



PERCY CENTENNIAL HANDBOOK

“We Challenge and Support Our Students through Learning”

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Julie Gray
Principal



PERCY CENTENNIAL HANDBOOK

Breakfast Program

Dear Students/Parents/Guardians,

As a student of Percy Centennial School, you are part of a dynamic school community. This community is recognized for producing students who demonstrate citizenship and reach to achieve their fullest potential academically.

Take advantage of the support and opportunities offered to you. If you do, you will find your school life enriching and rewarding. Who you become here will impact the rest of your life experiences. Make the most of every minute! We look forward to being a part of your lives, and watching you grow.

Your Teaching and Administrative Team

Dress Code

We appreciate your support to ensure that all clothing the students wear displays no offensive messages, symbols or pictures. Alcohol, drug and tobacco advertisements are deemed inappropriate. The midriff and personal undergarments should be covered. Any clothing that is deemed immodest by the administration is unacceptable. Students who are inappropriately dressed will: I) be required to cover up, or II) be sent home to change, or III) be provided with a school t-shirt.

Due to allergies, we request that perfumes, colognes, after shave lotions and other perfumed products not be used.

Valuables

Students are advised not to bring valuable articles to school since we cannot be responsible for their safekeeping. **Should a student bring a cell phone to school, it is expected to be POWERED OFF and PUT AWAY for the day, unless otherwise specified by their teacher.**

Students will not be taking their cell phones on the yard during recess breaks.

The breakfast club is open at 8:35 a.m. three times/week . A variety of nutritious food is offered.

Web-Site/ Communication

Information and monthly newsletters can be found through our website. Our staff is always available for phone calls as well.

<http://percycentennial.kprdsb.ca>

School Day

Percy Centennial operates on a balanced day format. The day is divided into 3 equal portions of 100 minutes each with a 20 minute Nutrition Break/20 minute recess between each session.

8:50	Entry bell, classes begin
10:30-11:10	Recess
12:50 - 1:30	Lunch/Break
3:10	Dismissal

School Year Calendar

The school year calendar is available on the board website kprdsb.ca

Visitors to our School

Parents and community members are welcome to visit the school. To ensure the safety of everyone in the building, the Board requires **all visitors to begin their visit at the main office.** Our number one goal is to provide a safe and secure learning environment for staff and students, free from as many distractions and interruptions as possible. This will ensure the most effective and productive use of class instructional time.

In this light, we ask that you **do not go directly** to your child's classroom when visiting the school (dropping off homework, lunches, dropping off or picking up students, etc.). Your visit can be very

disruptive to the teacher who may be in the middle of a lesson and to students who may be working. If you need to see your child, please come to the office and s/he will be called to the office to see you. If after-school plans change during the day and you need to leave a message for your child, please leave your message with the office and we will ensure that the message is passed along to your child. We will not call a child out of class to take a phone call except in the case of emergencies. We also ask that parents **not call or text** students during the school instructional day.

Parent volunteers and classroom visitors are required to sign in at the office. All volunteers are required to provide the office with an up-to-date police records check completed and submitted prior to commencing their volunteer assignment, including school trips and classroom support. A receipt indicating payment is not acceptable for this purpose. Please note: signs are posted in all schools indicating that trespassers will be prosecuted.

Arrival and Departure

Students are requested to time their arrival with the start of yard supervision at 8:35 a.m. Bus students are supervised from the time of their arrival at school.

All students are expected to leave school property after dismissal unless other arrangements have been made. Any student who feels threatened or unsafe on the way home, is welcome to return to the school and report their concerns to the office.

Attendance Procedures

Our school participates in the SAFE ARRIVAL PROGRAM. It is the responsibility of parents to contact the school if a student will be absent or late for the day. Messages may be left on the school answering machine outside of school hours and left with the school secretary before 8:00 a.m. The school secretary will attempt to contact parents at home or work if we have not received information regarding a student's absence. Students should bring a note upon return to the school explaining the reason for the absence. Students with numerous absences/lates will be referred to the Board's Attendance Counselor for support.

Safe School Phone Number: 1-844-434-8119

Students who arrive after the 8:50 bell are considered **late** and are required to report to the office. If a student is significantly late due to an appointment or family

circumstance, please send a note explaining the reason for the delay in arrival. A student who needs to leave the school early, should bring a note and sign out at the office.

Student Illness/Accident

When a child becomes ill or is injured during the school day, the child will be attended to and made comfortable by school staff. Every effort will be made to contact parents/guardians (or emergency contacts) to alert them as to their child's condition so that they can take the child home or seek medical services. In the event of serious injury, the school will call an ambulance and then notify the parents.

Medications

Although it is preferable to have medication given to a child by the parent, there are exceptional circumstances when students require the administration of medication during the school day. They must have an Administration Medical form on file at the school. This form is available from the office and requires the signature of the supervising physician. It is required for all forms of medication including inhalers and epipens. If a student has a medical concern or a severe allergy, an **Individual Emergency Response Plan** form may be completed by the parent/guardian in consultation with school administration. Please contact us if your son or daughter have potential life threatening issues (e.g., diabetes, heart conditions, and anaphylactic) These forms must be updated and completed annually.

Lunch Time Arrangements

Families are encouraged to have students eat their lunches at home. Students enjoy a break from school routines and to eat lunch in a relaxed setting. All students eat lunches in their classrooms during the Nutrition Breaks. The school staff provides supervision for students remaining at school during nutrition breaks. Students going home or out for lunch should plan to use the **first** Nutrition Break for the purpose, and must have signed permission from a parent or guardian. This can be done for the whole year, or on a one time basis.

Students who remain at school for lunch should:
\$ remain seated until dismissed by staff

- \$ tidy their own area
- \$ bring a note of permission each time they wish to leave the school property at lunch

Students who are chronically late back from lunch will incur consequences such as: make up the time at first Nutrition break

- suspension of the privilege of leaving school property for a period of time
- suspension from school

Promoting Respect Through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the KPRDSB, including Percy Centennial, welcome and support students who wish to lead or participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions

(including clubs, groups or activities with the name Gay-Straight Alliance or GSA).

KPR Assessment, Evaluation, and Reporting Guidelines

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits. **Evaluation** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of instruction.

Our teacher practices reflect:

- use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students.
- assessing, evaluating and reporting on the achievement of curriculum expectations and the demonstration of learning skills/work habits separately
- gathering evidence of student achievement for evaluation collected over time in the form of observations, conversations and student products to inform professional judgment
- determining the final grade on a student's report card using professional judgment and interpretation of evidence that reflects the student's most consistent level of achievement, with special consideration given to more recent evidence. The averaging of marks is not the *sole* determinant of a final grade.

Students must:

- be responsible for their behaviour in the classroom and for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in the form approved by the teacher.

Learning Skills and Work Habits:

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation Learning skills and work habits will be intentionally taught, assessed and evaluated separately from the

curriculum. They are strong indicators of potential successes and difficulties.

Late & Missed Assignments for Evaluation: The teacher will clearly indicate the due date for completion of an assignment for evaluation and the success criteria for the assignment. A number of strategies may be used to help prevent and/or address late and missed assignments. Teachers will use a variety of strategies before considering deducting marks or ultimately assigning a mark of zero, including parental contact. A missed *assignment for evaluation* is one that is not submitted or completed. The teacher will clearly indicate the due date for completion of an assignment

Before an assignment can be considered missed:

- the student must be given an opportunity to explain the missed assignment
- students and parents must have been informed of the impending missed assignment and the consequences for missing the assignment. If marks are deducted on an assignment for evaluation, teachers will ensure that mark deductions will not result in a final percentage grade that misrepresents the measurement of a student's attainment of the overall learning goals.

Homework:

Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Assignments for evaluation must not include homework. Information collected through homework completion will be used as data to inform instruction.

Cheating and Plagiarism: Academic honesty is a cornerstone of student learning. Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. *Cheating is dishonest behaviour or attempted dishonest behaviour during tests, examinations or in the creation of assignments for evaluation. Plagiarism is using words, numbers, graphics, photos, music, ideas or any work of another as one's own without proper referencing.* Students must always acknowledge others' work (writing, ideas, graphics, data, music, etc.) by citing sources, even those from the internet, correctly. If a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. Remediation and/or consequences for students

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found to be plagiarizing or cheating may include: re-doing the assignment, completing an alternate assignment, informing parents, demonstrating their understanding of plagiarism or cheating, and/or loss of marks on the original assignment for evaluation.

Code I in Grades 1-8:

“I” is a code used in Grades 1-8 by teachers when, in their professional judgement, there is insufficient evidence of student achievement on overall expectations to determine a final grade. This may happen, for example, if a student recently moved schools or had an extended illness. Students who receive “I” on the final report card will not receive a mark for that subject area.

Communicating and Reporting Achievement:

Teachers will communicate regularly with students and parents/guardians to ensure they are informed of student progress. This ongoing dialogue between teachers, students and parents about student achievement will be both informal and formal (e.g., phone calls, notes, emails, report cards and interviews). School Progress Reports are sent home in November and Term I Report Cards will go home in February, while Term II Report Cards will go home in late June.

For more information about Kawartha Pine Ridge District School Board’s policy supporting Assessment, Evaluation and Reporting see this link: <http://kprcontentlibrary.kprdsb.ca:8080/docushare/ds/web/View/Collection-55>

SCHOOL CODE OF CONDUCT:

Rationale: Everyone has the right to be safe and to feel safe, welcome and included at school.

Responsibilities

- Safety is everyone’s responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, volunteers, parents and guardians have additional responsibilities unique to their roles.

Standards of Behaviour

- We value one another and treat each other with respect and dignity.
- We educate our students to be caring, responsible community members who protect everyone’s physical, social, academic and emotional well-being.
- Bullying and harassment in any form are wrong and hurtful. Bullying is aggressive

and typically repeated behaviour that is intended to cause harm, fear or a negative environment for another individual. Bullying is an abuse of power, authority or control over another person or group. It is never acceptable.

- Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions.
- Where bullying does occur, we respond in a manner that is fair and appropriate, to build relationships that are respectful. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.
- We also use progressive discipline to prevent and respond to behaviour that violates this Code of Conduct. Consequences for unacceptable behaviour may range from warnings, to suspension or expulsion.

1. School Code of Conduct

The Kawartha Pine Ridge District School Board (KPR) believes everybody has the right to be safe, and to feel safe, welcome and included, in the school community. This School Code of Conduct reflects the guiding principles of the Board’s Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct. It supports a common understanding for safe learning and working environments, where everyone is treated with respect, fairness and dignity. It also helps to prevent bullying in schools. The School Code of Conduct applies to students while they are at school, engaged in a school-related activity, or in other circumstances where the activity affects the school climate. (please refer to page 2-5)

2. School Code of Conduct Responsibilities

2.1 Common School Community Member Responsibilities

- Safety is everyone’s responsibility.
- Everyone in our school community is responsible for promoting safe, caring relationships that respect human dignity.
- Everyone is responsible for preventing harm.
- Students, staff, parents and guardians have additional responsibilities unique to their roles.

2.2 Additional Student Responsibilities

Each student has the additional responsibility to:

2.2.1 exercise self-discipline, follow the established rules and accept responsibility for their actions based on age and individual ability;

2.2.2 come to school prepared, on time and ready to learn;

2.2.3 show respect for themselves, for others and for those in authority; and

2.2.4 refrain from bringing anything to school that may compromise the safety of others.

2.2.5 use personal mobile devices during instructional time **only** under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs.

2.3 Additional Staff Responsibilities

- help students achieve their full potential and develop their self-worth
- assess, evaluate and report student progress
- communicate regularly and meaningfully with students, parents or guardians discipline fairly and consistently, taking any mitigating factors into account, as required by school board regulations on Discipline/Promoting Positive Student Behaviour/Code of Conduct, and the School Code of Conduct
- be on time and prepared for all classes and school activities
- prepare students for the full responsibilities of membership in their community/society
- safeguard students from persons or conditions that interfere with the learning process
- understand and minimize any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

- attend to their child's physical, social, academic and emotional well-being
- show an active interest in their child's school work and actively support student progress
- communicate regularly with the school

- help their child be neat, clean, appropriately dressed and prepared for school
- ensure their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly report to the school their child's absence or late arrival
- become familiar with the Code of Conduct and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues for their child.

3. Standards of Behaviour

3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life

We value one another and treat each other with respect and dignity. We educate our students to be caring, responsible community members who protect everyone's physical, social, academic and emotional well-being. Everyone in the school community must:

- respect differences among people, their ideas, opinions, experiences and perspectives
- treat one another with dignity at all times, especially when they disagree
- respect and treat everyone fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability or language
- respect and comply with federal, provincial and municipal laws
- demonstrate the character attributes set out by the school board
- respect the rights of individuals and groups
- show proper care and regard for school and student property
- take appropriate measures to help one another
- address behaviours that are disrespectful, unwelcoming or that exclude anyone
- use non-violent means to resolve conflict
- dress appropriately with regard to exposure, cleanliness and message
- respect persons who are in a position of authority
- respect the common goal to work in a positive environment of learning and teaching.

3.2 Physical and Emotional (Psychological)

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Safety

To protect the physical and psychological safety of everyone at school, we will not tolerate:

Weapons

- possession of any weapon or replica weapon, such as firearms
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol or restricted drugs

Physical Aggression

- inflicting or encouraging others to inflict bodily harm on another person
- intimidation

Non-physical Aggression

- emotional, sexual, homophobic, racist, sexist, faith-based, ability-based or social status-based actions that hurt an individual or group, whether intentional or not
- threatening physical harm, bullying or harassing others
- using any form of discrimination, stereotype, prejudice, harassment, hate/bias-motivated act.

Further to these standards of behaviour, all school members are expected to seek staff assistance, if necessary, to resolve conflict peacefully.

Bullying and harassment in any form are wrong and hurtful. Everyone has a role to play as we work together to prevent, identify and respond to bullying and exclusion. We all are accountable for our actions. Where bullying does occur, we respond fairly and appropriately, to build respectful relationships. Restorative practice is one strategy we use to prevent, and repair the harm caused by, bullying and exclusion.

Bullying, by definition: is aggressive and typically repeated behaviour by a pupil where:

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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 to the individual person's reputation or harm to the individual's property; or
- creating a negative environment at a school for another individual
- 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 behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying includes bullying by electronic means, including:

- creating a web page or blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the Internet
- communicating inappropriate material electronically to more than one individual, or posting material on a website that may be accessed by one or more individuals.

Bullying, in any form, has negative effects on:

- a student's ability to learn □ healthy relationships and the school climate
- a school's ability to educate its students.

We **will not accept bullying** on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules □

Students must be allowed to learn.

- Teachers must be allowed to teach. The following behaviours are **not acceptable** for anyone in the school community:
- physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
- assault
- bullying

- actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
- damage to property in the school environment (including school grounds, buses, trips.)

The principal may apply these rules when the pupil's conduct outside school negatively impacts the school.

5. School Code of Conduct Procedures

5.1 Search and Seizure

In alignment with our *Police/School Board Protocol*, school authorities have the right to search student school and personal property (such as, but not limited to; lockers, desks, purses, backpacks, pockets etc.) without permission and without prior notice. This would normally only occur when the person in authority felt there were reasonable grounds for suspicion that the student had something in their possession that was either stolen or posed a possible risk of harm to others at the school (example; drugs, a weapon etc.) Police may be contacted if the search reveals such an item.

5.2 Signage

- Signs will be posted directing visitors to begin their visit at the office.

6. Strategies to Promote Positive Student Behaviour *refer to page 12 Behavioural Consequences section

6.1 Prevention Strategies Percy Centennial and the KPR Board promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage and optimism, to enable all students to reach their full potential. Schools also use restorative practice, an approach that manages conflict by repairing harm and strengthening relationships. It holds the individuals causing harm accountable for their actions, and it allows everyone – the person harmed, the person causing harm and others affected – to express the harm that was caused and any resulting needs. Restorative practice allows reparation ("making it right"), healing and reintegration, while preventing future harm. It may include responses ranging from informal conversations or meetings, to formal restorative conferences.

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In addition, the Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards apply to everyone in the school system – students, parents, guardians, volunteers, employees – whether on school property, on school buses, at school-related events or activities, or in other circumstances that could affect school climate.

Prevention strategies are designed to:

- establish a positive school climate
- maintain effective classroom management and discipline
- encourage, reinforce and reward positive behaviour
- promote social skills development
- provide information regarding anger management programs
- use peer counselling and conflict resolution
- use effective, respectful home-school communication.

6.2 Supportive Intervention Strategies use: □

- “teachable moments” (using a current situation or news story to teach students a valuable skill or lesson)
- verbal reminders, redirection and reinforcement
- interviews, discussion and active listening
- offering positive choices to support positive behaviour/citizenship
- problem solving techniques including restorative practices
- contracts for expected behaviour
- appropriate outside agency support □ school/Board/community resources
- understanding of individual and group interactions and power imbalances within society
- learning and information-sharing to better understand people and situations.

6.3 Community Threat Assessment Protocol

The KPR school board also has a Community Threat Assessment Protocol (CTAP) in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the CTAP helps principals take immediate steps to protect student well-being and respond to threatening incidents. Please speak with the principal for further information on this protocol.

7. Consequences for Unacceptable Behaviour

Consequences for unacceptable behaviour are appropriate to the individual, circumstances and actions. Schools use progressive discipline, with a range of responses, supports and restorative practices that promote positive behaviour and inclusive school cultures. Consequences are firm, fair, clear and appropriate to the student's age and development. They include learning opportunities, to reinforce positive

behaviours and help students make good choices. For students with special education needs, consequences and supports are consistent with the student's Individual Education Plan (IEP). The Board, principals and vice-principals consider all mitigating and other factors, as required by legislation. Progressive discipline and restorative approaches are outlined in detail in the Safe, Caring and Restorative Schools Manual for administrators.

7.1 Consequences may include one or more of the following:

- warnings
- time-outs
- time-owed
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service) □ suspension
- expulsion.

7.2 The Principal, or their designate, **will consider suspending** a student if they believe that the pupil has participated in any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- 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 at the pupil's school or to property located on the premises of the pupil's school.
- Bullying

Bullying, by definition, is 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 to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.*
- *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,*

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race, disability, or the receipt of special education.

- *Behaviour includes the use of any physical, verbal, electronic, written or other means. Cyber-bullying includes bullying by electronic means including:*
 - *creating a web page or blog in which the creator assumes the identity of another person,*
 - *impersonating another person as the author of content or messages posted on the internet, and*
 - *communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.*
- *bullying adversely affects a student's ability to learn.*
- *bullying adversely affects healthy relationships and the school climate. □ bullying adversely affects a school's ability to educate its students.*
- *bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying will have a negative impact on the school climate.*
- Persistent opposition to authority.
- Habitual neglect of duty.
- The willful destruction of school or Board property.
- The use of profane or improper language.
- Conduct injurious to the moral tone of the school or to the physical or emotional wellbeing of self or others in the school.
- Being involved in a physical altercation.
- Inappropriate physical contact.
- Failing to complete medical immunizations as required by the Public Health Department.

7.3 As required by law, a student **shall be suspended and considered for expulsion** on the following grounds:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if:

- the pupil has previously been suspended for engaging in bullying, and
- the pupil's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any incident including bullying, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any similar factor (e.g. socio-economic status, appearance).

7.4 In accordance with provincial directives, a student **may be suspended, and expulsion may be considered**, if:

- the pupil commits an infraction in the school community, which has an adverse effect on the school
- the pupil's pattern of behaviour is so "refractory" (unmanageable) that the pupil's presence is harmful to the learning environment
- the pupil has taken part in activities that: □ cause the pupil's presence to be harmful to the physical or emotional well-being of others in the school
- cause extensive damage to property at the school or to property located on the premises of the pupil's school □ the pupil's pattern of behaviour has shown the pupil has not prospered by the instruction available, and the pupil persistently resists changing their behaviour.

Where illegal activities – including those noted above – take place, schools also involve their local police service. The School Board – Police Protocol guides police involvement in schools.

KPRDSB SAFE, CARING AND RESTORATIVE SCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)
POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

Behavioural Consequences

Consequences shall be appropriate to the individual, related to the circumstances and/or actions and progressive when appropriate.

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Percy Centennial staff strive to provide a **consistent** approach to misdemeanors taking individual differences into consideration. Occasionally, a student may misbehave and not abide by his/her responsibilities. When this occurs, students need to experience effective discipline; one that clearly demonstrates to students that logical consequences follow inappropriate behaviour. In the regard, students need to:

- know they have done wrong;
- take responsibility for their actions;
- solve the problem and accept the consequences;
- have their dignity left intact.

When logical consequences are applied, individuals are better able to take responsibility for their actions and problems are resolved.

Inappropriate behaviour can be categorized as minor or major. Minor events are usually dealt with immediately by the adult involved, usually the teacher. Logical consequences are generally

related directly to the problem. For example, timeout on the yard may result from playing too roughly. When minor offences continue, at times parents are contacted to assist the school with a resolution.

Major incidents are another matter. The action taken is determined by the seriousness of the problem. At the most extreme is suspension/expulsion from school. Major events range from deliberate serious bodily harm to another individual, perpetual absence from school, persistent noncompliance to authority, and deliberate noncompliance with the behavioural expectations of the school.

Consequences may include, but are not limited to the following:

- verbal discussion
- restorative practice
- warnings
- time-outs
- time owed
- restricted privileges
- restitution (e.g., financial, community service)
- suspension
- expulsion

Trips and Transportation

It is the intention of the Kawartha Pine Ridge District School Board to provide the safest possible transportation in an efficient and economical manner. Bus transportation is a **privilege** and when students interfere with the safety and efficient travel of others on the bus, this privilege may be lost for a period of time whereby a bus report/phone call is sent home.

If you are experiencing difficulties with the expectations of the bus driver, the parent/guardian will be contacted. In the event of withdrawal of bus privileges, parents/guardians are responsible for transportation to and from school. Amongst behaviours which are not appropriate on a bus are getting out of seats while the bus is in motion, fighting, throwing articles in and out of the bus windows, obscene language, and not following the bus driver's instructions.

Bus students are assigned to a particular bus and the Board incurs the cost of insurance for those students. Bus students may NOT take friends onto the bus, or change buses to ride to a friend's.

From time to time, students take field trips. The same bus rules apply during these events. The cost of

busing on trips is divided amongst all students participating, and cannot be avoided by parents/guardians providing their own transportation. Parent volunteers on field trips are expected to ride the provided transportation in order to assist with supervision and meet Ministry and Board established ratios for out of classroom programs.

Inclement Weather

In the event of inclement weather, the Board does endeavour to keep all elementary and secondary schools open, even in the event of bus cancellations. Bus students (only) not in attendance due to bus cancellation are not marked absent. Parents and students are urged to tune into local radio stations for possible bus cancellations or visit www.stsco.ca.

Lost and Found

The student Lost and Found box is located by the main floor entrance. Many teachers also maintain a classroom Lost and Found. Careful labeling of items such as clothing and lunch bags will most likely ensure their return. At the end of each term, the contents of the Lost and Found box are put on display for students to peruse. Items deemed suitable for re-use are donated to a local charity. Please do not send any items of a valuable nature to school.

Pediculosis

We support families in addressing this health nuisance. We suggest families conduct regular checks to ensure that each child's hair is free of lice and nits. If you find that your family is host to these unwanted guests, please alert the school as soon as possible. Children who have head lice will be readmitted to class once they've had treatment.

Emergency Procedures

Percy Centennial has emergency procedures in place for both on-site and off-site emergencies. Fire drills are conducted six times and lockdowns twice throughout the school year. Please inquire at the office if you have any questions.

Lockdowns

Definitions:

Lockdown: used only when there is a major incident or threat of school violence within the school, or in relation to the school.

Hold and Secure: used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., bank robbery occurs near the school). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

Shelter in Place: used for an environmental or weather related situation, where it is necessary to keep all occupants within the school to protect them from an external situation (e.g., chemical spill, blackout, explosion, extreme weather).

School Lockdown Procedures:

Upon hearing the School Lockdown announcement “Emergency- Initiate School Lockdown”, staff will immediately initiate lockdown procedures. During lockdown procedures, occupants will disregard the fire alarm system and school bells unless otherwise informed. School lockdown is in effect until cancelled by Police. It is possible that during a drill, the Principal or designate will release occupants from the Lockdown.

Textbooks and Library Books

Students are expected to maintain textbooks and library books in good condition and return the books that have been assigned when requested. If books are lost or damaged, the parent/guardian will be billed for the cost of replacement. The average cost of a textbook is \$45.00.

Internet Access

Students at Percy have teacher supervised Internet access with parent permission. Internet forms are sent home early in the 1st term for signature. Percy Centennial is wi-fi accessible.

Messages and Office Telephone

The use of the office phone will be limited to student use for school related changes in plans (i.e. cocurricular activities, detentions, extra help). The school phone is not available for making changes in social plans.

Parent Note: Please talk with your children and review family plans for the day; for example, appointments, pick-up after school, and other special arrangements. Changes in your child’s regular routines can be communicated to the teacher through this agenda and/or by a handwritten note to the office. **Calls should be of an emergency nature only.**

The Kawartha Pine Ridge Supports CHARACTER EDUCATION

RESPECT

I am polite, courteous and caring. I value myself and others. I treat all people with dignity and uphold their rights. I protect property and our environment.

RESPONSIBILITY

I am responsible for my thoughts, words and actions. I am accountable for my mistakes and work to correct them. People can depend on me to honour my commitments. I demonstrate active citizenship.

HONESTY

I am sincere, truthful and trustworthy.

INTEGRITY

I behave in an ethical and honourable manner even when no one else is around. I am genuine, in that my actions consistently match my words.

EMPATHY

I respect the feelings of others. I seek to understand what others are thinking to appreciate their perspectives. I listen and consider their views, even though we may not agree. I act with kindness and compassion.

FAIRNESS

I am sensitive to the needs of individuals. I include others and value their uniqueness. I celebrate diversity. I treat people with the dignity and consideration with which I would like to be treated. I gather as much information as possible in order to make a decision that is just.

INITIATIVE

I am eager to do what needs to be done without being prompted by others. I seize opportunities and willingly take the steps necessary towards achieving a goal.

PERSEVERANCE

I finish what I start even when it is difficult. I do not give up when faced with challenges or obstacles. I complete all tasks and assignments to the best of my ability.

COURAGE

I face challenges directly. I speak up for myself and others even when it may be unpopular. I ask for help when necessary. I recognize risks and dangers and do not take unwise changes to please others.

OPTIMISM

I have a positive attitude. I see challenges as opportunities. I think, speak and act to make the world a better place. I have hope for the future