



**Lloyd S. King Elementary School
Parent Handbook**

October 2024

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Photo: (left) First Principal of Lloyd S. King Elementary School, Maxwell E. King son of Lloyd S. King (right)

Lloyd Sherman King December 28, 1915 – April 14, 2006

It is with great honour, respect, and pride to have our Elementary School named after Mr. Lloyd S. King (pictured on the right).

Mr. King not only taught in Elementary School for thirty years at both Mississaugas of the Credit First Nation (MCFN) and Six Nations, but he was consistently unwavering in pursuing knowledge for himself and others. His dedication to the environment through planting Carolinian trees at MCFN and volunteering as an amateur weather observer for over fifty years was recognized by Canada; Mr. King was awarded the United Nations Volunteer Designation in 2001. Mr. King spent his retirement as a volunteer historical advisor to the staff of the MCFN Lands Membership and Research Department contributing to their work on behalf of the membership of MCFN.

Lloyd S. King will also be remembered for his contribution in assisting in the restructuring of the Indian Act to allow First Nation people their inherent right to post-secondary education without the loss of their Indian status. He was a committed advocate and founding member of the Association of Iroquois and Allied Indians.

Mr. King will be remembered for his wisdom, knowledge, his truth and his humility as he strived to advance the inherent rights of all First Nation peoples and his beloved Mississaugas of the Credit First Nation Community.

School Goals

The goal of the Mississaugas of the Credit First Nation is to educate our children to their fullest potential, to thrive in our community, and the larger Canadian society, while maintaining their Anishinabek culture and identity. We must ensure that each student is equipped to make sound decisions about their life. Each student has their own special gifts. Education must encourage and support each individual to learn to identify their gift, to develop their gift, and to use the gift now and in the future.

General Education Objectives

The Mississaugas of the Credit First Nation accepts the responsibility to provide the best possible educational opportunity for every student at Lloyd S. King Elementary School by:

1. Providing an education program that will give our students a sense of identity and confidence in their personal worth and ability, by helping all students reach high levels of achievement and to acquire the knowledge, skills, and values they need to be successful in secondary school.
2. Enhancing the development of traditional values through the education program by implementing Anishinaabe culture and knowledge, the Seven Grandfather Teachings, and the Anishinaabemowin Language.
3. Ensuring the education system prepares our students for a meaningful lifestyle in modern society while maintaining their culture and language.
4. Encouraging community members, parents, teachers, elders and children to participate in the development of the values of education through involvement in the school and its activities.

School Values - The Seven Grandfather Teachings

We strive to provide a supportive lifelong journey for all learners that is inclusive of the Seven Grandfather Teachings.

Respect / Mnaadendiwin

I will respect myself, others, and the environment / Niin ga Mnaadendiwis, bepkaanzijik miinwaa gojiing e'tek

Bravery / Aakadewin

I will have the courage to speak up for myself and others / Niin ga'iyaan aakadewin wii giigdoyaan niin miinwa bepkaazijik

Wisdom / Nbwaakaawin

I will be wise in the decisions I make / Niin ga nbwaakaawas aanjiidmaawinan e'zhitoowaan

Honesty / Gwekwaadziwin

I will be fully honest with all my responsibilities / Niin mooskin ga Gwekwaadis akina niin da naagdiwendjigewinan

Humility / Dbasendizwin

I will act in friendship, fun, and fitness / Niin ga zhichige wijkendainan, minendaagiziwin, miinwaa mino mi'eyaang

Love / Zaagidwin

I will treat others the way I want to be treated / Niin ga mino-doodwaak bepkaanzijik mikeyaa niin owaa'zhi mino-doodaw'gowaan

Truth / Debwewin

I will speak and show truth through my words and actions / Niin ga giigid debwewin nikenyaa nda kidiwinan miinwa e'zhichigewinan

School Day and Times

8:30 am	Students may arrive and supervision of students begins
8:45 am	Morning Bell Breakfast provided
9:00 am - 10:45 am	Instructional Block
10:45 am - 11:10 am	First Active Break
11:10 am - 11:30 am	First Nutrition Break
11:30 am - 1:00 pm	Instructional Block
1:00 pm - 1:25 pm	Second Active Break
1:25 pm - 1:45 pm	Second Nutrition Break
1:45 pm - 3:15 pm	Instructional Block
3:15 pm	Dismissal

SCHOOL PROGRAM

Curriculum

1. To align with the education standards, MCFN approves the adoption and implementation of the Ontario Curriculum Policy Documents (Kindergarten to Grade 8), as well as all supporting resource documents. These documents set out what the public in Ontario and the parents of LSK Elementary School can expect students to learn at each grade level and in each curriculum area at the elementary level.

2. Authorized Curriculum:

- Land-based learning, cultural programs, activities, and/or ceremonies will be enhanced by elders and other knowledgeable persons from the community.
- The Anishinabek language and culture program is an integral part of the school curriculum as well as integration throughout all grades and curriculum areas, as appropriate.
- The Ontario Curriculum Guidelines will form the basis of the instructional program expectations for Kindergarten and Grades 1-8 in all curriculum areas, and our traditional teachings will be woven within.

3. Special Education programs and services will be provided to meet the special needs of identified students to assist them in reaching their full potential, subject to the necessary funding being received by MCFN. Programs will be delivered in the least restrictive environment required to meet the need(s) of each identified student. LSK Elementary School Special Education Policy document will guide the special education program process and procedures.

4. Requests for external educational programs which support the curriculum, or an identified need may be approved for use in the school. Such requests will be referred by the staff to the principal who will determine its feasibility, verify the value of the program, and make a decision.

Out-of-Classroom Learning Experiences

LSK recognizes and supports field trips of an educational nature.

1. Parents/guardians shall be notified in writing of any offsite planned excursions noting of the date, time, purpose, destination, time of departure and approximate time of return, method of transportation, and any necessary expenditure.
2. Parents/guardians must give written permission for their child to participate in any field trip.
3. Any child who does not participate in a class field trip will attend school as a regular school day.
4. Any parent/guardian volunteer must chaperone his/her own child(ren) and only another child(ren) with written parental consent.

Homeschooling

MCFN Chief and Council recognizes the right of parents to choose to provide homeschooling for their child(ren). Chief and Council further recognize that it has an obligation to take reasonable measures to ensure students resident at MCFN receiving homeschooling are being provided with an education that is comparable to the standards of delivery provided at the Lloyd S. King Elementary School; standards of delivery modelled after Ontario Curriculum Policy Documents (PPM 131, June 17, 2002).

Procedures for Parents

1. Parents who decide to provide homeschooling for their child(ren) should notify the Principal of their intent in writing. Parents should provide the name, gender, and date of birth of each child who is receiving home schooling, and the telephone number and address of the home. The letter should be signed by the parent(s). If the home address changes, parents should notify the LSK secretary of the change of address.
2. If parents decide to continue to provide homeschooling in subsequent years, they should give notification each year in writing prior to September 1st to LSK. The letter should contain the same information as that in the initial letter described above.

Expectations and Responsibilities - Staff, Students and Families

Student Expectations and Responsibilities

May Expect To...	Is Expected To...
Be safe at school.	Show tolerance of the differences in others, including sensitivity to gender, race, cultural, ethnic, and religious norms, Conduct oneself in a safe manner
Receive an education without undue interruption	Exercise self-control and not disrupt the instruction of others: a) Be punctual, b) Attend regularly, c) Have proper equipment, d) Complete assignments as outlined, e) Participate appropriately in the lesson, f) Follow classroom routines, g) Honour commitment to support teams and clubs
Be treated with respect, courtesy, and consideration	Show and maintain respect for themselves and others by: a) Being courteous, b) Being clean in person and habits, c) Dressing appropriately, d) Informing parents of their school accomplishments and needs, and promptly carrying home all newsletters, memos, and notes from school, e) Being respectful to all staff and students, f) Using acceptable language in all situations, g) Adhere to the rules of the bus.
Be given the tools to make decisions: a) On school premises; b) On out-of-school activities that are part of school the program.	Develop problem-solving skills appropriate to age. Show respect for the property of peers, school, community and self, Be responsible for decisions.

Staff Member Expectations and Responsibilities

May Expect To...	Is Expected To...
To work in a safe and positive environment	To provide a safe, positive, supportive, and caring environment for learning
To provide instruction without interruption	To understand and possess a knowledge of the characteristics and needs of the learner
To be treated with respect, courtesy, and	a) To treat all members of the school

consideration	community with respect, courtesy and consideration b) To set good examples of behaviour, dress, respect, and conduct c) To encourage acceptance of the difference in others d) To model exemplary conduct by adhering to the same
To be kept informed of any situation that may affect student learning and behaviour	To communicate clearly and respectfully with families regarding students' progress and conduct To be consistent with students To provide consequences for student behaviour

Parent Expectations and Responsibilities

May Expect To...	Is Expected To...
Have a positive and safe school environment for their child	1) a) Be supportive of the school and encourage a positive attitude towards learning b) Encourage punctual and regular attendance c) Provide an adequate and safe environment for learning, i.e. - A quiet place for home study - Sufficient sleep, meals, and clothing -Regular dental and doctor visits
Be treated with respect, courtesy, and consideration	a)To treat all members of the school community with respect, courtesy and consideration b) To set good examples of behaviour, dress, respect, and conduct c) To encourage acceptance of the differences in others d) To model exemplary conduct by adhering to the same code of behaviour as students e)To reinforce bus guidelines
Receive regularly scheduled communications from the school.	a)Notify or explain with a note: lates, absences, and changes in lunch or transportation routines b) Keep the school informed of any situation that may affect your child's learning or behaviour c) Return request
Be invited to parent-teacher conferences (interview, phone, or report card)	a)Attend school conferences b)Participate in cooperative decision-making

Code of Conduct

Lloyd S. King acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, positive learning and teaching environment in which every student can reach his or her full potential. A positive learning environment exists when all members of the school feel safe, included, accepted, and respected. This policy also applies to all school-related activities.

Lloyd S. King Elementary School recognizes the need for a code of conduct governing the behaviour of all persons in the education system and adopts the principles of The Provincial Code of Conduct and School Board Codes of Conduct, 2007, PPM No. 128 updated October 17, 2018.

As stated, “A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive climate exists when all members of the school community feel safe, comfortable, and accepted.”

LSK will strive to provide equitable and inclusive learning experiences for all students modelled after the Seven Grandfather Teachings. In particular, LSK will also strive to foster safe and inclusive learning environments for LGBTQ2+ students.

Following restorative practices, the focus will be on prevention and early intervention as the key to maintaining a positive school environment.

Purposes of the Code:

- To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- To encourage the use of non-violent means to resolve conflict.
- To promote the safety of people in the schools.
- To discourage the use of alcohol and illegal drugs.

All members of the school community must:

- Respect all MCFN policies and protocols
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;

- Respect and treat others fairly, regardless of, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, gender identity, age, marital status, family status or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Refrain from profanity.

School Clothing

Students should be dressed neatly and appropriately at all times.

Baseball caps, hats, toques, and hoods can be worn within the school; however, we request that students remove them on occasion for special school events, cultural events, and the Kizhep Miigwech Wendam (morning prayer).

Indoor shoes are also expected to be worn at all times within the school. If any families need support with indoor shoes, please contact the Principal to discuss possible solutions. Proper running shoes need to be worn for physical education classes.

If unacceptable clothing is worn, the parent/ caregiver will be contacted by the classroom teacher to bring appropriate dress and if needed LSK shirts will also be provided to students who wear inappropriate clothing. Overall, we encourage all our students to follow the Grandfather Teaching of Respect by practicing both modesty and discretion.

Parents/Guardians are encouraged to check the weather in the morning and send appropriate clothing that will keep them warm and dry. An extra set of clothing is advised (extra socks, mitts, pants, etc...)

Cell Phone Policy

LSK Elementary School encourages students to not bring their cell phones to school and will not be responsible for any lost or damaged devices.

If the parent/guardian still insists that their child bring their cell phone to school, students will be asked to not bring it into class and keep it in their locker.

If in the event students do not hand over their device and are observed to have their cell phones out throughout the day, the teacher will request the student hand over their phone. Once it is handed over, it will be brought to the office and must be picked up by a parent/ caregiver.

Bullying

MCFN Chief and Council are committed to providing a positive and safe working and learning environment that is free from bullying. We are aware that bullying adversely affects the following: a student's ability to learn, healthy relationships, school climate, and the school's ability to educate its students. LSK staff will not accept bullying on school property, at school-related activities, on the school bus, or in any other circumstance not listed (i.e. cyberbullying). All employees, who work directly with students, must respond to all student behaviours that may lead to bullying.

Bullying means aggressive and typically repeated behaviour by a pupil where:

- the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
- creating a negative environment at a school for another individual, and
- the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal/vice principal is aware of any activities taking place in the school where suspension or expulsion may be considered. The principal/vice principal shall notify parents of incidents of bullying and other incidents where students have been harmed as the result of a serious student incident.

Attendance

- It is the parents/guardians responsibility to register their child in school and to ensure that they attend school regularly. Studies show that there is a high correlation between regular attendance and success in school.

- It is expected that each student will make every effort possible to be in attendance every day.
- If the student is unable to attend school it is the parents/guardian responsibility to notify the school through a phone call (905) 768-3222 or email LSK.Secretary@mncfn.ca to notify of excused absences. Where possible, providing advanced notice is preferred.
- If the parent/guardian does not contact the school to share the reason for the student's absence, after 9:30am the Office Manager will attempt to connect with the parent/guardian to inquire about the reason for the student's absence.

Attendance Policy

Consistent with the Education Act, Regulation 21 (1) Compulsory Attendance, 2006, c. 28, s. 5 (1), and Education Amendment Act (Learning to Age 18), 2006:

1. *Every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and*
2. *Every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.*
3. *For the Junior/Senior Kindergarten program, a child may be registered at an age of 3.8 years in September and the child must turn four by December 31st.*

Absenteeism Process

School Attendance Communications

TOTAL # of Absences (cumulative per term) - Communication Process

- Days 1-5- LSK Office Manager will attempt to make contact with parents/guardians (document);
- Day 5 - The teacher will attempt to establish contact with parents/guardians (document);

- Day 10 - Principal/ Vice Principal will contact parents/ guardians (document) & send to the parents/ guardians a 10-day absent attendance letter electronically or through the mail.
- Day 15 - Principal/ Vice Principal will contact parents/ guardians (document) & send to the parents/ guardians a 15-day absent attendance letter electronically or through the mail. A meeting with Teacher, Principal, and parents/ guardians to make up for missed lessons will be scheduled; If unsuccessful making contact they will encourage a connection with MCFN Social Services via intake (if there are other supports needed);
- Day 20- If the school has not been able to make contact with the student's parent/ guardian, the Principal and Director of Lifelong Learning will travel to the family's residence to complete an in-person wellness check. The parent/guardian will also be provided with a letter encouraging them to re-engage, the date of the wellness check documented;
- Day 25 – Administrative staff will contact the Child and Family Services of Grand Erie. The Director of Lifelong Learning will notify the Lifelong Learning Pillar Council lead and through a community approach will contact the parent/guardian in an attempt to re-engage the student (e.g. connect with support agencies etc.).

Student Conduct on the School Bus

1. The well-being and safety of all students is our major concern. The Department of Lifelong-Learning recognizes the need for a code of student conduct on the school bus and consequences for not following the rules and regulations set out to ensure safe transportation to and from school.
2. Bus riding is a privilege, not a right. The Education Act and the Department of Lifelong Learning gives the authority to the principal to revoke the bus riding privilege for not following rules, regulations, and expectations issued by the principal.
3. Every student will follow the bus procedures, rules, and regulations set out by the LSK Elementary School. Every student is responsible for his or her behaviour on the school bus.
4. When student conduct becomes disruptive to the safe operation of the school bus, the driver is obligated to report the student to the principal for disciplinary action. Disciplinary action may involve loss of bus riding privileges on an escalating scale up to the removal from the bus for the school year.

Bus Safety Expectations

Getting on the Bus:

- Students are expected to be at their bus stop 5 minutes before their pick-up time.
- Stand back from the edge of the road and do not play in ditches or snow banks.
- Make sure you are in a place where the driver can see you.
- Stay back until the bus stops, its lights start flashing and the door opens.
- Wait for the bus monitor to direct you to cross if you have to cross the road.
- Check both directions for traffic before crossing the road.
- While crossing, you should have the bus driver in view.
- Always walk across the road, **DO NOT RUN!**

On the Bus:

- Enter the bus in a single file.
- Sit facing the driver, feet in front of you.
- Do not stand up while the bus is moving.
- Listen to the school bus driver.
- Use a quiet voice.
- Keep the aisle clear at all times.
- Keep your arms, head, and all body parts inside the bus at all times.
- Do not throw anything out of the window.
- Do not eat or drink on the bus (choking hazard).

Getting off the Bus:

- When exiting the bus, take six big steps away from the bus.
- Look both ways if crossing the road making sure you walk past the front arm of the bus. You should be able to see the bus driver at all times.
- If you drop something, do not stop. Ask an adult to pick it up.
- Walk, never run across the road.
- Go directly home once you get off the bus.
- Have a plan with your child should they miss the bus.

The school bus is an extension of the school. Therefore, students are expected to follow school rules while riding on the school bus.

Progressive Discipline

Student incidents are encouraged to be addressed at the classroom level. LSK staff can seek direction and support from the LSK principal/vice principal. In determining consequences at the school-level the principal will carefully take into consideration a variety of mitigating factors: age, prior incidents, context, complexity, behaviour plans, etc.

1. The MCFN recognizes that progressive discipline is a whole-school approach that makes use of a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours.
2. The focus should be on prevention and early, ongoing intervention strategies which help prevent inappropriate behaviours and provide students with the appropriate support. They may include, but are not limited to contact with parents, detentions, verbal reminders, review of expectations, or a written assignment with a learning component.
3. The MCFN supports the use of positive practices such as program modifications and accommodations; positive encouragement and reinforcement; individual, peer, and group counselling; conflict resolution; restorative justice, anti-bullying and violence prevention programs, etc.
4. The range of interventions, supports, and consequences used must be clear, developmentally appropriate, and include learning opportunities for students to reinforce positive behaviour and help students to make good choices.
5. In some cases, positive practices might not be effective or sufficient to address inappropriate student behaviour. In circumstances where a student will receive a consequence for his/her behaviour, the principle of progressive discipline shall apply. Progressive discipline measures may include, but are not limited to:
 - Meeting with the student's parent/guardian, student, and principal;
 - Withdrawal of privileges;
 - Withdrawal from class;
 - Detention;
 - In-School suspension model;
 - Restitution for damages;
 - Peer mediation;

- Restorative practice;
 - Home study;
 - Out-of-school suspension
6. Disciplinary action and consequences will reflect consideration of a number of factors, including mitigating and other factors specific to the student involved in the misbehaviour.
 7. For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his or her individual education plan (IEP).
 8. At times, the nature and impact of a student's behaviour may warrant a suspension from the school: Based on the Education Act lists behaviours leading to possible suspension:
 - Uttering a threat to inflict serious bodily harm on another person (Emergency Plan for Violent Situations)
 - Possessing alcohol, cannabis or illegal drugs
 - Being under the influence of alcohol or cannabis
 - Swearing at a teacher or at another person in a position of authority
 - Committing an act of vandalism that causes extensive damage to school property
 - Bullying
 - Any other activity that the principal determines requires a suspension.

Before deciding the form of discipline to be employed every effort should be made to consult with the student's parent/guardian and student to identify whether any mitigating or other factors might apply in the circumstances. O. Reg. 472/07 – Suspension and Expulsion of Pupils lists the mitigating factors to be considered:

- Whether the student has the ability to control his or her behaviour
- Whether the student has the ability to understand the foreseeable consequences of his or her behaviour
- Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any person

Other Factors to be considered:

- The student's academic, discipline, and personal history;
- The age of the student;
- Whether progressive discipline has been used with the student;
- Whether the incident for which the student is being considered for suspension was the result of harassment;
- How the suspension would affect the pupil's ongoing education;
- In the case, where a student has an IEP;
- Whether the behaviour was a manifestation of the identified disability;
- Whether appropriate individual accommodation has been provided;
- Whether suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Restorative Justice

Restorative practices are an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

Benefits of Restorative Justice/ Practices

- Lower student suspension and expulsion rates;
- A decrease in the disproportional discipline rates for marginalized students;
- Reduced bullying;
- Improved relationships between students and staff;
- Improved absenteeism for students and staff;
- Increased social-emotional learning and students well-being;
- Developing effective school and classroom communities;
- This will be utilized for all educational stakeholders: staff (administrators, teachers, educational assistants, student support workers, etc.), students, parents/guardians.

To proactively build a strong sense of community within classrooms, staff members will be encouraged to participate in regular classroom circles (e.g. weekly, bi-weekly, monthly).

Conflict Circles

Conflict circles are utilized when significant harm has taken place between two or more people.

Some sample conflict circle formats may include the following: The harmed and the harmer, community members, and caring supporters who have been impacted by the harm will be invited in a timely manner to participate in a conflict circle to fix the harm by determining a fair resolution. *Prior to the circle, all participants will participate in a pre-interview.

SPECIAL EDUCATION

Vision for Special Education

Special education services and programs are provided to allow every student universal access to education. Our vision is to create a thriving, positive, balanced learning environment that encompasses the medicine wheel framework, to help grow and develop a successful educational journey-honouring our identity as Anishinaabe. This promotes the intellectual, socio-emotional, physical, and spiritual growth of all learners. Programs are delivered in the most inclusive and developmentally appropriate educational context to meet the needs of each student, with priority given first to the regular classroom. The school will work with parents, resource staff and other involved agencies, using all available information, to develop an understanding of each child's needs and to program in the most inclusive manner. Special education resources are focused on providing a variety of appropriate educational supports to meet the student's needs. Processes and procedures are designed to allow students to get the support they require for educational success, with minimum delay. Students will be nurtured and supported for their uniqueness to fulfil their role within their family and their community while maintaining their Anishinabek identity.

Parent/Guardian Responsibilities

The student's first teacher is the parent/guardian. The parent/guardian will have an active role in all special education decisions and recommendations for their child.

- Becomes familiar with and informed about policies and procedures in areas that affect the child;
- Participates in Individual Placement Review Committee (IPRC) meetings, parent/teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Is responsible for the student's attendance at school.

Student Responsibilities

All students are encouraged to strive to do their best each day to participate and be successful in the educational programs at LSK.

- Where developmentally appropriate, students will be familiar with their learning needs, and/or IEP goals, and share their input in the development of these goals.

Universal Design for Learning (UDL) and Differentiated Instruction (DI)

Students demonstrate educational needs in a variety of ways. Teacher observation and parental input are the most common sources through which the individual learning needs of a student are first noticed. Through effective instructional practices and using the principles of Universal Design for Learning and differentiated instruction, all students will be given opportunities to learn in the regular classroom.

The Principles of UDL are outlined in Learning for All (2013). These include:

- Equitable use of materials;
- Appropriately designed space;
- Flexibility;
- Simplicity;
- Safety;
- Different modes of perception (assessment.)

Differentiated Instruction enables educators to respond effectively to all the strengths and needs of all students. DI provides focused structure for instruction:

- Differentiated content
- Differentiated process
- Differentiated product
- Differentiated affect/environment

If a teacher or parent feels that a student is facing barriers to learning in the classroom and are looking for additional instructional practices, accommodations, or possibly further assessments to determine learning needs, the student can be brought to the In-School Support Team.

In-School Support Team (ISST)

Classroom teachers can bring forward to the ISST any student that is facing academic difficulties or behavioural challenges in the classroom. Students who transfer to LSK from another school that are on an IEP are required to be brought to the ISST by the classroom teacher within the first month of enrolment. This will ensure that the student is receiving accommodations and modifications in the classroom that meet the student's needs and honours the IEP requirements.

In-School Support Teams are a formal process that brings the learning needs of the student forward. The In-School Support team considers available information and

suggests strategies, interventions, and/or referral for further assessment or other support services. This follows the Tiered Approach to instruction.

The ISST will consist of the Principal or Vice Principal, the Special Education Resource Teachers (SERT), the Curriculum Lead Teacher, the Classroom Teacher, and where it is deemed necessary, support staff.

Support Services

If a teacher or a parent/guardian requests any additional assessments or support services, the following services are available to students at LSK. The student should be brought forward to ISST to discuss the referral and to get the referral process started.

Identification, Placement and Review Committee (IPRC)

An IPRC is a formal committee that meets and decides if a student should be identified as exceptional and, if so, the placement that will best meet the student's needs.

Identification

Initial IPRC meetings will be held following the psycho-educational assessment completion, or upon the school receiving a medical diagnosis, and on an as-needed basis.

- Identifications are made in accordance with Regulation 181/98.
- In order to be classified as an “exceptional pupil” a student must meet the criteria for exceptionality and must require modification of the program.

Placement

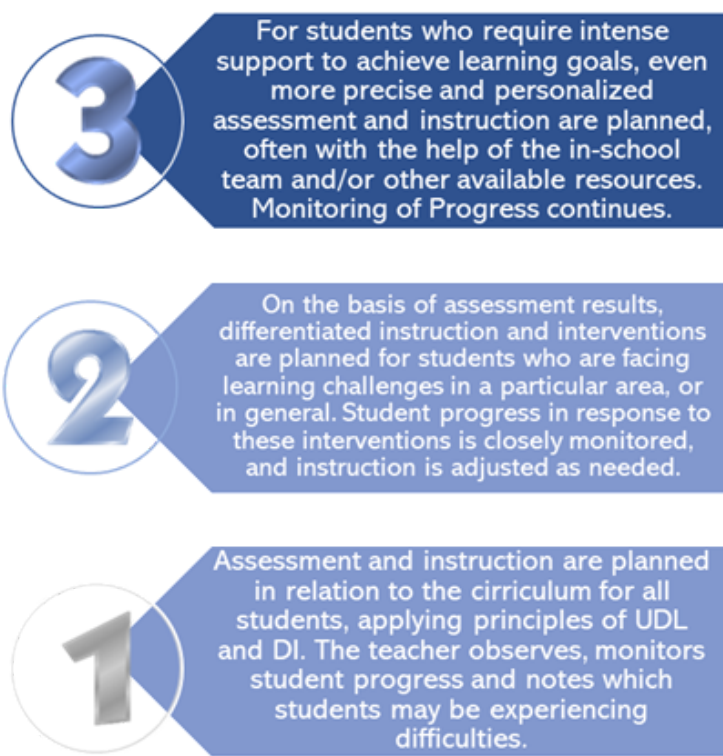
Delivery Options

The regular classroom is the only placement option at LSK. Exceptional students will be placed in the regular class and will be offered a range of support, as needed to support their learning goals.

Regular Class

- With strategies and training for Classroom Teachers (Tier 1)
- With support from an Educational Assistant (Tier 1 or Tier 2)
- With support from other Professionals or Paraprofessionals (i.e.: counsellors, speech therapists, physiotherapists, or occupational therapists) (Tier 1 or Tier 2)
- Targeted intervention on a short-term basis with an EA or SERT (Tier 2)
- Withdrawal support from Special Education Resource Teacher (Tier 3)

The Tiered Approach



If LSK is not able to provide an appropriate placement to meet the student's exceptional needs, alternative placement options can be explored through the Reciprocal Education Agreement with Grand Erie District School Board, and available placement options for the student. *Contingent on availability within GEDSB programs and school enrollment.

Discussion of Program Options at IPRC

Program options at the IPRC meeting will include the type of Special Education Services, the degree of curriculum modification, and any need for personalized equipment. The meeting will provide some direction for the development of the Individual Education Plan, but does not replace an IEP development or update meeting. This part of the discussion at an IPRC meeting is not part of the decision and therefore is not subject to appeal.

Reviews

Annual IPRC Review Meetings will be scheduled prior to May 31 each year to ensure parents are given 30 days to confirm their agreement with the decision of the committee. Annual IPRC meetings focus on confirming that the identification and placement remain the same, as well as providing an update regarding the strengths and needs of the student and updating further recommendations for support for the student. The IPRC meeting is separate from an IEP meeting.

Communication of IPRC Decisions: to parents and school files

Following an initial IPRC decision, and after the annual IPRC review meeting, the principal will send a written/digital copy of the decision to the family. A copy will also be kept in the student's OSR in the office at LSK.

Individual Education Plan (IEP)

"An IEP is a written plan of action prepared for a student who requires modifications of the regular program or accommodations. The student's specific learning expectations are identified as well as an outline of how the school will address these expectations through appropriate special education programs and services." The student's progress is also described.

"An IEP must be developed for every student who has been identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98."

"An IEP may be developed for a student who has not been formally identified as exceptional, but who requires special education programs or services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document."

Any student who is identified as exceptional by an IPRC must have an IEP. Any student who is receiving accommodations on a regular and consistent basis for the majority of their learning, or whose program is modified should also have an IEP.

An IEP must be completed for an original identification within 30 days of the IPRC decision.

An IEP must be completed, discussed with the parents/guardians and filed by September 30 each year for each exceptional pupil. The IEP should be reviewed regularly. They must formally be reviewed in December and March of each school year.

The IEP is a living document that assists the classroom teacher in planning and implementing a program that meets the individual learning needs of the exceptional student. The IEP is used to direct the programming for the exceptional pupil and as the basis for evaluation of progress. Modifications of the curriculum expectations must be described in the IEP. Accommodations that will assist the student in reaching their potential will also be described in the IEP.

The SERTs will work collaboratively with the classroom teacher to develop the IEP by providing resources, teaching strategies, accommodation recommendations, and classroom support as needed to assist in helping the student reach their goals.

Non-Identified Individual Education Plan

If a student does not have an identification but requires frequent and a higher degree of accommodations than what is provided to all students in the classroom, to complete tasks or assignments, or grade level modifications to be successful in the classroom, a Non-Identified Individual Education Plan will be developed for the student.

Parent Guide for I.E.P.			
INDIVIDUAL EDUCATION PLAN			
WHAT IS AN IEP? A written plan that: - Describes Special Education Programs Services & Resources that would contribute to your child's success - Lists your child's strengths & needs affecting their learning - Records supports and services that help your child learn and demonstrate learning - Identifies curriculum expectations that are modified from child's age-appropriate grade level - Identifies alternative expectations in program areas that differ from the Ontario Curriculum (i.e. personal, Social Skills) - Includes a Transition Plan	WHY DOES A STUDENT HAVE AN IEP? Every student who is identified as an exceptional student by an Identification, Placement and Review Committee (IPRC) must have an IEP Students who are not formally Identified as exceptional but who require a Special Education Program and/or services have an IEP when: - The Principal decides that the student will be assessed using modified expectations and/or accommodations - The student regularly needs accommodations for instruction or assessment	WHAT IS THE CARE GIVERS ROLE? - Take part in developing the IEP - Provide the up-to-date information that will assist in developing and implementing your child's educational program - Practice skills at home that your child is learning in school - Share information about skills your child has learned at school and has transferred to home and the community - Maintain open communication with the school - ASK QUESTIONS (:	WHAT CAN I EXPECT FROM LSK? - A Copy of the IEP (within 30 school days of the initial IPRC, change of placement or placement in September) - The IEP will be written in clear plain language - Ongoing participation in the IEP process - Being informed of meeting times and topics to be discussed - Regular communication from the classroom teacher regarding your child's progress - The IEP is a working document and will be reviewed every reporting period
		Principal: Matt.King@mncfn.ca Spec.Ed. Staff: Tammy.Sault@mncfn.ca Beth.Bruce@mncfn.ca	
For More Info on IEPs visit the Ministry of Education Website! www.edu.gov.on.ca			LSK: (905) 768-3222

Student Progress Reports

The appropriate Provincial Report Card will be used to report evaluations as outlined in the Growing Success (Assessment, Evaluation, and Reporting for Ontario Schools) 2010 for Grades 1-12. Growing Success (The Kindergarten Addendum) 2016 with updated Appendix 2018. The Provincial Report Card ensures that all students in Ontario receive a standard report card based on the Ontario curriculum expectations. A copy will be provided for the student and the original copy will be submitted to the principal to be filed with the student's Ontario Student Record (OSR) file.

Ontario Student Records (OSR)

A confidential, cumulative record (OSR) shall be established and maintained for each student according to the Education Act which sets out the policies with regard to the establishment, maintenance, use, retention, transfer and disposal of the OSR.

Parents/guardians must be informed of the purpose and content of, and have access to, all of the information contained in their child's OSR.

Breakfast and Lunches

Students will have two 20-minute nutrition breaks each day. This time will be supervised by LSK staff members. Please try to keep lunches healthy and NUT-FREE.

Food is not allowed outside on the playground during active breaks.

Breakfast is offered to students on a daily basis and lunch is offered on select days through the cafeteria services.

Lloyd S. King strives to be a NUT-FREE school! Please do not send any food or drinks that may contain nuts.

Health and Safety

Illness and Accident Reporting

To ensure the health of our community, it is the LSK Elementary School's policy that children must stay home if they exhibit signs and/or symptoms of illness. Children should be excluded from attending school for the following reasons (this list covers the most common illnesses, but is not inclusive of all reasons for exclusion):

1. Illness that prevents a child from participating comfortably in classroom activities.
2. Illness that results in a greater need for care than staff can provide without compromising the health and safety of other children.
3. Unusual behaviour: a child is irritable or less active than usual; cries more than usual or just seems unwell; exhibits loss of appetite or general discomfort.
4. Fever of 100.4 degrees and above.
5. Diarrhea: the child may only return to school after 24 hours of being symptom-free
6. Vomiting: after 24 hours of being symptom-free.
7. Severe coughing.
8. Rash / Hives: unless a physician has determined it is not contagious.
9. Purulent conjunctivitis: (defined as pink or red conjunctiva with white or yellow eye discharge) until the child has been on antibiotics for 24 hours.
10. Impetigo (bacterial skin infection) until 24 hours after treatment.
11. Strep throat: until 24 hours after treatment.
12. Head lice (see Head Lice Policy).
13. Scabies: until 24 hours after treatment has begun.
14. Chickenpox: until all lesions have dried and crusted (usually 6 days).
16. Pertussis: (whooping cough) until 5 days of appropriate antibiotics.
17. Covid – follow directions from the Community Health Office.
17. Hepatitis A virus: until one week after onset of illness, after immune globulin has been administered.

Procedures

1. Children will be sent home (or an emergency contact called) when they exhibit any of the above symptoms. Children must remain home for 24 hours without symptoms before returning to school or in accordance with the Canadian Pediatric Society Well-Being's 3rd edition. If a doctor determines that a child has a communicable disease, it is the parent's responsibility to inform the school immediately. After 24 hours without symptoms, applicable families must inform the school through written

communication that “Students are well enough to participate comfortably in all program activities.”

2. Excluded children may return when:
 - They are free of fever, vomiting, and diarrhea for a full 24 hours.
 - They have been treated with an antibiotic for a full 24 hours.
 - They are able to participate comfortably in all usual school activities, including outdoor time.
 - The child is free of open, oozing skin conditions.
 - The involved areas can be covered by a bandage without seepage or drainage through the bandage.
3. If a child is excluded because of a reportable communicable disease, a child may return in accordance with the Canadian Pediatric Society Well-Being's 3rd edition.

The final decision about whether a child is excluded from attending school will be made by the Principal or Designate.

Administration of Medication

Children will be given prescription medication under the following conditions

1. We have a current signed Medical Release Form on file
2. The medication is current (not expired) and in its original container
3. The dosage request does not exceed the recommended one on the container
4. The medication is not being used to mask symptoms of an illness

Two staff members are required during the administration of medication.

Accident / Incident Reporting

In case of an accident or sudden illness requiring medical attention, the school has the responsibility of notifying the parents or guardians after calling 911 if required.

Teachers are required to report all accidents to the principal's office and to fill out an accident form.

Head Lice (Pediculosis)

What are they? What do they look like?

- Head lice are six-legged, crawling insects that can only survive by drinking human blood.
- An adult louse is about the size of a sesame seed (2-4 mm long)

- An adult louse lays eggs within a half inch from the scalp, these eggs can be yellowish-white to brown colour and will be firmly attached to one side of a single strand of hair. The eggs are an oval shape.
- The eggs called “NITS” are most commonly found behind the ears, nape of the neck, and back of the head often found within a half inch from the scalp but may be moved down the shaft from combing.
- Eggs do not have a nervous system; therefore, nits cannot be killed by insecticide treatment.
- The eggs hatch in 9-10 days the nymphs begin to feed; in another 9-15 days the female matures and begins laying more eggs. The hatched empty eggshells remain on the hair but are not a source of re-infestation.
- The feeding process may cause mild to severe itching and may leave small red bumps.

How do I treat them?

- The only way to remove and eliminate head lice is a combination of treatment, nit removal, and re-treatment.
- An over-the-counter lice shampoo and rinse is required to kill the living lice in the hair. The treatment directions MUST be followed exactly because each brand is different.
- Washing the hair with the treatment will kill the living lice but it WILL NOT stop the nits from hatching.
- The ONLY way to stop the nits from hatching is by removing each nit with a fine tooth comb or removing them by hand. All nits must be removed to stop the infestation.
- This process will need to be repeated within 7-10 days to ensure that all living lice and nits are found.
- Clothing that had been worn by the child when the infestation was discovered should be washed and placed in the dryer for a minimum of 20 minutes.
- **NOTE:** Nymphs and adult lice can survive off the human body for up to 3 days. While eggs can survive away from the host for up to 3 days, they require the higher temperature found near the scalp to hatch.

Procedure School Role:

- If lice or nits are discovered, the child’s parent/guardian will be contacted by the teacher, and they will be **encouraged** to pick up their child and receive treatment from MCFN Community Health Office.
- The Principal will also be informed and will send out a general school-wide message informing them of details related to lice and treatments available from Social and Health Services.

Administrative Procedures

1. Teachers are to be aware of students who are scratching their heads. If a child is seen to be scratching their head more than usual the child will be checked immediately.
2. If it is discovered that the child does have nits or lice parents will be informed and encouraged to pick up their child. Parents will be instructed to treat the child for the infestation. LSK Staff will provide the parent/guardian with the Head Lice information sheet and the MCFN Community Health Office may supply head lice shampoo if available.

Access to the School

1. The health and safety of the students and education staff is of great importance. All precautions will be taken to protect our students. It is important to monitor access to the school and to know, at all times, who is in the school, and for what purpose.
2. The Lloyd S. King Elementary School has a policy for parent access to the school, during school hours.
3. Consistent with the Education Act, the principal has the authority to control access to the school during school hours.
4. All visitors to the school, including parents, must report to the office, identify themselves and sign in and out in the Visitor's logbook. The office staff will assist with information and directions.

Anaphylaxis

1. LSK strives to be a nut-free school.
2. The MCFN Chief and Council recognize that some students within Lloyd S. King Elementary School are susceptible to severe anaphylactic reactions to a particular food, drug, or insect sting. Anaphylactic reactions can be life-threatening and involve several body systems such as skin, upper and lower respiratory, gastro-intestinal, and cardiovascular systems.
3. The goal of the LSK Elementary School policy is to provide a safe environment for pupils with life-threatening allergies, recognizing that it is not possible to reduce the risk to zero.

4. Consistent with the duty of a principal, as set out in the Education Act, adopted the policy and administrative procedures for Pupils with an Anaphylactic Allergy for students of LSK Elementary school.
5. For any child with an identified anaphylactic allergy, an individual plan must be developed for each pupil who is registered at LSK Elementary School.

Concussion Policy

The MCFN Chief and Council are committed to providing a positive and safe working and learning environment. It is the LSK Elementary School's policy that students, parents, and staff are aware of concussions, signs and symptoms, and prevention; to improve support for persons suffering from concussions and to lessen the occurrence of second impact syndrome, and to implement procedures for concussion management, return to learn and return to play.

Concussion Information

Children and adolescents are at the greatest risk for concussions and take longer to recover than adults. Traumatic brain injuries affect up to 2 percent of the population each year. The risk of concussion is highest during activities with the potential for collisions:

- During physical education,
- Outdoor play,
- Inter-school sports or intramurals.

Concussions can occur any time a person's brain impacts their skull. For example – when the head connects with a surface or object (i.e. desk, floor), another student, or when the head moves rapidly back and forth.

Concussions are serious because of the impact damage (primary injury) but also due to the secondary injuries that can develop after the impact. These include hemorrhage, cerebral swelling, decreased circulation, increased fatigue, mental confusion, and failed memory, among other symptoms. The brain may take days, weeks, or months to be restored to normal activity.

Once an individual has had a concussion, they are at increased risk for another concussion. Repeat concussions that occur before the brain recovers from the first incident can slow recovery or increase the likelihood of long-term problems. Repeat concussions may result in second-impact syndrome.

Most concussions do NOT result in a loss of consciousness.

Proper recognition and response to a concussion can prevent further injury and help with recovery.

Lloyd S. King has policies and procedures in place for detecting and responding to concussions.

Parents are responsible for:

- 1. Informing the school administration of concussions sustained by students on and off school property,*
- 2. Monitoring their child's progress through return to play and return to learn processes,*
- 3. Interacting with school staff to obtain and share information about progress and challenges,*
- 4. Providing initial diagnosis/accommodations and final physician clearance to school for return to learn and play.*

Students are responsible for:

- 1. Sharing honest information about their progress with respect to ongoing or worsening symptoms of concussion.*

Duty to Report

In circumstances where employees have reason to believe that a student may be in need of protection, Child Youth and Family Services must be called according to the requirements of the Child Youth and Family Services Act, under 'Duty to Report' guidelines. Employees have a legal responsibility to report.

Physical Intervention

It is imperative that the LSK Elementary School provide a positive and safe learning environment for all students. In order to maintain a safe environment, it may be necessary to restrain or assist in the movement of a student in circumstances when other strategies for intervention have not been successful. When physical restraint is necessary, it will be used only as a last resort in the crisis. Training in physical movement and restraint will be provided to personnel most likely to need to intercede in a physical crisis.

Physical Intervention Defined: As used in this policy, the term, physical intervention, means the use of safe, non-harmful techniques to contain or move an individual until he/she can regain control of his/her behaviour.

All LSK staff are expected to follow non-violent crisis intervention practices. These components encourage the following: proactively building rapport with students, being mindful of students' historical trauma, and limiting all forms of physical contact as much as possible unless there is an immediate threat to the safety of other students/staff.

School Closures

1. The health and safety of all students and employees at the Lloyd S. King Elementary School is of great importance.
2. On occasion, unsafe conditions may occur resulting in school closure and bus cancellations for a whole day or part of a day. Unsafe conditions are, but not limited to:
 - Inclement weather may result in the cancellation of bus transportation, and /or school closure for the day; or in early dismissal of students for the afternoon.
 - Any other unforeseen condition which threatens the health and safety of the students and staff such as a power outage for an extended period of time, loss of essential services, etc.
3. Lloyd S. King Elementary school closures may be called for by the Executive Director of Operations in consultation with the Public Works Roads Department when weather conditions become unfavourable.
4. The Principal will be contacted and directions provided on the delay or cancellation of buses; the Principal shall coordinate the inclement weather announcement broadcast through the in-school Messenger System. The Principal will assign a designate to coordinate the inclement weather bus cancellations communications in their absence.
5. Buses that have been cancelled in the morning, due to inclement weather, will not return students in the afternoon. Should LSK remain open and parents drive students to school in the morning, they are responsible for picking their children up and taking them home in the afternoon.

Early Dismissal

Early dismissals will only occur in extreme circumstances. The decision for early dismissal will be broadcast through the Messenger System

In the event of an early dismissal of the LSK Elementary School day, efforts will be made to ensure a call for closures is undertaken by 12:00 noon. If no contact can be

made with caregivers, students will remain at the school until caregivers have been contacted and have made arrangements to pick up their children.

Student Safe Arrival

1. The Health and safety of the students and education staff is of great importance. All precautions will be taken to protect our students and ensure that they arrive at school safely.
2. A safe-arrival program is a system of procedures that are performed together with daily school attendance.
3. The Safe-arrival program is a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school.

Visitors and Volunteers

1. MCFN Chief and Council recognizes the value of volunteers and promotes the use of volunteers at the school to support the education program and activities during and after school hours.
2. This policy applies to all volunteers/chaperones engaged in direct and/or extended contact with the students in volunteer activities.
3. Parents, guardians, grandparents, elders, and other individuals may volunteer to assist with special activities in the school, with principal approval.
4. While education is the primary focus, the health and safety of students are vital. In a proactive measure to ensure the safety of the students, ALL volunteers/chaperones who want to supervise children other than their own are required to have a Criminal Records with Vulnerable Sector Check (current within six months).
6. Criminal Records Checks can be obtained from your local OPP or Six Nations Police (depending on where you live). If a parent gives permission for another person to supervise their child, a note must be provided to the school stating this, and because consent was given by the parent a Criminal Records with Vulnerable Sector Check would not be required.
7. Criminal Reference Checks are not required in situations where Volunteers are attending staff-supervised events where volunteers and students are together in large groups and there is no extended one-on-one contact



between students and volunteers.

Weather Extremes

In extreme weather alerts (heat or cold, poor air quality) called by Environment Canada, students will normally be kept indoors; they may however, go out for 5-10 minutes for exposure to fresh air and to practice regular dressing skills depending on the type of extreme and severity of the weather.

Special Accommodations

In the case of a caregiver or medical practitioner request indicating that a child may not spend time outdoors or on a reduced schedule every effort will be made to accommodate such requests. The LSK staff will discuss and address accommodation requests on a case by case basis.