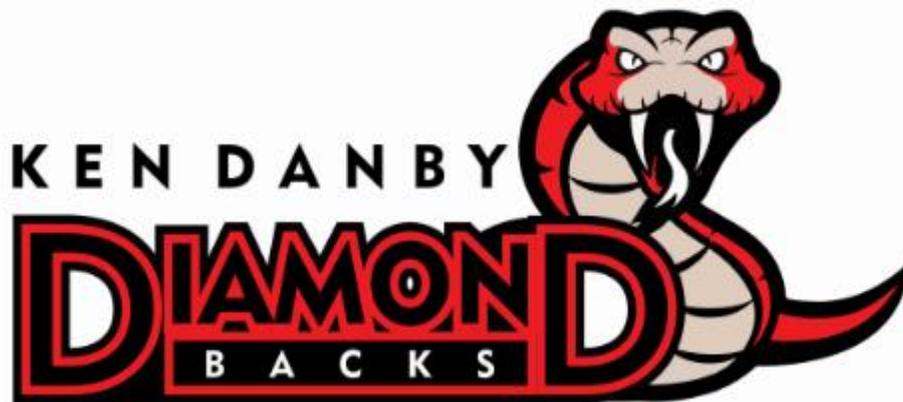




KEN DANBY PUBLIC SCHOOL

Family Handbook

2023-2024



525 Grange Road
Guelph, Ontario
N1E 7C4
(519) 836-4545
www.ugdsb.on.ca/kendanby/

PRINCIPAL'S MESSAGE

Dear Parents and Guardians:

It is my pleasure, on behalf of all the staff, to welcome you to a new school year. It is exciting to experience new beginnings each September. We look forward to building traditions and a sense of community as we create a safe, encouraging, and caring environment for learning. It is our belief that all students can achieve their potential if we all work together to help them overcome obstacles, celebrate successes, and achieve their goals, and we look forward to your participation in your child's education.

This family handbook will provide you with easy access to basic information about our school. We ask you to read the information carefully, discuss the pertinent sections with your child(ren) and keep it handy for future reference. An electronic copy can be found on our website.

If you have any questions or concerns at any time throughout the school year, please call the school for assistance. We welcome open communication between home and school, and we look forward to maintaining a strong community partnership throughout the upcoming year.

Sincerely,

Blair Conrad

Principal

Ken Danby P.S. Mission Statement

At Ken Danby P.S. we are committed to providing a safe and inclusive environment, maximizing individual potential and supporting our students to become lifelong learners. In partnership with our families, we will empower our students with meaningful learning opportunities and foster responsibility and respect.

KEN DANBY – a short biography

(March 6, 1940 – September 23, 2007)

Excerpt taken from the Toronto Star, Sep 24, 2007 By: LEE-ANNE GOODMAN
<http://www.thestar.com/News/article/259935>

Ken Danby, (is) recognized as one of the world's foremost realist artists and best-known in Canada for his iconic hockey painting, At The Crease. Born in Sault Ste. Marie, Danby's vast portfolio includes everything from portraits of famous Canadians to athletes in mid-play and landscape paintings so crystalline that at first glance they resemble photographs. "He aspired to be — and in many ways achieved — the status of Canada's storyteller," Matthew Teitelbaum, director of the Art Gallery of Ontario, said in an interview.

In the 1980s, Danby prepared a series of watercolours on the Americas Cup and the Canadian athletes at the 1984 Winter Olympics in Sarajevo. He also served on the governing board of the Canada Council and as a member of the Board of Trustees of the National Gallery of Canada. Danby was a big supporter of the arts, and frequently railed against the lack of arts education in the public school system.

"The arts are just as important as math and science in education, and just as important as any other endeavour in our lives," he said.

In 1975, Danby was elected a member of the Royal Canadian Academy of Arts. He was also a recipient of the Jessie Dow Prize, the 125th Anniversary Commemorative Medal of Canada, the City of Sault Ste. Marie's Award of Merit and both the Queen's Silver and Golden Jubilee Medals. In 2001, he was vested in both the Order of Ontario and the Order of Canada.

SCHOOL DAY SCHEDULE

8:30	Entry Bell
8:30-9:10	Period 1
9:10-9:50	Period 2
9:50-10:30	Period 3
10:30-11:15	First Recess / Nutrition Break
11:15-11:55	Period 4
11:55-12:35	Period 5
12:35-1:20	Second Recess / Nutrition Break
1:20-1:40	DPA
1:40-2:20	Period 6
2:20-3:00	Period 7
3:00	Dismissal Bell



GENERAL INFORMATION

ARRIVAL AND DEPARTURE

Safe Arrival:

It is essential to call the office before 8:15 a.m. if your child is going to be absent or late. The voice call mail (519-836-4545 ext. 100) can take your messages 24 hours a day. Please supply us with the student name(s), class(es) and reason(s) for absence/lateness. We follow the Board's Safe Arrival Policy and must call parents of absent students if we have not been informed, by a parent, of the reason for the absence. **Your call will save us multiple phone calls.** Late students must report to the office to inform us of their arrival, in order to be properly accounted for on the attendance register.

Board Policy on Safe Arrival:

It is the responsibility of parents to:

- provide current telephone contacts such as: home phone number, work number of both parents, number of caregiver, number of safe arrival contact, and emergency contact numbers on the student admission/information form
- update the information during the school year
- communicate with the school, prior to the start of school in the morning or afternoon, when the child will be absent or late for any reason
- provide written permission for their child to leave the school during the day, and
- inform the school when their child will be returning after an absence of more than one day.

Safe Departure:

If it is necessary for a child to leave early, or to leave for a period during the day for an appointment, a note must be sent to the teacher or given to the office. For the safety of your child, we request that you come into the school to **sign them out at the office.** As soon as you arrive, your child will be called out of class for you. Please send authorization in writing if someone other than the legal guardian is going to pick your child up from school. The authorized adult may also be asked for photo identification. Unless we can confirm otherwise, it is our practice to dismiss the child as per their usual routine at the end of the day. We appreciate your efforts to make all foreseen alternate arrangements ahead of time accompanied with a note. Under an *urgent* circumstance, a call may be made to the office before 2:30 p.m. and we will try to get a message to your child.

SUPERVISION

Yard supervision starts at 8:15am, which is 15 minutes before classes begin at 8:30am. Please do not send your child to school before that time, as we do not support students to be unsupervised on the school grounds. Yard supervision after school ends at 3:15pm, which is 15 minutes after dismissal. Students are not allowed to be in the classrooms, library, or the gymnasium without staff supervision.

LEAVING SCHOOL PROPERTY

All students must remain on school property for the duration of the school day. We support students wishing to go home for lunch, but ask that parents fill out and sign a written permission form on the first day of school indicating their permission. Any changes in routine during lunch must be brought to the attention of the office in the morning in the form of a written note signed by parents.

ATTENDANCE, ABSENCES and LATES

Good school attendance and punctuality are important to maximize school achievement, and are good habits to develop. Attendance is taken in the morning and afternoon of each school day. Students are marked late or absent if they are not in class on time. Students arriving late must check-in at the school office so that the official attendance register can be amended. Repeated lates or absences, without a valid reason (e.g., medical appointment) and accompanying note from the parent, will result in the possible involvement of the Board's attendance counsellor.

Expectations for Attendance:

The Education Act and regulations outline expectations for school attendance. Children of compulsory school age are required to attend every school day unless excused. It is the duty of the parent to ensure the child attends school as required and to provide the school with reasons for absence.

School Attendance Areas:

The Board establishes attendance areas or school boundaries to maintain a high standard of program for students and ensure the effective and efficient use of its facilities. Parents wishing to send their child to school outside their attendance area must contact their home school Principal for further information and an application for "Out of Area" attendance. Information about what school your child should attend and whether busing is provided can be found on the website: www.findmyschool.ca

CUSTODY AND GUARDIANSHIP

Although only a custodial parent can make educational decisions for a child, a non-custodial parent has the right to information about a child, and access to the child, unless denied by a court of law. If you have concerns about unauthorized access to children or information, it is essential that the Principal or Vice-Principal be informed and that verification of custody orders be placed in the student's OSR. Otherwise, the school assumes a situation of equal access exists.

FIELD TRIPS

Field trips provide "education beyond the classroom" and support our core curriculum. Notice about all class trips will be sent home in advance. In order for your child to participate, consent is required to ensure that parental permission has been granted and that parents are aware of the details of the trip. Students are responsible for the cost of such trips, and costs are kept to a minimum as much as possible. It is Board policy that no student will miss the opportunity to participate in a class trip due to financial constraints. If you have concerns about the cost of a trip, please speak to the Principal or Vice-Principal confidentially, so that arrangements can be made to ensure the participation of all students.

LOST AND FOUND

Parents are urged to **clearly label all belongings** so that we can help to locate the owners when things go astray. We also recommend that parents regularly check the school's lost and found box for missing items. At the end of each term, lost and found items are displayed in the hallways before being donated to charity. Small valuable items, such as jewellery and watches, are kept in a lost and found box at the office.

TELEPHONE USE

Phone calls home for students will be made for emergencies and under the supervision of a staff member. All student social arrangements, meeting spots, etc., should be made by families ahead of time, and be submitted to the classroom teacher in the form of a signed and dated note which will be sent to the office with the morning attendance. This will ensure that school phone lines are not tied up, and will be available for our safe arrival program, students who are ill, teacher calls to parents, etc.

VALUABLES & ELECTRONIC DEVICES

As our society becomes more and more technologically advanced, we are noticing that many students are bringing valuable items to school. These items, especially those electronic in nature, are attractive and we can not be responsible for theft or loss of such items. In addition, electronic devices are becoming problematic in the halls and on the yard. We prefer students to use recesses for physical and social interaction with others. Therefore, it is the school's policy that, unless directed by the classroom teacher for a specific purpose to enhance learning in the classroom, no electronic equipment should be used or be visible while at school. This includes, but is not exclusive to items such as ipods, MP3s, electronic games, cameras, video cameras, PDAs, listening devices and cell phones. Any other device which is capable of taking pictures is also strictly prohibited. This is due to privacy concerns. While we understand that children sometimes carry cell phones for safety reasons, this is not necessary while at school because if a family emergency arises, they would be given access to the school phone.

In order to ensure compliance with our policy, any electronic equipment that is visible or is being used at school without the permission of the teacher will be confiscated. We will then ask the parent or guardian to come to the school to retrieve it. We appreciate your support in keeping valuables and electronic devices safely secure at home.

VISITORS

Upon arriving to the school, visitors must report to the Main Office and sign in. The Main Office is located on the left after entering the front of the school. Thank you for your cooperation.

ACADEMICS

The following Ministry Curricula (The Ontario Curriculum Grades 1-8) are available for review at the Ministry's website at <http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html>

- Language Arts
- Mathematics
- The Arts
- French
- Social Studies Gr. 1-6/Hist. Geog. Gr. 7-8
- Health and Physical Education
- Science and Technology
- Full-Day Kindergarten Program

KINDERGARTEN

Children entering Junior Kindergarten must be four years old on or before December 31 of the starting year. Pre-registration takes place in January or February. Parents should bring their child's birth certificate, proof of address, health card and immunization record to complete the enrolment process. An information and orientation session for parents and students will take place in June, and there will be a staggered entry for Junior Kindergarten in September.

The UGDSB has adopted the blended model of including both junior and senior kindergarten students in the same class. This program was selected due to the number of positive benefits for students who have two years to learn the essential skills required for grade one. Senior kindergarten students gain confidence while demonstrating their knowledge to younger ones, and junior kindergarten students benefit from having older students model skills and routines, and thus have an easier transition into school.

SPECIAL EDUCATION - EXCEPTIONAL STUDENTS

The Upper Grand District School Board provides a continuum of service that offers a range of placements to meet the needs of exceptional pupils. The purpose for this wide spectrum is to provide all pupils with opportunities to achieve success in their education programs. Accommodations and modifications are made to maintain the exceptional pupil within the regular class. However, we recognize that there are pupils for whom total integration is inappropriate. Alternate educational settings provided include resource withdrawal programs and self-contained classes, either at the home school or another designated school.

A team approach is used in program modification and in planning an exceptional pupil's Individual Education Plan (IEP). This plan contains specific objectives and an outline of educational services that meet the needs of the exceptional pupil. It is the school's responsibility to, with the assistance of parents, special education consultants and possibly outside agencies, to identify a pupil's needs and to ensure that they receive appropriate programs and services.

STUDENT RECORDS (OSR)

The Ontario Student Record (OSR) is a confidential, continuing record of a student's educational progress through schools in Ontario. The information in the OSR is available only to the Board's Supervisory Officers, the Principal and Vice-Principal, and teachers for the purposes of improvement of instruction. Students over 18, and parents of students under the age of 18, may examine the OSR by scheduling an appointment with the Principal or Vice-Principal.

REPORT CARDS

In November, you will receive an interim Progress Report that indicates your child's strengths and next steps. Parent interviews are scheduled to follow shortly thereafter. Report Cards with grades are issued following the completion of each of the two terms, in February and June. Please carefully review your child's progress and praise your child for their efforts. A mark of "B" or 75% indicates that the student is successfully achieving the provincial standard set by the Ministry of Education, and is to be commended. Yet every child has strengths and weaknesses, and they may have worked diligently to achieve their level of success and their efforts should be acknowledged as well. For areas of concern, contact the teacher if you have any questions. Interviews may be initiated by a parent or teacher and may be requested at any time during the school year. Please call if an interview is desired, as discussions between the parent and teacher are valuable to the overall education of your child.

HOMWORK GUIDELINES

Homework is an important part of a child's learning and supports the acquisition of knowledge, initiative, self-discipline, time management skills and responsibility.

Homework is:

-  work that supports, reinforces, and enhances the skills and knowledge learned in class
-  relevant, meaningful and curriculum related
-  always clearly explained, (e.g., project expectations outlined using a rubric, or checklist)
-  sometimes student's choice, if possible, (e.g., research topics, essay topics, etc.)
-  sometimes unfinished work from class
-  an opportunity to assign a task that requires the family to work on an activity together, (e.g., create a family tree, favourite childhood trip, or conduct a family survey)

Homework is NOT:

-  "busy" work
-  an activity where the student must learn concepts not yet taught and practised in class
-  to have students complete the curriculum because there is too much to cover in class

The amount of homework assigned is carefully considered and should not be overwhelming. Teachers will monitor and ensure the appropriateness of the quantity and timing of homework. Some teachers may wish to assign homework on one day of the week and allow students to complete it over the course of a few days. This allows flexibility in a family's busy schedule. In higher grades this model may change to daily homework for some subjects. Please note, however, that in order to support quality family time, there will be no *new* homework assigned on long weekends and over holiday periods.

All students are encouraged to read (or be read to) for 20 minutes a night.

Parental involvement is essential for student success in school.

Homework helps inform parents of the curriculum expectations and enables ongoing parental tracking, intervention and support for student success. Parents are encouraged to support student achievement through effective time management skills and homework completion. It is important to establish suitable homework routines such as:

-  set a regular homework time
-  consistently provide a working environment free from distraction
-  have supplies available and assist with resources
-  show interest, provide positive reinforcement, and be available to help (facilitate, but not "do the work") as required
-  help approach learning and responsibility for homework with a positive attitude

For further suggestions about helping your child with homework, speak with your child's teacher. Open communication creates a positive learning environment and prevents misunderstandings.

CODE OF POSITIVE STUDENT BEHAVIOUR

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility, and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable, and accepted.

GENERAL

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School Board Code of Conduct (Policy # 213) which applies to all members of the school community; students, administrators, staff, parents and guardians, visitors, volunteers, etc. while on all school and Board property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

RIGHTS

Student Rights Include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parent Rights Include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff Rights Include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

A) Respect, Civility and Responsible Citizenship: All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially where there is disagreement;
- respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age 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;
- respect all members of the school community, especially persons who are in a position of authority;
- respect the needs of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in authority;
- seek school staff assistance, if necessary, to resolve conflict peacefully.

B) Safety

All members of the school community must not:

- engage in bullying behaviours

Definition of bullying:

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be know to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through the use of technology. Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.

- commit sexual assault;
- traffic in weapons or illegal drugs;
- be in possession of any weapon including, but not limited to, firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- commit an act of vandalism that causes extensive damage to school property;
- engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self esteem, or reputation, or that has a negative impact on the school climate.

STUDENT RESPONSIBILITIES

All students will:

- accept responsibility for their personal actions;
- demonstrate respect for self, and others, and for those in authority;
- fulfil expected academic obligations;
- come to school punctually each day, prepared and willing to learn;
- obey the rules of the school, on school buses, and at other sites during school activities,
- dress appropriately in accordance with the Board's and the school's policies regarding appropriate dress;
- use respectful language, free from profanity;
- work cooperatively with staff and other students;
- be honest in their academic work (refrain from plagiarism, cheating, etc.);
- use free time responsibly.

STAFF RESPONSIBILITIES

The Principal and Vice-Principal will:

- take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- hold those under their authority accountable for their actions and behaviour;
- empower students to be positive leaders in their school and community;
- communicate meaningfully and on a regular basis with all members of the school's community.

Teachers and school staff will:

- maintain order in the school;
- maintain consistent standards of behaviour for all students;
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- communicate regularly and meaningfully with parents/guardians;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- empower students to be positive leaders in their school and community.

PARENTAL RESPONSIBILITIES

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and the members of the school community;
- supporting the efforts of school staff in maintaining a safe and respectful learning environment;
- showing an active interest in their child's schoolwork and progress;
- communicating regularly with their child's school;
- assisting staff in dealing with disciplinary issues involving their child;
- helping their child be neat, dress appropriately, be well rested and prepared and ready to learn;
- ensuring that their child attends school regularly and on time;
- promptly reporting their child's absence or late arrival;
- showing that they are familiar with the Ontario Code of Conduct, the Board's Code of Conduct, and the school's Code of Conduct and rules of behaviour;

- helping and encouraging their child in following the Board's Code of Conduct and the school's Code of Conduct and the rules of behaviour.

GENERAL SCHOOL EXPECTATIONS

Appropriate Dress

Ken Danby expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Students have a right to learn in a safe and caring space that is free of bias and discrimination, and have a right to express their individuality respectfully. It is an expectation that student dress choices respect the UGDSB's intent to promote a community that is inclusive of a diverse range of identities.

Students **must** wear:

- A shirt or the equivalent (e.g., sweater etc.) with fabric in the front, back and on the sides under the arms, AND
- Pants or the equivalent (e.g., skirt, sweatpants, leggings, dress, shorts), AND
- Shoes or the equivalent (e.g., boots, sandals etc.).
- Clothing must fully cover genitals, buttocks, and breasts with opaque fabric.

Students **cannot** wear:

- Clothing or accessories containing violent language or images
- Images, logos or language depicting drugs, alcohol or any illegal item or activity
- Images, logos or language that portray: ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech, and/or pornography
- Images, logos or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon (with the exception of religious accessories or articles of faith such as a Kirpan)
- For safety consideration; clothing items must not obscure the face or ears, except as a religious observance.

Note: Heelie shoes, inappropriate toys, and laser pens are not allowed on school property. Personal electronic devices are only allowed to be used while in a classroom with the permission and supervision of a teacher for educational purposes.

Rough Play Guidelines

We maintain a strict "safe hands - safe feet" policy. Rough play, play fighting, play wrestling, and games which involve pushing, hitting, or kicking, are forbidden for safety reasons. Rough play is often an excuse for bullying and can result in accidents, and 'play fights' can easily escalate into real fights. All students are expected to refrain from physically inappropriate behaviour, and to promptly report such situations to the yard duty supervisors or their teachers.

RESPECTFUL LUNCHROOM CONDUCT

While eating lunch in their classroom, students are expected to respect the rights of others by:

- sitting in their assigned seats
- speaking in soft, indoor voices
- not sharing or asking for others' food
- following the direction of the lunchroom supervisor and the student helpers
- leaving to go to the bathroom only with permission from the lunchroom supervisor
- waiting to be dismissed before going outside
- placing items in the garbage or recycling only when dismissed to go outside

- ensuring that their area is clean before leaving
- staying on school property for lunch unless a parent or guardian has given written permission for the student to go home for lunch

SAFE PLAYGROUND EXPECTATIONS

Students are expected to respect the rights of others and play cooperatively by:

- Promoting safety, fair play and effective problem solving
- Playing in view of supervisors and away from school doorways, parking lots, bike racks, fences, the front of the school, and other areas that are designated “out-of-bounds”
- Playing non-contact games and keeping “hands-off” of other students at all times
- Not eating on the playground and not littering
- Leaving hard balls, hockey sticks, baseball bats, and valuable toys at home
- Not climbing trees, fences, backstops, or the concrete shed
- Playing safely on the play structure during their scheduled recess time (no access directly before or after school). No hanging upside down. No sitting or standing on the topmost bars or jumping from the topmost heights or playing grounders.
- Reporting emergencies or injuries to supervisors immediately
- If wishing to enter the school at recess time, receive a hall pass from the duty teacher
- Lining up quickly at the location designated for their class when the bell rings

ADDED PLAYGROUND EXPECTATIONS IN WINTER

- Throwing of snowballs, or ice, or any type of snow is not allowed due to major safety concerns.

Snow Forts:

- A snow fort is for that recess only – no one owns the snow or a snow fort
- We share snow and we are considerate of others’ forts (i.e., we don’t break down what they are building). If someone is not using cooperation in building the fort, try and work it out before involving the teacher.
- Snow structures may not exceed shoulder height

Snow Hills

- If hills are too slippery or too high, they are out of bounds (and may have a pylon on them)
- You may slide feet-first down a snow hill only if you are wearing snow pants
- People on the bottom of the hill must move away quickly
- People at the top of the hill must wait until the bottom is clear

Ice

- Sliding or walking on ice patches is not permitted. All ice patches are out of bounds.

SAFE ENTRY INTO THE SCHOOL

Students will line up in designated areas by class and enter and exit through designated doors. This orderly entry through appropriately selected doors promotes safe travel of large amounts of students of different grades. Students do not use other doors including the front doors unless given permission.

IMPLEMENTATION OF THE CODE OF CONDUCT

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

Progressive Discipline

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to:

- Student Success and Character Development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process, consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

Consequences and Supports

The school will use a range of interventions, supports and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices. The following are some examples. The application of consequences, supports and interventions are determined by the specific nature of the incident and the individual students involved.

Examples of Consequences:

- verbal reminder
- warning
- review of expectations/rules
- written or verbal apology
- incident sheet
- yard: walk with a supervisor
- letter written to parent
- phone call home
- student contract sheet
- restitution
- in-school community service
- recess detentions
- class time detentions
- loss of in-school or fieldtrip privileges
- suspension from the bus
- suspension
- expulsion

Examples of Supports/Interventions:

- discussion with P/VP
- reflective paragraph/essay
- collaborative problem solving
- conflict mediation
- social stories
- discussion with parent (next steps, solutions)
- conference with others involved
- restorative justice
- Child and Youth Counsellor support
- positive reward system
- Attendance Counsellor support
- student/teacher/parent meeting
- case conference with school staff and/or Board consultants
- referral to outside agencies
- Suspension/Expulsion program

Suspension and Expulsion

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment, suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and well being of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour, suspension and expulsion may be considered. The Board's Student Discipline Policy (Policy #503) sets out the process for Suspension and Expulsion. This policy

specifies the student actions that may result in the Principal or Vice-Principal imposing a suspension, as well as the student actions that will result in the Principal or Vice-Principal imposing a suspension and considering an expulsion pending an investigation of the incident.

Mitigating Factors

The Principal or Vice-Principal will consider the following mitigating factors when considering a suspension:

- the pupil does not have the ability to control their behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal or Vice-Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student, the student's Individual Education Plan.

Note: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a Principal not to suspend.

Activities That May Lead to a Suspension

Police may be involved, as required, and a suspension may be imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or illegal drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. bullying, including cyber bullying
7. any act considered by the Principal to be injurious to the moral tone of the school;
8. any act considered by the Principal to be injurious to the physical or mental well-being of members of the school community;
9. persistent opposition to authority;
10. habitual neglect of duty, or
11. a serious breach of the Board or school's Code of Conduct.

Activities That Will Result in a Suspension, an Investigation, and a Possible Recommendation for Expulsion

Police may be involved, as required, and a student will be immediately suspended, an investigation will occur and may lead to a recommendation of expulsion to the Board's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

1. possessing a weapon, including possessing a firearm;
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or illegal drugs;
6. committing robbery;
7. giving alcohol to a minor;
8. an act or activities considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
9. activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property, or
10. the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper.

PARENT COMMUNICATION / INVOLVEMENT

Education is a shared responsibility between the school and home. When parents and teachers work together, the student always benefits. We invite you to visit our classrooms, talk with teachers, become a classroom volunteer, and/or participate in School Council.

SCHOOL WEBSITE

The Ken Danby Public School website is located at: www.ugdsb.on.ca/kendanby/
Here you will find general information, as well as our monthly newsletters to keep you up to date and informed. This Family Handbook is located in electronic version on the website. In addition, you can access various schedules including the school year calendar, the school day schedule. There is also a helpful link to check bus or school cancellations.

GOOGLE CLASSROOMS

All students have access to their classes Google Classroom. Teachers will use this to post work, and connect with parents. Please ensure you have looked through your child's Google Classroom. Speak to your child's teacher if you require more information.

SCHOOL COUNCIL

School Council is a dedicated group comprised of parents, teachers, the Principal and Vice-Principal, and community members who are all working together to support and enhance student learning. For more information on how to become a School Council member, please contact the school office. All parents are warmly welcome to attend School Council meetings.

HEALTH AND SAFETY

EMERGENCY PROCEDURES

Ken Danby P.S. has a detailed Emergency Procedures Plan in case of fire, tornado, bomb threats, intruders, evacuation and other accidents or tragic events. Fire drills are conducted three times during the fall term and three times during the spring term. Tornado drills and violent intruder drills will occur at least once per school year. Our emergency evacuation site is Holy Trinity C.S. for minor emergencies, or St. John C.S. for those requiring further off-site evacuation.

HEAD LICE

Anyone, regardless of cleanliness, can contract head lice. Primary children who play closely together are particularly susceptible. The Health Unit does not become involved in classroom screenings.

Parents are asked to check their children regularly for the presence of small whitish nits (eggs) fastened tightly on the hair shaft near the scalp, and to report any occurrences to the office. Parents will be notified with a flyer that will be sent home if anyone in a child's classroom has reported head lice so that they can check their child and monitor the situation. Should your child become infected, several good medications are available without prescription. The condition is contagious by contact, and affected children should stay home until the first hair treatment is completed. Because nits can withstand

treatment and hatch within seven days to reinfect the child, parents will be encouraged to remove all nits before bringing their child back to school.

IMMUNIZATION

The Immunization of School Pupils Act requires the medical officer to maintain a health record on each school child. It also requires that all children be immunized against diphtheria, tetanus, polio, measles, mumps, and rubella, unless exempted. The school forwards a copy of your child's immunization record when you first register your child at school. The Wellington-Dufferin-Guelph Public Health unit will notify parents if their records indicate that immunizations are not up to date, and students may be suspended from school by the Public Health unit until proof of immunization is provided.

MEDICAL ALERT – DO NOT SEND NUTS OR NUT PRODUCTS TO SCHOOL

We have several students with life threatening allergic reactions to peanuts, peanut butter and nuts. Please be aware that, due to legislation requiring every school to reduce risk of exposure of anaphylactic causative agents, **we are not allowing any types of nut or nut products or imitation nut products at Ken Danby P.S.** We also ask that any product that "may contain nuts" be left at home as well. If touched or eaten, foods containing even small amounts of peanuts or nuts may be life threatening to students with allergies. **Please do not send any nut products or may contain nuts products to school.**

MEDICAL EMERGENCY

Please provide reliable emergency contact information on the Student Information Form sent home at the beginning of the year. We need to be able to reach someone in the unfortunate case when an emergency arises, or your child takes ill. In extreme cases, the Principal, Vice-Principal or designate may need to call an ambulance for your child. **Thus, it is essential that you phone our school secretary with updated information if you change your address, phone number, emergency contact, or place of employment during the school year.**

MEDICATIONS AND MEDICAL CONDITIONS

It is recommended that all medications be administered at home; however, we understand that circumstances arise where it is necessary to administer medications at school. **All medications (prescription or non-prescription, like Tylenol, etc.) will be stored safely in the office. Staff are not allowed to administer medication without prior completion of a consent form.** The consent form is available in the office. A log is kept of all medication that is administered.

If your child has a serious medical condition, please be sure the child's teacher and the office are provided with up-to-date information and medication. A Plan of Care Form must be filled out so that this information can be kept on file and shared with all staff.

BICYCLES and SKATEBOARDS

We encourage students to consider a physical, active way to get to school. Walking or biking or skateboarding to school promotes a healthy lifestyle and environment. **For safety reasons, we ask that students not ride on school property**, ensuring they walk their bicycles to the bike rack or carry their skateboards into the school from the sidewalk. Board policy prohibits the use of any of these types of wheeled devices on school property. *(Note: All skateboards, roller blades and scooters must be stored in the front entrance for the day).* Misuse of this policy will result in the loss of these privileges.

In addition, we hope that parents ensure that all students will follow Ontario law and wear a CSA approved bike helmet when riding. Please note that we cannot be responsible for damage to, or loss of bicycles. Students should always ensure that their bike is securely locked to the bike racks using their own individual bike lock.

STUDENT SAFETY PATROL

Student safety patrols are on duty for fifteen minutes before classes begin and for fifteen minutes after classes end. They are there to help students who wish their assistance. Please discuss with your child the route you wish them to take in order to utilize the safe crossings provided to them. We expect all students to respect our safety patrols, who are providing our students with a valuable service.

STUDENT ACCIDENT INSURANCE

We highly recommend parents benefit from the accident insurance opportunity which is sent home with all students in September. Accidents may occur at school or at home, regardless of proper supervision. Insurance is especially important for students on school sports teams. Affordable insurance varies from coverage at school only, to 24 hours a day and out of province. Completed applications are to be sent directly to the insurance company, as directed on the forms.

INCLEMENT WEATHER

A decision to cancel buses is made by 6:00 a.m. The decision is based on a number of factors, including the actual weather and road conditions. During times of inclement weather, please listen to any local radio station for school transportation cancellations or school closures. Current information will also be posted on the Board's website at www.ugdsb.on.ca.

When buses are canceled but schools remain open, walking students are expected and parents of bussed students may elect to drop their child off at school on the condition that they pick them up. **At Ken Danby P.S. our normal school routines are not affected by bus cancellations**, as we are mainly a walking school. In extreme weather, however, schools are sometimes closed to all students so please check radio stations or Board websites on severe weather days.

IMPORTANT POLICIES

The UGDSB has numerous policies and guidelines that govern school procedures and routines. Please take some time to review those that are pertinent to you and your child. Some examples include Volunteers (Policy 205) Code of Conduct (Policy 213) and Child Abuse and Protection (Policy 502). All policies can be reviewed on the UGDSB website at:

www.ugdsb.on.ca/article.aspx?id=25420

Please also review the Transportation Policies and Procedures from the Wellington-Dufferin Student Transportation Services.

<https://stwdsts.ca/>