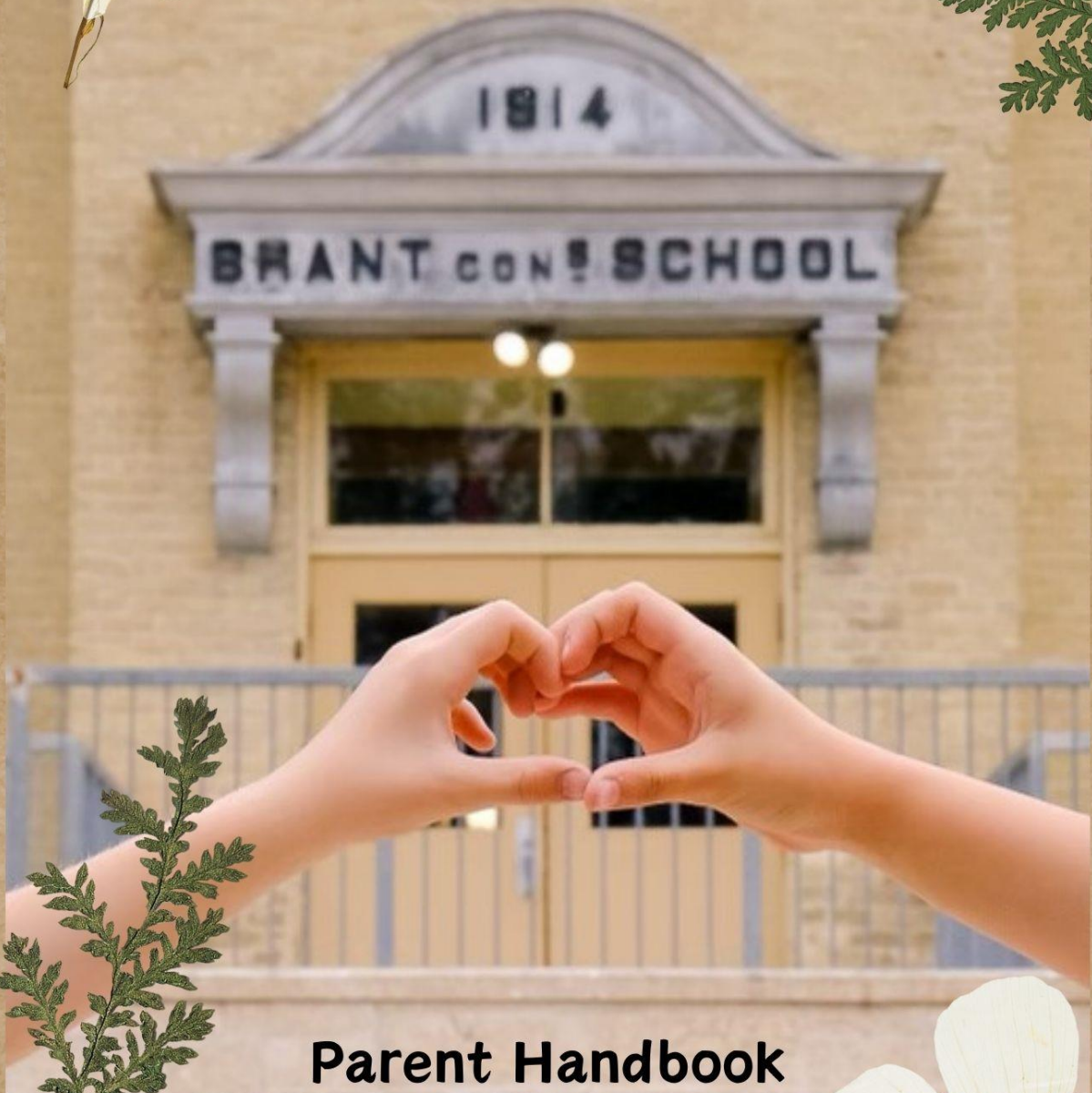




Brant-Argyle School



Parent Handbook



"Small school, big hearts."





INTERLAKE SCHOOL DIVISION
192 - 2nd Ave. N.
Stonewall, Manitoba
ROC 2Z0

www.isd21.mb.ca

SUPERINTENDENT / CEO: Margaret Ward

ASSISTANT SUPERINTENDENT: Tyler Moran

STUDENT SERVICES ADMINISTRATOR: Michelle Procter

SECRETARY TREASURER: Melanie Mousseau

OPERATIONS SUPERVISOR: Anthony Cornwell

TRANSPORTATION SUPERVISOR: Jaret Thiessen

Please see www.isd21.mb.ca for additional

EDUCATIONAL SUPPORT SERVICES AND A CURRENT LIST OF THE BOARD OF TRUSTEES

BRANT-ARGYLE STAFF LISTING 2024-2025

PRINCIPAL – Mrs. M. Jeffery

ADMINISTRATIVE ASSISTANT

Ms. T. Baldwin

CUSTODIAN

Mr. Darren Karlenzig

TEACHING STAFF

Mrs. K. Friesen – EAST

Ms. K. Tomyk/Mrs. C. Corbett - SOUTH

Mr. J. McTavish – NORTH

STUDENT SERVICES

Mrs. M. Jeffery (Learning Support Teacher)

Ms. K. Tomyk (School Counsellor)

EDUCATIONAL ASSISTANTS

Ms. S. Nault

Ms. M. Fenske

Ms. R. Lucier

BUS DRIVERS

Mr. Bill Clapham

Mr. Rick Overton

TEACHING ASSIGNMENTS

Mrs. K. Friesen

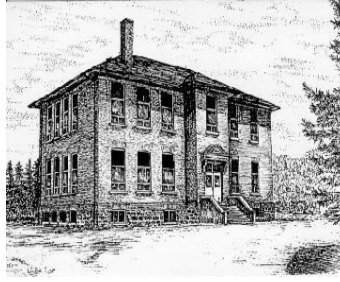
Integrated Subjects: Early Years Program (K-2)

Ms. K. Tomyk

Integrated Subjects: Early years Program (3-5)

Mr. J. McTavish

Integrated Subjects: Middle Years Program (6-8)



Our Beliefs

We believe that students can learn to manage their own behaviour. Mistakes are an opportunity for learning and growth. **Restitution** creates a balance that allows students to fix their mistakes in order to be strengthened from the experience.

Restitution is a process by which our students learn self-discipline. *Restitution is owning up to a mistake and finding a way to fix it.* It is based on the opinion that people are internally motivated. The goals are always related to how we feel about, and see ourselves. **Restitution focuses first on the person.** We then ask the person to self-assess their behavior and how their behaviour affects our community.

We have five understandings that guide our discussion with students and decisions about behaviour:

- **Be Safe**
- **Be Kind**
- **Be Honest**
- **Be Respectful**
- **Have Fun**

We manage issues that arise on a **case-by-case basis**. We aim to implement natural consequences that suit the behaviour, whenever possible, while incorporating elements of restorative justice and education. We believe these are important factors in creating long term change and facilitating growth.

Behaviour Protocol:

Please refer to the new behaviour protocol (included here) for a list of actions and possible consequences related to negative behaviours.

Please see <http://isd21.mb.ca/pdfs/Behaviour%20Management%20Model.pdf> for more on Interlake School

Division's policy on behavior.

LEVEL ONE BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS:	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO):
<ul style="list-style-type: none"> • Disrupting learning time. • Fooling around in class or hallway. • Not following directions. • Inappropriate language or swearing. • Roughhousing (shoving, jumping on people, playfighting). • Cell phone/smart watch use 	<ul style="list-style-type: none"> • Problem-solve with the staff member who is there, the classroom teacher will be notified. • Classroom teacher documents behaviour and consequence. • Home contact will be made when necessary. • Chronic level 1 behaviours may be addressed as level 2. • Repeated behaviours will result in consultation with administration. 	<ul style="list-style-type: none"> • Making a plan with the teacher or staff member to change problem behaviour. • Missing a recess or preferred class (as opposed to learning time) to get caught up on work or to reflect on and discuss solutions to problem behaviour. • Altered recess (loss of bushes, hard top only, etc.)

LEVEL TWO BEHAVIOURS

BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS:	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO):
<ul style="list-style-type: none"> • Disrespecting staff. • Disrespecting school property. • Lying to the detriment of others. • Physical contact to the detriment of others. • Loitering/hiding in the bathrooms, changerooms or outside. • Stealing. • Mean teasing or taunting. • Inappropriate use of technology. • Being a bystander in an unsafe or inappropriate situation (failure to get help). • Chronic level 1 behaviours. 	<ul style="list-style-type: none"> • Problem solve with the staff member who is there, and the classroom teacher will be notified. • Classroom teacher documents behaviour and consequence. • Home contact will be made. • Will be referred to administration if behaviours are chronic. 	<ul style="list-style-type: none"> • Parent contact. • Missing/altered recess (see above). • Cleaning or fixing messes that are made or items that were broken. • Privileges such as sports, technology, field trips, etc. taken away for a period of time. • Meeting with the staff, students and/or principal to resolve issues. • Creating collaborative behaviour agreements with the teacher, student, parent and/or principal. • Reflection or guidance time with the counselor. • Working outside the office or in the learning support room for a period of time. • Half or full day in-school suspension.

LEVEL THREE BEHAVIOURS BEHAVIOUR EXAMPLES, INCLUDING BUT NOT LIMITED TO:	PROCESS:	POSSIBLE CONSEQUENCES (INCLUDING BUT NOT LIMITED TO):
<ul style="list-style-type: none"> • Repeated physical intimidation. • Repeated verbal intimidation. • Violent threats. • Fighting. • Vandalism of school property (including items broken in anger). • Theft on a large scale. • Physical contact of a sexual nature. • Chronic level 2 behaviours. <p>Severe Examples:</p> <ul style="list-style-type: none"> • Weapons • Smoking/drugs/alcohol. 	<ul style="list-style-type: none"> • Automatic referral to administration. • Home contact. • Contact with authorities, as required. 	<ul style="list-style-type: none"> • 1 - 5 day in or out of school suspension. • Missing/altered recesses (see above). • Cleaning or fixing messes that were made or items that were broken. • Privileges such as sports, technology, field trips, etc. taken away for a period of time. • Meeting with the staff, students and/or principal to resolve issues. • Reflection or guidance time with the counselor. • Working outside the office or in the learning support room for a period of time. • Behaviour and/or safety plans made in collaboration with administration, staff, school social worker and/or mental health clinician, parents and students. • Modified school schedule.

The School Planning Process

Brant-Argyle School communicates with parents in person, through positive home contacts (to stay in touch with the families who are not at our school regularly), via the school newsletter, and through social media such as Facebook and with messages on our new community sign. Monthly, we meet with our active BAPAC (Brant-Argyle Parent Advisory Council). During an open house in September and Student Showcase evening in March, we ask parents for written feedback or wishes for our school.

School Focus Areas for 2024-2025 are Accessibility, Equity and Responsiveness. Please see our website (<https://argyle.interlakesd.ca/>)

SCHOOL PROGRAMS

As soon as you enter Brant-Argyle School, you will notice that nature and natural materials are woven into the learning experience. Our multilevel program encourages collaboration, communication, and exploration through the use of materials such as plants, stones, wood, and clay. Natural objects are found throughout hands-on centers, meeting places, and in children's artwork. When students are not indoors, they are exploring and learning on the beautiful Prime Meridian Trail, in the forest, or in the gardens. Taking the classroom outside in this way supports creativity, imaginative play, and problem solving.

These nurturing, natural spaces meet the diverse needs of all learners and consider the whole child: the social, emotional, and intellectual development. Connections are made in a meaningful way and build a strong base for future learning.

FULL DAY KINDERGARTEN – AN OVERVIEW

In the early years the school curriculum provides the opportunity for children to acquire fundamental skills essential for their continuing education and the knowledge and attitudes necessary for self-development and participation in the wider society. Learning, however, cannot exist apart from the environment created for it. An environment that recognizes the rights and needs of others and stresses trust and respect for the individual enables the child to grow in self-confidence, self-discipline, self-direction, cooperation, independence, and responsibility.

A major responsibility of the school, therefore, is the development and maintenance of a learning environment that fosters the child's creativity, motivation, and confidence, as reflected in the child's increasing ability to:

1. Cooperate responsibly with peers and adults
2. Demonstrate independence while respecting the rights and feeling of others
3. Accept errors as a natural part of the learning process
4. Demonstrate self-discipline in relationships and in the performance of tasks
5. Derive a feeling of accomplishment and satisfaction from the school experience
6. Search for and recognize beauty and value in humans
7. Demonstrate an acceptance and understanding of bodily changes
8. Cope responsibly and comfortably with change

The learning strategies and activities selected should seek to:

1. Diversify the activities of the child to provide for development from all points of view – intellectual, emotional, social, physical, and moral
2. Encourage each child to view learning as a process of discovery
3. Use real experience of simulations to build and extend the child's experience
4. Relate activities to the learning goals of the student
5. Encourage an integration of learning goals

The Kindergarten Full Day Multilevel Program enables early learners to quickly adjust to routines, giving students additional confidence at school. The classroom activities focus on various themes throughout the year.

SCHOOL AGE PROGRAMS

LITERACY IN THE EARLY YEARS

Language Arts provides children with experiences that develop language. The environment stimulates interest in language and books and seeks to expand the child's experiences to increase vocabulary and concepts. The program develops basic cognitive, perceptual and physical competencies necessary for reading.

Oral Language Development

- Expresses thoughts and ideas clearly
- Awareness of rhyming words
- Awareness of beginning sounds
- Recites the alphabet

Reading

- Front to back of book
- Left to right progression
- Awareness of what a word is
- Distinguishes letters / numbers

Listening

- Interest in hearing stories
- Exposure to children's literature
- Comprehends and predicts events in a story
- Exposure to decodable reading books with language patterns

Writing

- Ability to recognize name in upper and lower case letters
- Writes name using both upper and lower case letters
- Recognition of all upper and lower case letters
- Lots of exposure to written words
- Opportunity to make journals, books, etc.
- Develop fine motor skills for colouring, cutting, and printing



LITERACY in Grades 4-8

The English Language Arts program is geared to enable students to understand and appreciate language.

There are five (5) general learning outcomes that are broad statements identifying the knowledge, skills and strategies, and attitudes that students are to become increasingly competent with throughout their school career.

The outcomes include being able to:

- explore thoughts, ideas, feelings, and experiences
- comprehend and respond personally and critically to oral, literary, and media texts
- manage ideas and information
- enhance the clarity and artistry of communication
- celebrate and build community

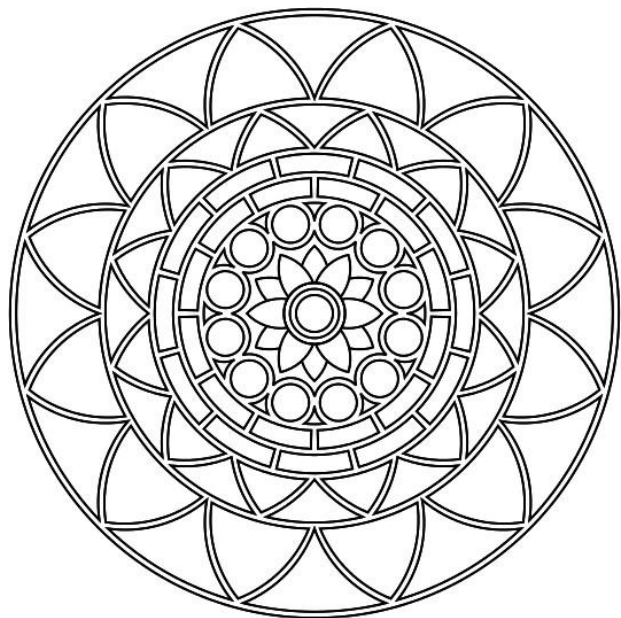
Each of the aforementioned outcomes is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representary experiences. Language Arts in the multi-level classroom is integrated into all other subject areas. ELA outcomes are met as it is the basis by which all learning and assessment occurs.

NUMERACY in the EARLY YEARS

The mathematics curriculum centers around a “Hands On” approach. This helps to develop thinking skills and to internalize concepts before moving on to higher level thinking abilities.

The Grade 1-8 Mathematics program is composed of four (4) strands:

1. Patterns and Relations
 - patterns
 - variables and equations
 - relations and functions
2. Statistics and Probability
 - data analysis
 - chance and opportunity
3. Shape and Space
 - measurement
 - 3-D objects and 2-D shapes
 - transformations
4. Number
 - number concepts
 - number operations



Along with these strands, there is an emphasis on problem solving and mental math, which is to be woven among all four strands. It is the intent of the math program to prepare students to use

mathematics confidently to solve problems, communicate and reason mathematically, appreciate and value mathematics, and ultimately, become lifelong learners and mathematically literate adults.

SOCIAL STUDIES / SCIENCE

These programs are designed to help the students come to a greater understanding and appreciation of the world in which we live.

Although integrated, assessment procedures directed toward the new provincial report card will allow assessment to be shown as a separate mark for each subject. Specific Science and Social Studies outcomes will be covered in the same unit, yet tracked and reported separately. We have worked with curriculum/assessment specialists to ensure both subjects will be taught and assessed in a thorough and meaningful way.

Specific grade outcomes will provide the themes for units in the integrated classroom setting. The focus will be on authentic and ongoing assessment of the general and specific learning outcomes. These outcomes are clearly shown on both the grade 1-6 and grade 7/8 report cards.

FRENCH

A French Exposure Program will be provided for Grades K-3. This is strictly an oral program that deals with basic vocabulary. A Basic French Program is provided for Grade 4-8 students. It includes speaking, reading, and writing the French language, with an emphasis on speaking.

THE ARTS

Visual art, music, and drama are an integral part of the integrated classrooms. The multi-level philosophy encourages integration of Gardner's Multiple Intelligences and art and music will play a large role in all classes.

HEALTH

Under the new subject time guidelines issued by the Department of Education, Health is now considered a part of the Physical Education curriculum. The health curriculum is integrated into all subject areas and the promotion of healthy habits is part of the sustainable development drive of the division and our school.

PHYSICAL EDUCATION

All students will participate in the program. Students in Grade 4-6 are encouraged to have a change of clothing for each Physical Education class. (T-shirt, shorts or sweats, and indoor non-marking gym shoes). Grade 7-8 students are required to have this clothing.

We offer intermural programs that run in conjunction with the physical education program. The school also fields teams for divisional competitions when possible.

LIFE SKILLS

All grade 7 and 8 students will be enrolled in the Life Skills program in which they will spend time in Shops and Home Economics at Warren Collegiate. Students will travel to Warren Collegiate at 12:45 p.m. once every six-day cycle to use the facilities for the program. They will return at approximately 3:30 p.m.

LEARNING SUPPORT and SCHOOL COUNSELLING (STUDENT SERVICES)

Brant-Argyle School has a 0.70 position for Student Services. The educators in this role provide support for children and families who are experiencing difficulties academically and/or social-emotionally. The learning support/guidance teacher's duties are:

1. to identify individual educational, social, and emotional needs.
2. to prescribe special remedial measures.
3. to give direct assistance to students in need of support.
4. to provide consultative services to staff and parents.
5. to work in a co-teaching model with classroom teachers.

STUDENT SUPPORT TEAM (SST)

The student support team usually consists of the following persons:

1. Principal
2. Referring teacher
3. Learning Support teacher
4. School Counsellor
5. Parents
6. Other personnel as appropriate, for example, psychologist, speech therapist, physiotherapist

The Student Support Team meets on a monthly basis to discuss student needs, develop programs, or make appropriate adjustments to previously developed programs. Notes are taken at the meeting so that everyone has written documentation of the plan developed. We are committed to the team approach because each member brings information on student observations and expertise in assessment. therefore, appropriate program plans can be developed.

STUDENT EVALUATION AND ASSESSMENT

Providing descriptive feedback to children and involving them in self-assessment, record keeping, and communication about their learning is called assessment "for" learning. Assessment "for" learning helps students understand whether they need to improve their learning and how they might improve it. Students tend to be motivated to learn more when they know what they have done well. Sometimes students are provided with evaluative feedback, which tells the learner how she or he has performed compared to what was to be learned. This is called assessment "of" learning and may be reported using letters, numbers, or other symbols on the report card or within a grading period. Both assessment "for" and "of" learning provide useful information. We use both forms of assessment to help make decisions about teaching and to help students learn more. Sometimes evaluative information provides a picture of how a large group of students is performing with a particular program at a certain point in time. Evidence of student achievement will be collected over time using different sources: observations, conversations, and student- created works. Using multiple sources of evidence increases the reliability

and validity of the assessment of student achievement. All types of evidence and assessment provide information that may help student, parents and myself work collaborative to support a child's learning progress.

Grade 7 and 8 Exams

As our division moves to outcome-based assessment at all early and middle year grades, it is necessary to change our perspective on assessment and move away from test based assessment to a model of ongoing, authentic assessment. As part of this change in philosophy the division has changed assessment policy to reflect this new direction.

In the present assessment policy, the type of year end assessment is left to each individual school. These assessments shall count for no more than 15% of the final grade.

The ELA and Math assessments for this year will be the allotted 15% and be similar in form and structure to previous year's assessments. The ELA assessment will occur at the end of May and the Math assessment will occur at the end of June.

As per last year, the ELA final assessment will be completed in May instead of June so that students move away from the belief that once exams are done, all learning is done. When students work in an authentic assessment model, assessment is never done and having ELA assessment in May allows the students to complete another unit after the assessment to ensure they are engaged until the end of June.

Reporting on Student Progress

Reporting intervals are an excellent opportunity to reflect on student growth. We celebrate success, identify challenges and make plans for next steps. Students play a large role in this process. We have been working on a process to bring parents, teachers and students together throughout the year to participate in this reflection.

Progress Conversations (October and February)

Over the course of September and October, students work with their teachers to develop goals in key areas of their learning. Learning goal sheets are sent home to parents so they can identify their child's strengths and challenges. We have chosen to move our student progress conversations to a point **in advance of the report card** to focus on students' strengths, needs, and set goals for the year. In preparation for these progress conferences our teachers have conducted Literacy assessments for all students in grades 1-8 at our school as well as Mathematics initial assessments, in selected grades, which teachers will use to help guide their instruction for your child's success. **Please bring your child to the progress meetings as they will play an integral role in the process.**

The purpose of the student progress meetings is to support your child's learning by:

1. Talking about your child's strengths and areas of progress
2. Looking at and discussing work samples
3. Talking about areas needing improvement
4. Setting goals for the upcoming months
5. Discussing ways to help meet their goals

Report Cards

Report cards are sent home three times throughout the year; November, March and June.

A kindergarten student's growth will continue to be communicated to their parents through a divisional report card, developed by Kindergarten teachers within our division. Growth in grades 1-8 will be communicated to parents through the use of provincially developed report cards.

Student Showcase Evening and Celebration of Learning

In March, students host a celebration of learning where they highlight their growth in all their subject areas over the course of the year. During the last week of June, we hold a Celebration of Learning where we celebrate all students' achievements throughout the year and say goodbye to our Grade 8 students as the move on to high school.

Communication

Parents are welcome to request either a personal interview or telephone conference with the teacher at any time during the school year. If it appears that a problematic situation is developing, engage in discussions with the teacher before it becomes serious. You do not need to wait for the scheduled blocks of interview time. **Parents are always encouraged to contact the school whenever they have an academic or behavioural concern. Always talk the situation over with the teacher first.** If you require further information or do not feel satisfied, discuss the problem with the principal.

GENERAL INFORMATION

LIBRARY and CLASSROOM LIBRARIES

Brant-Argyle School is very fortunate to have a well-organized and up-to-date library facility in the basement. Over the past years many books have been added to our library. Some of the additions have been purchased with fundraising monies or have been donated by students or members of the community. Each classroom is also equipped with a mini-library for student use. Parents are invited to browse and borrow books from our parent resource library also located in the basement.

VOLUNTEERS

Volunteers have been, and will continue to be an integral part in the operation of our school and 4H program. We value and encourage a community philosophy within the building. The students and staff appreciate the support and dedication of our volunteers. A letter to request volunteers will be sent home and a list will be compiled from those returned forms. Volunteers will be required to submit to a Criminal Records, Child Abuse Registry check and complete a volunteer agreement.

FIELD TRIPS

Parents/Guardians will be notified of all upcoming field trips, as well as any costs that may be incurred. A permission slip, signed by the parent/guardian, will be required in order for a student to be allowed to participate. Most field trips are funded by our various fundraisers held during the school year.

TRAIL TIME

Each day begins with short walk down the Prime Meridian Trail. Classes often explore the trail and surrounding bush to enrich play, science classes, art projects, and mindfulness habits. In the winter, we ski and snowshoe down the trail. We are fortunate to be friends of the Prime Meridian Trail Association.

GENERAL PROCEDURES AND GUIDELINES

ENTRANCE AND DISMISSAL

Bus students arrive at 8:20 a.m. Our trail walk is between 8:40 a.m. – 8:55 a.m. Attendance/Transition is between 8:55 – 9:00 a.m. Classes begin at 9:00 a.m.

Bus students will be dismissed when all buses have arrived (approximately 3:55 p.m.). Any students not travelling on a bus will remain in their homerooms or with their classroom teacher in the field, until all buses have left the school yard. They will be dismissed at that time. Please pick your children up outside after dismissal whenever possible.

STUDENT FEES

As much as possible, we try to keep fees to a minimum, using fundraising money. Agendas and school supplies are purchased by the teachers; therefore, families will be made aware of supply fees for the upcoming year in June.

ANY ELECTRONIC DEVICE (E.G. CELL PHONES, SMART WATCHES, IPODS, ETC.)

The schools in the Interlake School Division recognize that it may be necessary for students to be in possession of electronic devices for personal use or for communication with family. However, all electronic communication devices have now been banned in K-8 schools. therefore, the following conditions will apply:

- 1. All electronic devices must be turned off and stored in backpacks, locker, or purses – not in pockets during school hours. The only exception is for a valid medical reason outlined in a student specific plan.**
2. Inappropriate use of electronic devices in the classroom will result in the electronic device being confiscated by the teacher/administrator. Should an electronic device be confiscated, a parent/guardian will have to come to school to pick it up. Students may be asked to leave the device at home if inappropriate use becomes an issue.
3. Cell phones and other electronic communication devices may be used once a student is on the bus or has walked off of school property.
4. The school assumes no responsibility, in any circumstances for the loss, destruction, or theft of an electronic device brought to school or to any school-related activity.

SHOES and STUDENT ATTIRE

Students are expected to have a second pair of shoes at school for indoor and gym use. Indoor shoes should have non-marking soles so that they do not leave marks on the floor.

Students are expected to dress in a manner appropriate for school. We encourage dressing in warm layers and bringing extra pants and socks to school in case of wet days or accidents. Remember, *there is no poor weather, only poor clothing.*

BALANCED DAY BREAKS

Outdoor activity breaks will take place out-of-doors whenever possible.

When the weather is questionably cold, principals or their designate will contact the nearest Environment Canada weather office www.weatheroffice.gc.ca or local weather station to determine the “windchill hazard/temperature” at that time.

Having determined the windchill/temperature, and given where the school is located and how exposed the playground is, the principal will decide whether an outdoor activity break takes place.

Guidelines:

- a. Temperature/Windchill of -30 degrees C or lower, indoor activity
- b. Temperature/Windchill of -25 degrees C to -29 degrees C, outdoor activity for 15 minutes maximum

It is extremely important that all students are clothed properly for outdoor conditions.

MEDICATION IN THE SCHOOL

As per Interlake School Division policy 5.16 regarding the administration of medication, please note the following:

Non-prescription drugs are considered medication and should not be administered by school staff. If, under exceptional circumstances, a child is required to take prescribed medication during school hours and the parent cannot be at school to administer the medication, the principal or his/her designate only will administer the medicine in compliance with the procedures that follow:

- A written authorization by the parent or guardian is required before prescribed medicine can be given during the school day.
- The medicine bottle must carry the official label from the pharmacist stating the child's name, physician's name, the name of the drug, the dosage to be administered, and if possible, the time of day it is to be given.
- It is the responsibility of the parent or guardian to see that the medication is delivered safely to the school office.
- The medication must be kept in a safe place in the school and administered by the principal or his/her designate.

COMMUNICABLE DISEASES

Occasionally, we find that cases of communicable diseases occur in our school. These include lice, pink eye, and different skin infections. When we discover such cases, we may contact the Public Health nurse to receive further information that we in turn will pass on to the parents/guardians should it be necessary.

ABSENTEEISM

Attendance is important to school success. If your child is going to be absent, please inform the school. You may do this by sending a note the day before, by phoning the school at 204-467-2683 or emailing the office at tbaldwin@isd21.mb.ca. If we are not notified, we will make an effort to ascertain the reason for the child's absence, in case anything has happened on the way to school. Please cooperate with us in this program, as it is very effective in protecting your child/children.

NOTES FROM HOME

Notes or calls from home are required for the following:

1. in case of an absenteeism
- 2. to go to the store or the post office**
3. to change buses
4. when student(s) are to be picked up by someone other than a parent/guardian

All notes must be dated and signed by a parent or guardian.

CHILD ABUSE

The Child Welfare Act states “...every person who, in the course of his/her professional or official duties, has reason to suspect that a child has suffered or is suffering from abuse that may have been caused or permitted by a person who has had charge of the child, shall report the suspected abuse to a child caring agency.” If staff members at Brant-Argyle School have reasonable cause to suspect child abuse, the case will be referred to the Department of Community Services and/or the R.C.M.P.

FIRE DRILLS

The school will be evacuated ten (10) times during the school year in order to follow proper Fire Drill procedures as set out in policy by the Interlake School Division. Students are taught and expected to exit and re-enter the building in a quiet and orderly fashion.

LOCKDOWN PRACTICE

A lockdown drill will be practiced twice a year, at the beginning of each term or semester. Notices will be sent home to parents/guardians, informing them of each lockdown practice.

EVACUATION PRACTICE

An evacuation practice will be held once per year, usually in the fall term. Students and staff will practice evacuating to the Argyle Town Hall across the street from the school. Notices will be sent home to parents/guardians informing them of the evacuation practice.

LOST AND FOUND

Students will be asked to identify lost items on a regular basis during assembly. Periodically, any clothes or belongings left unclaimed in the Lost and Found Box will be donated to a charity, or added to our collection of “extra clothes” for use by students at the school. Parents are encouraged to look through the lost and found when they are in the school.

ACCIDENT PROCEDURES

Our staff will attend to all minor accidents. However, should a child receive a more serious injury, the following procedures will be followed:

- (a) Parents/guardians or the designated emergency contact person will be notified. If possible, they will transport the child to the family doctor or to the hospital.
- (b) Should no one be available for us to contact, we will transport the child to the Stonewall Hospital for emergency medical assistance.
- (c) Should we believe that ambulance service is required, we will not hesitate to call one.

Most accidents that occur in our school are of a nature that our staff can handle. We do, however, want parents to understand that we will move very quickly to ensure the speediest of medical attention should a serious accident occur.

UNEXPECTED DISMISSAL / SCHOOL CLOSURE

Once school has started in the morning, it is highly unlikely that it will be closed early. Sending home

busses early is a major undertaking. As well, making alternative arrangements with parents during the school day is hard to do. If weather becomes an issue, students will remain at the school until a parent and/or designate can pick them up. If previous arrangements have not been made, the child will remain at the school. Children will be provided for if such an occurrence arises. If it should become necessary to close the school and send the children home early, we have a system whereby every home or the alternate contact person is contacted before the students leave the school. We ask that parents be sure the school has the name of a person, preferably on the same bus route, to whom we can send their children if school is closed early and the parents are not at home. This especially applies to the young children (K-6) who would otherwise go home to an empty house.

RIDING THE SCHOOL BUS

Riding the school bus can be a new and exciting experience for many children. In most cases, its the first time children have traveled on their own, away from the watchful eyes of their parents. When riding the bus, children gain a sense of independence as they learn to act safely and responsibly.

School Buses are Safer Than Your Car

School buses are an extremely safe form of transportation, however accidents do happen. According to a 1996 study by the American Academy of Pediatric, the majority of accidents occur outside the bus, where children can be struck by the bus or by motorists illegally passing the bus.

The Danger Zone

A ten (10) foot area known as the Danger Zone surrounds all school buses. In this area, it can be difficult for the driver to see, especially the small children. The most dangerous parts of the ***Danger Zone*** are immediately in front of the bus and from in front of the rear wheels back to the rear of the bus.

Multiple side-view and crossover mirrors, and crossing-control arms all help increase the driver's field of vision and add to the safety of the children. Crossing-control arms are six (6) foot gates, attached to the front bumper of the bus, that are designed to keep children far enough in front of the bus for them to be seen by the driver while they cross the road. The most effective safety measure, however, is for you to teach your children how to avoid the ***Danger Zone***.

Let the Driver Drive

School bus drivers are trained professionals with a very demanding task. The driver must pay attention to constantly changing traffic conditions, the children on the bus, the children entering and exiting the bus at each bus stop, and the schedule the bus is on. Teach your children to behave responsibly on the bus to help make the ride safer.

Give Kids a Break

In your own vehicle, recognize YOUR responsibility when you approach a stopped school bus. Come to a complete stop, watch for children near the road, and don't pass the bus while it's stopped.

Plan for When You're Not There

You, or a caregiver, should be at the bus stop or at home when your child gets off the bus. If that's not possible, make sure your child knows exactly what to do – continue straight home, wait for you, call someone, go to a neighbour's house, or whatever you've arranged beforehand.

Clothes That Keep Out the Cold – and Out of the Way!

Remember to make sure that your child wears the right gear for walking to and from bus stops in bad weather.

But to make sure that the clothing your child wears won't get caught anywhere on the bus:

- Have children wear outer garments that have no drawstrings, toggles, straps, sashes, or belts that hang loosely.
- Avoid loose fitting coats and capes, and oversize or baggy clothing. Purchase backpacks that fit snugly against your child's body.

Waiting for the bus

- Be at the bus stop five minutes before scheduled time.
- Stand well away from the curb or edge of the road; wait quietly for the bus.
- Wait for the bus to come to a complete stop before boarding.
- Don't crowd your friends getting on or off the bus; board and exit one at a time.
- Never play or stand in the aisles; go to your assigned seat and sit down.

Riding on the bus

- Stay in your seat, facing forward.
- Don't stick anything out the windows.
- Listen to the bus driver; follow his/her directions.
- Talk quietly with your friends.
- Don't throw things in the bus.
- Observe the eight Bus Ridership Rules posted at the front of the bus.

Getting on, off, and around the bus

- Avoid the ***Danger Zone***, because it's difficult for the driver to see you in this area.
- Take ten giant steps beyond the front bumper of the bus before you turn to cross the road. This lets the driver maintain eye contact with you while you cross.
- Look both ways before crossing the street, and wait for driver's signal.
- **NEVER** cross the road **behind** the bus.
- Keep away from the bus if you drop or forget something.

Please inform your bus driver when your child(ren) will not be on the school bus. You may also call the transportation department if it is between 7a.m. and pick-up time and they will inform the driver of your child's absence.

**Student school bus safety is the Interlake School Division
Transportation Department's highest priority.
Working together we can ensure a safe and accident free year.**

Transportation Department Bus Garage: (204) 467-8730

