



**Kenner Collegiate and Vocational Institute
STUDENT AND PARENT HANDBOOK
AND CODE OF CONDUCT
2016-2017**



KENNER CVI WELCOMES YOU!

Welcome new and returning students and parent(s)/guardian(s) to Kenner CVI. Kenner CVI has a long tradition of excellence in academics, athletics and community outreach. It is our hope that you will take advantage of some of the many opportunities our school has to offer in order to enrich your time at KCVI. We are certain that the more you involve yourself in your school, the more rewarding your experience will be. You will be surprised at how quickly your time at high school goes by. Make the most of your time here to ensure your success in the future beyond high school. Consider this your invitation to become part of the Kenner Ram spirit.

Please take the time to familiarize yourself with the contents of this handbook and Code of Conduct as you will find much valuable information here that will aid you in being successful at Kenner CVI.

Daring to Dream	Willing to Work	Striving to Succeed
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Please do not plan activities (appointments, job interviews, vacations, etc.) during evaluation periods (exams, EQAO, OSSLT testing).

Students who are absent are expected to have a parent/guardian call the school the day of the absence and explain the reason for the absence or send a note with the student the following day.

Bell Schedule – Kenner CVI

- Period 1 8:35 a.m. – 9:50 a.m.
- Period 2 9:55 a.m. – 11:10 a.m.
- Lunch 11:10 a.m. – 12:05 p.m.
- Period 3 12:05 p.m. – 1:20 p.m.
- Period 4 1:25 p.m. – 2:40 p.m.

**KENNER COLLEGIATE
CODE OF CONDUCT**

RATIONALE

The Kenner Code of Conduct sets clear standards of behaviour for all members of the school community - students, staff, parents, community partners, volunteers and visitors - and is based on the Kawartha Pine Ridge District School Board (KPRDSB) Code of Conduct and the Provincial Code of Conduct, effective February 1, 2008.

This Code of Conduct applies at school, during school-related or school-sponsored activities and to events that happen outside of school but might have an impact on the school climate. This Code of Conduct includes cyberbullying.

It is important to note that the Code of Conduct strives to make schools safer by focussing on promoting positive behaviour, on providing early and ongoing intervention, on preventing inappropriate behaviour and on addressing inappropriate behaviour with appropriate consequences. As a result, the approach seeks to correct the inappropriate behaviour and, in KPRDSB, to repair the harm that has been caused.

Progressive discipline and restorative practices are two of the supports available to schools when working with inappropriate behaviour or conduct, and Principals will use both strategies when considering the most appropriate way to respond to each situation in order to provide students with the opportunity to learn from the choices they make.

As a Board and at each school, we consider student safety our top priority. We work with students, staff, parents, police services and the community to provide safe, caring learning environments. We take many proactive and preventive steps, including fire drills and lockdown drills, and we offer a variety of anti-bullying programs, including the opportunity for students and parents to report bullying anonymously at www.kprschoools.ca. If students do behave inappropriately, principals use progressive discipline to help students take responsibility for their actions, learn from their mistakes, and change their behaviour.

As part of our commitment to the well-being of students in all of our schools, KPR has a comprehensive Community Threat Assessment Protocol in place. About 50 agencies have signed on to the protocol, including local school boards, police services, mental health providers and organizations serving families.

The protocol was first put in place in secondary schools in September 2010, and has expanded to all elementary schools. It helps principals take immediate steps to protect student well-being when student behaviours pose a potential threat to safety or serious harm.

The protocol applies to threatening incidents such as:

- possession of a weapon or replica weapon
- bomb threat or plan
- verbal, written or electronic (Internet, text) threats to kill or injure oneself or others
- other serious threats of violence
- fire setting.

While such incidents are rare, the Community Threat Assessment Protocol (CTAP) is a practical tool in responding immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, including the principal/vice-principal, school board counsellor and staff, and police. If the situation is serious, the principal also may consult with the superintendent responsible for the school, and call in the Community Threat Assessment Team. This community team also includes representatives of agencies that work with us to keep our schools safe, such as children's mental health organizations.

Parents and guardians will be notified in advance if their child will be discussed through the Community Threat Assessment Protocol. If parents cannot be reached or if they choose not to provide consent, but a safety concern still exists, the school may proceed with the threat assessment. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure everyone's safety.

If you have any comments or questions regarding the Community Threat Assessment Protocol, please contact your principal or the superintendent responsible for your child's or teen's school.

SCHOOL POLICIES AND PROCEDURES

STUDENTS RESPONSIBILITIES

Students will:

- bring a note to the office, if they were absent from school the previous day and notify the main office of any change in address or phone number;
- sign in and out through the main office, if they arrive late for school or have to leave school early;
- arrive on time for all classes;
- come to class prepared to work with all required materials, i.e., pen, pencil, paper, notebook, textbook, Phys. Ed. uniform, etc.;
- complete all homework and assignments on time and to the best of their ability;
- not use PEDs, including cell phones during class(instructional) time, unless given permission to do so by their teacher, known as the N.O. - N.O. Policy (Not Out, Not On);
- not ask to return to their locker once class has begun;
- follow the 20/20 rule; students are not permitted to leave the classroom during the first 20 minutes or the last 20 minutes of class. Students **may** receive permission to leave the classroom at the discretion of the teacher during the middle 35 minutes of the period.
- show respect to staff and fellow students;
- conduct themselves with civility and with respect for themselves and others
- conduct themselves in a manner appropriate to a public place of learning and business
- respect the property and rights of others;
- not bring food and/or drinks to class;
- not be in the halls while classes are in session;
- not wear headgear (which includes, but is not limited to hats and **bandanas**) during the regular school day. Hats may be permitted in classrooms or the gym at the discretion of the individual classroom teacher; no **bandanas** or hoods are permitted for safety reasons; students are asked to remove hats in the main office.
- notify their teachers, if they are to be absent from class for any reason;
- exit the building by 3:00 pm unless they have a scheduled after-school activity.

In addition, according to the Education Act, Regulation 298, Section 23

(1) A Pupil shall,

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm and judicious parent;
- attend classes punctually and regularly;
- be courteous to fellow pupils and obedient and courteous to teachers;
- be clean in person and habits;
- take such tests and examinations as are required by or under the Act or as may be directed by the Minister; and
- show respect for school property.

(2) When a pupil returns to school after an absence, a parent of the pupil, or the pupil where the pupil is an adult, shall give reason for the absence orally or in writing as the Principal requires.

(3) A pupil may be excused by the Principal from attendance at school temporarily at any time at the written request of a parent or the pupil where the pupil is an adult.

(4) Every pupil is responsible for his or her conduct to the Principal of the school that the pupil attends:

- on the school premises;
- on out-of-school activities that are part of the school program; and
- while traveling on a school bus that is owned by a Board or on a bus or school bus that is under contract to a Board.

Excerpts from the KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD
SAFE, CARING AND RESTORATIVE SCHOOLS POLICY [ES-1.1]
AND ADMINISTRATIVE REGULATIONS [ES-1.1.1A]

SAFE, CARING AND RESTORATIVE SCHOOLS POLICY STATEMENT [Excerpts from ES-1.1] Schools in the Kawartha Pine Ridge District School Board are places that promote academic excellence through the character attributes of respect, responsibility, honesty, integrity, empathy, fairness, initiative, perseverance, courage, and optimism. These attributes provide the foundation for a safe and caring learning and teaching environment that enables every student to reach his or her full potential. A positive school climate exists when relationships are strong and all members of the school community feel safe, comfortable, cared for, and included.

In addition, 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 Kawartha Pine Ridge District School Board, including Kenner Collegiate Vocational School, 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).

Restorative practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community. It focuses on repairing the harm caused by offending behaviour while holding the offender accountable for his or her actions. It provides an opportunity for the parties directly affected by such behaviour - victim, offender and community - to express how they are affected and identify and address their needs that result from the offending behaviour, and seeks a resolution that affords reparation, healing and reintegration, and prevents future harm. Interventions occur along a continuum of restorative practices.

The Board's Code of Conduct sets clear standards of behaviour that are firm and fair. These standards of behaviour apply not only to students but also to all individuals involved in the school system - parents, volunteers, employees - whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

SCHOOL CODE OF CONDUCT - OVERVIEW

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.

These standards are as follows:

(1) The Board and its school staff will neither tolerate nor accept actions that could have a negative impact on students' ability to learn, healthy relationships, a school's ability to educate its students, and/or on the school climate. These actions include:

- 1.1 possession, use, threatened use, or trafficking of weapons [or replicas of weapons];
- 1.2 possession, use, or trafficking of prohibited material or substances;
- 1.3 bullying behaviours, discrimination, hate propaganda such as homophobia and other forms of behaviour motivated by hate or bias, assault, sexual assault, robbery, threatening or intimidation, being under the influence of alcohol or restricted drugs or providing alcohol or restricted drugs, or any other behaviours that infringe on the physical or emotional well-being of students, staff and/or community members; and
- 1.4 damage to property in the school environment (including school property, school buses, or another person's property).

- (2) The Board shall support consequences for unacceptable behaviour up to and including suspension and expulsion for:
- 2.1 actions as directed by the Education Act; and
 - 2.2 actions that compromise a school's capacity to achieve respect, civility, academic excellence and a safe and caring learning and teaching environment, and/or are injurious to the moral tone of the school.
- (8) The administrative regulations reflect the following guidelines:
- 8.1 effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parental/guardian/community involvement and support and staff development;
 - 8.2 each individual is important and unique and should be empowered to contribute positively to the school community;
 - 8.3 responsibility, accountability and ownership for a safe learning environment must be assumed by all members of the school community; prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline. The range of interventions, supports and consequences utilized will be developmentally appropriate and include opportunities for individuals to learn from mistakes, restore relationships and improve behaviour;
 - 8.4 educators and community members have a responsibility to work in partnership to develop responsible citizens;
 - 8.5 education of students, staff, parent(s)/guardian(s) and school-community members is necessary in order to understand and respond to societal violence; and
 - 8.6 the fair treatment of others, regardless of their race, ancestry, place of origin, colour, ethnicity, citizenship, religion, gender, sexual orientation, socio-economic status, age or disability is an expectation from all school members.
- (9) Each school must have in place a Safe, Caring and Restorative Schools team which will be composed of one student, one parent, one teacher, one support staff member, one community partner and the Principal. An existing committee such as the School Council may take on this role.

SAFE, CARING AND RESTORATIVE SCHOOLS:
DISCIPLINE/CODE OF CONDUCT ADMINISTRATIVE REGULATION [ES-1.1.1A]

(1) School Code of Conduct Rationale

The Ministry of Education requires that all schools develop a code of conduct which communicates the standards of behaviour to all members of the school community and the types of behaviour expected from them. Members of the school community include: students, staff, parent(s)/guardian(s) and others such as visitors and volunteers.

Codes of conduct must be reviewed at least every three years. School Principals must consult with students, staff, the school council and the superintendent in this review. School Codes of Conduct must be consistent with the provincial code and aligned with Board Policy No. ES-1.1, Safe, Caring and Restorative Schools and this administrative regulation.

The Board recognizes that all students, parent(s)/guardian(s), teachers and staff have the right to be safe, and feel safe in their school community.

This school Code of Conduct has been developed in accordance with the guiding principles of the Safe, Caring and Restorative Schools Policy and the Ontario Code of Conduct in order to create a common philosophy and understanding upon which safe learning and working environments can be maintained for all school community members. It is applicable to students while at school or engaged in a school-related activity or in other circumstances where engaging in the activity has an impact on the school climate.

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

- exercise self-discipline, follow the established rules and accept responsibility for their actions, based on age and individual ability
- come to school prepared, on time, ready to learn and support a positive learning environment
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise safety, inclusion or respect for the dignity of another member of the school community.

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) 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 or knives
- 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:

- 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 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

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 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 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.
- 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 well-being of self or others in the school.
- Being involved in a physical altercation.

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 RESTORATIVESCHOOLS: Discipline/Promoting Positive Student Behaviour/Code of Conduct (Regulation Code: ES-1.1.1A)
POSITIVE STUDENT BEHAVIOUR/ Policy (Code Reference: ES-1.1)

(8) School Code of Conduct Other Responsibilities

- 8.1 **Dress:** Students must dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message. Students who fail to meet dress code may be required to change their clothing.
- 8.2 **Cell Phones, Pagers, PED's:** Cell phones, pagers and other personal electronic devices are not during instructional time (known as the 'N.O. N.O. policy) N.O. N.O.– not out, not on)
- 8.3 **Entertainment Items:** Radios, skateboards, roller blades, hackey sacs, balls, etc. are not to be used within the school. No skateboards or roller blades are to be used on school property. Failure to respect these rules may result in the item being confiscated for a period of time. No water guns or other such toys are to be brought to the school as they contravene the school and board code of conduct.
- 8.4 **Bus Discipline:** Riding a school bus is a privilege, not a right. A student who does not respect bus safety and/or rules, who engages in misconduct, may lose the privilege of bus transportation.
- 8.5 **Smoking and the use of E-Cigarettes:** is not permitted on school property. Smoking and the use of E-cigarettes on school property is an offense and fines may be issued.
- 8.6 **Snowballs:** Throwing snowballs can be a dangerous practice and jeopardize student and community safety. Students caught throwing snowballs will be suspended from school.
- 8.7 **Inclement Weather:** In the event of inclement weather, the school remains open and classes will occur as regularly scheduled and students are expected to attend, unless otherwise notified by STSCO or the Board(usually communicated via a media release).

- 8.8 **Firecrackers:** Students possessing or transporting any incendiary devices including, but not limited to, firecrackers, stink bombs, etc., jeopardize the safety of themselves, other students and the community. Students in possession of these items will be suspended.
- 8.9 **Dances:** Students will not be permitted to access lockers. Students must check their bags, coats, etc. and leave them in a secured location. No student will be readmitted to a dance once they have left the school building. Once a student is in the school, s/he must stay in the school until ready to leave. Parent pick-up is at 10:00 p.m.
- 8..9.1 **Under the influence:** If a student is deemed to be under the influence of alcohol, drugs or other controlled substance, at a school dance, that student will not be permitted to attend any other dances that school year including the semi formal and formal.
- 8.10 Students may not be under the influence of, or in possession of, drugs or controlled substances while on school or board premises or functions related to school. Students in violation face consequences of suspension and/or expulsion
- 8.11 Students engaged in trafficking face consequences of suspension and/or expulsion. 'Trafficking means to manufacture, sell, give, administer, transport, send, deliver and/or distribute, or to offer to do any of the above. It commonly refers to trafficking of illegal drugs or weapons.
- 8.12 School administration have the authority under the Education Act to conduct searches without recourse to legal procedures where the Principal or designate has reasonable grounds to initiate such a search.

NOTE: The Principal may also apply these rules to a pupil when the pupil's conduct outside the school environment negatively impacts the school.

(9) School Code of Conduct Procedures

- 9.1 Academic Assistance: Teachers are available by appointment at your request for assistance at lunch or after school. "Overtime" offers academic assistance every Tuesday and Thursday from 2:45-4:00 p.m. in the library.
- 9.2 Accident/Student Insurance:
- Accidents of any nature must be reported promptly to the main office by you or your teacher. An Accident Report must be completed.
 - It is recommended that students carry accident insurance which is made available in September. All students involved in athletic programs are responsible for purchasing this insurance protection. The school provides the application forms, which are NOT to be returned to the school, but are to be mailed to the insurance company directly.
- 9.3 Announcements: All announcements for the day **must** be written on the form provided in the main office, signed by a staff member and given to the office staff by 8:30 a.m. Announcements will be read as part of the opening exercises at 8:35 a.m. Additional important announcements will be made over the PA at lunch and the end of the school day.
- 9.4 Assemblies: Assemblies are held on a regular basis. Students are expected to **attend** and **respect** visitors to our school assemblies. Staff are expected to attend, sit with and supervise their students during assemblies.
- 9.5 Visitors: All visitors are to begin their visit by signing in at the main office.
- 9.6 Attendance: Attendance in all classes is critical to student success and achievement. Students must attend and arrive on time for all classes prepared to work with all required materials (i.e. pencil/pen, paper, notebook, textbook, phys. ed. uniform, etc.).
- 9.6.1 Punctuality: The warning bell rings at 8:30 a.m. indicating that students should proceed to homeroom. At this time, music plays over the P.A. system as a reminder to students to

move to period 1. At 8:35 a.m. the final bell rings. Students should be out of the halls and ready to stand for the national anthem.

9.6.2 Reasons for Absence: According to the Education Act, Section 21(2) a child is excused from attendance at school for a limited number of reasons. For most students at Kenner CVI these reasons include: illness, medical appointments and family emergencies. According to the Education Act there are six legitimate reasons for which permission is granted for a student to be absent or leave the school:

- the child is receiving satisfactory home instruction;
- the child is ill or injured;
- transportation is not provided by the board and there is no school that the child has the right to attend nearby;
- the child is receiving music instruction (only ½ day per week);
- the child is suspended, expelled or excluded from attendance at school;
- the child is away from school to honour religious holidays of the denomination to which the child belongs.

9.6.3 Absence from School: **A student who is ABSENT is expected to have a parent/guardian call the school the day of the absence and explain the reason for the absence. The student is required to bring a note to the main office and sign-in on the day following the absence, if no call was made by the parent/guardian on the day of the absence. When the student signs in at the office, the student will be given a blue slip from the Attendance Secretary which will explain the reason for absence. *It is the student's responsibility to show the blue slip to each of their subject teachers.*** All notes are filed in the office in the attendance office each day and students are expected to bring a note the first school day back after an absence. All unexplained absences are phoned ***each night***.

9.6.4 Appointments and 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 until they have signed out at the main office.**

Students are **required** to provide the **main office** with a **note** or **telephone call** from a **parent/guardian to leave the school** or to sign out for any appointments. A student who has signed out must leave the school premises immediately. A student may not be signed out from a class in order to do other class work such as studying for a test or completing an assignment; this is equivalent to a truancy. **Where possible, all signing out should be done first thing in the morning before school starts.** Students who fail to sign out properly or who do not bring notes for absences will be assigned appropriate consequences.

9.6.5 **A student 18** years of age or older may assume responsibility for his or her attendance and may write his or her own notes, but only for the above reasons; "PERSONAL REASON" is **not** a valid excuse for an absence. If issues regarding attendance arise and/or persist, the Vice-Principal may refuse student notes and issue appropriate consequences. Please note that the writing of notes is a privilege that may be removed by the Principal or Vice-Principal, if abused.

9.6.6 Consequences for Unexplained Absences and Truancy: A policy of progressive discipline is in place at Kenner CVI. Normally a student who maintains an unexplained absence or who is truant will be assigned a detention by the subject teacher. If a student is absent the day of a test, presentation or an assigned assignment due date, it is advisable that the parent/guardian call the school and advise the attendance secretary. **Parents and teachers** have a shared responsibility to address attendance and academic concerns.

Consequences for persistent truancy may include but are not limited to: contact with home, detentions (lunch and/or after school), issuing of truancy assignments, referral to student support services and/or an attendance counsellor, alternative classroom assignment, suspension, and/or removal from school. If tests/assignments are missed due to skipping, a mark of **zero** may be assigned. Please note that a student may be suspended for habitual neglect of duty and/or opposition to authority when persistently truant after intervention. In addition, on the **15th absence** from a class, a student may be assigned an additional Independent Study Unit for that class or be required to make up time for that class. In addition, on the **15th absence in a semester**, a student may be removed from a class or the school for not fulfilling the Ministry requirement of minimum hours in a course.

- 9.6.7 Detentions: are completed in room 120 from 11:15 to 11:40 a.m. Monday - Thursday. In addition to or in lieu of detention, a student may be required to complete any of the following:
- work in an alternately assigned location with one of their classroom teachers;
 - submit a written assignment to the Vice-Principal on the date due with a parent/guardian signature.
- 9.6.8 Students who forge notes may be suspended.
- 9.6.9 Late to School: Students who are late arriving to school in the morning or after lunch **must** sign-in at the main office. **Students are late when they arrive at school after the start of their first class regardless of the time of day that they arrive.**
- 9.6.10 Late to Class: A student is deemed late to class, if the student is not in his or her assigned seat at the sound of the bell. **Students late to class are to come to the attendance office to pick up a late slip. The student should have the appropriate classroom teacher fill out and sign the late slip. The student then must return the slip to the Attendance Secretary between classes or at lunch time. NOT DURING CLASS TIME.** Lates are normally handled by the classroom teacher. Appropriate consequences such as makeup time or assignments will be assigned by the teacher. Failure to comply may result in a referral to the Vice-principal. A teacher may assign a consequence as outlined due to tardiness.
- 9.6.11 Consequences of Habitual Lateness: A policy of progressive discipline is in place at Kenner Collegiate. Consequences for persistent lates may include but are not limited to: contact home, issuing of late assignments, detentions (lunch and/or after school), referral to the Vice-Principal, referral to student support services and/or an attendance counsellor, alternative classroom assignment, meeting with parent/guardian, suspension, removal from school. Please note that a student may normally be suspended for habitual neglect of duty and/or opposition to authority should a pattern of tardiness continue despite intervention.
- 9.6.12 Illness: If a student becomes ill during the school day s/he **MUST** report to the MAIN OFFICE. Depending on the circumstances, the office staff may contact someone to take the student home. Should a student become ill over the lunch hour, the student **MUST** return to the school to sign out or **MUST** phone the school (705-743-2181) immediately to report the illness. A call is to be made to the school by the parent/guardian or a note from parent/guardian **MUST** be brought to the MAIN OFFICE upon return.
- 9.6.13 Removal from Class: If a student is removed from class because of inappropriate behaviour, s/he **must report to the main office** and may be asked to complete an Office Referral Form.

- 9.6.14 Dismissal from Class: Teachers dismiss students. The bell is the first signal to the teacher that the teacher may dismiss a class. It is **not** the signal for students to immediately make their way out of their classroom; they are to await instructions from the teacher.
- 9.6.15 Appointments, recreation activities, holidays, etc. should not be planned during school hours or examinations as student achievement may be adversely affected.
- 9.6.16 Change of Address, Telephone, Etc.: It is essential in the event of an emergency the school have updated records for contacting parents/guardians. Please inform the office immediately of a change of address, telephone number or lock combination.
- 9.6.17 Student Course Load: A student must maintain a full time course load of four courses per semester until s/he has obtained 20 credits(at least 3 must be English credits). Any student wishing to take less than three courses in a semester must see the Principal for approval.
- 9.6.18 Medical Safety Plans: An emergency medical safety plan is required for all students who have life-threatening medical concerns (i.e. anaphylaxis, heart condition) or who regularly take medication at school. Please inform your classroom teacher and/or make an appointment with the Vice-Principal, if you have not completed the appropriate form(s).

9.7 Bulletin Boards: All posters and advertisements placed on bulletin boards **must** be initialed by the Principal or Vice-Principal.

9.8 Buses:

- a) In order that the Board may provide transportation in an efficient, economical and safe manner, students are required to observe the following guidelines:
- expect transportation from their own designated bus stop to school and return only;
 - be at the pick-up point prior to the arrival of the bus;
 - follow the recommended procedures when crossing the roadway;
 - refrain from pushing or shoving when Boarding or leaving the bus;
 - inform the driver if anyone is known to be absent;
 - remain seated and not distract the driver while the bus is in motion or during loading and unloading procedures of other students;
 - keep feet under the seat, and back packs, etc. out of the aisles;
 - open a window only with the driver's permission;
 - refrain from tampering with the emergency door or equipment;
 - keep head, hands and arms inside the bus;
 - refrain from throwing anything in, out, or at the bus, at any time;
 - not smoke or use non-prescribed drugs or alcohol, or consume food or beverage on any school bus at any time;
 - refrain from fighting or using obscene language on the bus;
 - maintain a clean bus by using the containers provided for any debris;
 - no in-line skates/skateboards are permitted on school buses;
 - refrain from bringing firearms, ammunition, explosives and all other dangerous, disturbing and annoying objects on school buses;
 - be responsible for any willful damage to the bus;
 - realize that the driver is in complete charge of the bus and will report any misconduct.

Remember, access to busing is a privilege, not a right and a student may be denied the privilege of riding the bus for not observing regulations and instructions.

- 9.9 Bus Cancellations: STUDENTS ARE ASKED NOT TO CALL THE SCHOOL ON INCLEMENT WEATHER DAYS. An information hot-line and website give local students additional access to information on school bus delays and cancellations. Students/parents/guardians are asked to follow past practice and listen to their local radio stations; visit www.stsco.ca and click on the bus cancellation button; or call 1-866-433-4441 to check for cancellations. In the event of inclement weather, the school remains open, classes are held as regularly scheduled and students are expected to attend, unless otherwise notified by STSCO or the Board (usually through a media announcement)
- 9.10 Snowballs: Students are not permitted to throw snowballs as a person's safety may be jeopardized. Any student who throws snowballs will be suspended.
- 9.11 Textbook/Library Books: Textbooks/library books are issued on loan and students are responsible for loss or damage beyond normal wear. Students will be expected to pay for any lost or damaged textbooks/library books. Students must have a valid student card in order to sign out a book.
- 9.12 Calendar: During the first week of school, you will be given a copy of the school calendar. Note the dates of the January and June examinations. **Please do not plan activities (appointments, job interviews, vacations, etc.) during these periods.**
- 9.13 Cars/Parking: There is no student parking at Kenner CVI. Students who drive to school do so entirely at the owner's risk, and the school assumes no responsibility for vehicles. Unauthorized parking may result in a vehicle being ticketed and/or removed at the owner's expense.
- 9.14 Dances: Normal rules of the school apply for dances. In addition:
- only students holding Kenner CVI student cards may sign-in a guest;
 - in order to bring a guest student to a dance, the student must obtain a KCVI dance guest pass from the Main Office. It is the student's responsibility to have the guest obtain the necessary approval from the home school. Guests without an appropriately signed guest pass will not be permitted to attend the dance. One guest per student is permitted and the guest must be accompanied by the Kenner student who signed him/her in. The hosting Kenner CVI student is held responsible for the conduct of their guest;
 - elementary school students are **not** allowed to attend dances at Kenner CVI;
 - if a student or guest leaves the school after coming into the dance, they will **not** be re-admitted;
 - students are not allowed to go to their lockers during a dance. A secured location is provided for the placement of outerwear and purses/backpacks. It is recommended that valuable items **not** be left in that room or brought to the dance;
 - students will NOT be admitted after 8:30 p.m. unless previous arrangements have been made by signing the 'late list' in the main office, or making other arrangements with a member of the administration. A late list will be available at the door;
 - subject to the approval of the Principal or Vice-Principal, graduates of Kenner CVI may be added to guest list,
 - If a student is deemed to be under the influence of alcohol, drugs or any other controlled substance at a school dance, that student will not be permitted to attend any other dances that school year including the semi-formal and formal.
- 9.15 Dress Code: Clothes worn to school should be neat, clean, and appropriate for a learning environment. Messages or pictures on clothing must be in good taste. It is our goal to assist students in developing self-respect and knowledge of what constitutes appropriate dress for different occasions. Clothing is to be free from offensive reference to sex, race, gender, profanity, violence, alcohol or illegal substances. The definition of offensive rests on the values of the secondary school system and is applied at the discretion of the teacher and school administration. In shop classes and labs, safety regulations will dictate the type of clothing and footwear to be

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worn. Hats may be worn in the halls and cafeteria, but will be removed at any teacher’s request in any classroom. During the playing of the National Anthem hats should be removed. What is deemed offensive rests on the Administration of the school. As a guideline, please note the list below.

STUDENTS ARE NOT PERMITTED TO WEAR:

belt/wallet/pocket/neck chains	hats or other head coverings in classrooms/gyms unless approved by the individual classroom teacher (teacher discretion)
coats to class	muscle shirts
tops with spaghetti straps (straps must be at least 2 inches wide)	backless tops
see-through tops	low-cut or plunging tops
tube tops or halter tops	clothing that exposes a bare midriff (tops must meet bottoms)
skirts/shorts shorter than fingertip length with arms at sides	pants worn too low so as to expose undergarments
sunglasses, sweaters with hoods, bandanas or trench coats while inside the school building	Wearing or possessing “colours” that signify gang affiliation (e.g., bandanas)

Should a member of the Kenner CVI community not meet this dress code, one of the following choices will apply:

- an additional layer of clothing may be required;
- offending words, slogans or images will be covered or the clothing turned inside out;
- a change of clothing may be offered (if available and appropriate);
- parent/guardian contacted to bring a change of clothing;
- student may be sent home.

In all matters of appearance, the administration will determine what is appropriate. The dress code will be reviewed annually by students, staff, and the School Council.

ASSESSMENT AND EVALUATION

9.16 Assessment and Evaluation:

Beliefs:

Assessment and Evaluation will be used to support student learning and to provide information to students, teachers, parents and others about learning. The Kenner CVI Assessment and Evaluation Policy is in compliance and consistency with Kawartha Pine Ridge Policy ES 4.1 and Ministry direction as outlined in Growing Success, 2010.

9.16.1 **General Information**

- The school year is divided into two semesters: Semester 1 commencing September and ending in January; Semester 2 commences February and ends in June.
- In Semester 1, reports will be issued to all students in October, November and February. In Semester 2, reports will be issued in March, April and the first week of July.
- Promotion is by subject and a credit is granted when a final minimum mark of 50% is obtained.
- Weighting formulas for each subject will be announced by subject class teachers at the beginning of each semester.
- Formal EXAMINATIONS will be held usually in the final week of January for semester one and the last week of June for semester two.
- The evaluation schedule is posted in each classroom three weeks prior to evaluations. It is the student's responsibility to be aware of these dates. Please do not schedule any appointments, holidays or family excursions during evaluation periods.
- June reports will be available at the MAIN OFFICE the last week of June. Any student who is unable to write a formal examination (January and/or June) MUST supply the office with a doctor's certificate and/or, depending on circumstances, arrange a meeting with school administration to review the particular circumstances in order that alternative arrangements be made.
- The last day to drop courses will be five school days after the issuance of the mid-term report card.
- Parents' Nights will be held in mid-October and early March of a given school year.
- Assignments are due at the beginning of the period on the date established by the teacher. Late assignments will be dealt with in accordance with Ministry and Board Policy as outlined in Growing Success, 2010, and KPR Policy ES 4.1. Students who miss an evaluation must provide a parental/guardian note or, in the case of examinations, a medical certificate. Where no reason or medical note is provided, teachers will work in conjunction with the student, parent, and school administration to determine the next course of action. In some cases, a student may receive a mark of 0. Students missing a test/project or presentation must bring a note from the parent/guardian indicating awareness of the missed assessment with the valid reason for absence. Failure to do so may result in a variety of actions on the part of the school ranging from parental contact to assigning a mark of zero.

9.16.3 **Attendance**

- Students are responsible for material covered and work assigned when they are absent. If a student misses a major test, a substitute test will be written when the student returns to school. If the student has been away more than two days, the teacher will confer with the student to arrange an alternate test date.
- Suspended students may submit assignments and write tests on their return.

9.17 Assessment and Evaluation Time Periods:

There will be no school spirit activities or class trips/excursions during the two weeks prior to the scheduled examination days. This is known as '**School Moratorium**'.

School Safety Procedures

9.18 Fire Alarms:

Students should check the Fire Route sign posted in each classroom. A continuous sounding of the fire alarm is the signal that all students and staff are to leave the building by the closest or designated door. When the fire alarm sounds, assume that a fire has actually broken out and leave the building quickly and quietly. Remain outside and in your designated area with your teacher who will take attendance. Everyone should be at least 20m from the building. Do not re-enter the school until the all clear signal which is three (3) soundings of the bell. In case of fire, sound the alarm near the fire, contact the office if possible, leave the building by the assigned routes in a quiet, efficient manner as indicated above. **CAUSING A FALSE ALARM OR TAMPERING WITH FIRE FIGHTING EQUIPMENT IS A CRIMINAL OFFENCE. OFFENDERS WILL BE PROSECUTED TO THE FULL EXTENT OF THE LAW.**

5.18.1 False Alarm: 'Anyone who, willfully, without reasonable cause, by outcry, ringing bells, using a fire alarm, telephone or telegraph, or in any other manner, makes or circulates, or causes to be made or circulated, an alarm of fire, is guilty of an indictable offence and is liable to imprisonment for two years, or an offence punishable on summary conviction.' (Criminal Code). Students causing a false alarm to be sounded may be suspended and charged by the police.

9.19 Graduation: Commencement will be held annually on the first Friday in November. Numerous scholarships, bursaries and prizes are awarded yearly to graduating students. A list of these awards and criteria is in Guidance.

9.20 In-LineSkates/Skateboards/Other Equipment: In-line skates/skateboards or footwear with wheels present a possible safety hazard and are **not** allowed on **school buses**, on **school property** or **in the school**. Students must exercise consideration for their own safety as well as that of others. Hackey-sacks, basketballs, soccer balls, etc. are for outdoor use and are restricted to that area for the safety of other students. Failure to comply with expectations may result in confiscation of the equipment.

9.21 Cafeteria: Students are asked to respect each other by maintaining a neat and clean eating area. Students who are sloppy in their use of the cafeteria may find themselves banned from it. Students are requested to:

- eat their lunches in the cafeteria;
- be responsible for cleaning up after themselves;
- return trays to the appropriate area;
- use the recycling and garbage bins, as appropriate.

9.22 Eligibility for School Privileges: It is the expectation that a full-time student taking part in school bands, sports, assemblies, etc. will maintain an exemplary level of behaviour, attendance and achievement. Failure to comply with this responsibility may result in the student's removal from the privilege of participating in these activities.

9.23 Lockers:

- All students will be issued 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. **Keep it locked**. A **Dudley combination lock** (with serial number on bottom) **must** be used, and the serial number and combination **must** be recorded at the main office.
- Students may access their lockers between periods as long as they are not late for class; however, it is recommended that students go to their locker before school only, during lunch and after school only.
- Students are **not** to write or post notes and/or stickers on the inside/outside of lockers with a pen, magic marker, etc. Damage to lockers should be reported to the main office at once.

- Valuables (iPODs, cell phones, calculators, watches, money, etc.) **should not** be kept in lockers.
- Lockers are, and remain, 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 and search to each and every locker at any time without recourse to legal procedures.
- Lockers must be cleaned out and the lock removed no later than noon on the last day of exams in June.

- 9.24 Lost and Found: Found articles should be brought to the main office or the Chief Custodian's office/"Receiving". If you have lost an article, check for it in the main office.
- 9.25 Medic Alert/Medications: If you have a medical condition, we strongly recommend that you obtain and wear a Medic-Alert bracelet, and make the main office aware of any medication you are taking on a permanent basis by completing the appropriate forms **annually**.
- 9.26 Phone Usage: There is a telephone in the main office which students may request to use. Students who are ill or need to leave the school are asked to come to the main office and a secretary will phone home.
- 9.27 Personal Electronic Devices (PEDs, cell phones, etc.): Cellphones are not permitted in any classroom environment. Students are advised that all personal electronic devices (PEDs) are to be powered-off and stored away during instructional time (otherwise known as the N.O. N.O. Policy—Not Out, Not ON). 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 they are an identified support for their learning (i.e. part of an individual education plan or an accommodation supported by the classroom teacher/Principal or designate). Students may also use PEDs if they have the permission of their classroom teacher.

There are other instances where students may use PEDs, including school sporting events and some school-sanctioned activities such as school trips or co-curricular events. It is important to note that any photos taken during these activities are not to be posted on the Internet, in the public domain or via any other medium accessible to the public, in accordance with government legislation.

Students may also use PEDs appropriately in areas and at times designated by the school Principal. **At Kenner this means that cell phones may only be used outside of the school building, in the halls between classes, or at lunch.** At no time will PEDs be used during instructional time (during class), in washrooms or change rooms or in any other location where a person would have a reasonable expectation of privacy.

Where violations in expectations occur, consequences will follow progressive discipline guidelines and may result in a range of responses that align with both Ministry and Board policy. Students caught using PEDs in classrooms may have them removed by the teacher. In such cases the student will be expected to collect the device from administration in the office. When infractions are repeated and ongoing, consequences may range from being asked to turn in the PED to the school Principal, to having a parent/guardian come in to pick up the device, to removal of a student's privilege to have a PED at school up to and including suspension.

Ultimately, it is the discretion and authority of the Principal (or his or her designate) whether PED usage compromises or interferes with school security, personal safety, individual privacy or academic integrity.

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

- 9.28 Profanity/Fighting: It is our goal to develop the self-esteem and self-worth of students at Kenner. Profanity and/or fighting are not permitted since they indicate a lack of self-regulation, self-discipline and respect for each other and jeopardize the safety and well-being of others. The violation of this policy will result in parent/guardian contact, suspension and, depending on circumstances, possibly expulsion.
- 9.29 Trespassing: The school property is private and unauthorized individuals may be charged with trespassing.

*****Students are not permitted to be on the property of any other school other than their home school during the course of the school day.**

SCHOOL LOCKDOWN

- 9.30 School Lockdown: Although infrequent, the possibility of a major violent incident in one of our schools is a reality. The level of preparedness to deal with such an incident by school staff, students and police will have a major impact on the outcome of the incident.

Remember--although police will be there to assist with training, implementation and drills, this plan is fully the responsibility of the school. If a major incident occurs, it is highly unlikely the police will be in the school at the outset of the incident. The entire school including staff, students, administrators, and visitors must be prepared to implement this plan quickly and effectively. These types of incidents are over in a matter of minutes. The extent of the impact of such an incident will be dependent on the ability of the school to lock down as quickly as possible.

Roles:

School Staff - School staff, and in particular administrators, have the overall responsibility for the safety and well-being of students. During a violent incident, administrators have additional responsibilities in terms of working closely with police.

Students - Students have a responsibility to be familiar with this plan and to respond quickly to the direction of staff during a crisis situation. In addition, any student with information or knowledge prior to or during a crisis situation must come forward with that information immediately. In almost every incident of major violence at a school, it was later learned that a student(s) had prior knowledge of what was going to take place but failed to tell anyone. The 'code of silence' must be broken in these types of situations.

Police - Police are responsible to respond to and investigate violent incidents as defined in this plan. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration throughout the process.

Parents/Guardians – Parents and guardians must be aware of the existence of this plan and shall reinforce with their children student responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis situation.

Definitions

Lockdown:

Lockdown is used only when there is a major incident or threat of school violence within the school, or in relation to the school. The overuse or misuse of “lockdown” will result in staff/students becoming desensitized and not taking lockdowns seriously.

Hold and Secure:

Hold and Secure will be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., if a bank robbery occurs near a school but not on school property). 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:

Shelter in Place will be 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. Examples may include chemical spills, blackouts, explosions, or extreme weather conditions.

Procedures to End a Lockdown / Hold & Secure / Shelter in Place

Plans to conclude a lockdown will vary by location. Procedures may include a general announcement via the PA system by the principal. In an unplanned lockdown, a visit from police will occur. There will be some sort of an identification process, so that the occupants of a locked room know that whoever is giving them the all-clear is in fact authentic. Local plans should include procedures for ending lockdowns at off-site evacuation locations.

Release from Lockdown: Announced/Unannounced Practice and Actual Lockdowns

To ensure that all members of the school community become familiar with confirming that release from a lockdown is authentic, only the police will declare an end to a lockdown by going from room to room to announce and end the lockdown.

SCHOOL LOCKDOWN EMERGENCY RESPONSE PLAN

SCHOOL LOCKDOWN INCIDENT

- (individual or situation posing threat to life, i.e., gun, knife, explosive, etc.)
- School Personnel - (teacher, custodian, student, etc.)
- Notify office staff. Keep the flow of information going if possible. Confirm situation. Ask questions to gain intelligence about situation if possible (who, where, what are the circumstances).
- Confirm Violent Incident.
- Announce School Lockdown (inside/outside speakers). Initiate lockdown procedures.
- Call 911. Describe violent incident. Stay on line.
- Notify Principal/Vice-Principal/contact teacher. Relay intelligence received.

VIOLENT SITUATION

For the purposes of this plan, a violent situation is defined as a situation involving an individual or situation posing immediate harm to life (i.e. has a gun, knife, explosives, etc.). Although every effort is made to ensure a safe school environment, staff and students need to be aware of the possibility that a violent incident can occur at any time or in any location within/near a school. If you observe a violent situation or potential for harm, **DO NOT CONFRONT THE SUSPECT.**

It is critical to notify the office immediately. As well, if it is safe to do so without danger to yourself or others, obtain the following details for your report to the office:

- location and number of suspects;
- suspect moving or stationary;
- identity;
- description of physical appearance (clothing, build, etc.);
- description of weapons;
- possible motive or threats made; and
- any known injuries and location of casualties.
- Note: Bomb threats are not covered under these procedures.

SCHOOL LOCKDOWN

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 the Police. It is possible that during a drill the Principal or designate will release students and staff from the Lockdown.

Lockdown describes the steps that school staff members take to ensure the safety and security of school occupants during a violent situation. These steps are outlined below. Every attempt should be made to respond quickly and calmly.

Inside School Building

During the lockdown phase, staff will focus on taking care of students and ensuring they are directed out of harm’s way. To implement the lockdown phase, staff direct students to the closest secure area, remain with the students, and, if possible, lock doors to the area. Assess whether anyone is injured and the severity of injuries. Take appropriate measures to assist the injured without jeopardizing the safety of themselves or others.

Lockdown Procedures within Classrooms

- Students are to move away from doors and windows, remain quiet and follow staff/police instructions. The safest location is in a back corner, away from door, against a concrete wall.
- Individuals are to contact the office ONLY with vital information regarding incident.
- Cell phones are not to be used by staff or students unless communicating vital emergency information (excessive cell phone use in other violent incidents has shut down access to vital communication lines).
- Staff take attendance in class and complete an attendance report.
- Disregard fire alarm system and school bells unless otherwise informed.
- Staff, students and any other occupants are to remain in the secure location until notified by appropriate personnel on what actions to take.

Lockdown Procedures within Library, Cafeteria and Other Open Areas

The library will be treated the same as a classroom for the purposes of a lockdown. Students who find themselves in the cafeteria at the beginning of a lockdown should make their way to Kaycees Restaurant if it is safe to do so. Students who are in other open areas of the school (i.e. halls) when a lockdown is announced are to enter the nearest classroom and remain there until released by emergency personnel (police).

Outside School Building

- Not all students and staff will be inside the building when a violent incident occurs. If you are outside the building, follow the steps outlined below:
- DO NOT ENTER THE SCHOOL.
- Move as far away from the school as possible.
- Proceed to identified area if possible (Roger Neilson, if it is safe to do so).
- Staff monitor that students remain in the identified area.

- Staff take attendance.
- 9.31 Student Messages: **Messages will only be taken from parent/guardian for the purpose of EMERGENCIES ONLY.** Students are asked to come to the office as soon as their name is called.
- 9.32 Study Period/Spare: If you have a study period scheduled, you are encouraged to make use of the Library or the Cafeteria for study purposes. **The halls are out-of-bounds while you have a scheduled study period.**
- 9.33 Substance Abuse: Students shall not consume, deliver, sell(trafficking) or have in their possession alcoholic beverages, narcotics or 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 appropriate disciplinary action which may vary from suspension to expulsion, depending on the nature of the offence. In addition, such activity will, in appropriate cases, result in initiating legal proceedings which include police involvement. Parent/guardian will be contacted immediately.
- 9.34 Trafficking: Trafficking means to manufacture, sell, give, administer, transport, send, deliver and/or distribute, or to offer to do any of the above. It commonly refers to trafficking of illegal drugs or weapons.
- 9.35 Tobacco Product Policy: Ministry of Health and local School Board regulations prohibit the use of tobacco products and E-cigarettes* anywhere on school property. **Smoking is not permitted except across the street from the school. Students are not to congregate on private property adjacent to the school. No smoking is permitted (on or off property) during class time unless the student has a scheduled study period. Students may be suspended for this offence.** 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 on school property is in breach of the Act. Please see this web-link for details: <http://www.e-laws.gov.on.ca:81/ISYSquery/IRL812.tmp/5/doc>. 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. Members of the administration have been given the authority by the Provincial Offences Officer under the Smoke-Free Ontario Act to issue “witness statements” that would result in a ticket and fine. Please note that supplying cigarettes to anyone under the age of 19, on or off school property is against the law. If you are under the age of 16, a summons will be issued to you and your parent/guardian to appear in court. Failure to adhere to this policy will result in suspension, possible fines and parental contact. (*In addition to the board policy school code of conduct also includes E-cigarettes.)
 - 9.36 Valuable Items: **Valuables, money or other valuable personal items should not be left in your locker, gym change rooms, music rooms, drama rooms or any other classroom.** If, on occasion, it is necessary to bring such items to school, leave these items in the main office during the day for safe keeping. Such items must be picked up at the end of the school day and not left overnight.
- 9.37 Visitors: Students planning on having visitors to the school are advised that they need to have a note from the visitors parent, and a note signed by each of their teachers indicating that they are willing to have the visitor in their class. In addition, these notes need to be approved by a member of the administration who will contact the visitor’s parents and/or school **before** the visitor arrives at the school.

(10) School Code of Conduct Expectations of Staff

If staff contravene the school Code of Conduct, consequences will follow related Board personnel policies, and professional standards.

- (11)** For others unable to follow the school Code of Conduct, the Principal, in consultation with supervising superintendent, may exclude the individual through Section 265(m) of the Education Act.

STUDENTS' RIGHTS AND RIGHT TO APPEAL

Every student has the right to be respected as an individual and to be accorded the rights that are inherent in our society for all individuals. At the same time every student has responsibilities both to him/herself and to every other member of the school community.

Any student who feels that a decision made by someone in authority has been unfair may seek an interview with the Principal or Vice-Principal and the person concerned for clarification. If still not satisfied, an appeal can be made to senior administration at the Board Office. A suspension may be appealed to the Board of Education.

ADDITIONAL SERVICES

LIBRARY

Students may borrow items for personal use from the library. The library is open each day starting at 8:30 a.m., where students may work quietly during non-scheduled time or after school (most days). Students are requested to return borrowed books PROMPTLY in order that other students may use them.

GUIDANCE

This service is based on a "student request" system. Student may request a private interview with a counsellor to discuss academic progress, career or personal matters. Guidance counsellors will be visiting grade 9 students in September to explain how to arrange an appointment, as well as introduce them to the services that they can access. Parents/guardians are invited to consult with the Guidance and Career Education Department at any time by contacting the school at 705-743-2181. The guidance office is located off the main entrance lobby of the school (beside the main office).

The Guidance Department offers a wide variety of information for students wishing to explore career and educational possibilities. Counsellors work together with teachers and administration, students and parents/guardians to provide the student body with information necessary for making accurate and appropriate decisions.

Counsellors services at Kenner attempt to assist in:

- decision-making;
- developing good study habits;
- educational planning - selecting options, placement at the appropriate level, planning an educational future;
- personal counselling - issues interfering with academic progress, difficulty adjusting to high school, family problems.

Ontario Student Transcript and Ontario Student Record

Student transcripts are a record of successfully completed courses. This information is available in a student's school record and is available for Parents' and Students' Information. Please contact the guidance office at 705-743-2181 to acquire a copy. There will be a nominal charge for Official Transcripts. **Full Disclosure:** As of the 1999/2000 school year, the new Ontario Student Transcript will include all courses taken or attempted for grade 11 and 12 courses. This will apply to all courses a student is enrolled in following five instructional days after the first provincial report card (mid-term report) is issued in November and April.

Transfer during the Year

Course Transfer: Students and parents should be aware that timetable preparation begins with the students' course selection in February. Students will be well-informed before making selections and should be prepared to remain in all scheduled courses. If possible, the school's administration will make changes, if inappropriate courses or levels are chosen. Once a semester has started, course changes are not permitted unless there are exceptional circumstances and any changes will require administrative and parent/guardian approval. A subject teacher may recommend a course change. This will occur in consultation with the Guidance Department, school administration and parent/guardian.

School Transfer: Student and parents/guardians should contact Guidance to arrange for appropriate documentation

Consultation Services at Kenner Collegiate

A Board Counsellor will provide counselling support for our students covering a wide range of topics including anger management, conflict resolution, family change, grief and loss, self-esteem, and social skills development. The Board Counsellor visits the school on a regular schedule. Students are referred to the Board Counsellor through administration and/or Guidance staff.

Additional Community Support

Kenner CVI can offer assistance/information to students/parents/guardians regarding Community Support Agencies through the main office, and the Guidance and Career Education Department. A sampling of these agencies includes, Kinark Child and Family Services, Alternatives, The Learning Disabilities Association, Children's Aid Society, FourCast Addiction and Counselling Services, and Peterborough Lakefield Police.

CO-CURRICULAR ACTIVITIES

There is a wealth of research in education that points to enhanced success for those students who take part in activities offered by their school. Kenner CVI offers many athletic and non-athletic co-curricular events. All students are invited to participate.

ELIGIBILITY FOR ATHLETICS

In order to be eligible for inter-school athletics, a student must be taking a minimum of 3 credits each semester. In addition, they should be achieving curricular expectations and attending school regularly. If attendance or behaviour does not meet the school's expectations, students may no longer be eligible for participation. The only exception to this rule, is for a student who has already achieved 25 or more credits at the start of the school year. In one semester only, that student may take 2 credits, providing they have 5 credits for the full year. Students wanting to participate in sports or clubs are required to purchase a SAC Pack. This package costs \$80.

FIELD TRIP AND ACTIVITY EXPENSES

In some courses there may be a charge to students to pay for travel costs, or special events. If there are extenuating circumstances which make paying for the cost difficult, please call the Principal or Vice-principal.

If a student's attendance or behaviour has been deemed inappropriate, the student may not be allowed to participate on field trips. In the case of inappropriate student behaviour, costs rendered to the school to pay for the field trip may not be reimbursed.

COMPUTER USE POLICY

The use of computer equipment and other technology at Kenner CVI is exclusively for educational purposes. In accordance with the Safe Schools Policy, all users must be aware of their responsibilities for appropriate use of technology. The guidelines that follow establish these parameters for acceptable use.

Students at Kenner CVI will develop computer skills that will assist them in becoming life-long learners in the global economy. Proficiency in various important software packages such as word processing, relational databases, spreadsheets, presentation software, and reference materials will be encouraged in all courses. While students are not provided with an internal Board email address, access to web-based email hosts (i.e. Hotmail, Yahoo, etc.) is allowed for educational purposes. Access to the Internet is provided to all students whose parent/guardian completes the "Safe and Acceptable Use of the Internet" contract.

Each student will have their own account on the computer network. This account will be accessed by a Board-generated username and password. It is very important that each student understand that **a computer account is a privilege for a student**. Teachers, administrators, and technical staff have the ability to monitor any student account and consequences may apply, if an account is not being used in an appropriate way. Furthermore, since students are responsible for their own account and the protection of their personal password, inappropriate actions committed by others who have been allowed into a student's account are the responsibility of the account owner.

All students are expected to use technological resources in a responsible manner that respects the rights of all users. Working on a computer network is like living in a community . . . all users are affected by what their fellow users do. The acceptable use of computers in a network environment is called "netiquette". The following list outlines the netiquette rules for Kenner CVI.

Students will NOT:

- log into another user's account;
- accept access rights to another user's account;
- attempt to find out another user's password;
- work in a teacher's account;
- attempt to secure a higher level of privilege on the network;
- attempt to navigate the server directory;
- make unauthorized use of network utilities;
- "shell out" or crash out" to the command prompt;

Students will NOT:

- in any way, access the local hard drive (C:) of a workstation;
- alter the boot sequence of a workstation;
- use boot disks or CDs without permission from a teacher;
- willingly introduce a virus or other disruptive program into the network;
- attempt to use any form of hacking software to gain access to restrictive areas or information;
- cause the network to behave in a manner that is disruptive to other users;
- broadcast messages to others;
- copy or use executable files, such as games or utilities, to or from the network;
- damage hardware in any way, including defacing equipment;
- engage in "horse play" near technological equipment;
- disconnect, move, and re-connect equipment in any way;
- bring food or drink into computer areas;
- waste paper by printing unnecessary or non-educational material.

Safe and Acceptable Use of the Internet

The Internet is an incredible informational tool in our world. However, the Internet has the potential to offer improper activities/sites that are at odds with an educational environment. Students and their parent/guardian must sign the Kawartha Pine Ridge District School Board's "Safe and Acceptable Use of the Internet" agreement in order for a student to have open access to the Internet.

As mentioned, students on the Internet are part of a community. Inappropriate use of the Internet can affect other users. For example, constant downloading of non-curricular streaming video can slow down the entire network for all users.

Once the Acceptable Use form has been signed:

- use the Internet only to acquire appropriate academic materials;
- always use the Internet in keeping with all Federal and Provincial statutes and regulations;
- refrain from downloading illegally reproduced video or music files;
- refrain from using streaming video (or torrents software) other than those approved by a teacher for curricular purposes;
- appropriately cite any materials downloaded from the Internet for assignment purposes, thereby avoiding plagiarism;
- access Internet “chat rooms” only as required by a teacher.

BE SAFE ON THE INTERNET Never give out any personal information, such as your whole name, your address or your telephone number, to someone you meet online. Never meet in-person with anyone that you have met online or through an email. If someone online suggests setting up a meeting in person, ***TELL A PARENT, TEACHER, OR ADMINISTRATOR.***

Consequences for Unacceptable Use

Students who abuse either their network or Internet privileges will be disciplined in accordance with the Code of Conduct established by the Ministry of Education and under the terms of the school’s own Code of Behaviour that meets the requirements of the Board’s “Safe Schools Policy”.

In the case of frequent or severe violations, parents/guardians will be contacted. Consequences as result of an offence may range from loss of computer privileges to suspension or police involvement.