



PERCY CENTENNIAL HANDBOOK & CODE OF CONDUCT

“We Challenge and Support Our Students through Learning”

129 Church St.
Warkworth, ON
K0K 3K0
(705) 924-2202
Fax: (705) 924-2758



Dear Students, Parents and Guardians

The Percy Centennial School community is dynamic, positive, and recognized for producing students who demonstrate citizenship and reach to achieve their fullest potential academically. Students are encouraged to take advantage of the support and opportunities offered to them. This makes for an enriching and rewarding school life. Parents and guardians are encouraged to participate in their children's school lives through support at home and at school. Working with your child's teachers an important partnership that will help your child to be successful. Volunteering for class trips, with sports programs & clubs, and in the nutrition program are some of the ways that you can become involved.

This handbook will provide you with a clear outline of the expectations at Percy Centennial. If you have any questions or concerns about the content of the handbook please do not hesitate to contact the school office.

Dress Guidelines

The entire Dress Guidelines document is in the About Us Section of our website. You can also click here to see the document: [Percy Dress Guidelines](#)

Guiding Belief for Dress Guidelines

At Percy Centennial Public School, we believe in creating a safe, inclusive, and equitable learning environment where students feel welcomed and respected. As a school body, we recognize that it is important for students to be able to express the many facets of their individuality, including, but not limited to ethnicity, race, culture, religious beliefs, and gender identity, and believe that students have a right to learn in a positive and caring space free of bias and discrimination.

Scent Policy

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

Valuables and Cell Phones

Students are advised not to bring valuable items to school since we cannot be responsible for their safekeeping (e.g., toys, electronics, jewelry). 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.

Nutrition Program

The nutrition program provides healthy snacks to children who need them, several times / day. The program follows guidelines set out by the local Health unit and Ministry of Education.

Web-Site / Communication

Primary Communication to parents is completed through School Talk on Edsby and via emails sent through SchoolMessenger

Information can be found through our website. <http://percycentennial.kprdsb.ca>

Our staff is always available for phone calls as well. (705) 924-2202

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 and 20 minute recess between each session.

Office Opens	7:30 AM
Starting Bell	8:20 AM
Period 1	8:20 - 9:00 AM
Period 2	9:00 - 10:00 AM
NUTRITION BREAK	10:00 - 10:40 AM
Period 3	10:40 - 11:20 AM
Period 4	11:20 - 12:20 PM
NUTRITION BREAK	12:20 - 1:00 PM
Period 5	1:00 - 1:40 PM
Period 6	1:40 - 2:40 PM
Bus Warning Bell	2:40 PM
Bus Departure	2:45 PM

School Year Calendar

The school year calendar is available on the board website. [KPR School Calendars](#)

Visitors to our School

Parents, guardians and community members are regularly invited 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 and sign in.** 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 walk onto the playground during instructional time** or **go directly to your child's classroom** when dropping off homework, lunches, 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 they 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.

Volunteers

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.

[Volunteer Process](#)

Arrival and Departure

Yard supervision begins at 8:05 a.m. Please do not drop children at the school prior to this time. 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 use the School Messenger program if a child will be absent or late for the day. This system can be accessed by using the School Messenger app on your phone, or by calling 1-844-434-8119

In the event that you cannot access School Messenger, you may leave a message on the school answering machine in the evening or before 8:00 a.m. (705) 924-2202

If your child does not arrive at school and the School Messenger system has not received information regarding an absence or late arrival, including inclement weather days, the system will attempt to contact parents/guardians at home or work. When you receive the call, you can input the information into the system or simply call the school.

Students who arrive after the 8:20 bell are considered **late** and are required to report to the office. Students with numerous absences may be referred to the Board's Attendance Counselor for support.

A student who needs to leave school early should be signed out by a parent/designated contact at the office. The student will then be called out of class.

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 of Medication 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 epi pens. If a student has a life threatening medical concern (e.g., **anaphylaxis** allergy, heart conditions) a **Plan of Care** form must be completed by the parent/guardian in consultation with school administration. These forms are updated and completed annually.

Lunch Time Arrangements

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 **second** Nutrition Break for that purpose. Only students in Grade 7 & 8 are permitted to leave school property on Fridays. They 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.

Students who are chronically late back from lunch will incur consequences such as:

- make up the time at second Nutrition break
- suspension of the privilege of leaving school property for a period of time

- communication with parents/guardians

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:

- the use of equitable practices and procedures that meet the needs of all students and may not necessarily be the same for all students.
- separate assessing, evaluating, and reporting on the achievement of curriculum expectations from the students' demonstration of learning skills / work habits
- the gathering evidence of student achievement over time in the form of observations, conversations, and student products to inform professional judgment
- their 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:

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:

Several strategies may be used to help prevent and/or address late and missed assignments, starting with a clear due date as well as the success criteria for the assignment (what students have to do in order to be successful).

In addition, teachers may:

- chunk the assignment in smaller pieces, with multiple due dates
- provide reminders
- allow for open communication with the student so that they can inform the teacher of their progress and / or why the assignment is going to be late
- agree upon an extension
- communicate with parents / guardians
- assign a make-up assignment

Homework:

Homework is work that students do at home to practice learned skills, consolidate knowledge and skills, and / or prepare for the next lesson or unit of study. Homework is not assessed. Information collected through homework completion will be used as data to inform instruction.

Cheating and Plagiarism:

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 correctly citing sources, even those from the internet. 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 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.

More information about KPR's policy supporting Assessment, Evaluation and Reporting can be found [here](#).

School Code of Conduct

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. 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.

2. School Code of Conduct Responsibilities

2.1 Common 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;
- 2.2.4 refrain from bringing anything to school that may compromise the safety of others; and
- 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 schoolwork 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:

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.

3.2 Physical and Emotional (Psychological)

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 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.

Bullying 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.

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 (e.g., lockers, desks, purses, backpacks, pockets) 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 (e.g., drugs, a weapon). 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

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. By developing these character traits we 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.

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 behaviour 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
- 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.

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 a bus report is sent home. If the problematic behaviour continues the privilege of riding the bus may be revoked for a period of time.

In the event of withdrawal of bus privileges, parents / guardians are responsible for transportation to and from school. Behaviours that are not appropriate on a bus include:

- getting out of seats while the bus is in motion,
- fighting,
- throwing articles in and out of the bus windows,
- using obscene language,
- eating & drinking on the bus,
- changing seats without permission, 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 house.

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 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 who are not in attendance due to bus cancellation are not marked absent. Walking students who are not present are required to report the absence with reason "weather" and will not be counted as absent. If the absence is not reported, the safe arrival phone call will proceed as usual. 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 outside of Rm 104. 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 valuable items 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 have 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). As with a hold & secure, the school continues to function normally, with the exterior doors being locked as they normally are.

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. 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 (e.g., cocurricular activities, extra help, forgetting assignments, etc.). The school phone is not available for making changes in social plans.

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 Edsby / agenda (if used) 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.