

Kenner Collegiate Vocational Institute & Intermediate School



2023-2024

STUDENT HANDBOOK

General Information & Code of Conduct

Secondary Principal: Skye Jordan
Secondary Vice-Principal: Courtney Chartrand
Intermediate Principal: Tania Lamond

633 Monaghan Road South
Peterborough, Ontario
K9J 5J2
Phone: 705-743-2181



Table of Contents

[General Information & Important Dates: SECONDARY](#)

[Value Statement](#)

[Code of Conduct: Behaviour Expectations](#)

[Attendance](#)

[Bus Transportation](#)

[Mask Protocol](#)

[Dress Code](#)

[Care of School Property](#)

[Care of Lockers](#)

[Medications](#)

[Care of Valuable Items](#)

[Use of Personal Electronic Devices \(iPods, iPads, Cell Phones, etc\)](#)

[Fighting](#)

[Substance Abuse/Use:](#)

[Tobacco Products Policy:](#)

[Skateboards, In-Line Skates, Sticks and Balls, Snowballs](#)

[Visitors to the School/Trespassing](#)

[Academic Responsibility](#)

[Computer Problems](#)

[IEPs](#)

[Academic Integrity / Plagiarism and Cheating](#)

[Promoting Respect through Student Clubs/Groups/Activities](#)

[1. School Code of Conduct](#)

[2. School Code of Conduct Responsibilities](#)

[2.1 Common School Community Member Responsibilities](#)

[2.2 Additional Student Responsibilities](#)

[2.3 Additional Staff Responsibilities](#)

[2.4 Additional Parent/Guardian Responsibilities](#)

[3. Standards of Behaviour](#)

[3.1 Respect, Dignity, Civility, Equality and Responsible Participation in School Life](#)

[3.2 Physical and Emotional \(Psychological\) Safety](#)

[Weapons](#)

[Alcohol and Drugs](#)

[Physical Aggression](#)

[Non-physical Aggression](#)

[4. School Code of Conduct](#)

[6. Strategies to Promote Positive Student Behaviour](#)

[6.1 Prevention Strategies](#)

[6.3 Community Threat Assessment Protocol](#)

[7. Consequences for Unacceptable Behaviour](#)

General Information:

Important Dates: SECONDARY

SEMESTER 1		SEMESTER 2	
September 5	1st Day of Semester 1	February 5	1st Day of Semester 2
September 20	Photo Day	February 19	Family Day
November 16	Photo Retake Day	March 8-15	March Break
January 15-17	Grad Photos	March 29	◆ Good Friday
September 15-17	◆ Rosh Hashanah	April 1	◆ Easter Monday
September 30	◆ National Day for Truth & Reconciliation	April 22-30/6	◆ Passover
September 24,-25	◆ Yom Kippur	May 3	◆ Vaisakhit / ◆ Holy Friday
October 9	◆ Thanksgiving	February 23	Grad Photos - Retakes
November 3	PD Day	June 16	◆ Eid ul-Fitr ◆ 1st Day of Ridvan
November 12	◆ Diwali		
November 24	PD Day	April 26	PD Day
December 25-January 5	Winter Break	May 5	◆ National Day of Action & Awareness for MMIWG2S+
January 19-25	Exam Moratorium	May 20	Victoria Day
February 10	◆ Lunar New Year ◆ Maitreya Bodhisattva's Birthday	June 14-20	Exam Moratorium
January 26-February 1	Exams	June 21	Indigenous Peoples' Day
February 2	PD Day	June 21-27	Exams
		June 28	PD Day

****There will be no school on the dates highlighted in blue. ****

Report Cards		
Reporting Periods	Semester 1	Semester 2
Progress Reports	October 20	March 22
Mid-Term Reports	November 17	April 25
Final Reports	February 13	July 3, 2023/4
Meet the Teacher Nights	October 25	March 27

Daily Bell Schedule	
8:30	Warning Bell
8:35-9:50	Period 1
9:55-11:10	Period 2
11:10-12:05	LUNCH
12:05-1:20	Period 3
1:25-2:40	Period 4

◆ Black Diamond Days ◆

The students and staff of Kenner represent a rich diversity of faith traditions. Individuals from a particular faith background may or may not be absent from school on Holy Days, Holidays, and Days of Significance according to their beliefs. If they do attend on these special days, certain accommodations may be required, which we will be happy to provide.

Assessments and events should not be scheduled on significant holy days (as marked with a ◆ above) because doing so would exclude observing students and staff from participating. For more information, please see KPR's [Holy Days, Holidays and Days of Significance Calendar](#).

Elementary Schedule	
8:10	Schoolyard supervision begins
8:25 - 9:15	Period 1
9:15 - 10:05	Period 2
10:05 - 10:45	Recess/Nutrition Break
10:45 - 11:35	Period 3
11:35 - 12:25	Period 4
12:25 - 1:05	Recess/Nutrition Break
1:05 - 1:55	Period 5
1:55 - 2:45	Period 6
2:45	Dismissal
School Yard supervision begins at 8:10 a.m. Students are not expected earlier than this. Entry is at 8:25 a.m. Dismissal is 2:45 p.m., and students are asked to leave the property immediately unless specific arrangements have been made.	

Please refer to publications released from the office of Kenner Intermediate for specific dates for the 2023-2024 school year.

Value Statement

The following are the value statements which guide our daily practice.

At Kenner Collegiate Vocational Institute and Intermediate School we:

- create a climate of high expectations to promote excellence;
- value the unique learning success of each student;
- nurture creativity and the use of personal strengths in our pursuit of continuous improvement in all areas of school life;
- are committed to the development of positive character attributes;
- promote the personal, social and emotional growth of our students;
- value the equity, diversity and inclusion of all students;
- value the commitment and contributions of our entire staff in both their professional and volunteer roles;
- foster parental involvement and community engagement to support student success; and,

Responsibilities

In order to ensure that all school members have access to a safe and positive school community, there are a number of corresponding responsibilities for all school members.

Everyone has the responsibility to:

- contribute to making the school environment safe and conducive to learning/working, free from discrimination, physical and/or psychological abuse;
- be a partner in the school community and to work cooperatively with each other; and model appropriate behaviour and to support the school code of conduct by upholding the standards of behaviour.

Students have the responsibility to:

- exercise self-discipline, follow the established rules and accept responsibility for their actions;
- come to school prepared, on time, and ready to learn;
- show respect for themselves, for others and for those in authority;
- refrain from bringing anything to school that may compromise the safety of others.

Code of Conduct: Behaviour Expectations

Attendance

Attendance in all classes is critical to student success and achievement. Students must attend and arrive on time prepared to work with all required materials for all of their classes, including e-Learning classes. All Kenner students enrolled in e-Learning courses are expected to work on their coursework in the Learning Commons (Library), under the supervision and direction of the e-Learning Hub teacher. Daily attendance will be tracked for each student in each of their classes. **A parent/guardian cannot give a student permission to be on school property and not attend class. If you are at school, you must be in class.**

Unexplained absences for all classes will be followed up on by Administration. Persistent absences will result in referrals to the Board Counsellor.

A student 18 years of age or older may assume responsibility for his/her attendance; however, "personal reason" is not a valid excuse for an absence.

Parents/guardians of all absent students must use the Parent Portal student absence reporting system, on or before the date of the absence, to explain the reason for the absence. This can be done in one of three ways, 24 hours a day, 7 days a week. This includes full day absence, late arrival, partial day absence or early departure during the school day.

Parents can:

- Download the [SchoolMessenger](#) (one word) mobile app on your [iOS](#) or [Android](#) device (this is by far the most convenient and easy to use option)
- Visit the [Parent Portal website](#) to set up the ability to report absences online
- Call **1-844-434-8119** toll free

- If the absence is not reported, calls will go out in the evening and can be reported at that time using one of the above methods.
- The absence will remain '*unexplained*' until the parent/guardian reports the reason for the absence.

Ministry Education Requirement for Attendance

Attendance letters are a requirement of the Ministry of Education. Schools are required to notify guardians when a student reaches 10 absences. We also notify a Board Counsellor who will contact the guardian when a 10-day absent letter has been mailed. Students 18 years of age and older will also receive a letter when 10 days absent has occurred.

Punctuality

Students must be punctual. In secondary, the warning bell rings at **8:30 a.m.**, indicating that students should proceed to their period 1 class. Students should already be in their class and ready to stand for the Land Acknowledgement and National anthem when the bell rings again at 8:35 am to signal the start of class.

In elementary, supervision begins in the schoolyard at 8:10 a.m., and students will enter the building for their first period class at 8:25 a.m.

Late

- Students arriving late to school should go directly to their classroom. Administrative Regulation BA-8.4.
- Any students arriving to class after the teacher has submitted their attendance should confirm the change of absent to late in web attendance by speaking directly with their teacher.
- Teachers may call home, require catch-up work and may notify administration for habitual tardiness.

Signing-out

In accordance with the Safe Schools policy, the school must know where students are at all times. Students are not to leave the school without parent/guardian permission excluding lunch time. Parents/guardians must report the absence *prior* to the departure time via one of the three methods listed under [Attendance](#) in this handbook. **Students who have signed out must leave the school premises.**

- If the student is 18 or older, approval must be sought from administration before leaving the school.
- If a student is asked to leave class because of inappropriate behavior, the teacher will notify the main office and the student must report to the main office. **Failure to report to the office may carry a consequence of a suspension.**

Bus Transportation

In order for the School Board to provide transportation in an efficient and safe manner, students are required to observe behavior guidelines as outlined in the school board transportation guidelines. The bus driver is in complete charge of the bus and will report any misconduct to the school's administration. **Access to busing is a privilege, not a right.** Students may be denied the privilege of riding the bus for consistently defying regulations and instructions. For more information on Safety and Conduct on School Buses, please see [Administrative Regulation BA-8.4](#).

Bus Cancellations: Information about bus cancellation can be found on KPR Website <http://www.kprschoools.ca/> by clicking on the "delay and cancellation" icon or by calling 1-866-433-4441.

Mask Protocol

Kenner is a mask-friendly environment. Those wishing to wear a mask are encouraged to do so. More information on the use of face masks in KPR schools can be found [here](#).



Dress Code

Clothes worn to school should be neat, clean, and appropriate for a learning environment. Students are not to wear clothing or jewelry that condones or advertises drugs, intoxication, sex, sexism, racism, discrimination, oppression or violence.

Care of School Property

Students will respect the personal property of others and that of the school. Students are responsible for any textbooks, library books, or any equipment loaned to or used by them.

Textbooks/library books are issued on loan and students are responsible for loss or damage beyond normal wear. Students must hand in borrowed textbooks or pay for their replacement when they are finished with them or at the end of the term/semester. Students will be expected to pay for any lost or damaged textbooks/library books.

Care of Lockers

Students are not to share lockers or give anyone their combination. A locker provides a place for books and articles of clothing when they are not being used. Your locker should be kept locked. A combination lock (with a serial number on the bottom) must be used, and the serial number and combination must be recorded at the Main Office. Dudley locks are available for purchase in the Main Office. The cost of a new

lock is \$8 and is available for payment on SchoolCash Online.

Students are not to write on the inside/outside of lockers. Damage to lockers should be reported to the Office.

Lockers are the property of the Board at all times and are to be allotted, as equitably as possible, to students as a privilege, with the Board having full rights of access to every locker at any time.

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 a **Plan of Care** completed by parents/guardians on file. 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, a Plan of Care must be completed by the parent/guardian in consultation with school administration. Please contact the school if your child has potential life-threatening issues (e.g., diabetes, heart conditions, anaphylaxis, etc.). These forms must be updated and completed **annually**.

Care of Valuable Items

Valuables (iPads, laptops, cellphones, watches, money, etc.) are brought to school at the **student's own risk**.

Use of Personal Electronic Devices (iPods, iPads, Cell Phones, etc)

All personal electronic devices (PEDs) are to be stored away during instructional time. Instructional time is defined as time spent in the classroom, in assemblies, and in other school-related activities; however, there are exceptions to this expectation. For example, students may use PEDs if the PED is an identified support for their learning (e.g. part of an Individual Education Plan or an accommodation supported by the classroom teacher/principal). Students may also use PEDs if they have the permission of their classroom teacher.

Students should also note that the Board and its schools are not responsible for lost, stolen or damaged personally-owned PEDs.

Cell Phones - “Off and away throughout the day!”

Students are permitted to bring their cell phones to school. However students are expected to:

- keep phones on silent and out of sight during instructional time, unless given permission by the classroom teacher
- only use their phones for personal use during transition periods or at lunch
- surrender their phone to a staff member when asked
- refrain from using their phone to record other people within the Kenner community without their consent
- students may not use their phone in the office

Expectations regarding cell phone etiquette will be shared with students at the beginning of each Semester by the classroom teacher.

Note: Cell phones which have been confiscated will either be returned at the end of the class or turned into the principal/vice-principal and made available for pick up at the end of the day. Cell phones confiscated multiple times may result in a suspension for opposition to authority and will require parent/guardian contact, as the phone will be returned directly to parent/guardian not the student. The school will not be responsible for any lost, stolen or damaged phones.

Fighting

It is our goal at Kenner to develop the self-esteem and self-worth of our students. Fighting is forbidden. It indicates a lack of self-discipline and respect for each other. Fighting will result in parent/guardian contact, possible suspension or expulsion, and possible legal consequences.

Bystanders

At Kenner, we encourage student bystanders to take positive actions when they witness a range of violent incidents, from bullying, fights, the possession of weapons, and other serious threats to school safety. We believe everyone has a responsibility to keep our community safe. By doing nothing, you are doing something – it makes the situation worse and can be mistaken for approval. Bystanders are encouraged to say something to discourage the act, walk away (not to reinforce the behaviour), and tell a trusted adult.

Substance Abuse/Use:

Students shall not consume, deliver, sell or have in their possession alcoholic beverages, narcotics or other drugs while in school or on school property, or while attending a school activity. Students shall not be on school property or attend a school activity while under the influence of alcohol or drugs.

Violation of this policy will result in disciplinary action which may range from suspension to expulsion, depending on the nature of the offence. Such activity will also include police involvement.

Tobacco Products Policy:

The [*Smoke Free Ontario Act, 2017*](#) and local School Board regulations prohibit the use of tobacco, cannabis or vape products within 20 metres of school property. Smoking and vaping are not permitted anywhere on school property, at any time. This includes the private property adjacent to the school.

The *Smoke-Free Ontario Act* applies to all school properties in Ontario through section 9 subsections (1) & (2). Any person (meaning a student, staff, teacher, contractor, member of the community etc.) who smokes or holds lighted tobacco or vaping products on school property is in breach of the *Act*. This also applies to chewing tobacco of any kind.

A violation of this policy may result in suspension and/or fine. A Provincial Offences Officer visits the school on a regular basis and has the power to issue tickets for violations. The minimum ticket is \$305.00 and the maximum fine for a first offence is \$1000.00. If you are under the age of 16, a summons will be issued to you and your parent(s)/guardian to appear in court.

Please note that supplying cigarettes and vaping products to anyone under the age of 19, on or off school property is also against the law and will include a minimum fine of \$365.

Failure to adhere to this policy may result in suspension, possible fines, and parental contact.

Skateboards, In-Line Skates, Sticks and Balls, Snowballs

Skateboards and in-line skates are not to be used on school property. These items may be confiscated if used on school property. During class time, these items should be stored in lockers for health and safety reasons. They will not be stored in the Office.

Lacrosse and hockey sticks and other sports equipment, such as footballs, basketballs, soccer balls, lacrosse balls are not to be used within the school. There is to be no throwing of snowballs.

Visitors to the School/Trespassing

Students are not permitted to have guests to the school.

All visitors must sign in at the main office. Unauthorized guests may be asked to leave the property. Those who do not abide by the rules will be issued a trespass notice and the police will be notified.

Academic Responsibility

At Kenner, we strive to help students develop responsibility for their academic success and to develop positive work habits. Rules are in place to encourage, rather than punish, students to be academically responsible and take ownership of their assignments. We seek to give students multiple opportunities to demonstrate their learning in the courses they are taking.

Students “are responsible not only for their behaviour in the classroom and the school but also for providing evidence (tests, assignments, labs etc.) of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late” ([Growing Success](#), 2010).

[Growing Success](#) is the foundation of Kenner’s Assessment and Evaluation practices and should be consulted for clarification.

Extensions

To encourage students to plan ahead and take responsibility for their academics, extensions may be granted if they are set up *ahead of time* with the teacher. Extensions will not be given on the day an assignment is due. Best practice involves planning early and talking to the teacher. If an assignment was given eight weeks ago, an extension will not likely be given if it is asked for the day before because you have to work that night; that would be an example of bad planning. If you are absent the day an assignment is due, it is still your responsibility to get it in to your teacher on that date; you may send it to your teacher via Edsby or make other arrangements to get it in one time.

Late Assignments

Meeting deadlines is important. If a student knows they cannot meet a deadline, they should plan ahead and talk to their teacher. Late work will always be accepted and descriptive feedback will be provided, but the teacher will use their judgement to determine how to include it in the student’s overall demonstration of learning at the end of each reporting period.

Tests

If you are absent on the day of a test, you will need to have a legitimate excuse before you are given the opportunity to write at an alternate time or complete an alternate assessment, depending on the teacher's discretion. Examples of a legitimate absence would include a medical appointment, a school trip, a religious or cultural celebration, etc. If you know you will be absent on the day of a test, talk to your teacher and make a plan. A test that was missed due to truancy may be given a mark of zero.

Presentations

If you are scheduled to present on a given date, not being prepared is not a legitimate excuse. If you know you will not be able to attend on the day you are scheduled to present, talk to your teacher *beforehand*. The guidelines for late assignments also apply when a presentation is missed due to lack of being prepared.

If you require accommodations for your presentation or other course work, please also speak with your teacher and one of our SERTs in the Resource Room.

Computer Problems

Computer or printer problems are not a legitimate excuse for handing assignments in late. Plan ahead. Backup your documents. If you're not using software that is currently on school computers, save your written work using accepted file extensions (.pdf). In the worst case scenario, write it out by hand to demonstrate that you have completed the assignment.

IEPs

Some students have an Individual Education Plan (IEP). For all students, including those with an IEP, planning ahead is important. Discuss any needs you have with your teacher and your SERT beforehand to ensure you are supported.

Academic Integrity / Plagiarism and Cheating

At Kenner Collegiate Vocational Institute (KCVI), we value learning above grades and strive to communicate to students that their best effort is what we expect. Across all programs and pathways, we aim to nurture ethical student behaviors.

Academic dishonesty undermines the integrity of the student, the course, the program, and the school. Our goal is to ensure that all students are aware of the expectations and responsibilities and to provide them with the tools necessary to complete their work with integrity. Academic dishonesty in any form detracts from the value and purpose of education.

The following will be considered academic dishonesty:

- The willful giving or receiving of an unauthorized, dishonest, or unscrupulous advantage in academic work over other students. Example: fraud, deception, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aids, books, electronic programs, data, or other information.
- Attempted cheating.
- Re-using your own work for multiple teachers or classes without the permission of your teacher.
- The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement. Example: lying to administration and/or teachers, falsifying document(s) or letters by mutilation, addition or deletion, and citing a source that does not exist.

The following will be considered plagiarism:

- Presenting as one's own words and work, the work, words, ideas, patterns of expression, paraphrasing or the opinions of someone else without proper acknowledgment. Example: web sites, essays, books, journals, newspapers, artificial intelligence, peers, etc.
- Substituting a word or phrase for the original while maintaining the original sentence structure.
- Citing sources incompletely or improperly.
- Using graphics, visual imagery, video or audio, without permission of the author or acknowledgment of the source.
- Translating text from one language to another without citing the original work.
- Presenting the work of an artificial intelligence as one's own without citing or acknowledging the source.

All acts of academic dishonesty will result in a referral to Administration and the parent/guardian. Other consequences may also be considered by administration.

Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's [Equity, Diversity and Inclusion Policy B-3.2.1](#), all schools within the Kawartha Pine Ridge District School Board, including Kenner CVI, 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 SAGA).

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.

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

Students are responsible for:

- exercising self-discipline, following the established rules and accepting responsibility for their actions, based on age and individual ability
- coming to school prepared, on time, ready to learn and support a positive learning environment

- showing respect for themselves, for others and for those in authority
- refraining from bringing anything to school that may compromise safety, inclusion, or respect for the dignity of another member of the school community.
- using personal mobile devices during instructional time without permission. Mobile devices may be used:
 - for educational purposes, as directed by an educator
 - for health and medical purposes
 - to support special education needs

2.3 Additional Staff Responsibilities

Staff are responsible for:

- helping students achieve their full potential and develop their self-worth
- assessing, evaluating and reporting student progress
- communicating regularly and meaningfully with students, parents or guardians
- disciplining 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
- being on time and prepared for all classes and school activities
- preparing students for the full responsibilities of membership in their community/society
- safeguarding students from persons or conditions that interfere with the learning process
- understanding and minimizing any biases that may affect student-teacher relationships.

2.4 Additional Parent/Guardian Responsibilities

Parents are responsible for:

- attending to their child's physical, social, academic and emotional well-being
- showing an active interest in their child's school work and actively support student progress
- communicating regularly with the school
- helping their child be neat, clean, appropriately dressed and prepared for school
- ensuring their child attends school regularly, is on time, and gets to and from the school or bus stop safely
- promptly reporting to the school their child's absence or late arrival
- becoming familiar with the Code of Conduct and school rules
- encouraging and assisting their child in following the rules of behaviour
- assisting 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
- comply with the dress code
- 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) 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, knives, etc.
- 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, illicit substances, or restricted drugs
- cannabis remains an illegal drug for high school-aged students under Federal law.

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. Peer mediators have also been trained and can intervene if administration feels it is appropriate, and their involvement has been agreed upon by those involved in the conflict.

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 are all 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:

- 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 circumstance 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 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 the student or others at the school (example; drugs, a weapon, etc.) Police may be contacted if the search reveals such an item.

5.2 Signage

Signs are posted directing visitors to begin their visit at the office.

VIDEO SURVEILLANCE IN EFFECT



Video collected under the authority of the Education Act and the Municipal Freedom of Information and Protection of Privacy Act, for the safety of students, staff and others, and protection of property.



Questions may be directed to the
Principal of Kenner Collegiate at
705-743-2181



Signs are also present to inform school community members that video surveillance systems are present at Kenner CVI and collect nominative information to; promote the safety of students, staff, and community members, protect the School Board's property against theft or vandalism and to aid in the identification of intruders and of persons breaking the law. Video is collected under the authority of the Education Act and the Municipal Freedom of Information and Protection of Privacy act. In the event of a reported or observed incident, the review of recorded information may be used to assist in the investigation of the incident.

6. Strategies to Promote Positive Student Behaviour

6.1 Prevention Strategies

Schools in 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.

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

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
- 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 [Violent Threat Risk Assessment \(VTRA\)](#) protocol in place with many local agencies and police services. When student behaviours pose a potential threat to safety or risk of serious harm, the VTRA protocol helps principals take immediate steps to protect student well-being and respond to threatening incidents.

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 Ministry’s Resource Document called, [Safe, Caring and Restorative Schools](#).

7.1 Consequences may include one or more of the following:

- warnings
- time-outs
- detention
- 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 or illicit substances
- Swearing at a teacher or at another person in a position of authority
- Being involved in a physical altercation

- 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
- Being involved in another activity that, under Board policy, is one for which a suspension must be considered, such as:
 - inappropriate physical contact
 - persistent opposition to authority
 - use of profane or improper language
 - habitual neglect of duty
 - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student/staff member without their consent, distribution of digital images, vaping on school property, etc.)
- 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 behavior 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.
 - 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

No form of bullying is acceptable. Students are encouraged to report bullying to an adult. Report can also be done anonymously using the [Report IT!](#) link on the KPR website.

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, illicit substances, 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.