

## ACTION PLAN AGAINST VIOLENCE AND BULLYING (2023-2024)

### INTRODUCTION

- Centennial Academy condemns all forms of bullying, violence, and poor citizenship, and is committed to the safety and well-being of its entire community.
- Centennial Academy recognizes that maintaining healthy relationships based on respect among its community stakeholders and fostering caring behaviour requires a process of continuous improvement and the implementation of actionable steps.
- Centennial Academy's action plan against violence and intimidation plan of struggle is consistent with the requirements of the Private Education Act. (See Appendix 1)
- All members of the community (students, parents, teachers, administrative and management staff, and members of the Board of Directors) are involved in the action plan, according to their status and responsibilities.

### DEFINITIONS

- **Perpetrator:** an individual who commits or is alleged to have committed acts of intimidation or violence against another individual.
- **Conflict:** a difference of opinion between "two or more people who do not share the same viewpoint or opinion. (...) Violence is not conflict. Conflict is a part of life and part of relationships with others.
- **Cyberbullying:** bullying produced through the use of technology or digital tools (phone, tablet, virtual classroom, email, text, photo, etc.) or resulting from the posting of written, audio or visual messages on social media (YouTube, Facebook, TikTok, sharing platforms for video games, etc.)

- **Bullying:** deliberate or unintentional behaviour, word, act or gesture of a repetitive nature, expressed directly or indirectly. The following four criteria are used to determine if bullying is involved: 1- The intent to harm, injure, or hurt a person physically or psychologically; 2- Unequal power - there are or appear to be inequalities in the balance of power between the individuals involved due to factors such as physical size, age, gender, social status, and access to technology; 3- Repetition of bullying over a period of time - bullying is often a repetitive behaviour that is directed at an individual with the intent to cause fear and pain or anxiety; 4- Bullying interferes with the victim's functioning - it can lead to long-term physical and mental consequences. Bullying is a complex phenomenon that can take many forms. It can be physical, psychological, verbal, social, sexual or virtual. All of these forms of bullying can cause harm. Verbal bullying can be as traumatic as physical bullying.
- **Sexual Violence:** refers to any form of unwanted sexual contact. That includes sexual assault and sexual harassment. Sexual assault refers to unwanted sexual activity (e.g., touching, kissing someone without consent, rape). Sexual harassment can include comments, behaviour, and unwanted sexual contact
- **Social media and the Internet:** media available in the digital world, in this case the Internet, where written, visual or auditory messages are posted by users and shared with each other.
- **Victim:** an individual who is subjected to violence or bullying.
- **Violence:** verbal or written expression of physical, psychological or sexual force intentionally exerted against an individual, having the effect of causing him or her distress, harm, injury or oppression by attacking his or her psychological or physical integrity or well-being, rights or property.

## COMMITMENTS AND EXPECTATIONS

All members of the community are committed to making Centennial Academy a civic-minded, welcoming, respectful, and violence- and bully-free school environment.

- **School**
  - Centennial Academy is committed to ensuring the safety of the entire community by implementing actions to prevent and counter violence and bullying.
  - Centennial Academy is committed to providing a safe virtual environment by ensuring, among other things, that each student, at the beginning of the school year, accepts and signs the policies and rules in effect in this regard.
  - Centennial Academy is committed to promptly intervening in any incident of violence or bullying and to promptly following up appropriately.
- **Staff**
  - The staff is committed to ensuring the proper conduct of students in terms of behavior and language, whether on the school premises or on Centennial Academy's virtual platforms.
  - Commits to providing students from time to time with appropriate cybersecurity information.
  - Staff commit to being proactive, for example, avoiding activities that could lead to exclusion or continuously walking around the school grounds during supervision duties.
  - Staff are committed to responding promptly to incidents of violence or bullying and to following up promptly with appropriate action.

- **Parents**

- Parents are committed to promoting caring and respectful behaviour at school and at home.
- Parents are committed to establishing good communication with their child and to openly discussing problems with their child to improve peer relationships, as well as solutions and strategies for conflict management.
- They agree to discuss with their child the policies and rules for accessing Centennial Academy's computers and other devices and virtual networks before signing them.
- Parents agree to notify Centennial Academy if their child reports an incident of violence or bullying, including in the virtual school environment or on social media and other sharing platforms, or if their child shows signs of distress or feels unsafe at school.
- Parents agree to trust Centennial Academy in its handling of incidents of violence and bullying and agree that Centennial Academy may choose to preserve the anonymity of those involved.

- **Students**

- Students commit to treating those around them with respect and dignity.
- Students commit to reporting all acts of violence and bullying to someone they trust (an older student, a teacher, a staff member or the contacts responsible for the action plan) so that the perpetrator can quickly stop his or her reprehensible behaviour.
- Students will seek help if a peer is being abused or bullied and, if their safety is not at risk, explain to the perpetrator the seriousness and consequences of their actions or words.
- Students agree to abide by Centennial Academy's policies and rules for accessing computers and other devices and virtual networks.
- Students agree to trust Centennial Academy in its handling of incidents of violence and bullying and accept that Centennial Academy may choose to preserve the anonymity of those involved, depending on the situation.

## **ANALYSIS OF THE SITUATION**

- **Profile of the School**

Centennial Academy is a private high school offering education in English and French. The school is based on the principles of Universal Design for Learning (UDL).

Its mission is to help students become independent and resilient learners through innovation and collaboration, whether they have learning disabilities of various kinds.

- **Data on Violence and Bullying at Centennial Academy (Appendix 2)**

The data presented is that included in the most recent annual report to the Ministry of Education and comes primarily from ad hoc exchanges between stakeholders. It is collected by the Student Success Team. Beginning in 2021-2022, all members of the Centennial Academy community will be asked to complete a survey at the end of the school year (see Appendix 2).

<b>Number of events</b>	2021-22: 12	2022-23:17
-------------------------	-------------	------------

All events were appropriately tracked and responded to with the appropriate stakeholders.

One observation: although the student population is growing, there is no increase in the number of events.

Challenge: diversifying our data collection including introducing surveys to various groups starting in 2022-2023.

- **Overall goal**

To prevent and stop all forms of bullying and violence at Centennial Academy by involving all members of the community in the means and strategies to achieve the goal.

<b>Specific objectives</b>	<b>Targeted people</b>	<b>Target Dates</b>	<b>Expected results</b>	<b>Evaluation measures</b>
Implement a formal training activity on civic mindedness adapted to each group	All	September 2023	Use of an accessible form	Verification of understanding by surveys
Evaluate parents' satisfaction with information and services through a survey	Parents of students	June 2024	Better understanding of the attitudes expected of everyone	Satisfaction rate of 90% or more
Evaluate satisfaction of students on information and follow up provided	Student	November 2023 June 2024		Minimum 60% response rate and a goal of 90% satisfaction

## PREVENTATIVE MEASURES

Priorities for action	Means	Indicators of success
Inform the community about the screening plan and mechanisms	<ul style="list-style-type: none"> <li>- Information in the classes at the beginning of the year</li> <li>- Deposit of the action plan on Pluriportail</li> <li>- Weekly meetings between teachers, support staff and students</li> <li>- Sharing of observations</li> <li>- Feedback during meetings with families</li> </ul>	<ul style="list-style-type: none"> <li>- Participation during meetings and information sessions</li> <li>- Feedback</li> </ul>
Implement the Success Team action plan	<ul style="list-style-type: none"> <li>- Same as above</li> </ul>	<ul style="list-style-type: none"> <li>- Same as above</li> </ul>
Build healthy interpersonal relationships among students	<ul style="list-style-type: none"> <li>- Social club lunches</li> <li>- Activities to promote positive relationships by students</li> <li>- Workshops on violence and bullying in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> </ul>
Organize an anti-violence and anti-bullying week	<ul style="list-style-type: none"> <li>- Kiosks by students</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in kiosk organisation</li> </ul>
Encourage good citizenship	<ul style="list-style-type: none"> <li>- Classroom workshops</li> <li>- Recognition and Citizenship Awards</li> <li>- Distribution of citizenship certificates redeemable for certain goods</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding</li> <li>- Efforts made</li> </ul>
Support peer mentoring	<ul style="list-style-type: none"> <li>- Student mentors promoting good citizenship</li> <li>- Students supporting their peers</li> </ul>	<ul style="list-style-type: none"> <li>- Number of mentors</li> <li>- Correction of inappropriate attitudes</li> </ul>
Promote Spirit Days	<ul style="list-style-type: none"> <li>- Theme days based on student feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Student Engagement</li> <li>- Participation</li> </ul>
Implement the strategic monitoring plan	<ul style="list-style-type: none"> <li>- Supervision around the school as students arrive and depart, in the locker room, in the cafeteria and during transition periods</li> <li>- Camera surveillance</li> <li>- Locked exterior doors during classes</li> <li>- Internal communication system</li> <li>- No cell phone use while at school</li> <li>- Blocked access to social media sites</li> <li>- Social media monitoring and intervention as needed</li> </ul>	<ul style="list-style-type: none"> <li>- Prevention</li> <li>- Speed of intervention</li> </ul>

## MEASURES TO PROMOTE PARENTAL COOPERATION

Priorities for action	Means	Indicators of success
Inform parents	<ul style="list-style-type: none"> <li>- Presentation of the Violence and Bullying Prevention Plan and the Parent Guide at an information evening at the beginning of the school year</li> <li>- Plan and Guide posted on Pluriportail</li> <li>- Civics training content available on Pluriportail</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Number of consultations</li> </ul>
Encourage parents to collaborate	<ul style="list-style-type: none"> <li>- School/Family Communication Channels</li> <li>- One contact email per family</li> <li>- Sharing of the Academic Code of Conduct between student and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Use of tools</li> </ul>
Supporting victims, perpetrators and their families	<ul style="list-style-type: none"> <li>- A Guide for Parents</li> <li>- Academy Services</li> <li>- Supervision and follow-up for students and their families</li> <li>- Intervention plan</li> <li>- Accompaniment, supervision and sanction measures according to the seriousness of the incident</li> <li>- External service agreement with specialized resources: Montreal Police Department; psychologists and AMCAL (family services)</li> </ul>	<ul style="list-style-type: none"> <li>- User satisfaction</li> <li>- Adoption of expected behaviors</li> </ul>
Maintain an ongoing dialogue between the school and the family	<ul style="list-style-type: none"> <li>- Access to Academy contacts (phone, email or on-site)</li> <li>- Feedback and perception of services offered on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>- Parent satisfaction surveys</li> </ul>

**IMMEDIATE RESPONSE MEASURES**

<b>Priorities for action</b>	<b>Means</b>	<b>Indicators of success</b>
Respond immediately to a report	<ul style="list-style-type: none"><li>- Report to an adult on site</li><li>- Intervention by the adult to stop the inappropriate behaviour</li><li>- Adult interview with victim and perpetrator</li><li>- Report to contacts</li></ul>	<ul style="list-style-type: none"><li>- Timeliness of interventions</li><li>- Understanding of expected behaviors</li></ul>

## REPORTING AND CLAIMS

### How

- **To our Student Success team (studentsuccess@centennial.qc.ca)**
  - Caterina Agostino  
514 486-5533 poste 239
  - Joey McKitterick  
514 486-5533 poste 266
- **By filling in the form on Pluriportail (see Appendix 3)**
- **By sending a screenshot (for a virtual event)**
- **To any responsible adult**

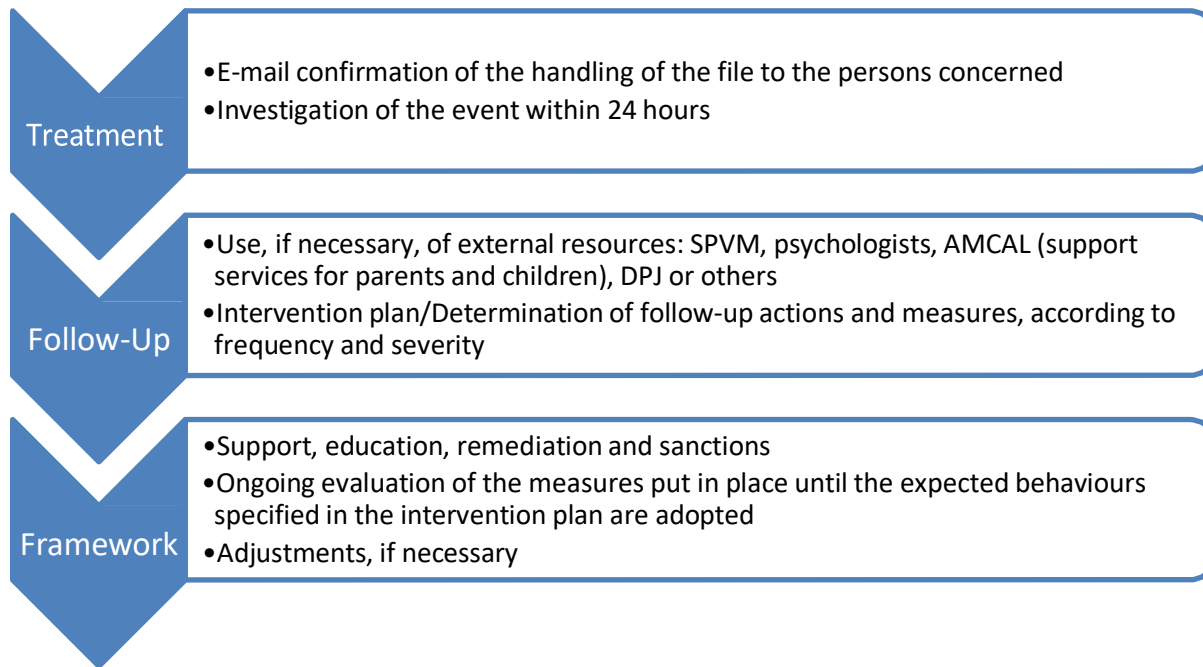
### Who

- Victims, witnesses
- Perpetrators, accomplices
- Parents
- Staff members

### What

- Minor event
- Major event
- Virtual event (Academy platforms or sites and social media)





- **Resources**

- **Internally:** In addition to the first-level contacts identified in the above diagram, the Student Success Team, composed of Angela Burgos, Head of School; Joey McKitterick Director of Student Life and Class Climate ; Caterina Agostino, Outreach Coordinator, is involved in the handling of reports and complaints. The team is responsible for the investigation, proposal of actions and follow-ups to correct situations and for the implementation and evaluation of their effectiveness.
- **Externally:** Centennial Academy has agreements with two psychologists and with an organization that offers support services to families (AMCAL). In addition, as required by the Act, Centennial Academy has an agreement with the SPVM "concerning the terms and conditions of intervention by members of the police force in the event of an emergency as well as when an act of bullying or violence is reported to them and aimed at establishing a mode of collaboration for prevention and investigation purposes."

- **Measures/Perpetrator of a LOW SEVERITY act**

Definition	Measures/response plan adapted to the situation
<ul style="list-style-type: none"> <li>• First offence</li> <li>• Occasionally happens</li> <li>• Consequences without too much disruption for the people involved</li> <li>• Generally, same type of act in the same context</li> <li>• Over a short period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with the teacher</li> <li>• Meeting with one of the Action Plan leaders</li> <li>• Reinforcement of concepts learned about good citizenship and caring behavior, including in the virtual environment</li> <li>• Reminder of expected behaviors</li> <li>• Letter of apology</li> <li>• Practical work on violence and bullying prevention, in person and online</li> <li>• Detention</li> <li>• Parent notification/warning</li> <li>• Intervention of an external professional resource or support services for the family</li> </ul>

- **Measures/Perpetrator of a HIGH SEVERITY act**

Definition	Measures/response plan adapted to the situation
<ul style="list-style-type: none"> <li>• Non-compliance with agreed-upon measures following a low-level act</li> <li>• Occurs frequently</li> <li>• Same types of infractions repeatedly</li> <li>• Disruptive consequences for the individuals involved</li> <li>• Various contexts</li> <li>• Over an extended period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with the Action Plan leaders and management</li> <li>• Notification to parents</li> <li>• Use of outside professional services and support for the family</li> <li>• Temporary expulsion from school</li> <li>• Letter of apology</li> <li>• Intervention by the SPVM</li> <li>• Legal action</li> <li>• Permanent expulsion</li> </ul>

- **Measures/Victim of a LOW SEVERITY act**

Definition	Measures/response plan adapted to the situation
<ul style="list-style-type: none"> <li>• First event</li> <li>• Occasionally happens</li> <li>• Consequences without much disruption to the victim</li> <li>• Generally, same type of act in the same context</li> <li>• Over a short period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative measures identified according to the degree of violence or bullying experienced, applied in consultation with the family</li> <li>• Regular follow-up meetings with the student and parents</li> <li>• Closer monitoring of the student's academic performance and attitude in class and at school</li> <li>• External psychological intervention or other resources as required, including family support services</li> </ul>

- **Measures/Victim of a HIGH SEVERITY act**

Definition	Measures/response plan adapted to the situation
<ul style="list-style-type: none"> <li>• Happens frequently</li> <li>• Same types of repeated offences</li> <li>• Disruptive consequences for the victim</li> <li>• Various contexts</li> <li>• Over an extended period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative measures identified according to the degree of violence or bullying experienced, applied in consultation with the family</li> <li>• Regular follow-up meetings with the student and parents</li> <li>• Closer monitoring of the student's academic performance and attitude in class and at school</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• External psychological intervention or other resources as required, including family support services</li></ul> |
|--|---|

- **Measures/Witness**

- If the witness has demonstrated the expected behaviour, the witness is met with the Action Plan and, if required, follow-up actions are similar to those in place for a victim.
- If the witness has supported the perpetrator in any way, the witness is met with the Action Plan or management. Follow-up measures are similar to those put in place for the perpetrator of a low or high severity act, depending on the degree of involvement of the witness at the time of the event and afterwards.

- **Follow-up of the cases**

- In general, and according to the intervention plan,
  - The students concerned are followed up regularly to restore their self-confidence and self-esteem and to prevent the reprehensible situation from recurring.
  - The students concerned are followed up regularly to prevent the event from affecting their academic progress.
  - Frequent family meetings are held to monitor the progress of the students involved and to ensure that changes in behaviour are identified.
  - When necessary, external resources other than those generally used by Centennial Academy are associated with the file (for example: DPJ, CLSC and other social service professionals).

## **PROTECTION OF CONFIDENTIALITY**

To ensure confidentiality in situations of violence and bullying, Centennial Academy relies on a policy adopted in 2019<sup>2</sup>. Here are some elements of it (free translation):

- Sharing personal information about a student with a third party is prohibited unless authorized by the appropriate authorities.
- Officials who receive a report or complaint are authorized to share the information only with the Student Success Team, which is responsible for investigations under this plan.
  - If the Student Success Team needs additional information, they will contact Academy administrative staff who can provide it, who agree to abide by the confidentiality rules in place and not to share any information with other members of their department unless authorized by the Team.

- Students involved in a situation may seek professional services (psychologists, social workers, etc.). This information may be shared as necessary with an advocate associated with follow-up actions.
- The Student Success Team may refer to the DPJ, the police department, the CLSC, etc., depending on the case.
- Parents are usually notified by the Student Success Team if their children are being abused or bullied. However, as stated in the Plan in the Commitments and Expectations section, parents agree to trust the Academy in its handling of incidents of violence and bullying and agree that the Academy may choose to preserve the anonymity of those involved.
- In the event that a member of the Student Success Team is involved in a situation, they will not participate in the investigation. If it is the superintendent, the matter is immediately referred to the board chair.
- The results of an investigation are confidential and go directly into the file on the situation in question. Certain elements may be disclosed to ensure better follow-up with those responsible for follow-up, including the parents of students affected by the situation.
- If a police officer wishes to interview a student in order to obtain his or her testimony on an offence committed, the Academy ensures that the parents' authorization is obtained beforehand.
- Evaluations, reports or surveys do not contain any identifying information and are treated with caution so as not to identify individuals who have been involved in violent or bullying situations.

---

<sup>2</sup> *Policy and Procedures regarding Health, Safety and Child Protection*, approved November 25, 2019, by the Board of Directors

## EVALUATION AND REVIEW

- Annual Evaluation

Centennial Academy evaluates the Plan at the end of each school year in order to update it. This is done through various surveys of all stakeholders, evaluation of the achievement of objectives and the effectiveness of measures in place, and analysis of all reports and complaints made during the previous year.

- Annual report to the Ministry of Education

Before December 31 of each year, Centennial Academy sends a report to the Ministry of Education, including the nature of the reports and complaints and the interventions that followed.

## IMPLEMENTATION OF THE *PLAN*

On an annual basis, implementation is done according to the following process:

- **Teachers:** The *Plan* and guidelines are presented at the beginning of the school year.
- **Students:** The *Plan* and guidelines are presented on the first day of school in each home (Pluriportail)
- **Administrative Staff:** The *Plan* and Guidelines are presented upon return from summer vacation.
- **Parents:** The *Plan* and Guidelines are presented at the Curriculum Information Night at the beginning of the school year. Details are also sent out by email and posted on Pluriportail.
- **Board of Directors:** At the first board meeting following the annual general meeting in the fall, the board takes ownership of the plan.

## **APPENDIX 1-EXTRACT from the *Private Education Act on Bullying and Violence***

" **63.1.** An institution that provides educational services in the categories referred to in paragraphs 1 to 3 of section 1 must provide a safe and healthy learning environment so that every student attending the institution may develop his or her full potential, free from any form of bullying or violence. To this end, the school must adopt an anti-bullying and anti-violence plan.

The primary purpose of the plan is to prevent and address any form of bullying and violence against a student, teacher or other staff member of the school.

The anti-bullying and anti-violence plan must include, in addition to the elements that the Minister may prescribe by regulation

- (1) an analysis of the institution's situation with respect to bullying and violence
- (2) preventive measures to counter any form of bullying or violence motivated by, among other things, racism, sexual orientation, gender identity, homophobia, a disability or a physical characteristic
- (3) measures to encourage parents to cooperate in the fight against bullying and violence and in the establishment of a safe and healthy learning environment
- (4) the procedures for reporting or complaining about bullying or violence and, in particular, for reporting the use of social media or communication technologies for cyberbullying purposes
- (5) the actions that must be taken when an act of bullying or violence is observed by a student, a teacher, another member of the institution's staff or any other person
- (6) measures to ensure the confidentiality of any report or complaint concerning an act of bullying or violence
- (7) the support or guidance measures offered to a student who is a victim of an act of bullying or violence and those offered to a witness or perpetrator of such an act
- (8) the specific disciplinary sanctions applicable to acts of bullying or violence, depending on the seriousness or repetitive nature of such acts
- (9) the follow-up that must be given to any report or complaint concerning an act of bullying or violence.

A document explaining the anti-bullying and anti-violence plan is distributed to parents. The school will ensure that the document is written in a clear and accessible manner. The anti-bullying and anti-violence plan is reviewed annually and, if necessary, updated.

**63.2.** The anti-bullying and anti-violence plan must include provisions for the form and nature of the commitments to be made by the school to the student who is the victim of bullying or violence and to the student's parents.

It must also provide for the steps to be taken by the school with the student who is the perpetrator and his or her parents and specify the form and nature of the undertakings to be given by them to prevent any repetition of the bullying or violence.

**63.3.** The anti-bullying and anti-violence plan must be accompanied by a document that sets out the rules of conduct and safety measures applicable in the institution, including the obligation of the student to behave in a civil and respectful manner towards the staff of the institution and towards his or her peers, to contribute to the establishment of a healthy and safe learning environment and to participate in the institution's activities relating to civic-mindedness, prevention and the fight against bullying and violence

The rules of conduct must include, in addition to any other matters that the Minister may prescribe by regulation

(1) the attitudes and behavior to be adopted by the student in all circumstances;

(2) the gestures and exchanges that are prohibited at all times, regardless of the means used, including those taking place through social media and when using school transportation

(3) the disciplinary sanctions applicable depending on the seriousness or repetitive nature of the wrongdoing.

The rules of conduct and safety measures are presented to students during a civics training activity that the school must organize annually in collaboration with school staff. They shall also be communicated to the student's parents at the beginning of the school year.

**63.4.** The plan, rules and measures provided for in sections 63.1 and 63.3 shall be developed with the participation of school personnel.

**63.5.** The institution shall designate a staff member to coordinate the work of a team to be established by the institution to deal with bullying and violence as part of his or her job duties.

The institution shall ensure that all staff members are informed of the institution's rules of conduct and safety measures, the preventive measures established to counter bullying and violence and the procedure applicable when an act of bullying or violence is observed.

All school personnel must cooperate in the implementation of the anti-bullying and anti-violence plan and ensure that no student in the school is a victim of bullying or violence.

Where appropriate, the person whom the school shall designate specifically for this purpose from among its management staff shall, after considering the interests of the students directly involved in an act of bullying or violence, promptly contact their parents to inform them of the measures provided for in the anti-bullying and anti-violence plan.

**63.6.** The institution may suspend a student when it determines that such discipline is required to stop bullying or violence or to compel the student to comply with the institution's rules of conduct.

The length of the suspension will be determined by the school, taking into account the best interests of the student, the seriousness of the events, and any previous action taken, if any.

The school shall inform the parents of the student it is suspending of the reasons for the suspension and of the support, remediation, and reintegration measures it is imposing on the student.



**63.7.** The school shall, on the recommendation of the members of the team established pursuant to section 63.5, support any group of students wishing to carry out activities useful in combating bullying and violence.

**63.8.** The institution must send the Minister, no later than December 31 of each year, an annual report indicating the nature of the complaints that have been brought to its attention and the interventions that have been made.

**63.9.** The institution and the authority responsible for the police force serving its territory must enter into an agreement concerning the manner in which the members of the police force are to intervene in emergencies and when an act of intimidation or violence is reported to them, and to establish a method of cooperation for prevention and investigation purposes.

The Government may, by regulation, determine the essential elements and the specific terms and conditions of the agreement; if no agreement is reached, the Minister and the Minister of Public Security shall jointly determine the terms and conditions for the intervention of the members of the police force in case of an emergency and when an act of intimidation or violence is reported, and the mode of cooperation for prevention and investigation purposes, in lieu of an agreement between the institution and the authority responsible for the police force serving its territory.

**63.10.** The institution shall enter into an agreement with an institution or other agency of the health and social services network to agree on the services offered to students when an act of bullying or violence is reported. It may also enter into an agreement with a community organization operating in its territory. Any agreement must also address the actions to be taken in such cases in a concerted manner.”

## **APPENDIX 2- SURVEYS (staff, parents and students)**

Surveys are developed and distributed through the Survey Monkey platform and do not contain any personal information. They are reviewed and updated at the end of a school year at the time of the action plan evaluation. The surveys document violence and bullying at Centennial Academy for, among other things, the Action Plan update and the annual report to the Department of Education. The data collected is treated as confidential.

- **Staff Survey: Goals**

- To compile data on the type of bullying and violence, the frequency, and the physical and virtual locations where it occurs.
- To evaluate measures and strategies for their appropriateness and effectiveness.
- Evaluate the sense of safety in the school.
- Gather suggestions on the support they need for their interventions.

- **Parent Survey: Goals**

- To find out if the child has been involved in a violent or bullying event
- To find out if they feel safe in and around the school and in their virtual environment.
- Gather parents' evaluations of the school's information on violence and bullying, its actions, and the interventions and follow-up given to events.

- **Student Survey: Goals**

- To collect data and information about bullying and violence they have witnessed or experienced and to compile the number of times they have reported such events.
- Put them in context: frequency, types and locations (present or virtual).
- Find out if they felt supported by the school staff and if they were satisfied with the measures in place.
- To see if they intervened with the perpetrator to stop the acts and if they reported them officially, and to understand why they would not have done so.
- To measure their sense of safety in the school environment.

**APPENDIX 3-ACADEMIC CODE OF CONDUCT**

*Academic Code of Conduct*

BETWEEN: Centennial Academy  
2075 Sherbrooke Street West  
Montreal (QC) H3G 2K7

AND: \_\_\_\_\_  
(the student) (please print)

AND: \_\_\_\_\_  
  
\_\_\_\_\_  
(the Parent(s)/Guardian(s)) (please print)

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_(Day / Month / Year)

The parties agree as follows:

Centennial Academy is dedicated to helping all students become autonomous and resilient learners. We acknowledge that students have the right to work, learn and socialize in an emotionally-safe and caring learning environment free from bullying, discrimination and violence. At Centennial Academy, this environment is characterized by innovative and collaborative partnerships and approaches, which involve all members of the Centennial community.

## Principles

The Centennial Academy Code of Conduct is based on the following principles:

- The school will provide a safe, secure, respectful and inclusive environment for all students.
- The school and the parents will foster, guide, and coach students to develop successful learning behaviours.
- The school and parents will act as partners to support the development of successful learning behaviours.
- All student behaviours, both inappropriate and successful, have consequences. The school and parents will act as partners to encourage constructive behaviours and find reasonable consequences to find efficient measures to reduce inappropriate behaviours.

## Shared Values

Centennial Academy's five shared values are the foundation to our emotionally-safe and caring learning environment. Every member of the Centennial community, including staff, parents and students, is responsible to promote these values. They are:

1. A commitment to effective learning;
2. Collaborative approaches to learning;
3. Care for all learners;
4. Acceptance of differences; and
5. Accountability of actions.

## Student Engagement

### As a Centennial student I will...

#### Be a positive presence in the Centennial Community

- Contribute to a safe, nonviolent environment, through positive behaviour, both in school and online, free from intimidation, discrimination and violence.
- Be respectful and understanding of others (peers, teachers and staff members).
- Do not use intimidation, discrimination or violence in written and visual forms that may be shared on a virtual space (Centennial's virtual platforms, websites and social media).
- Use appropriate language with peers, teachers, and staff members both online and offline.

#### Honor my in-school commitments and responsibilities

- Wear my full school uniform at all times;
- Keep my cell phone in my locker while on school property (excluding breaks where cell phone use is permitted outside of the building in supervised areas);
- Remain in supervised areas at all times;
- Arrive at school and class on time;
- Be prepared for class (have all materials at my desk);

- Keep my desk, cubbies, and binders organized;
- Positively and actively engage in all classroom activities;
- Take part and participate in activities to counteract bullying, discrimination and violence;
- Put my laptop back into the laptop cabinet at the end of each class;
- Place my chair on my desk at the end of the day; and
- Complete quality homework routinely and on time.
- Adhere to all of Centennial Academy's rules and policies, including the Anti-Bullying and Violence Plan.

### **Detention**

Detentions can be assigned when students consistently fail to carry out their responsibilities, and are held daily at lunch time in a designated classroom. Students will be given time to eat following the detention. Students will use this time to reflect on their actions and other appropriate ways to self-regulate before going on lunch time.

Students will receive an automatic lunch time detention if they are sent out of class, over five minutes late to school or class, or if the cell phone rule is not respected on school premises.

Students will receive two warnings in class prior to a detention. The first warning will be verbal; on the second warning, there will be a teacher conference between the teacher and student. Should a student's behaviour need to be addressed in the same class after a teacher conference, the student will be sent to the Access Centre for the remainder of the period.

Two teacher conferences will result in a detention held at lunch the following day. Frequent teacher conferences will result in further interventions that include family and professionals to establish a plan to improve learning behaviours.

#### **Class Incentives:**

- Class challenges/rewards
- CASHH incentive
- Grade 11 incentive – study block
  - can be at the student's discretion, beginning in January, when all work is routinely up to date and students are managing their learning behaviours

## Prohibited Conduct

Prohibited conduct – on campus or online – includes, but is not limited to (the Academy’s platforms, websites and social media):

- Harming, injuring, threatening, bullying, harassing or discriminating against any person;
- Intentionally or recklessly creating situations which endanger or threaten the health, safety or well- being of another individual;
- Involvement in disruptive actions, such as:
  - disorderly conduct (including physical or verbal abuse of another person);
  - abusive, indecent profane or vulgar language;
  - obscene actions or gestures;
  - disrespect of the rights and privileges of others;
  - uttering threats;
- Committing unlawful acts during activities organized or sponsored by the school community;
- Acting in a way that is harmful to the reputation of the school, to the reputation of another person,
  - or to the student’s own reputation;
- Damaging the property of the school or of any member of the school community;
- Possessing school property or the property of others without proper consent;
- Forging, falsifying, misusing or altering any school document or record;
- Using electronic communication, music or gaming devices (including, but not limited to, smart phones, mobile phones, iPods, gaming consoles, and smart watches), during prohibited times;
- Using social media or other means, either inside or outside school, to demean, discriminate or bully any member of the school community (e.g., on Instagram, Facebook, MSN, Tik Tok, Twitter, MySpace, YouTube, Google reviews, etc.);
  
- Possessing or using tobacco products, alcohol, marijuana, or illegal substances, while on school property or at any school function;
- Possessing or using knives, fireworks or other perceived dangerous weapons, while on school property or at any school function;
- Unexcused absences or missed classes;
- Leaving school property without permission;
- Any other conduct that does not comply with the school’s standards, rules and policies.

## Disciplinary Measures

A student who does not comply the Code of Conduct and the Anti-Bullying and Violence Plan is subject not only to detention, but also to disciplinary measures which, depending on the frequency and severity of the act, may lead to temporary or definitive expulsion of the Academy, without ruling out the possibility of legal actions.

## **Academic Integrity**

### **PLAGIARISM**

Plagiarism is presenting someone else's work as if it were one's own, whether intentionally or not. This includes anything that is not one's own idea, such as material from books, the internet, or the work of other students, even if it is presented in an original style. For more detailed information, consult the Centennial Academy Style Guide (available on Pluriportail).

Plagiarism may be unintentional, but students will be held accountable. Consequences may include a grade of zero for the plagiarized work, or a chance to re-do the work with a maximum grade set by the administration, and will be determined on a case-by-case basis. A research task on the topic of plagiarism may also be assigned depending on the gravity of the situation. The goal of this policy is to ensure that all Centennial students understand the serious implications of plagiarism and how to avoid it. Please check reference sections on Pluriportail for further details.

### **CHEATING**

Any student found cheating on an exam or other evaluation, either intentionally or unintentionally, will be held accountable for his/her actions. Consequences may include a grade of zero on the exam, or a chance to re-do the exam with a maximum grade set by the administration, and will be determined on a case-by-case basis and the gravity of the situation.

### **DISSEMINATION AND APPLICATION OF THE CODE**

- The Code of Conduct is an integral part of the Educational Services Contract. It is given to both the student and his parents at the same time as the contract.
- The Code is available on Pluriportail and Microsoft Teams.
- Students are reminded of the provisions from time to time during the school year as part of the training and awareness activities to promote good citizenship and benevolent behavior, and to prevent violence and bullying.

### **CODE EVALUATION AND UPDATE**



- At the end of the school year, the Code of Conduct is evaluated and updated, if necessary.
- The assessment is made based on the following: events during the school year at the Academy, events outside of school, which may have impacted the school community, such as new issues that may arise in the virtual space;
- Surveys answered by our community;
- Annual report from the Head of School to the Board of Directors.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ 2021

---

*Signature - Student*

---

*Signature(s) – Parent(s) / Guardian(s)*

Acknowledged by Centennial Academy per:



Angela Burgos