WELCOME to kindergarten!

Please take some time to review the information in this package in preparation for your child's entry into kindergarten this fall.

Arrival and Dismissal

Our school day begins at 8:52 each morning (children may arrive any time after 8:30). Upon arrival children will place outwear, book bags, and lunch kits in their assigned cubby outside the Kindergarten classroom and join us in class for our early morning routine. Bus students are dismissed at 3:30 each afternoon, with town students following around 3:35.

Bus changes

Please send a note to me in your child's Home Folder or contact the school Office
If your child is to have a bus change at the end of the day. Verbal instructions to your child must be accompanied by a note or phone call to avoid confusion (and tears)!

Snacks and Lunch

Please note that McCreary School is nut safe. **Nut products are not permitted.** A microwave is available for use during the lunch period.

Sharing from Home

Children may bring items from home to share with the class during our Circle Time. **Please limit sharing to once per week** to ensure that everyone may have the opportunity to participate. Please also consider the potential for loss or damage when bringing items of special value**. I kindly ask that children do not bring electronic devices to school.** Thank you!

Holidays/Special Celebrations/Easter Bake Sale

Kindergarten children enjoy celebrating a number of holidays and special occasions throughout the school year. Each family will be asked to bring in **nut-free** snacks for one celebration during the school year. Families will also be asked to provide **nut-free** treats for the Kindergarten class's annual Easter Bake Sale, with proceeds going towards our year-end field trip to Wasagaming.

Thank you for your anticipated support, and I look forward to a wonderful school year!
Mrs. Billett

TURTLE RIVER SCHOOL DIVISION STUDENT REGISTRATION FORM

OFFICE USE

Entry Date: _____
Month/Day/Year

SCHOOL	MET NO.	STUDENT NO.	DATE

Information to be entered by Student`s Parents/Guardians – PLEASE NOTIFY SCHOOL IF ANY INFORMATION CHANGES

STUDENT INFORMATION (Please Print)

Please fill in and return to the school as soon as possible.

Legal Last Name _____ Birth Date: _____ Verified ☐
Month/Day/Year

Type of Identification: _____

First Name _____ Second Name _____

Name Known by _____

Languages(s) Spoken at Home: ☐ English ☐ Oji-Cree ☐ French ☐ Other *(please list* _____

Current ***or*** Last School Attended: _____ Division: _____

School's Address: _____ School's Phone No: _____

Last Grade Completed: _____ Grade Registering In: _____

Treaty Number: _____ Band Name: _____

STUDENT MAILING ADDRESS

Apt. No. /Street: _____ Community/Town/Village/City: _____

P.O. Box No: _____ Postal Code: _____ Student Email Address: _____

Home Phone: _____Cell Phone: _____ Other Phone: _____

Section/township/range _____ Bus Driver: _____ *(if known)*

PARENT/LEGAL GUARDIAN AND CONTACT INFORMATION

Legal Custody *(only if applicable)* ☐ Joint ☐ Father ☐ Mother ☐ Guardian ☐ Other (please note) _____ ☐ Agency (please note) _____

Parent or Legal Guardian ☐ **Student lives with**

Relation to Student: _____
Last Name _____
First Name_____
Address if different from above: _____
_____
City/Prov. _____ Postal Code _____
Home Phone _____
Cell/Other Phone _____
Email _____
Employer: _____
Work Phone _____ Ext. _____

Parent or Legal Guardian ☐ **Student also lives with**

Relation to Student: _____
Last Name _____
First Name_____
Address if different from above: _____
_____
City/Prov. _____ Postal Code _____
Home Phone _____
Cell/Other Phone _____
Email _____
Employer: _____
Work Phone _____ Ext. _____

Parent or Legal Guardian ☐ **Student also lives with**

Relation to Student: _____
Last Name _____
First Name_____
Address if different from above: _____
_____
City/Prov. _____ Postal Code _____
Home Phone _____
Cell/Other Phone _____
Email _____
Employer: _____
Work Phone _____ Ext. _____

EMERGENCY CONTACT *(if parent/guardian cannot be reached)*

Relation to Student: _____
Last Name _____
First Name_____
Address: _____
City/Prov. _____ Postal Code _____
Home Phone _____
Cell/Other Phone _____
Email _____
Work Phone _____ Ext. _____

EMERGENCY BILLET - Name of town billet (friend or relative that lives in town where child can stay in case of a storm: _____ Phone No. _____

FAMILY – Pre-School/School Age Siblings

Name: _____ Gr. _____ School_____ Age_____

Name: _____ Gr. _____ School_____ Age_____

Name: _____ Gr. _____ School_____ Age_____

Name: _____ Gr. _____ School_____ Age_____

Name: _____ Gr. _____ School_____ Age_____

MEDICAL INFORMATION

Manitoba Health Registration No. _____Personal Health I.D. No. _____

Health Concerns/Allergies: _____

Family Doctor: _____ Phone: _____

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 child's 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:_____

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.

_____I GIVE CONSENT _____I DO NOT GIVE CONSENT

As a parent/guardian I allow schools and the division to communicate with me electronically. The electronic distribution (email) of newsletters, school updates and announcements regarding division and school activities, events and news (including fundraising and promotions).

_____I GIVE CONSENT _____I DO NOT GIVE CONSENT

to receive information electronically and will provide my email below.

Email address: _____

MEDIA – Television, Radio, Internet Media, and Divisional Video Productions

As your child grows and learns, they will have the opportunity to participate in many amazing activities and experiences in our schools. We would like to share these positive experiences with the broader community by inviting journalists and other members of the media to visit our schools. Photographs, videotaping or interviews are allowed at schools only with the permission of the principal.

_____I GIVE CONSENT _____I DO NOT GIVE CONSENT

for my son/daughter (or myself as an adult student) being photographed, videotaped/recorded or interviewed 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 Only): _____

STUDENT WORK, PHOTOGRAPHS, and SCHOOL PROMOTION – Publish and Display (School Display, School Newsletters, 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 photographs posted to Turtle River School Division websites will not identify students by full name*** *(only first name)*

_____I GIVE CONSENT _____I DO NOT GIVE CONSENT

to the Turtle River School Division to publish or show my child's, or my (as an adult student) photographs, name, grade, school and samples of my or my child's work in various publications and/or **at a Division organized or sponsored event**. I understand that photographs of students posted to the school or Turtle River School Division website will not identify students by full name.

Date: _____ Signature of Parent/Guardian: _____

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 school divisions to provide transportation to all students living within their division boundaries. There are occasions where some students wish to attend schools in another division. In order to address the transportation of these students in adjoining divisions Turtle River School Division has adopted the enclosed policy. This policy is intended to provide educational services in the most cost effective manner for the taxpayers of Manitoba.

****

Please complete this form and return to:

Transportation Department
Turtle River School Division
Box 309
McCreary, MB R0J 1B0

Name of Student(s)	**Birthdate**	**Grade**	**Parents'/Guardians' Names**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Does your child have any health care needs that the bus driver needs to be aware of? (eg, allergies, asthma, heart condition, bleeding disorder, seizures, medication, etc.) _____

_____

_____

_____

Any special information or concerns the bus driver should be aware of: _____

_____

_____

_____

Mailing Address: _____

Phone Number(s): _____

Land Location of Residence: _____

Sec. / Twp. / Rge. **OR** Street Name & House #

Requesting Transportation to _____ School.

Requested date for transportation to begin: _____

Reason(s) for Requesting Transportation: _____

_____

_____

Signature of Parent/Guardian: _____ Date: _____

OFFICE USE ONLY:

Bus Driver: _____ Approx. Pick-up Time _____AM

Transfer Bus Driver: _____ Approx. Drop-off Time _____PM

McCreary School

Box 220
McCreary, Manitoba
R0J 1B0
Telephone – 204-835-2083
Fax-204-835-2660

Ms. Jennifer Emberly – Principal
jemberly@trsd.ca

Dear Parents,

Please be advised that the Department of Education and Training require 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.

"Respect, Responsibility, & Co-operation."

MEDICAL FORM

P-19-I

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 Findings)

Head and Neck _____
Chest _____
Abdomen _____
Arms & Legs _____
Nervous System _____
Laboratory _____

Significant medical findings that the 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.**

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

PRAIRIE MOUNTAIN HEALTH

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

PRAIRIE MOUNTAIN HEALTH

UNIFIED REFERRAL AND INTAKE SYSTEM (URIS)

A GUIDE FOR PARENTS

www.prairiemountainhealth.ca

Unified Referral and Intake System (URIS)

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

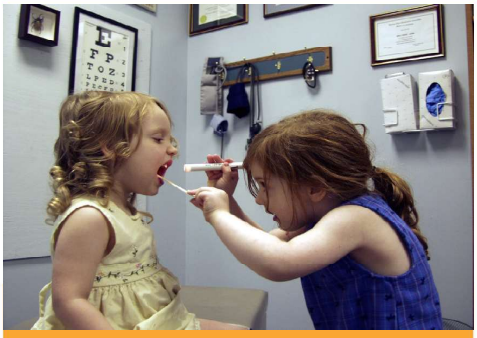
With your assistance, the URIS Nurse will complete an Individual Health Care Plan for your child

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 (eg. 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.



The 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 Medications**

PRAIRIE MOUNTAIN HEALTH

Community Program Representative ☐

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

Review application, complete and sign in ink

The purpose of this form is to identify the child's specific health care and 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.

Section I – To be completed by the community program

Type of community program *(please √)*	Community Program Name: McCreary School	Location of Service: ☒ Same as on left
☒ School ☐ Licensed child care ☐ Respite ☐ Recreation program ☐ Other: _____	Contact person: Mrs. Pat Blake	Contact person:
	Phone: Fax:204-835-2660	Phone: Fax:
	Email: pblake@trsd.ca	Email:
	Mailing address: Box 220 Street address: 429 3rd Avenue City/Town: McCreary, MB Postal Code: R0J 1B0	Mailing address: Street address: City/Town: Postal Code:

Section II - Child information - to be completed by parent

Last Name | **First Name** | **Birthdate** (Y Y Y Y M M M D D)

Preferred Name (Alias) | **Age** | **Grade** | **Gender** ☐ M ☐ F ☐ Other

Does your child ride the bus? ☐ YES ☐ NO

Does your child have any of the following listed health concerns? ☐ YES ☐ NO **(check (√) one)**

➢ If you have answered **NO**, please sign here and return this form to the community program.

Parent/ Legal Guardian NAME | *Parent/Legal Guardian SIGNATURE* | *DATE (YYYY/MMM/DD)*

➢ If you have answered **YES**, please complete the remainder of the form **including Section III**.

➢ Please check (√) all health care conditions for which the child requires an intervention during attendance at the community program. Return the completed form to the community program.

☐ YES ☐ NO **Life-threatening allergy and child is prescribed an injector (e.g. Epi-Pen®/ Taro Epinephrine®/ Allerject®)**
- ☐ YES ☐ NO Does the child bring an injector to the community program?

☐ YES ☐ NO **Asthma (administration of medication by inhalation)**
- ☐ YES ☐ NO Does the child bring reliever medication (puffer) to the community program?
- ☐ YES ☐ NO Does your child know **when** to take their reliever medication (puffer) e.g. can recognize signs of asthma?
- ☐ YES ☐ NO Can your child take their reliever medication (puffer) **on their own**?
- IF NO, describe what your child needs help with:_____

☐ YES ☐ NO **Seizure disorder What type of seizure(s) does the child have?** _____
- ☐ YES ☐ NO Does the child require administration of rescue medication? ☐**Lorazepam** ☐**Midazolam**
- ☐ YES ☐ NO Does the child require the use of a vagal nerve stimulator (wand)?

☐ YES ☐ NO **Diabetes What type of diabetes does the child have?** ☐ **Type 1** ☐ **Type 2**
- ☐ YES ☐ NO Does the child require blood glucose monitoring at the community program?
- ☐ YES ☐ NO Does the child require assistance with blood glucose monitoring?
- ☐ YES ☐ NO Does the child have low blood glucose emergencies that require a response?

☐ YES ☐ NO	**Ostomy Care** ☐ YES ☐ NO Does the child have an ostomy/stoma? ☐ YES ☐ NO Does the child require the ostomy pouch to be emptied at the community program? ☐ 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	**Gastrostomy Care** ☐ 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 CIC? ☐ YES ☐ NO Does the child require assistance with CIC at the community program?
☐ YES ☐ NO	**Pre-set Oxygen** ☐ YES ☐ NO Does the child require pre-set oxygen at the community program? ☐ YES ☐ NO Does the child bring oxygen equipment to the community program?
☐ YES ☐ NO	**Suctioning (oral and/or nasal)** ☐ YES ☐ NO Does the child require oral and/or nasal suctioning at the community program? ☐ YES ☐ NO Does the child bring suctioning equipment to the community program?
☐ YES ☐ NO	**Cardiac Condition where the child requires a specialized emergency response at the community program.** What type of cardiac condition has the child been diagnosed with? _____
☐ YES ☐ NO	**Bleeding Disorder (e.g., von Willebrand disease, hemophilia)** What type of bleeding disorder has the child been diagnosed with? _____
☐ YES ☐ NO	**Endocrine Conditions (e.g. steroid dependence, congenital adrenal hyperplasia, hypopituitarism, Addison's disease)** What type of steroid dependence has the child been diagnosed with? _____
☐ YES ☐ NO	**Osteogenesis Imperfecta (brittle bone disease)** What type? _____

Section III - Authorization for the Release of Medical Information

In accordance with *The Personal Health Information Act* (PHIA),I authorize the Community Program, the Unified Referral and Intake System Provincial Office, and the nursing provider serving the community program, all of whom may be providing services and/or supports to my child, to exchange and release medical information specific to the health care interventions identified above and consult with my child's health care provider, if necessary, for the purpose of developing and implementing an Individual Health Care Plan/Emergency Response Plan and training community program staff for

Child's Name: _____ ***Child's PHIN:*** _____

I also authorize the Unified Referral and Intake System Provincial Office to include my child's information in a provincial database which will only be used for the purposes of program planning, service coordination and service delivery. This database may be updated to reflect changing needs and services. I understand that my child's personal and personal health information will be kept confidential and protected in accordance with *The Freedom of Information and Protection of Privacy Act* (FIPPA) and *The Personal Health Information Act* (PHIA).

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: _____

Email: _____

Manitoba

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™ identification for asthma?	☐ **YES** ☐ **NO**	

TRIGGERS - List items that most commonly trigger your child's asthma.

RELIEVER MEDICATION (or bronchodilators) provides fast temporary relief from asthma symptoms. It is recommended that Reliever medication is carried with the child so it is available if an asthma episode occurs.

What Reliever medication has been prescribed for your child? (CHECK ONE)	☐ Salbutamol (e.g. Ventolin®, Airomir®) ☐ Symbicort®	☐ Other _____
How many puffs of Reliever medication are prescribed for an asthma episode? (CHECK ONE)	☐ 1 puff ☐ 2 puffs	☐ 1 or 2 puffs ☐ other _____
Where does your child carry his/her Reliever medication? (CHECK ONE)	☐ fanny pack ☐ backpack	☐ purse ☐ other _____
Does your child know when to take their Reliever medication?	☐ Yes ☐ No	**Can your child take their Reliever medication on their own?** ☐ Yes ☐ No

CIRCLE the type of medication device your child uses for Reliever medication.

Metered dose inhaler (MDI)

MDI & spacer with mouthpiece

MDI & spacer with mask

Turbuhaler®

Diskus®

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

Manitoba

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	1. Remove the child from triggers of asthma. 2. Have the child sit down. 3. Ensure the child takes Reliever medication (usually blue cap or bottom). 4. Encourage slow deep breathing. 5. Monitor the child for improvement of asthma symptoms. 6. 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.* 7. 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	1. Activate 911/EMS. *Delegate this task to another person. Do not leave the child alone.* 2. Continue to give Reliever medication as prescribed every five minutes. 3. Notify the child's parent/guardian. 4. Stay with the child until EMS personnel arrives.

Signs that asthma is not controlled

If staff becomes aware of any of the following situations, they should inform the child's parent/guardian.

- Asthma symptoms prevent the child from performing normal activities.
- The child is frequently coughing, short of breath or wheezing.
- The child is using Reliever medication more than 3 times per week for asthma symptoms.

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: _____ **Date:** _____

Documentation

☐ **Instruction sheet for medication device attached**

Manitoba

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 that epinephrine auto-injector is prescribed for):

Other allergies (non life-threatening):

Does child wear MedicAlert™ identification for life-threatening allergy(s)? ☐ **YES** ☐ **NO**

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)

Location - It is recommended that the child carries the epinephrine auto-injector at all times.

- ☐ Fanny pack
- ☐ Back pack
- ☐ Purse
- ☐ Other – Describe _____

Child has a 2nd (back-up) auto-injector available at the community program.

- ☐ YES Location _____
- ☐ NO

Other information about my child's life threatening allergy that community program should know.

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

Manitoba

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

Stomach
- Severe vomiting
- Severe diarrhea
- Severe cramps

Total body
- Hives (red, raised & itchy rash)
- Feeling a "sense of doom"
- Change in behavior
- Pale or bluish skin
- Dizziness
- Fainting
- Loss of consciousness

1. 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 90º 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.
2. Activate 911/EMS.
   Activating 911/EMS should be done simultaneously with injecting the epinephrine auto-injector by delegating the task to a responsible person.
3. Notify parent/guardian.
4. A second dose of epinephrine may be administered within 5-15 minutes after the first dose is given IF symptoms have not improved.
5. 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.

Risk reduction strategies

Avoidance of allergens is the only way to prevent an anaphylactic reaction. Although it is not possible to achieve complete avoidance of allergens in community program settings, it is important to reduce exposure to life-threatening allergen(s). Contact the community program if you have any questions about the risk reduction strategies that are implemented in their facility. School 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: _____ **Date:** _____

Documentation

Kindergarten School Supply List 2020/21

Mrs. Billett

UPDATED!

Please <u>label</u> all items:

- ☐ Backpack (large enough to fit Home Folder, lunch kit, and other supplies)
- ☐ **No-lace** indoor running shoes with non-marking soles
- ☐ Lunch kit
- ☐ Reusable water bottle
- ☐ A change of clothes, to be stored at school
- ☐ $35 for classroom supplies, to be paid the first day of school
  (If writing a cheque, please make it payable to **McCreary School Fund**)

Turtle River School Division

Board of Trustees

Karey Wilkinson– Chairperson
Carol Senkowski– Vice-Chairperson
Gordon Wilson
Faye Soucy
Jarvis Whyte

Division Office Staff

Bev Szymesko – Superintendent
Shannon Desjardins
–Secretary/Treasurer
Jason Nadeau – Resource Consultant
Tammi Moar – Administrative Assistant
Dean Bluhm – Transportation and Maintenance Supervisor

Division Resource Personnel

Numeracy/Literacy Consultant – Jason Nadeau
Trudy Campbell – Speech and Language Pathologist
Dana Gurke, 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

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

Basic features that the program provides are:

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

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

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

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

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

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

Early Identification Program

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

a. Hearing Screening
b. Vision Screening
c. Fine Motor Assessment
d. Speech and Language Development Assessment

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

Remember

***Play is a child's way* of learning!**

Alonsa School
767-2168

École Laurier
447-2068

Glenella School
352-4253

Grass River School
352-4410

McCreary School
835-2083

Parkview School
967-2572

Ste. Rose School
447-2088

Activities

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

Math Activities:
Number readiness, classifying, matching, patterning, problem solving, time

Science Activities:
Observing, comparing, experimenting, measuring, asking questions, evaluating

Social Studies Activities:
Exploring the child's world, exploring the neighbourhood, observing changes

Music Activities:
Rhythm, movement, singing, music appreciation

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

Art Activities:
Experimenting with media, creative expression

Experiences:
Field trips, special events, special guests, cooking

Things You Might Do at Home:
Talk about things you do, talk about places you go, answer questions, listen to your child, read and talk about books, praise your child

Declare your child's

Indigenous Identity

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.

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)**.

Indigenous Inclusion Directorate

Manitoba

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.

Declare your child's

Indigenous Identity

Indigenous Identity Declaration:

A Guide for Parents and Guardians

Indigenous Inclusion Directorate

Manitoba

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.

- **MÉTIS** –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).

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*

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 tying 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.

Manitoba Speech & Hearing Association
2 - 333 Vaughan Street (Fred Douglas Place) • Winnipeg, MB R3B 3J9
Phone: 204.453.4539 • Fax: 204.477.1881
www.msha.ca

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:

1. 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.

Manitoba Speech & Hearing Association
2 - 333 Vaughan Street (Fred Douglas Place) • Winnipeg, MB R3B 3J9
Phone: 204.453.4539 • Fax: 204.477.1881
www.msha.ca

Things for You to Do Before Kindergarten Begins

July:

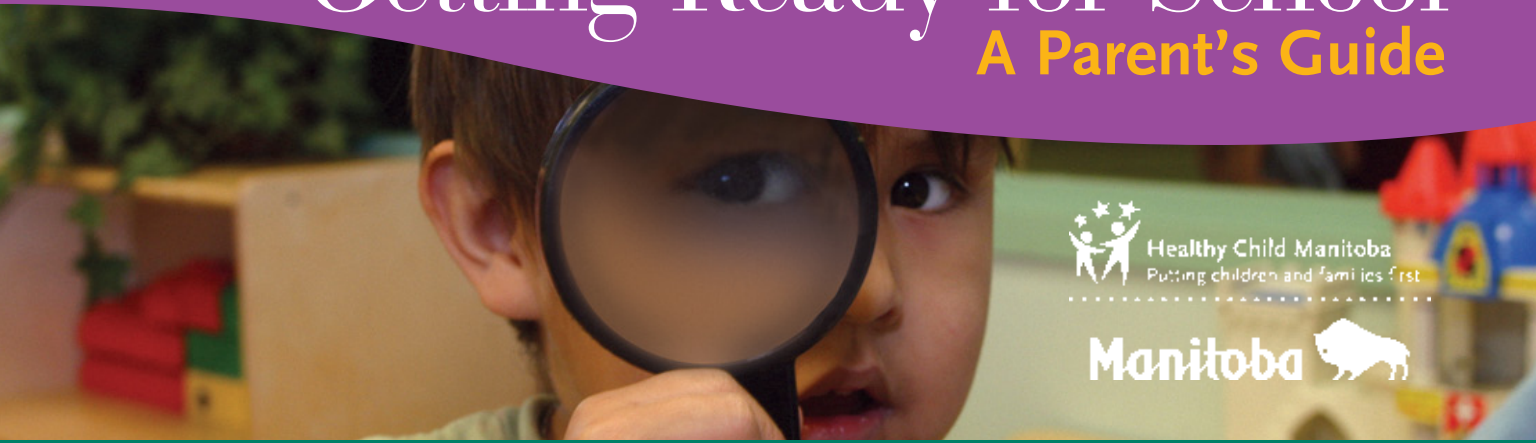
- Make a sandwich and cut it into 4.
- Pull 10 weeds.
- Print your name.
- Count the beds in your house.
- Look for a lady bug.
- Find your hips, knees, ankles, elbows, waist, and wrist.
- Name 4 things larger than a table.
- Help fold the towels and put them away.
- Name all the things you would take 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 pennies.
- 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.

Getting Ready for School

A Parent's Guide



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.

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.

Different Cultures and Traditions

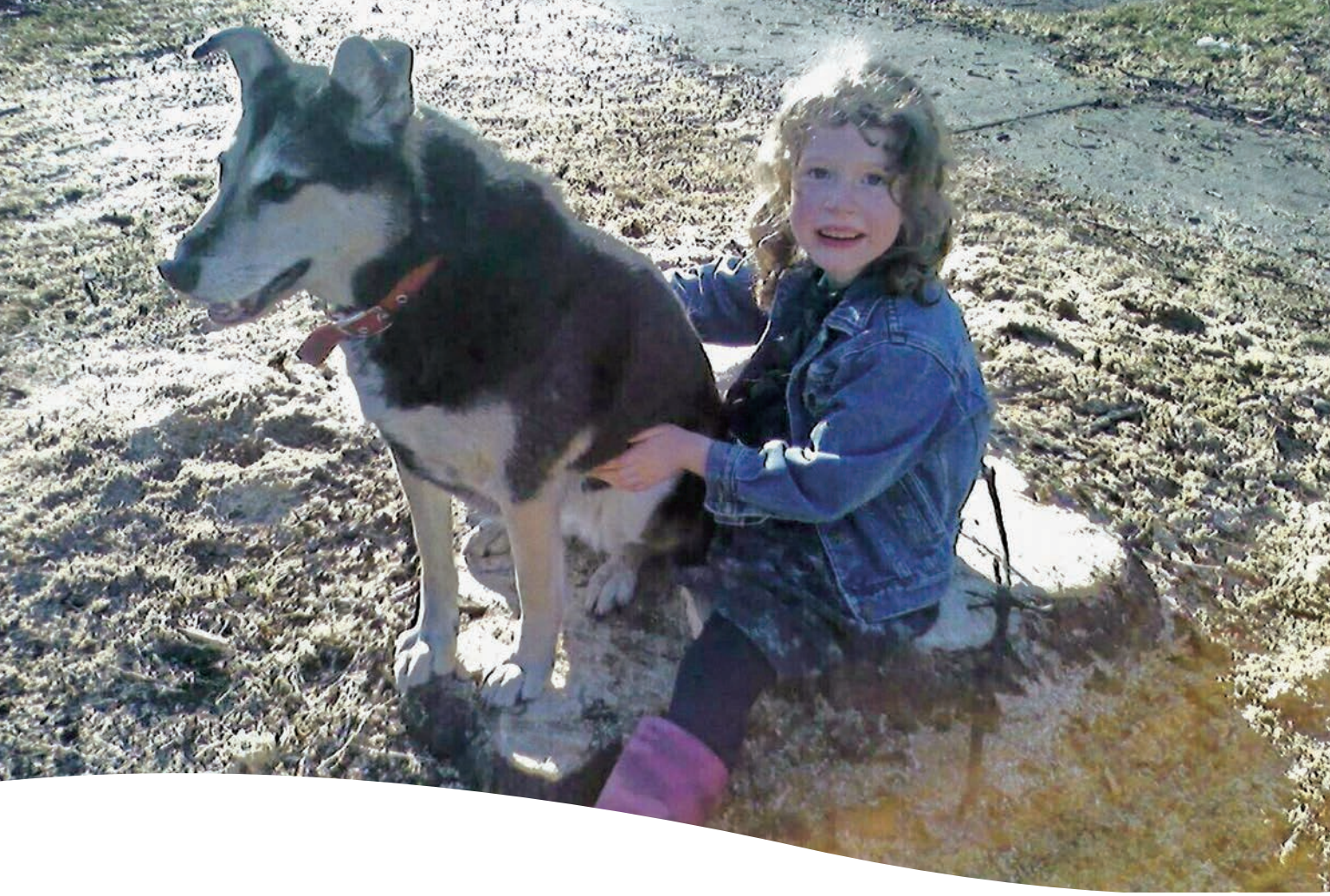
Expose preschoolers to the many different cultures and traditions in our world and they will gain the important skills of understanding, empathy and social responsibility.

- 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 **204-945-5632.**

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.



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.

TV Tips

Research shows that children 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.

Quality 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 – talking 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.

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**

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.

Physical skills include:

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

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

Literacy and numeracy skills include:

- showing interest in books and pictures
- 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
- understanding simple time concepts such as yesterday, today and tomorrow

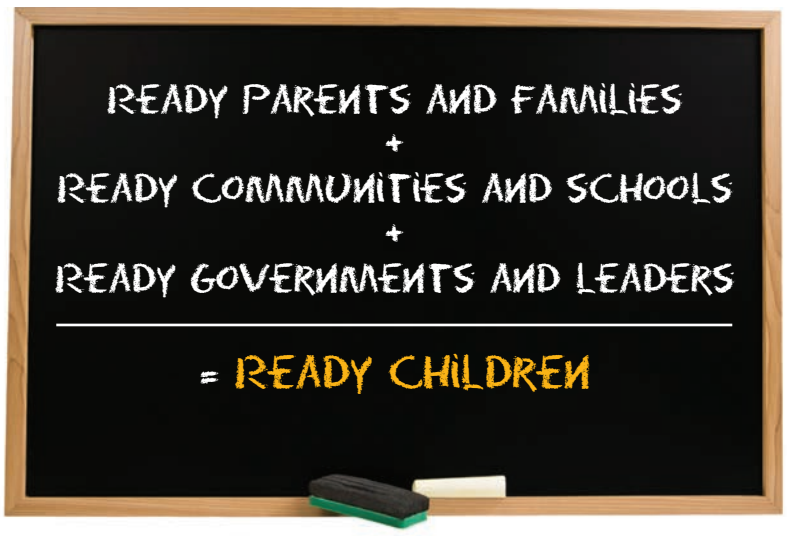
Communication skills include:

- 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

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**



Are we ready?

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