud	ent's Parents/Guardians – PL	EASE NOTIFY SCHOOL IF AN	Y INFORMATION CHANGES
Student Information (Please P	rint)		
Please fill in and return to t	he school as soon as poss	sible.	
Legal Last Name	Birth D	Month/Dav/Year	☐ Verified —
First Name	Second	l Name	
Name V navym by			
Language(s) Spoken at Home:	□English □Oj	i-Cree French Other (please list)
Previous School Attended:			
Last Grade Completed:	Grade Registerii	ng In:	
Treaty Number:		Band Name:	
Student Mailing Address			
Apt. Number/Street:		_ Community/Town/Village/Ci	ty:
Home Phone:	Postal Code:	Student Email Address:	
Section/township/range	Cell Phone:	Other Pho	ne:
		Other Pho	
	Bu		
PO Box:	ool Age Siblings		(if known)
PO Box:	ool Age Siblings Gr Sc	s Driver:	(if known) Age
PO Box: Family - Pre-School/School Name:	Bu Bu Sol Age Siblings Gr. Sol Gr.	as Driver:	(if known) Age Age
PO Box: Family - Pre-School/School Name: Name:	Bu Bu Bu Bu Bu Bu Bu Bu	shool	(if known) Age Age Age
PO Box: Family - Pre-School/School Name: Name: The local	ool Age Siblings Gr. Sc. Sc. Gr. Sc. Sc. I public health nurses on o student information	chool	(if known) Age Age Age dividual

<u>S</u>	tudent Registra	ation Form		Page 2
Parent/Legal Guardian and C	ontact Informatio	on		
Legal Custody	Joint	Mother	Other (please note)	
(only if applicable)	Father	Guardian	Agency (please note)	
Custody / Access notes:				
Student lives with: Mother				
Parent or Legal Guardian	First Name		Last Name	
Relationship to Student:			-	
				1-
Home Phone	Cell/Other Phone	City/Prov	Email Postal Cod	
Work Phone	Ext.	Employer:	Liliali	
Parant ar Logal Cuardian	E' AN			
Parent or Legal Guardian Relationship to Student:	First Name		Last Name	
Relationship to Student.				
Address if different from above:		City/Prov	Postal Cod	le
Home Phone		e	Email	
Work Phone	Ext	Employer:		
Emergency Contact (if pa	rent/guardian canno	ot he reached)		
First Name				
A 11				
City/Prov.		Postal Code		
Home Phone		Cell/Other ph	none	
Home Phone Email	W	ork Phone	Ext	
Emergency Billet - Name	e of town billet (fri	iend or relative that liv	res in town where child can sta	ıy in
case of a storm:		Ph	none Number	
Medical Information				
Personal Health I.D. Number		Manitoba He	alth Registration Number	
Health Concerns/Allergies:				
Family Doctor:				
			ne:	

Indigenous Identification Declaration

Indigenous Identity Declaration Authorization and Statement of Understanding

Indigenous Identity Declaration helps to support the efforts of Manitoba Education and Training and school divisions to plan and improve programs in a way that is responsive to Indigenous learners. (Providing this personal information is voluntary and optional. It is being collected in compliance with section 36(1)(b) of The Freedom of Information and Protection of Privacy Act as it is necessary for and relates directly to the activity of Manitoba and school divisions to plan, deliver and improve programs.)

1.	I,, (name of parent/guardian, please print clearly):
	Am submitting my childs Indigenous Identity Declaration for the first time
	Am making changes to my child's Indigenous Identity Declaration
	Already submitted my child's Indigenous Identity Declaration and have no further changes to make at this time.
2.	Is your child an Indigenous person, that is, First Nation (North American Indian), Métis, or Inuk (Inuit)? Note: First Nations (North American Indian) include Status and Non-Status Indians If "Yes", mark the square(s) that best describe(s) your child now:
	Yes, First Nation (North American Indian)
	Yes, Métis
	Yes, Inuk (Inuit)
3.	Which best describes your child's Indigenous cultural-linguistic identity? Please select up to two choices:
	Anishinaabe (Ojibway/Saulteaux)
	Ininiw
	Dene (Sayisi)
	Dakota
	Oji-Cree
	Michif
	Inuktitut
	Other-please specify:

Identification of Children that are Eligble for URIS Group B Health Care Support

Unified Referral and Intake System (URIS)

The Unified Referral and Intake System (URIS) is a provincial program that assists community programs in providing a safe and supportive environment for children with special health care needs. It is managed by an interdepartmental committee that includes representatives from the Departments of Health, Healthy Living and Seniors, Family Services and Education and Advanced Learning, with input from others with appropriate expertise.

Classification of Health Care Needs

URIS provides a standard means of classifying the complexity of health care needs/interventions and establishes the level of qualification required by staff that supports the child.

- Group A health care procedures that are complex and must be performed by a registered nurse.
- **Group B** health care needs that can be delegated to non-health-care personnel that are trained and monitored by a registered nurse.

Identifying a child with URIS Group B health care needs

It is the community program's responsibility to identify children that have a URIS Group B health care need(s).

Individual Health Care Plans (IHCP)

An Individual Health Care Plan (IHCP) is completed when the child is eligible for one or more of the following URIS Group B health care needs.

Please indicate ($\sqrt{\ }$) all health care needs that apply to your child:
☐ Anaphylaxis
☐ Asthma
☐ Bleeding disorder
☐ Cardiac condition
☐ Clean intermittent catheterization
☐ Diabetes
☐ Endocrine Conditions
☐ Gastrostomy care
☐ Osteogenesis imperfecta
☐ Ostomy care
☐ Pre-set oxygen
☐ Seizure disorder
☐ Suctioning (oral/nasal)

Helpful Tip

If a doctor has not prescribed medication for asthma (i.e. reliever medication) or anaphylaxis (i.e. adrenaline auto-injector), the child is NOT eligible for URIS Group B service. The child must also bring this medication to community program to be eligible for URIS Group B support.

If you have checked any of the above health care needs, the school will provide you with information on

services available from the Unified Referral and Intake System (URIS).

Student Registration Form

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Informed Consent

(Media, Student Work, Electronic Communication, and Computer and Internet Usage)

Electronic Communication – Student usage of division email and sharing of information through email (e.g. Newsletters, etc.)

As students complete activities and assignments, they are expected to submit and communicate electronically with email. Email is an important 21st century skill that students need to learn to use effectively in order to prepare them for the world. Being efficient in using email as a form of electronic communication is expected of students in our schools. Students are required to be able to submit work and communicate using email.

The division is able to provide students with an email for educational use. Students are obliged to follow the division policy regarding the "proper usage" of division email and may be required by teachers to use as a way of submitting work and assignments.

\Box I give Consent	☐ I do not give Consent
The electronic distribution (ema	hools and the division to communicate with me electronically. ail) of newsletters, school updates and announcements regarding events and news (including fundraising and promotions).
☐I give Consent	☐ I do not give Consent
to receive information electronical	lly and will provide my email below.
Email address:	
Media – Television, Radio, In	ternet Media, and Divisional Video Productions
activities and experiences in our se the broader community by inviting	ney will have the opportunity to participate in many amazing chools. We would like to share these positive experiences with g journalists and other members of the media to visit our schools. Views are allowed at schools only with the permission of the
☐I give Consent	☐ I do not give Consent
for my son/daughter (or myself a videotaped/recorded or interview	as an adult student) being photographed, wed by the media.

Computer and Internet Usage – Student Usage of School Computers for completing school work and the Usage of the Internet for Research and Educational Purposes

Turtle River School Division recognizes the educational benefits of computer technology and internet access. Technology is promoted as a valuable instructional learning tool that enhances the ability of teachers to provide new and exciting learning opportunities for students. Students are supervised while using computers, the Internet, and any Information and Communication Technology (ICT). Students are taught the necessary skills to use technology and the internet in a proper manner.

I understand and will follow the guidelines as set in the division policy and school handbooks in regards to the Appropriate Use of Computers and Communication Devices. This includes the use of the Internet; including social media, text messaging and instant messaging and other forms of online communication and sharing platforms and resources that are provided by the Turtle River School Division networked computers. Access to computers and the Internet is for educational purposes as set out in the Turtle River School Division Policy. I further understand that should I commit any violation, my access privileges may be revoked and disciplinary action and/or appropriate legal action may be taken as deemed necessary. As the parent/guardian of the student, I have read the regulations for the Appropriate Use of Information Communication Technology (ICT) and the Use of Personal Communication Devices.

☐I give Consent	☐ I do not give Consent			
for my son/daughter (or myself as an adult student) to use school computers, have access to the internet, and use any of their own personal devices.				
Print Name of Parent/Legal Guardian	:			
Date:	Signature of Parent/Guardian:			
Signature of Student (Grades 7-12 Or	ıly):			

Student Registration Form

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Student Work, Photographs, and School Promotion – Publish and Display (School Display, Newsletters, Yearbook, Newspapers, Division/School Webpages and Social Media)

Our school would like to share information and communicate with parents/guardians by highlighting the school; students and student work or activities in a variety of publications and/or Division organized or sponsored event(s). It will allow us to share with you the parent/legal guardian about some of the highlighted activities, work and projects your child is participating in at school. This will also showcase our school to the community and general public. Some examples of sharing include but are not limited to:

- Publication of their work (referenced appropriately) in school and division publications as printed or posted on division/school websites (e.g. Writing compilations, submission for contests, modelling and sharing in schools, other educational purposes, etc.).
- School or Division publications (newsletters, articles, webpages, community reports, etc.)
- Local newspaper submitted articles
- Sharing on division social media platforms (e.g. Twitter, Facebook)
- Displayed work in schools and the division office (in the hallways, classrooms, and at various presentations and events)

* Please note: Student photogr	raphs posted to	Turtle River	· School Divisio	n websites	will not
identify students by full name	(only first name	e)			

\Box I give Consent	☐I do not give Consent	
photographs, name, grade, schoo and/or at a Division organized or	on to publish or show my child's, or my (as an adult student) l and samples of my or my child's work in various publications sponsored event. I understand that photographs of students ver School Division website will not identify students by full name.	
Date:	Signature of Parent/Guardian:	_
This was and information is hair	and the standard the court of the Dublic Cabala Act for Cabalandard	

This personal information is being collected under the authority of The Public Schools Act for School related purposes. It is protected by the Protection of Privacy provisions of the Freedom of Information and Protection of Privacy Act and the Personal Health Information Act. If you have any questions about the collection, please contact your school principal.

Request for Bus Transportation

The Public Schools Act requires so division boundaries. There are occ to address the transportation of the enclosed policy. This policy is into taxpayers of Manitoba.	easions where ese students	re some students w in adjoining divisi	vish to atte ions Turtle	end schools in anoth River School Divi	ner division. In order sion has adopted the
*********	*****	******	******	******	*********
Please complete this form and return to: Transportation Department Turtle River School Division Box 309 McCreary, MB R0J 1B0					
Name of Student(s)	Birthdate		<u>Grade</u>	List medical conc	<u>cerns</u>
Parent Guardian Contact Information Home Phone Cell Phone Work Phone and Ext. Any special information or concerns the bus driver should be aware of:					
Mailing Address					_
Mailing Address: Land Location of Residence:					
		Sec. / Twp. /	Rge. OR	Street Name & Ho	use #
Requesting Transportation to Requested date for transportation to Reason(s) for Requesting Transporta	begin: tion:				
Signature of Parent/Guardian:					:
Office Use Only: Bus Driver: Transfer Bus Driver:				ick-up Time	AM PM

To be completed by the Doctor:		
Name:	Birth Date:	
Address:	School	
Father:	Mother:	
Physician:		
Medical History:		
Allergies / Asthma:		
Frequent colds / Ear Infections:		
Convulsions / Fainting Spells:		
Physical Examination: (Significant I	Findings)	
Head and Neck		
Chest		
Abdomen		
Arms & Legs		
Nervous System		
Laboratory		
Immunizations - up to date?		
Significant medical findings that the	e teacher should be aware of:	
(Special conditions, handicaps, etc.)		
Medication:		

Date: ______ Signature: ______ M.D.



RESPONSIBILITY OF FAMILIES

- Inform the community program of any medical or special health care needs of your child.
- Complete the URIS Group B
 Application form provided by the community program.
- Talk with the URIS Nurse to develop your child's individual health care plan for the community program.
- Sign your child's completed health care plan for use at the community program.
- Inform the staff at the community program as well as the URIS nurse of ANY changes to your child's health information at any time.

INFORMATION OR TO APPLY FOR URIS SUPPORT, CONTACT YOUR COMMUNITY PROGRAM





Date of Issue: April 2014
Date of Revision: May 2014
Document #: PMH149





UNIFIED REFERRAL AND INTAKE SYSTEM (URIS) A GUIDE FOR PARENTS

www.prairiemountainhealth.ca

Unified Referral and Intake System (URIS)

within Prairie Mountain Health. licensed child care facilities, respite services, and recreation programs care needs while attending community programs including schools, The URIS program supports children who require assistance with health

With your assistance, the URIS Nurse will complete an Individual Health Care Plan for your child.

This Health Care Plan outlines your child's health history and the necessary interventions to support your child's health care needs while attending the community program.

The URIS Nurse will train the community program staff for procedures specific to your child's health care need (e.g. how to administer an inhaled medication to a child with Asthma).

URIS training supports schools, licensed child care facilities, recreation programs and respite services personnel to respond to your child's specific health care needs and emergencies.

Prairie Mountain Health URIS Program partners with Manitoba health care professionals to ensure your child is receiving the best support available.



he Unified Referral and Intake System (URIS) is a partnership of Prairie Mountain Health and the Government of Manitoba Departments of Health, Family Services and Education





Health Care Conditions (Group B)

Health care procedures may be safely delegated to non-healthcare personnel when the child's health status is stable and response to the procedure is predicable. Non-healthcare personnel must receive training and ongoing monitoring by a URIS Nurse. The URIS program may provide support for the following conditions:

- Life-threatening Allergy (anaphylaxis)
- Asthma (when medication is present at the community program)
- Seizure Disorder
- Diabetes
- Cardiac Condition
- Bleeding Disorder
- Steroid Dependence
- Osteogenesis Imperfecta (brittle bone disease)
- Gastrostomy Care and Feeding
- Ostomy Care
- Clean Intermittent Catheterization (IMC)
- Pre-set Oxygen
- Suctioning (oral and/or nasal)
- Administration of Medication

☐ Same as on left

Location of Service:



Type of community

UNIFIED REFERRAL AND INTAKE SYSTEM (URIS) GROUP B APPLICATION (a)

Review application, complete and sign in ink

Section I – To be completed by the community program

Community Program Name:

The purpose of this form is to identify the child's specific health care <u>and</u> if applicable, apply for URIS Group B support which includes the development of a health care plan and training of community program staff by a registered nurse. URIS is a partnership of Health, Education and Family Services. If you have questions about the information requested on this form, you may contact the community program.

pro	ogram <i>(please √)</i>				
	0.11	Contact	person:	Contact person:	
	School	Phone:	Fax:	Phone:	Fax:
	Licensed child c Respite	Email:		Email:	
_	Recreation prog		address:	Mailing address:	
ā	Other:			Street address:	
_	Otrior	City/Tow		City/Town:	
		Postal C		Postal Code:	
Se	ction II - Child	I	to be completed by par		
Las	st Name		First Name	Birthda	te
					Y Y M M M D D
	eferred Name (Al		Age YES □ NO	Grade M	Gender F Other
	•	answered <u>NO</u>	•	turn this form to the communian SIGNATURE DATE (, , ,
	Please chec	 k (√) all health	care conditions for which	mainder of the form including the child requires an interporm to the community progra	vention during attendance
□ Y	A	Allerject®)		cribed an injector (e.g. Epi-P	en®/ Taro Epinephrine®/
		☐ YES ☐ NO	Does the child bring an injecte	or to the community program?	
□ Y	☐ YES ☐ NO Asthma (administration of medication by inhalation)				
		☐ YES ☐ NO	_	medication (puffer) to the commun	
		☐ YES ☐ NO	Does your child know when to of asthma?	o take their reliever medication (p	uffer) e.g. can recognize signs
		☐ YES ☐ NO	Can your child take their relie IF NO , describe what your ch	ver medication (puffer) <u>on their o</u> ild needs help with:	<u>wn</u> ?
□ Y	ES DNO S	Seizure disorde	r What type of seizure(s)	<u> </u>	
□ YES □ NO Does the child require administration of rescue medication? □Lorazepam □Midazolam					
		☐ YES ☐ NO		e of a vagal nerve stimulator (wan	
□ Y	ES 🗆 NO 🛭	Diabetes What	type of diabetes does the	e child have? Type 1	Type 2
·		☐ YES ☐ NO	* *	glucose monitoring at the commur	
		☐ YES ☐ NO	-	ance with blood glucose monitoring	
		YES □ NO	•	d glucose emergencies that require	-
	inal Effective Date:		File in		Page 1 of 1

I understand that any other collection, use or disclosure of personal information or personal health information about my child will not be permitted without my consent, unless authorized under FIPPA or PHIA. Consent will be reviewed with me annually. I understand that as the parent/legal guardian I may amend or revoke this consent at any time with a written request to the community program. If I have any questions about the use of the information provided on this form, I may contact the community program directly. NAME (PRINT) Parent/ Legal Guardian SIGNATURE Parent/Legal Guardian DATE (YYYY/MMM/DD) Mailing Address: City/Town: Postal Code: Work/Daytime Phone: Cell Phone: Home Phone:	Unified R	eferral and	Intake System (UR	S) Group B Application	
YES NO Does the child require the estomy pouch to be emptided at the community program?		\square NO	Ostomy Care		
YES NO Does the child require the established appliance to be changed at the community program? YES NO Does the child require assistance with ostomy care at the community program? YES NO Does the child have a gastrostomy tube? Type of tube: YES NO Does the child have a gastrostomy tube feeding at the community program? YES NO Does the child require agastrostomy tube feeding at the community program? YES NO Does the child require definition of medication via the gastrostomy tube at the program? YES NO Does the child require administration of medication via the gastrostomy tube at the program? YES NO Does the child require CIC? YES NO Does the child require CIC? YES NO Does the child require assistance with CIC at the community program? YES NO Does the child require assistance with CIC at the community program? YES NO Does the child require oral and/or nasal suctioning at the community program? YES NO Does the child require oral and/or nasal suctioning at the community program? YES NO Does the child require as specialized emergency response at the community program? YES NO Does the child forequires a specialized emergency response at the community program? YES NO Does the child forequires as specialized emergency response at the community program. YES NO Bleeding Disorder (e.g., von Willebrand disease, hemophilia) YES NO Bleeding Disorder (e.g., von Willebrand disease, hemophilia) YES NO Selection III - Authorization for the Release of Medical Information No Note of steroid dependence has the child been diagnosed with? YES NO Ostoogenesis Imperfecta (brittle bone disease) What type? YES NO Ostoogenesis Imperfecta (brittle bone disease) What type? YES NO Ostoogenesis Imperfecta (brittle bone disease) What type? YES NO Ostoogenesis Imperfecta (brittle bone disease) What type? YES NO Ostoogenesis Imperfecta (brittle bone disease) What type? YES NO Ostoog			\square YES \square NO	-	
YES NO			☐ YES ☐ NO		·
□ YES □ NO Does the child have a gastrostomy tube? Type of tube: □ YES □ NO Does the child require gastrostomy tube feeding at the community program? □ YES □ NO Does the child require administration of medication via the gastrostomy tube at the program? □ YES □ NO Clean Intermittent Catheterization (CIC) □ YES □ NO Does the child require of CIC? □ YES □ NO Does the child require pre-set oxygen at the community program? □ YES □ NO Does the child frequire oral and/or nasal suctioning at the community program? □ YES □ NO Does the child frequire oral and/or nasal suctioning at the community program? □ YES □ NO Does the child frequire oral and/or nasal suctioning at the community program? □ YES □ NO Does the child frequire oral and/or nasal suctioning at the community program? □ YES □ NO Does the child frequire oral and/or nasal suctioning at the community program? □ YES □ NO Cardiac Condition where the child requires a specialized emergency response at the community program. □ YES □ NO Bleeding Disorder (e.g., von Willebrand disease, hemophilia) □ YES □ NO Bleeding Disorder (e.g., von Willebrand disease, hemophilia) □ YES □ NO Bleeding Disorder (e.g., von Willebrand disease				·	• • •
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	Email:	,	· .		

Original Effective Date: 2013-Dec Revised Effective Date: 2019-Oct-30



ASTHMA HEALTH CARE PLAN

Child name:		Birth date:
Community program name:		
Parent/guardian name:		
Home Ph#:	Cell #:	Work Ph#:
Parent/guardian name:		
Home Ph#:	Cell #:	Work Ph#:
Alternate emergency contact name:		
Home Ph#:	Cell #:	Work Ph#:
Allergist:		Phone #:
Pediatrician/Family doctor:		Phone #:
Known allergies:		
Does child wear MedicAlert™ identif	ication for asthma?	☐ YES ☐ NO
TRIGGERS - List items that most co	mmonly trigger your child's as	thma.
RELIEVER MEDICATION (or broncho recommended that Reliever medication		
What Reliever medication has been	Salbutamol (e.g. Ventolin	®, Airomir®)
prescribed for your child? (CHECK ONE)	☐ Symbicort [®] ☐ C	Other
How many puffs of Reliever medication are prescribed for an asthma episode? (CHECK ONE)		or 2 puffs other
, ,		
Where does your child carry his/her Reliever medication? (CHECK ONE)		ourse other
Does your child know when to take their Reliever medication?	☐ Yes ☐ Can your child medication on	I take their Reliever
CIRCLE the type of medication device	ce your child uses for Reliever	medication.
The section of the se	£=-0	POSIT OF
Metered dose inhaler MDI & spa (MDI) with mouthpi		Turbuhaler [®] Diskus [®]

The Health Care Plan should accompany the child on excursions outside the facility.



ASTHMA HEALTH CARE PLAN

Name:	Birth date:
IF YOU SEE THIS:	DO THIS:
 Symptoms of asthma Coughing Wheezing Chest tightness Shortness of breath Increase in rate of breathing while at rest 	 Remove the child from triggers of asthma. Have the child sit down. Ensure the child takes Reliever medication (usually blue cap or bottom). Encourage slow deep breathing. Monitor the child for improvement of asthma symptoms. If Reliever medication has been given and asthma symptoms do not improve in 5-10 minutes, contact parent/guardian. Reliever medication can be repeated once at this time. If the child is not well enough to remain at the community program, the parent/guardian should come and pick them up. If any of the emergency situations occur (see list below), call 911/EMS.
 Emergency situations Skin pulling in under the ribs Skin being sucked in at the ribs or throat Greyish/bluish color in lips and nail beds Inability to speak in full sentences Shoulders held high, tight neck muscles Cannot stop coughing Difficulty walking 	 Activate 911/EMS. Delegate this task to another person. Do not leave the child alone. Continue to give Reliever medication as prescribed every five minutes. Notify the child's parent/guardian. Stay with the child until EMS personnel arrives.
Signs that asthma is not controlled If staff becomes aware of any of the following situ Asthma symptoms prevent the child from perfor The child is frequently coughing, short of breath The child is using Reliever medication more that	or wheezing.
have reviewed this health care plan and provide conservations. Parent/guardian signature: have reviewed this health care plan to ensure it provide.	Date:les the community program with required information.
lurse signature:	Date:

Instruction sheet for medication device attached



ANAPHYLAXIS HEALTH CARE PLAN

Child name:		Birth date:	
Community program name:			
Parent/guardian name:			
Home #:	Cell #:	Work #:	
Parent/guardian name:			
Home #:	Cell #:	Work #:	
Alternate emergency contact name:			
Home #:	Cell #:	Work #:	
Allergist:		Phone #:	
Pediatrician/Family doctor:		Phone #:	
Life-threatening allergies (i.e. allergies	s that epinephrine auto-inje	ctor is prescribed for):	
Other allergies (non life-threatening):			
Does child wear MedicAlert™ identific	ation for life-threatening all	lergy(s)?	
Epinephrine auto-injector information			
Type □ EpiPen® 0.15 mg (green) □ EpiPen® 0.3 mg (yellow) □ Allerject® 0.15 mg (blue) □ Allerject® 0.3 mg (orange) □ Other – Describe			
Child has a 2 nd (back-up) auto-injector available at the community program.			
☐ YES Location ☐ NO			
Other information about my child's life	e threatening allergy that co	ommunity program should know.	

This Health Care Plan should accompany the child on excursions outside the facility.



Documentation

ANAPHYLAXIS HEALTH CARE PLAN

Name:	Birth date:		
IF YOU SEE THIS	DO THIS		
If ANY combination of the following signs is present and there is reason to suspect anaphylaxis: Face Red, watering eyes Runny nose Redness and swelling of face, lips & tongue Hives (red, raised & itchy rash) Airway Sensation of throat tightness Hoarseness or other change of voice Difficulty swallowing Difficulty breathing Coughing Wheezing Drooling	 Inject the epinephrine auto-injector in the outer middle thigh. a) Secure child's leg. The child should be sitting or lying down in a position of comfort. b) Identify the injection area on the outer middle thigh. c) Hold the epinephrine auto-injector correctly. d) Remove the safety cap by pulling it straight off. e) Firmly press the tip into the outer middle thigh at a 90° angle until you hear or feel a click. Hold in place to ensure all the medication is injected. f) Discard the used epinephrine auto-injector following the community program's policy for disposal of sharps or give to EMS personnel. Activate 911/EMS. Activating 911/EMS should be done simultaneously with injecting the epinephrine auto-injector by delegating the task to a responsible person. Notify parent/guardian. A second dose of epinephrine may be administered within 5-15 minutes after the first dose is given IF symptoms have not improved. Stay with child until EMS personnel arrive. Prevent the child from sitting up or standing quickly as this may cause a dangerous drop in blood pressure. Antihistamines are NOT used in managing life-threatening allergies in community program settings. 		
complete avoidance of allergens in community progr	naphylactic reaction. Although it is not possible to achieve ram settings, it is important to reduce exposure to life- iram if you have any questions about the risk reduction division policy may be found on their website.		
I have reviewed this health care plan and provide consent to this plan on behalf of my child. Parent/guardian signature: Date:			
I have reviewed this health care plan to ensure it provides the community program with required information. Nurse signature:			

2019-06-01

Declare your child's Indigenous Identity





Why Declare?

- Your declaration helps school divisions enhance services and supports for Indigenous students.
- Providing this personal information is voluntary and optional. Information collected through IID is protected under *The Freedom of Information and Protection of Privacy Act (FIPPA)*.





Contact Information

For more information about the Indigenous Identity Declaration, please contact your child's school office or the Indigenous Inclusion Directorate at **204-945-1416** or Toll Free in MB at **1-800-282-8069** (ext. 1416).





Frequently Asked Questions

I'm a First Nation member and my partner is Métis. Which box do I check?

For families who have multiple ancestral/cultural backgrounds, choose what is most relevant for your family. For more details, please see the IID descriptions provided or visit edu.gov.mb.ca/aed/ abidentity.html.

I'm Indigenous but I don't speak any Indigenous languages. Do I still check any boxes?

YES. The linguistic identifiers refer to ancestral/ cultural identity, NOT your ability to speak a specific Indigenous language. Select the identifier that best reflects your identity.

My Indigenous child is adopted but our family is not Indigenous. Which box do I check?

Check the box most appropriate for your child's Indigenous identity. For more details, please see the IID descriptions provided or visit edu.gov. mb.ca/aed/abidentity.html.

I moved to Manitoba from another province/state and my language is not on the IID list. Which box do I check?

IID lists the majority of the languages spoken in Manitoba. If your language is not listed, check the box labeled "other". You may then indicate the language spoken in the space provided or, if unknown, select "uncertain".

There are so many languages to choose from and my language is spelled differently than those listed. Are they likely the same?

Yes, they are likely the same. There are various ways of spelling the major language groups. For example, Ojibwe can also be spelled Ojibway or even Ojibwa. The same can be said of Inuktituq. It can also be spelled Inuktitut. Both are considered the language spoken by the Inuit.

I declared my child's Indigenous identity a couple of years ago. Do I need to declare my child every year?

No. The IID declaration form is provided to parents or guardians every year the child is enrolled in the Manitoba provincial school system. However, if you have already declared your child in a previous year, you do not need to declare your child again.

If your child is new to the provincial school system, or if you need to make changes to the declaration, you can obtain a declaration form any time from the school office.

We've moved to a different school/school division. Do I need to declare my child again?

No. If you have already declared your child in a previous year, you do not need to declare your child again. Your child's information will remain in the database throughout the child's education in the Kindergarten to Grade 12 provincial school system.

Contact Information

For more information about the Indigenous Identity Declaration, please contact your child's school office or the Indigenous Inclusion Directorate at:

Indigenous Inclusion Directorate 510 Selkirk Ave

Winnipeg, MB R2W 2M7 Phone: 204-945-1416

Toll Free MB: 1-800-282-8069

Ext. 1416

Email: richard.perrault@gov.mb.ca

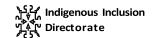
Declare your child's **Indigenous Identity**



Indigenous Identity Declaration:

A Guide for Parents and Guardians







Manitoba Education and
Training is committed toward
excellence in Indigenous
education, a key component of
public education. Indigenous
Identity Declaration (IID)

provides parents and guardians of Indigenous students the opportunity to declare their children's Indigenous identity within Manitoba's school system. The term Indigenous comprises Canada's First Peoples within the boundaries of present-day Canada and includes Métis peoples. Providing IID information is voluntary.

Why Declare?

IID helps direct programs, resources and services to Indigenous students

Manitoba Education and Training is committed to supporting the academic success of Indigenous students. Your declaration helps school divisions enhance services and supports for Indigenous students. By declaring, your child (children) receives the appropriate support and programming they may need.

IID information is accurate and secure

IID provides accurate and detailed school level information and is recorded by schools and reported yearly to Manitoba Education and Training. Additionally, this information is combined to give a school division and

provincial summary. Information collected through IID is protected under The Freedom of Information and Protection of Privacy Act (FIPPA).

Identifier Descriptions

After extensive engagement with Indigenous groups across Canada, Statistics Canada has proposed a standard approach to collecting Indigenous Identity information in Canada.

The following descriptions are applicable when completing the Indigenous Identity Declaration:

- ABORIGINAL Section 35 (2) of Canada's Constitution Act 1982 defines "Aboriginal" as Indian [First Nation], Inuit and Métis peoples of Canada.
- FIRST NATION— (North American Indian) Indigenous people who identify as First Nation include registered/status/treaty and non-status/ non-treaty Indians. (ex: the Dakota people of Manitoba who do not have treaties with the Crown may still identify as First Nations people.) First Nations people identify with the nation to which they belong. There are five First Nations cultural and language groups in Manitoba Cree, Ojibway, Dakota, Dene and Oji-Cree.
- **METIS**—people of mixed First Nation and European or Canadian ancestry identify as Métis people.
- INUIT—people of Arctic Canada (primarily Churchill in Northern Manitoba, Nunavut, Northwest Territories, Northern Labrador, Northern Quebec and Northern Manitoba). Identify as Inuit.

Language/Cultural Identifiers

The following descriptions for the distinct groups in Manitoba may help when completing the Indigenous Identity Declaration

• ANISHINAABE (Ojibway/Saulteaux) — This refers to

people of the Algonquian language family who identify with Odawa, Ojibwe/Ojibway/ Saulteaux and Chippewa.

- ININEW (Cree) This refers to people of the Algonquian language family who identify with Cree dialects (Swampy Cree/Ininimowin, Woods Cree/Nihithawiwin and Plains Cree).
- **DENE** (Sayisi) This refers to people of the Athapaskan language family who identify with the distinct groups of Dene (T'Suline Dene and Sayisi Dene).
- **DAKOTA** This refers to people of the Siouan language family who identify with Assiniboine, Dakota, Lakota and Nakoda.
- OJI-CREE This refers to people whose language and culture come from mixed Ojibwe and Cree traditions, but are generally considered a distinct nation from either of their parent groups. They are considered one of the component groups of Anishinaabe, and reside primarily in a transitional zone between traditional Ojibwe lands to their south and traditional Cree lands to their north (in northeastern Manitoba, this refers to the Island Lake region).
- **MICHIF** This refers to people of the Métis Nation who may speak the Michif language which is a mixed Cree or Ojibway and French.
- INUKTITUT- This refers to people of distinct Inuit language families (Inuvialuktun, Inuvinnaqtun, Inuittitut, and Inuttut).
- OTHER (please indicate if not on the list above) This refers to Indigenous people who do not identify with any of the above linguistic/cultural descriptions in Manitoba (e.g. an Indigenous person from another province who does not identify with the above descriptions distinct to Manitoba may declare as Other, for example Mohawk).

Declare your child's Indigenous Identity

Questions and Answers for Parents and Guardians

1. What is Indigenous Identity Declaration?

Indigenous Identity Declaration (IID) is an opportunity for parents/guardians of Indigenous students to declare their child's Indigenous identity within Manitoba's Kindergarten-Grade 12 provincial school system usually at time of registration. IID information received from parents/guardians is entered into a database by the school office and is then reported yearly to the Department of Manitoba Education and Training.



2. Why are Indigenous students being asked to declare their ancestral/cultural background?

IID helps direct resources to Indigenous students to help them succeed. Manitoba Education and Training is committed to supporting the academic success of Indigenous students. Your declaration helps school divisions enhance services and supports for Indigenous students. By declaring, your child (children) receives the appropriate support and programming they may need.

3. Statistics Canada collects this information. Why are parents/guardians being asked to provide information to the school?

Aboriginal identity refers to whether the person reported identifying with the Aboriginal peoples of Canada. This includes those who reported being an Aboriginal person, that is, First Nations (North American Indian), Métis or Inuk (Inuit) and/or those who reported Registered or Treaty Indian status, that is registered under the Indian Act of Canada, and/or those who reported membership in a First Nation or Indian band. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, Section 35 (2) as including the Indian, Inuit and Métis peoples of Canada. The key data sources for statistics on Aboriginal people comes from the Census, which collects information on the language spoken at home, mother tongue and knowledge of language

IID provides accurate and detailed school level information and is recorded by schools and reported yearly to Manitoba Education and Training. Additionally, this information is combined to give a school division and provincial summary. Information collected through IID is protected under *The Freedom of Information and Protection of Privacy Act (FIPPA)*.

4. I'm a First Nation member and my partner is Métis. Which box do we check?

For families that have multiple ancestral/cultural elements, choose what is most relevant for your family. For more detail, please see the IID identifier descriptions provided on the website at www.edu.gov.mb.ca/aed/abidentity.html.

5. I know I'm Indigenous but I don't speak any Indigenous languages. Do I still check any boxes?

YES. The linguistic identifiers refer to ancestral/cultural identity, NOT your ability to speak a specific Indigenous language. Select the identifier(s) that best reflect your identity. If you are still unsure what to choose, you can check the "Other" linguistic category, and write "uncertain" in the space provided.





- 6. My child is adopted and Indigenous, while our family is not Indigenous. Which box do I check? Check the box most appropriate for your child's Indigenous identity. For more details, please see the IID descriptions provided or visit edu.gov.mb.ca/aed/abidentity.html.
- 7. I moved to Manitoba from another province and my language/culture identifier is not on the IID list. Which box do I check?

As the list of languages spoken by Indigenous people in North America is quite large, the IID uses the majority of the languages spoken in Manitoba. If your language is not listed, please check the box labelled "Other". Then you may indicate the language(s) spoken in the space provided (if known, write the language, or if unknown, write "uncertain").

8. There are so many languages to choose from and my language choice is spelled differently than I remember it being spelled. Are they likely the same?

Yes. They can be considered the same for the purposes of the IID. There are many different ways of spelling the major language groups. As an example, the word Ojibwe can be spelled, Ojibway and Ojibwa. The same can be said of Inuktituq. It can also be spelled as Inuktitut. Both are considered to be the language spoken by the Inuit people.

9. I've already declared my child a couple of years ago. Do I need to declare my child every year? No. If you have declared your child in the past, you won't need to declare your child every year.

The school office will provide IID information to parents/guardians every year as Indigenous identity is not assumed. Also, sometimes the information parents/guardians provide the school may need to be updated, such as if a child is new to the provincial school system, or if changes were made to the list of IID identifiers. If your child is new to the provincial school system, or if you

need to make a change to the declaration you had previously provided for your child, then a declaration form can be obtained from your child's school office

at any time.

10. We've moved to a different school in a different school division. Do I need to declare my child again?

No. If parents/guardians have declared their child's Indigenous identity in the past, the declaration information will remain in the database throughout the child's education in the Manitoba K-12 provincial school system.

11. I've registered and/or they know my Indigenous identity at a First Nations school. Do I still need to identity at a provincial school?

Yes. Your Indigenous identity may not be provided by the First Nations school where you attended. We are asking that you please self-identify when registering at a provincial school.

12. Will my band lose funding for schools in my home community if I self declare my child in a Manitoba public school?

By self declaring your child or children your home band or community will not lose any funds. Public school funding and federal schools funding is not connected or related in any way to self declaring your child or children and will not result in any lose of funds.





Is your child ready for Kindergarten?

Kindergarten may be the first big step beyond the home for your child and you! It may be the first time your child will face a routine. It may also be the first time your child will be with other children for an entire day.

What will your child need to know for that first time at school? Here are some suggestions:

- 1. **How to listen and follow directions.** Directions can be taught at home by always calling your child by name and having him or her follow two- or three- step instructions, such as "Laura, get the crackers and put them in a bowl, please."
- 2. **Location words.** Words such as "on, under, in, out, beside, behind, in front" can be taught in many everyday activities. For example, "Look under your bed."
- 3. **Size and shape words**. Words such as "big, little, tall, and short" or "circle, square, and triangle" are important details in many conversations. For example "I want the blue shirt." or "I cut a square."
- 4. *Time and quantity words.* A family calendar helps your child to learn about the "number of sleeps" before an event. Counting cutlery while setting the table, or counting the number of shoes in the closet, are some ideas for learning quantity. Other examples are, "Let's put more gas in the car." "We ate all the potatoes."
- 5. **Colour and description words.** Introduce one colour at a time when your child is first learning colours. Try using colours to describe objects of interest to your child. Teach textures with a touch-and-feel book. You can also ask your child to compare the textures of different objects found in your house.

Together, you can make a scrapbook of your child's new words. The scrapbook will help your child learn by encouraging him or her to use these new words in his or her everyday life.

The First Day at School

Your child's first day at school will be very exciting, but possibly frightening. Knowing how to do the following activities will make that first day much easier:

- 1. Telling an adult his or her first and last name, and his or her parents' names.
- 2. Telling an adult his or her phone number and address.
- 3. Knowing the way to school or what bus to get on.
- 4. Printing his or her name.
- 5. Tidying up toys after playing with them.
- 6. Clearing his or her dishes from the table.
- 7. Going to the bathroom, flushing the toilet and washing his or her hands.
- 8. Putting on his or her shoes and tving the shoelaces.
- 9. Taking off his or her sweater or jacket, and then putting it back on, and zipping or buttoning it.
- 10. Listening quietly while someone reads.

Reading Skills

Although your child is not expected to be able to read when he or she gets to kindergarten, you can teach your child some reading skills that will make it easier to learn to read. Here are some basic ideas:

- Your child should be able to recognize rhyming words, and play rhyming games with you. Reading books with lots of rhymes is a good way for your child to learn about rhyming.
- 2. Your child should be able to recognize some letters, such as the beginning letter of his or her name, or the first letter of some familiar words.
- 3. Your child should be able to "read" some short stories, for example repeating a favourite story as you read it or telling you a personal version of the story as you flip through the book.
- 4. Your child should recognize the front and back of a book, and have it right side up when he or she reads.

For more information, contact the Manitoba Speech and Hearing Association.

Things for You to Do Before Kindergarten Begins

July:

- Make a sandwich and cut it into 4.
- Pull 10 weeds.
- Print your name.
- Count the beds in your house.
- Look for a lady bug.
- Find your hips, knees, ankles, elbows, waist, and wrist.
- Name 4 things larger than a table.
- Help fold the towels and put them away.
- Name all the things you would take on a picnic.
- Count the stones you put into your sand pail.
- Trace your hands.
- Help Mom or Dad post a letter.
- Skip across the yard.
- Draw a circle, triangle, and a square.
- Sing the alphabet song.

August:

- Get dressed by yourself.
- Ask for an old blanket and make a tent.
- Cut out pictures of food you like from an old magazine.
- Make your bed.
- Draw a picture of the people you love.
- Help Mom or Dad put away the groceries.
- Count 20 dimes/counters.
- Get Mom or Dad to dump out the cutlery drawer so you can sort.
- Set the table for supper.
- Name 10 things smaller than a book.
- Phone a friend.
- · Learn your telephone number and address.
- Learn your birthday.
- Count all the days until school starts.
- Cut out yellow things from a magazine.
- Plan what you are going to wear for the first day of school.



Are We Ready?

Research tells us that children who begin school ready to learn will have future successes in learning throughout their lives. But how do we help children get this best start to school? The answer is what societies have known for generations – it takes a village to raise a child.

Ready parents and families, ready communities and schools and ready governments and leaders, working together, will promote the best possible outcomes for Manitoba's children. And through the Early Development Instrument (EDI) – Manitoba's method for measuring the readiness for school of children as they transition from Kindergarten to grade one – we can tell how ready we are in supporting our next generation. For information on Manitoba's EDI results, visit: www.gov.mb.ca/healthychild/edi

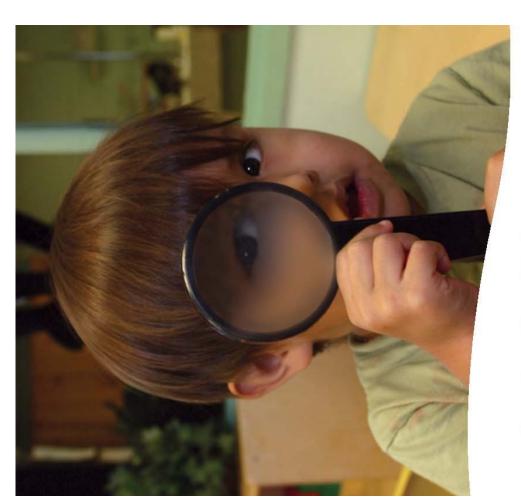
READY PARENTS AND FAMILIES

PEADY COMMINDUITIES AND SCHOOLS

READY GOVERNMENTS AND LEADERS

READY CHILDREN

HEALTHY CHILD MANITOBA 3rd floor-332 Bannatyne Avenue Winnipeg, Manitoba R3A 0E2 Phone: 204-945-2266 Toll free: 1-888-848-0140 Fax: 204-948-2585 E-mail: healthychild@gov.mb.ca manitoba.ca/healthychild Healthy Child Manitoba Putting children and families first Manitoba Manitoba



Ready, Set, Go!

Your child is learning the skills needed for Kindergarten long before the first day of school. It is never too early – or too late – to help your child gain the physical,

social, emotional, literacy, numeracy and communication skills they will need. This booklet will show you how to give your child the best start for school.

et, Go!



Is my preschooler ready for Kindergarten?

Being ready for Kindergarten involves more than literacy skills. Your preschooler will need skills in all areas of development for the best start to school.

Literacy and numeracy skills include: showing interest in books and

Physical skills include:

recognizing some letters like those on a stop sign or in their own name

beginning to print their own name

showing interest in numbers and

counting

- holding and using a pen, crayons, scissors
- climbing stairs independently
- using the washroom independently
- putting on and taking off outdoor clothing and shoes

concepts such as yesterday, today

and tomorrow

understanding simple time

Communication skills include:

- showing interest and curiousity about the world
- asking questions about what they see and hear
- taking part in imaginative play
- listening to and telling stories
- asking for help

Social and emotional skills include:

- usually getting along with other children
- helping and sharing with others
- following rules and short two-step instructions
- learning to take turns
- showing curiousity about new ideas

Is my preschooler ready for Kindergarten?

Ready Preschoolers: Tips for parents and caregivers



Art and Music

Introduce preschoolers to the world of art and music and they will gain creativity, independence and confidence.

- Art supplies such as crayons, pencils, children's scissors, glue, scrap paper and old magazines provide preschoolers with the tools to create their own masterpieces.
- Expose preschoolers to the many beautiful kinds of music. Encourage them to create their own music and dances with bells, drums and shakers.





Taking Care of Yourself

Parenting is the most rewarding job you'll ever know, but it also comes with many challenges and pressures. To be the best parent you can be, you must take care of yourself.

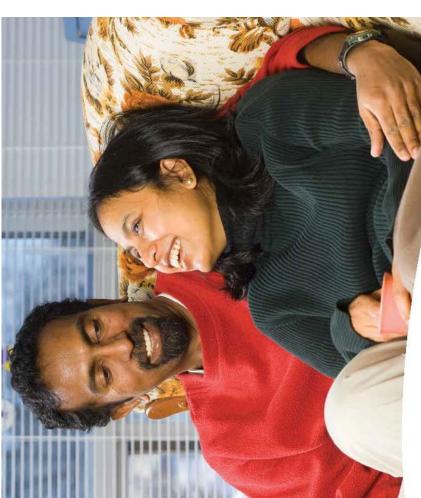
- Slow down too many structured activities for your child will wear you both out.
 Play at home is just as important for children's development.
- Take time for yourself sleep, regular exercise and healthy eating are essential to your health, and these healthy habits are important to model for your child.

• Find support - all parents can benefit from parenting support networks and programs, and there are many to choose from to best suit your needs.

To find out more about the programs being offered in your community visit: www.gov.mb.ca/healthychild/parentchild



Taking Care of Yourself



Different Cultures and Traditions

Expose preschoolers to the many different cultures and traditions in our world and they will gain the important skills of understanding, empathy and social responsibility.

Explore with your preschooler the different cultures that make up our world. Across the province and all year round, you can find pow wows, museums, outdoor concerts, theatre, festivals and more.

See Manitoba's calendar of cultural events at: www.travelmanitoba.com or phone the Multiculturalism Secretariat at 204-945-5692.





Juality Time

The most important thing you can do as a parent is to create quality time between you and your preschooler. Quality time means giving your child your full attention—talling with them, showing interest in their stories and showing them how much you love them. Quality time is fun for both of you; it's a natural way of teaching children the skills they need for school.

Life is busy, and some days it may feel like a struggle to set aside quality time with your preschooler. But don't worry – quality time with your child can happen anywhere, anytime.

 In the car, on a walk or on the bus, sing songs together, count, talk about what you see in your neighbourhood or

play the game I Spy.

- Meal time whether making dinner together or eating together – mealtime is a great time to talk with preschoolers. Ask questions about their day, listen and focus your attention on them as they tell you their stories.
- Bath time is a special time to connect and relax as they play in the tub. Praise them for something they learned that day and tell them how much you love them.
- At bed time cuddle, read or sing with preschoolers, and end the day in a happy and positive way.



Oursline Time

Different Cultures and Traditions





Creative Play

Creative play is a natural environment for learning. Children's books, fridge magnet letters and numbers and building blocks help your preschooler develop literacy and numeracy skills, while having fun!

 Provide preschoolers with safe tools and spaces for them to build, create and use their imagination. You don't need to spend money on expensive toys, the things you have around the house work great. You can use household items like pots and pans, plastic containers, small tins, wooden spoons, cushions, etc. – all make great building toys for creative play.

- Encourage your preschooler to play dress-up. Garage sales are great places to find costumes and dress-up clothes.
- Encourage preschoolers to play teacher with their favourite books and a 'classroom' of stuffed toys or dolls.
- Bake cookies, muffins or bannock together. Let your preschooler help measure out the ingredients with you to learn numeracy skills.





IV Tips

Research shows that child ren under two years old should have no screen time (TV, videos, video games). The first two years of a child's life are a critical time for brain development, and TV, videos and video games get in the way of exploring, learning and playing with other children, parents and family members.

- Know what your preschooler is watching choose certain stations that don't play commercials during children's programs, and select children's videos and games that are educational as well as entertaining.
- Watch your preschooler's favourite show together talk together about the show and build your child's communication skills.

- Use your preschooler's favourite TV character to your advantage find books or puzzles based on their favourite characters to get them interested in reading and learning.
- Don't let your preschooler watch adult programs (newscasts, crime dramas, soap operas). Research shows that children might actually be absorbing these scenes. Watch adult programs when infants and young children are not around or have gone to bed.





Outdoor Play

A child gains so much from outdoor free play. Organized activities are important, but so is outdoor play. And it's free!

- Always supervise your preschooler to make sure they don't wander away, and that they're safe, but give them some freedom to explore these safe places.
- Spring is a time of bloom. Plant a garden with your preschooler. So much about nature can be learned by helping you plant seeds and watching them grow and bloom. If you live in an apartment, windowsill gardens are lots of fun!
- Summer and autumn are great times for exploring nature with your preschooler. Walk around your neighbourhood, play in the sand, take nature walks, look for 'treasure,' build an inukshuk, jump in the leaves.
- Winter may be a tempting time to stay indoors, but it is a great time for outdoor free play and the more you move, the warmer you stay! Build a snow fort, a quinzhee, or snowperson. Or try tobogganing, snowshoeing or skating.



Family and Community

As a parent, you are your child's first teacher, but relationships with family members, elders, neighbours and other children provide your preschooler with experiences to learn from others.

- Family visits provide you with the support you need as a parent and provide your preschooler with opportunities to play with other children and family members.
- Parent-child play groups provide great opportunities to meet other parents and provide your preschooler with time to play with other children.



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Turtle River School Division - Administrative Procedure

Section H – Transportation & Vehicles Bus Ridership

These rules are to be supplied to all parents by schools at the beginning of each school year, or when a new student enrolls.

I. GENERAL RULES:

These rules apply to regular bus passengers, as well as non regular passengers who utilize a Turtle River School Division school bus.

- Misbehavior of any kind will NOT be tolerated. Students who misbehave may be denied the privilege of riding on the school bus by the principal. (Manitoba regulation P25OR10)
- 2. Each bus driver, in cooperation with the principal, shall establish a seating plan for his/her bus.
- 3. A seating plan shall be displayed on the bus.
- 4. In the event of an accident, students will be subjected to a medical examination.
- 5. Provincial regulation respecting school bus states, "No school bus, while transporting children, shall be used to carry any animal, firearm, explosive, inflammable liquid, or anything of a dangerous or objectionable nature, or any article likely to endanger the safety of the passengers." The purpose of this regulation is to protect the passengers and avoid introducing hazardous items into a non-hazardous environment. Carry on items are restricted to those items that can be adequately managed by each passenger, in his/her assigned seating place.
- 6. On extra curricular trips, supervising passengers shall be the responsibility of the supervising teacher as well as the bus driver.
- 7. Parents will be notified if there is misconduct on the bus. If students behaviour is unsatisfactory, students may be denied bus riding privileges.
- 8. No driver of a school bus shall smoke, drink, eat or perform acts that may detract him and her from driving safely.
- 9. The rear door shall be used for emergency purposes only.
- 10. Students shall cooperate with the monitors on their bus. Monitors are the driver's helpers and it is their duty to help make the ride to and from school a safe one for all students.

II. STUDENT/PARENT RESPONSIBILITY

- 1. Notify the driver if the student will not be traveling on the bus at a particular time. Repeated negligence on the parent's part will cause the driver not to pick up the student after the last absence.
- 2. Students should dress according to weather conditions. In winter, rural students or students taking part in extra curricular bus trips should be prepared for sudden

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Turtle River School Division - Administrative Procedure

Section H – Transportation & Vehicles Bus Ridership

- storms or emergency situations. Students should wear snow boots and other warm clothing.
- 3. Parents have the option to keep their children at home it they feel weather conditions are too severe. The driver shall be notified if the child will not be riding the bus.

Resolution No. 7 June 28,2012

A. PREVIOUS TO LOADING – ON THE ROAD AND AT THE SCHOOL, STUDENTS SHALL:

- 1. Be on time. Help keep the bus on schedule.
- **2.** Stay off the road while waiting for the bus. Bus riders should conduct themselves in a safe manner.
- **3.** Wait until the bus comes to a COMPLETE STOP before attempting to board. Line up in a single file and board the bus in an orderly manner.
- **4.** Use the handrail and watch their step while boarding the bus.
- **5.** Be courteous, and not take advantage of other students in order to get to and from their seat.

B. WHILE ON THE BUS STUDENTS SHALL:

- 1. Sit on the seat assigned to them by the bus driver and remain seated until they have reached their destination.
- 2. Not open the bus windows unless the driver has given permission.
- 3. Keep their head and hands INSIDE the bus at ALL times.
- 4. Refrain from talking and laughing loudly. Unnecessary confusion diverts the driver's attention and may result in a serious accident.
- 5. Not eat and drink on the bus.
- 6. Remain IN the bus in case of road emergency, unless directed to follow the Emergency Evacuation Procedure.
- 7. Keep absolutely "QUIET" when the bus is stopped at a railroad crossing.
- 8. NOT throw anything out of the window.
- 9. Assist in keeping the bus safe and sanitary at all times. Students shall place all refuse in the garbage container provided.
- 10. NEVER tamper with the bus or its equipment.
- 11. Treat the bus equipment as valuable furniture in their home. Offenders may be required to pay for damage to seats or any bus equipment.
- 12. Be courteous to fellow students, the bus driver and other people they may encounter.

C. AFTER LEAVING THE BUS STUDENTS SHALL:

1. Help look after the safety and comfort of the small children.

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Turtle River School Division - Administrative Procedure

Section H – Transportation & Vehicles
Bus Ridership

- 2. Cross the road at least 10 feet in FRONT of the bus, after having checked that no traffic is approaching and after the driver has given the "ALL CLEAR" signal to cross.
- 3. Students who live on the same side of the road as the bus stop shall move clear of the bus (approximately 6 feet) before the bus pulls away.

THESE RULES APPLY TO EXTRA CURRICULAR ACTIVITIES AS WELL AS REGULAR BUS TRIPS!!!

February 6, 1990, Resolution No. 9 June 28, 2012

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