ADAM SCOTT COLLEGIATE VOCATIONAL INSTITUTE

PARENT HANDBOOK

General Information & Code of Conduct

Principal: Laura Doucette
Vice-Principal: Nicole Bardell (Students with last name A-L)
Vice-Principal: Jeff St.Thomas (Students with last name M-Z)

175 Langton Street
Peterborough, Ontario
K9H 6K3
Phone: 705-743-7373
Fax: 705-743-7831
http://adamscottcvi.kprdsb.ca

Kawartha Pine Ridge
District School Board

Welcome to Adam Scott Collegiate Vocational Institute
"Seek the truth"

Table of Contents

Adam Scott Collegiate Vocational Institute
175 Langton Street
Peterborough, ON K9H 6K3
Phone: 705-743-7373
Fax: 705-743-7831

Great Source of Information for ASCVI families: http://adamscottcvi.kprdsb.ca

Go to the ASCVI website and Edsby for all sorts of information including contact information for staff and teachers, the school calendar and even a recap of the daily school announcements. Under the School Council tab you will find minutes of the monthly School Council. You will find lots of information and resources there – take the time to become acquainted with the website.

To contact staff, please check the school website for current email and phone extensions:

Phone 705-743-7373, wait for the prompt, then dial the extension and leave a voice mail. You can also message the teacher through Edsby or use the email address found on the website to send an email.

School Access Times
Monday to Friday: Students are supervised 8:25 a.m. – 3:00 p.m.
Main Office is open 8:00 a.m. – 4:00 p.m. Monday to Friday

Value Statement
The following are the value statements which guide our daily practice.
At Adam Scott Vocational Institute we:
- create a climate of high expectations to promote excellence;
- value the unique learning success of each student;
- nurture creativity and the use of personal strengths in our pursuit of continuous improvement in all areas of school life;
- are committed to the development of positive character attributes;
- promote the personal, social and emotional growth of our students;
- value the equity, diversity and inclusion of all students, without judgment;
- value the commitment and contributions of our entire staff in both their professional and volunteer roles;
- offer a wide variety of co-curricular programs;
- foster parental involvement and community engagement to support student success; and,
- engage in a working partnership with our family of schools.

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

Edsby

Edsby is a wonderful communication tool and keeps you up to date with all events happening at ASCVI. It will provide you access to the school calendar, sports events, daily announcements; you can easily message teachers and you have access to student timetable and so much more information. ASCVI requires a current email address (that is **not** a KPR email address) on file to invite you to use Edsby. If you have not provided an email or your email has changed, please notify the school office or guidance secretary at extension 131.

Welcome Message from School Council

Dear Parents and Guardians,

Welcome to Adam Scott Collegiate Vocational Institute!

Our Mission is that everyone has the right to be safe and to feel safe, welcome and included at our school.

Our Values create a climate of high expectations to promote excellence as we value the unique learning success of each student and the continuous improvement in all areas of school life. We are committed to the development of positive character attributes and promote the personal, social and emotional growth of our students.

We are pleased to present you with the Parents' Handbook; this handbook has been designed for parents who have students who are entering Adam Scott Collegiate Vocational Institute for the first time. We have had many successes over the years and these successes come from a strong working relationship between home and school.

The information in this handbook will familiarize you with the school's policies and services and will help you find answers to questions you may have about our school. We recommend you read it carefully and keep it as a reference throughout the school year. In addition to the parent handbook, ASCVI has an excellent website – http://adamscottcvi.kprdsb.ca and we urge you to visit it regularly. You will learn:

1. How to contact the teachers and other staff (e.g., principal, vice-principals, staff in Guidance, etc.) at ASCVI in order to support the academic success of your child.

2. Specific meetings and events that will link you with other parents at ASCVI, teachers and other staff, and could also provide you with opportunities to get involved in school activities.

3. The various extra-curricular activities and events for students at ASCVI (e.g. athletic teams, clubs, etc.) so that you can provide some guidance to your child regarding activities to consider.

4. Resources (including websites) that may help you assist your child in achieving success in high school.

We would appreciate your feedback about this resource. Please share your comments or suggestions with the Chair of Parent School Council.

Once again, welcome to Adam Scott Collegiate Vocational Institute. Let's work together to make this the best year ever!

Sincerely,

Adam Scott Collegiate Vocational Institute Council

ASCVI School Parent Council

Purpose: Provincially-mandated, school council provides a forum through which parents can contribute to improving student achievement and school performance.

Activities: School councils are able to make recommendations to the principal and school board on any matter. Parent representatives on school council are voting members who:
- participate on any committees established by school council
- contribute to the discussions of the school council
- solicit the views of other parents and members of the community to share
- observe the council's code of ethics and established bylaws

Membership: School council membership (up to 12 members and a chair) changes from year to year and ideally reflects the diversity of the school community.

Benefits of School Council Involvement: Membership on the school council benefits the parent involved in a number of ways:
- being a partner in the education system whose views are valued
- contributing to the shared goal of improving student achievement
- having a vehicle through which to express opinions and being able to keep informed about what is happening at the school, board and provincial levels of education.

Participating on school council is a rewarding experience for all those who value the opportunity to make a difference in their children's education but also those who want to make positive improvements for all students of ASCVI.

Agenda for Meetings: You will learn about the school by attending monthly School Parent Council meetings. At these meetings, there are:
- reports from the Principal regarding school activities
- reports from teachers about the various academic programs
- information about upcoming events
- reports from students (student council)

By attending these meetings, you will meet other interested parents and have the opportunity to become informed and get involved.

Meeting Dates: Meetings generally take place once per month - the third Tuesday - during the school year and are approximately one hour in length. Check the school website for upcoming meeting dates and times.

Who may attend Meetings? Everyone is welcome and we encourage you to attend! You do not need to become a member of council in order to attend a meeting. Meetings are open to parents, students and community members.

General Information:

1. Daily Time Schedule

Warning Bell:	8:35	Lunch:	11:20 -12:10
Period One:	8:40 – 10:00	Period Three:	12:10- 1:25
Break:	10:00 -10:05	Break:	1:25 – 1:30
Period Two:	10:05- 11:20	Period Four:	1:30 – 2:45

2. Important Dates

Please check the ASCVI Website and Edsby for details on dates such as holidays, PA Days, school start and finish dates and exams. **Website: http://adamscottcvi.kdprsb.ca**

3. Cafeteria

The school cafeteria has a variety of healthy food choices available each day. It is open before the start of the school day and closes at the end of the lunch break.

4. Nutrition Program

The Nutrition Program (formerly Breakfast Club) is available free of charge to all students beginning 15 minutes before the start of the school day. It is located in the foyer.

5. Extra-Curricular Activities

A wide range of sports, clubs and activities are available to students throughout the year. The time and location of activities are shared on Edsby, the announcements, the TV monitors in the foyer and on the school website.

6. Computer & Internet Access

All KPR students are provided with a Chromebook and a username and password for computer and internet access. Students who previously attended a KPR school will continue to use the same username and password. Students who are new to the KPR school board may contact the Guidance office or the librarian to find out how to set up their internet access. A student must log on using a school computer for first access prior to using personal electronic devices.

7. Report Cards

- **Preliminary progress reports** are given to students approximately six weeks into the semester (October and March). The purpose of this report card is to give an early observation of how the student is progressing in the class.

- **Mid-semester report cards** are given to students in November and April. The report card is published digitally on Edsby. If a parent would like a paper copy, please contact the main office.
- **Semester 1 Final Report cards** are published digitally on Edsby at the end of the first week of second semester.
- **Semester 2 Final Report cards** are published digitally on Edsby during the first week of July.

8. Parent-Teacher Interviews

These meetings are usually scheduled in **October and March**, one week after the progress reports are issued. They occur after school hours and parents who wish to meet with teachers are seen on a first-come first-serve basis. Check the ASCVI website for more information.

9. Graduation Requirements

In order to earn the **Ontario Secondary School Diploma**, a student must:
- earn 18 compulsory credits;
- earn 12 optional credits;
- complete 40 hours of community involvement activities;
- successfully complete the provincial secondary literacy test or course.

Students must earn the following compulsory credits (total of 18):

English (1 credit per grade)	4
French as a second language	1
Mathematics (at least 1 credit in grade 11 or 12)	3
Science	2
Canadian history	1
Canadian geography	1
Arts	1
Health and physical education	1
Civics	.5
Career studies	.5

Plus one credit from each of the following groups:

Group 1 Additional credit in English, or French as a second language, or an indigenous language, or a classical or international language, or social sciences and the humanities, or Canadian and world studies or guidance and career education, or cooperative education*

Group 2 Additional credit in health and physical education, or the arts, or business studies, or cooperative education*

Group 3 Additional credit in science, or computer studies, or technological education, or cooperative education*

*A maximum of 2 credits in cooperative education can count as compulsory credits.

10.   Community Hours

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time after the end of grade 8.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, by assuming duties normally performed by a paid employee or by working in the private sector. The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Further information about community involvement and the forms required for recording participation are available in the Guidance office.

11.   ASCVI Scholarship Information

Adam Scott Collegiate Vocational Institute has a number of scholarships which are awarded at Commencement. These scholarships are given by a variety of donors and the criteria vary. The Guidance webpage on the ASCVI website has more information regarding scholarships. The Guidance Department holds an assembly in the fall to discuss scholarships with students. More information about scholarships   and   bursaries   can   be   found   at https://adamscottcvi.kprdsb.ca/Programs/Guidance

The **Adam Scott Collegiate Vocational Institute** was established to provide funds for bursaries and scholarships for ASCVI students. It is registered as a non-profit charitable trust under the Income Tax Act, and, as such, is able to give tax receipts for donations to the Foundation. Please contact the school for more information.

12.   Bus Transportation

Access to Busing - Busing is a privilege that is offered to some students based on guidelines set out by the school board. Current guidelines may be viewed online: http://www.stsco.ca/kpr-policies.asp

Types of Busing: Depending on the location of their residence, students who qualify for busing are provided with transportation on a traditional school bus. Students can only ride their own school bus.

Bus Cancellations: Information about bus cancellation may be found by visiting www.stsco.ca or by calling 1-866-433-4441.

Busing Behavior Guidelines: In order for the School Board to provide transportation in an efficient and safe manner, students are required to observe behavior guidelines as outlined in the school board transportation guidelines. The bus driver is in complete charge of the bus and will report any misconduct to the school's administration. Access to busing is a privilege, not a right. Students may be denied the privilege of riding the bus for not observing regulations and instructions. Please refer to the KPR website and look-up the following administrative regulation: SAFETY AND CONDUCT ON SCHOOL BUSES: RULES OF CONDUCT ON SCHOOL BUSES Policy Code Reference: BA-8.4

Accessing Student Busing Information: Families may access busing information via the Student Transportation Services Website (www.stsco.ca). In late July, you can log into STSCO's website, scroll down to the "Transportation Bus Lookup" item, click on it and check transportation information for students. It will be necessary for you to have your child's OEN number (found on top right corner of student's School Report Card) and their birth date for security purposes. Once logged in, busing information will be displayed on the screen. In addition, please visit the website to learn more about bus safety, student transportation (including summer school routing) and STSCO in general.

Bus Route Changes over Course of Summer: Each year, STSCO staff plan bus routing for over 26,000 students attending 130 area schools. In order to meet the needs of all transport eligible students and to provide for effective and efficient transportation service, many route changes are made from year to year. Therefore, students and families are advised that their current bus route and stop could change for September as routes are planned for next year. For this reason, leading up to the start of school, it is very important that you check busing information on the website at www.stsco.ca so that you are familiar with the finalized arrangements.

Student Movement and School Change: Students who move or change schools may have a change in transportation eligibility. If the change results in the student being within walking distance of the school of attendance, then the bus information on the STSCO website will indicate they are ineligible and are a walker to school.

Transportation Questions: Please call the STSCO office if you have any questions concerning transportation: (705) 748-5500 or toll free 1-800-757-0307; ext. 242 for Peterborough; ext. 260 for Out-of-Boundary; and ext. 241 for transportation of students with special needs.

13.   Student Services

Students are invited to visit the guidance office to obtain information about post-secondary education, selection of high school courses, as well as Graduation requirements. Students can make their own appointments to discuss personal matters as well. The guidance department maintains a website where announcements and updates are posted. There are also links to a variety of information.
Visit: https://adamscottcvi.kprdsb.ca/Programs/Guidance

The following topics come up in the guidance office:

- Can I get into College/University with the marks I have?
- What grade 10 and 11 courses do I need to take for a particular program?
- I am considering a trade program and need more information.
- I need help making friends.
- My parents are getting divorced.
- Someone I was close to died.
- I feel very stressed and anxious a lot of the time.
- I don't know what I want to do after high school.
- I think I might be pregnant.

The Guidance Office also has the names of tutors for all subjects, at all levels. We can help students get in touch with one.

It's easy to make an appointment - students can come to the Guidance Office at lunch, as well as before or after school. They can also send an Edsby message to Steve Deline, Cynthia Marshall, or Dave McCully.

All students at ASCVI have access to an online planning and portfolio program, **myBlueprint**. Students will use myBlueprint to learn more about themselves through interest inventories and skills assessments, to learn more about careers, and to plan educational decisions through the online portfolio. Students can access myBlueprint by creating an account at myblueprint.ca/kawartha Click 'sign up', select your school + create account.

ASCVI School Community 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.

Code of Conduct: Behaviour Expectations

Attendance

Attendance in all classes is critical to student success and achievement. Students must attend and arrive on time prepared to work with all the required materials. Unexplained absences may result in detentions; persistent absences will result in referrals to the Board Counsellor. A parent/guardian cannot give a student permission to be on school property and not attend class. A student 18 years of age or older may assume responsibility for his/her attendance; however, "personal reasons" is not a valid excuse for an absence.

- A student who is absent is expected to have a parent/guardian use the SchoolMessenger student absence reporting system, on or before the date of the absence, to explain the reason for the absence. This can be done in one of three ways, 24 hours a day, 7 days a week. This includes full day absence, late arrival, partial day absence or early departure during the school day. Parents can:
  - Download the **SchoolMessenger** (one word) mobile app on your IOS or Android device (this is by far the most convenient and easy to use option)
  - Log onto the Parent Portal website at studentabsence.kprdsb.ca, to set up the ability to report absences online.
  - Call 705-743-7373 ext. 160 to talk to the attendance secretary.
  - Please refer to the "Student Absent Resource Guide" on Edsby for further information.
- If the absence is not reported, calls will go out in the evening and absence reasons can be reported at that time using one of the above methods.
- The absence remains unexplained until the parent/guardian reports the absence.
- Students will be assigned detention at VP/Principal discretion for unexplained absences.

Ministry Education Requirement for Attendance

Attendance letters will be issued as per the Ministry of Education requirement. The requirement is to notify the guardian when 10 and 15 days absent has occurred. A Board Counsellor is also notified and will contact the guardian when a 15-day absent letter has been mailed. Students 18 years of age and older will receive one letter when 10 days absent has occurred.

Punctuality

Students must be punctual. The warning bell rings at 8:35 AM indicating that students should proceed to their period 1 class. At 8:40 AM the first period bell rings; students should already be in their class and ready to stand for the national anthem. A student **is late to school** when they arrive at school 8:40. A student is **late to class** if the student is not in their assigned seat at the **sound of the bell**.

Late

- Students arriving late to school without parent/guardian permission are asked to **go directly to their class and have their teacher update their attendance.**
- Any students arriving to class after the teacher has submitted their attendance should confirm the change of **absent to late** in web attendance by speaking with their teacher.
- Students arriving with permission to leave early for an appointment must report to the office to check in and then inform their teacher of the early dismissal.
- Teachers may assign classroom detentions, call home and require catch-up work for habitual lateness.

Signing out

In accordance with the Safe Schools policy, the school must know where students are at all times. Students are not to leave the school without parent/guardian permission excluding lunch time. Parent/guardian must report the absence prior to the departure time via one of the three ways listed above, preferably a minimum of the evening prior to the absence and email the child's teacher to inform them of an appointment. The teacher can call down to the office (or email a secretary) to double check that a student is signed out. Furthermore, parents who sign out their children must pick them up and ensure they leave school property. A student cannot be signed out and "study in the library".

- If the student is 18 or older, approval must be sought from administration before leaving the school. The ability to sign out is a privilege, not a right.
- If a student becomes ill during the school day, they are to notify their teacher who will send them to the office. Office staff will contact a parent/guardian to take the student home immediately.
- If a student is to be removed from class because of inappropriate behavior, an administrator will come to their classroom and escort them to an alternate space. Office staff may contact a parent/guardian to take the student home.

School Dances

Normal rules of the school apply for dances with these additional expectations:

- Only students holding ASCVI student cards may sign-in a guest.
- ASCVI students may be refused entry if they have five (5) or more unexplained absences; this includes Formal/Prom.
- Elementary school students are not permitted to attend dances at ASCVI.
- In order to bring a guest student to a dance, the guest student must have an ASCVI guest pass approved by Administration, *24 hours prior to the dance*.
- One guest per student is permitted and the high school student guest must be accompanied by the student who signed them in and have a photo ID; the hosting ASCVI student is held responsible for the conduct of their guest.
- If a student or guest leaves the school after entering the dance, they will not be re-admitted.
- Students are not allowed to go to their lockers during a dance. A supervised coat check is provided for the placement of outerwear and purses/backpacks. It is recommended that valuable items not be left in the coat check area.
- Students will NOT be admitted after 8:00 p.m. unless previous arrangements have been made with a member of the administration or the staff dance advisor.
- School administration reserves the right to refuse admission of anyone to a dance. Any student who is suspended due to an incident occurring at a school dance will not be allowed at any further dances for that school year.
- Senior students attending Formal will adhere to additional guidelines as outlined in the Formal Contract.

Dress Code

Clothes worn to school should be neat, clean, and appropriate for a learning environment. Students are not to wear clothing or jewelry that condones or advertises drugs, intoxication, sex, racism, sexism, homo/transphobia, discrimination, or violence. It is our goal to assist students in developing self-respect and knowledge of what constitutes appropriate dress for different occasions. Students are required to wear clothing that is not revealing underwear and would be appropriate in a professional business environment. Out of respect for the presenters students are asked to remove their hat and hoods during assemblies.

Should a student not meet this dress code, one of the following choices will apply:

- An additional layer of clothing or a change
- Offending words or images will be covered, or the clothing turned inside out.
- Parent(s)/guardian(s) contacted to bring a change of clothing.
- Students may be sent home to change and return to school.

Care of School Property

Students will respect the personal property of others and that of the school. Students are responsible for any textbooks, library books, or any equipment loaned to or used by them. Defacing the school and its property will not be tolerated.

Textbooks/library books are issued on loan and students are responsible for loss or damage beyond normal wear. Students must hand in borrowed textbooks or pay for their replacement before final evaluations are written. Students will be expected to pay for any lost or damaged textbooks/library books.

Care of Lockers

Students are not to share lockers or give anyone their combination. A locker provides a place for books and articles of clothing when they are not being used. Keep it locked. A combination lock (with serial number on bottom) must be used, and the serial number and combination must be recorded at the Main Office.

Students are not to write on the inside/outside of lockers with a pen, magic marker, etc. Damage to lockers should be reported to the Main Office. Lockers are always the property of the Board and are to be allotted, as equitably as possible, to students as a privilege, with the Board having full rights of access to every locker at any time without recourse to legal procedures. Students may access their lockers during a study period or spare.

Video Surveillance

Adam Scott CVI uses video cameras as one of many approaches to maintaining student, staff, and community safety in our building at all times. The personal information is collected under the authority of the Education Act and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and will be used for the safety, well-being and protection of students, staff and others, and the protection of property. In addition, video cameras can also detect and deter criminal activity and vandalism in the school.

Care of Valuable Items

Valuables (iPods, iPads, e-readers, laptops, cellphones, watches, money, etc.) are brought to school at the student's own risk. Valuable items should not be left in gym change rooms, music rooms, drama rooms or any other classroom. If, on occasion, it is necessary to bring such items to school, a student may leave these items in the Main Office during the day for safekeeping in the vault. Such items must be picked up at the end of the school day and not left overnight.

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

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

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

Cell Phones

Students are permitted to bring their cell phone to school.
However, students are expected to:
- keep cell phones turned off and out of sight during instructional time unless given permission by the classroom teacher.
- only use their cell phones for personal use during transition periods or at lunch.
- turn their cell phones off when entering a classroom.
- surrender their cell phone to a staff member when asked.

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

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

Parking

The safety of all pedestrians and drivers as they enter and leave Adam Scott property is of paramount importance. Licensed student drivers may drive a vehicle to school. However, student drivers must adhere to the following school rules with regard to driving and parking on school property.
- Students must apply for a Parking Pass which will be issued by the school administration and is non-transferable.
- The Adam Scott Parking Pass must always be displayed on the dashboard of the vehicle when on school property.
- Students who park in the parking lot without a visible Parking Pass are subject to ticketing/towing.
- Student parking is only available in the back parking lot (but not in the first row by the cafeteria) and in the last 10 spots by Langton St in the front lot of the building.
- Parking spots are not assigned.
- Students are not allowed to gather or loiter in or around their cars between classes, during classes or at lunch.
- The speed limit on all school property is 20 km/h maximum. Drive slowly.
- Careless driving, speeding, and stunt driving is not allowed and will result in the loss of parking privileges and the Police will be contacted.
- Students must always give way to pedestrians.
- Student parking is provided on a first-come/first-serve basis.

Students must complete the Student Parking Application/Vehicle Registration google form, in Edsby.

Students will meet with the Vice-Principal to review the parking regulations to ensure that there is a clear understanding of the parking regulations and the consequences for failing

to comply with them. Parking is a privilege, not a right, and students may lose this privilege if they do not follow these rules. Also, cars may be ticketed or towed if they are not parked in designated areas. Parents are asked not to enter the parking lots between 2:20 – 3:00 while buses are on property to pick up students.

Fighting

It is our goal at ASCVI to develop the self-esteem and self-worth of our students. Fighting is forbidden since it indicates a lack of self-discipline and respect for each other. Fighting **will result** in parent/guardian contact **and** suspension.

Substance Abuse/Use:

Students shall not consume, deliver, sell, 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 range from suspension to expulsion, depending on the nature of the offence. In addition, such activity **will result** in initiating legal proceedings which include police involvement. Parent(s)/guardian(s) will be contacted immediately.

Tobacco Products Policy:

The Ministry of Health and local School Board regulations prohibit the use of tobacco, cannabis or vape products anywhere on school property. Smoking and vaping are not permitted anywhere on school property at any time during the school day, including the private property adjacent to the school.

The Smoke-Free Ontario Act applies to all school properties in Ontario through section 9 subsections (1) & (2). Any person (meaning a student, staff, teacher, contractor, member of the community etc.) who smokes or holds lighted tobacco or vaping products on school property is in breach of the Act. This also applies to chewing tobacco of any kind. 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 and are expected to issue "witness statements" that would result in a ticket and fine. If you are under the age of 16, a summons will be issued to you and your parent(s)/guardian to appear in court.

Please note that supplying cigarettes and vaping products to anyone under the age of 19, on or off school property is against the law and will include a minimum fine of $365. Failure to adhere to this policy will result in suspension, possible fines and parental contact.

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

Skateboards/in-line skates are not to be used on school property nor can they be brought into the school because they are a trip hazard. These items may be confiscated if used on school property.

Lacrosse and hockey sticks and other sports equipment, such as footballs, basketballs, soccer balls, lacrosse balls are not to be used within the school.
They pose a safety risk when used in the halls and students are asked to keep them in their locker or in a locked equipment room with the rest of their equipment. There is to be no throwing of snowballs.

Visitors to the School/Trespassing
Students are not allowed to bring visitors to the school. Parents and guardians must call the office if they would like to book an appointment to see a staff member. All visitors must have an appointment and go directly to the main office to sign in. Any unauthorized guests will be asked to leave the property. Those who do not abide by the rules will be issued a trespass notice and the police will be notified.

Breaks
Students are not allowed to loiter in the foyer between periods 1 and 2, at lunch or between periods 3 and 4. The five-minute breaks in the morning and afternoon are for travel time between classes and washroom breaks, not for time to loiter in the foyer or halls.

Halls and Cafeteria
Students can eat lunch in the cafeteria, the courtyard, first floor hallways and outside. Students are asked to respect each other by maintaining a neat and clean eating area. Students cannot eat in the library, in stairwells or on the second floor. Students must:

- be responsible for cleaning up after themselves,
- use the recycling and garbage bins as appropriate,

20/20 Rule:
To ensure that all students are maximizing their time during the learning process, students are not allowed to leave class during the first and last 20 minutes of class time.

Study Period/Spare
Grade 12 students with a study period scheduled are able to remain home during that time or use the library and cafeteria. The halls and foyer are out-of-bounds for Grade 12 students with a scheduled study period.

Academic Responsibility
The policies outlined below are meant to help students develop responsibility for their academic success as well as develop positive work habits. As such, the policies are intended to encourage, rather than punish, students to be academically responsible and take ownership of their assignments. The principle behind all of these policies is to give students the opportunity to demonstrate expectations of the course. Students "are

responsible not only for their behaviour in the classroom and the school but also for providing evidence (tests, assignments, labs etc.) of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late" (*Growing Success*, 2010). The *Growing Success* document, published by the Ministry of Education, is the foundation of the concepts presented here and should be consulted for clarification.

Extensions

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

Late Assignments

Meeting deadlines is important. If a student knows they cannot meet a deadline, they should plan ahead and talk to their teacher. To encourage students to develop work habits and self-discipline regarding their academics, assignments that are handed in up to one week late may lose marks. Once an assignment is more than one week late, it will be accepted and the teacher will use their judgement to determine how to include it in the student's overall grade.

Tests

If you are absent on the day of a test, you will need to have a legitimate reason before you are given the opportunity to write an alternate assessment. Examples of a legitimate absence would include a medical appointment or a school trip. If you know you will be absent on the day of a test, talk to your teacher and make a plan. A test that was missed because of a skip may be given a mark of zero.

No electronic devices, phones or iPods are allowed during tests.

Presentations

Presentations are like tests. If you are scheduled to present on a given date, not being prepared is not an excuse. A missed presentation may be given a mark of zero. If you know you will not be able to attend on the day you are scheduled to present, talk to your teacher beforehand.

Computer Problems

Computer or printer problems are not a legitimate excuse for handing assignments in late.

Plan ahead. Back up your documents. Use a USB key. If you're not using software that is currently on school computers, save your written work using accepted file extensions (.rtf or .pdf). In the worst case scenario, write it out by hand to demonstrate that you have completed the assignment.

IEP

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

Plagiarism and Cheating

Plagiarism is copying or imitating the language, ideas, and/or thoughts of another writer and passing the same as one's original work. Assignments which demonstrate evidence of plagiarism may receive a mark of zero. Students must document ideas even if they have expressed those ideas in their own words. Students should keep all rough notes, outlines, first drafts, and other work in the event an assignment is lost or questioned.

For example, a student has cheated or plagiarized when he/she:

- uses chat GPT/AI to write assignment.
- turns in a paper written by another person,
- turns in a lab report that falsifies the way the experiment actually turned out,
- copies the work of another person without permission,
- has someone else rephrase part of an assignment, not merely proofread it,
- fails to cite sources within the assignment, but has a bibliography,
- cites sources in an introduction, but does not include citation throughout the paper,
- collaborates with others in writing a paper, even though the teacher has said that each student should work individually.

Plagiarism means use of someone else's words or ideas and passing them off as your own. This is a serious academic offence – as such, the consequences are significant. Depending on the severity of the plagiarism, the student may be asked to resubmit the assignment with proper documentation, or they may be given an alternate assignment, or they may receive a zero. Parents and administration will be contacted to ensure this problem is addressed.

Students who cheat on a test or examination may receive a mark of zero and the teacher will inform the parent. All acts of cheating and plagiarism will result in contact with the Administration and the parent/guardian. Other consequences may also be considered by administration.

Promoting Respect through Student Clubs/Groups/Activities

In keeping with the Board's Equity, Diversity and Inclusion policy (B-3.2) and administrative regulation (B-3.2.1), all schools within the Kawartha Pine Ridge District School Board, including Adam Scott welcome and support students who wish to lead or

participate in school clubs, groups, or activities that promote safe, accepting, equitable, positive, diverse and inclusive environments. This includes activities that promote anti-racism, gender equity, respect for people living with disabilities, and for people of all sexual orientations, gender identities and expressions (including clubs, groups or activities with the name Gay-Straight Alliance or SAGA).

1. School Code of Conduct

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

2. School Code of Conduct Responsibilities

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

2.2 Additional Student Responsibilities
- 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
- use of any object or means to threaten or intimidate another person
- causing injury to any person with an object

Alcohol and Drugs

- possessing, being under the influence of, or providing others with, alcohol, illicit substances, or restricted drugs
- cannabis remains an illegal drug for high school-aged students under Federal law.

Physical Aggression

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

Non-physical Aggression

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

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

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 another circumstances (e.g., online) where bullying has a negative effect on school climate.

4. School Code of Conduct Rules
- Students must be allowed to learn.
- Teachers must be allowed to teach.
- The following behaviours are not acceptable for anyone in the school community:
  - physical, verbal, electronic, written or other means of sexual or psychological abuse (e.g., sarcasm, ridicule, humiliation)
  - assault
  - bullying
  - actions motivated by hate, bias or discrimination (e.g., on grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability).
  - damage to property in the school environment (including school grounds, buses, trips.)

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

5. School Code of Conduct Procedures

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

5.2 Signage

Signs 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
- detention
- restricted privileges
- apology
- restitution (e.g., paying for damage, doing community service)
- suspension
- expulsion

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

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol or illicit substances.
- Swearing at a teacher or at another person in a position of authority.
- Involved in a physical altercation.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Involved in another activity that, under Board policy, is one for which a suspension must be considered, such as:
  o inappropriate physical contact
  o persistent opposition to authority
  o use of profane or improper language

- o habitual neglect of duty
- o conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student/staff member without their consent, distribution of digital images, vaping on school property, etc.)
- Bullying - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
- o 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.
- o 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.
- o Behaviour includes the use of any physical, verbal, electronic, written or other means.
- Cyber-bullying includes bullying by electronic means including:
- o creating a web page or blog in which the creator assumes the identity of another person,
- o impersonating another person as the author of content or messages posted on the internet, and
- o communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- o bullying adversely affects a student's ability to learn.
- o bullying adversely affects healthy relationships and the school climate.
- o bullying adversely affects a school's ability to educate its students.
- o bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.

No form of bullying is acceptable. Students are encouraged to report bullying to an adult. Report can also be done anonymously using the "report bullying" link on the KPR website http://www.kprschools.ca/

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

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons, illicit substances, or in illegal drugs.

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

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

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

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

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)

Youth Support Services   Ontario 211

Help Lines

AIDS and Sexual Health Info Line	1-800-668-2437
4 Counties Crisis Line	705-745-6484 1-866-995-9933
Kids Help Phone	1-800-668-6868
Telecare	705-745-2273

Clinics

Community and Mobile Dental Health Centres	705-743-1000
Pediatric Outpatient Clinic	705-740-8055

Counselling, Mental Health Services

Canadian Mental Health Association	705-748-6711
Elizabeth Fry Society	705-743-6809
Family and Youth Clinic	705-876-5114
HOPE-Helping Other Parents Everywhere	1-866-492-1299
Hospice Peterborough	705-742-4042
John Howard Society	705-743-8331
KINARK Child and Family Services	705-742-3803
Lynx	705-876-5071
Nogojiwanong Friendship Centre	705-775-0387
Peterborough Youth Services	705-743-1681
Youth Court Support	705-748-6711

Housing

Brock Mission/Cameron House	705-748-4766
Youth Emergency Shelter	705-748-3851
Community Counselling & Resource Centre	705-743-2272

Clothing and Food

Good Neighbours Care Centre	705-742-9800
Kawartha Food Share	705-745-5377
St. Vincent de Paul	705-742-2585
Salvation Army	705-742-4391

Sexuality

PARN	705-749-9110
Sexual Health Clinic	705-748-2021
Women's Health Care Centre	705-743-4132

Abuse and Family Services

Children's Aid Society	705-743-9751 or 1-800-661-2843
Dnaagdawenmag Binnoojiiyag Child & Family Services	705-295-7135
Kawartha Sexual Assault Centre (16 yrs. +)	705-741-0260
Ontario Provincial Police	1-888-310-1122
Peterborough Lakefield Community Police	PTBO 705-876-1122 Lakefield 705-652-3307
YWCA Crossroads Shelter & Counselling	705-743-4135 or 1-800-461-7656

Alcohol, Tobacco and Drugs

Alcoholics Anonymous, Al-Anon, Alateen	705-745-6111
FourCAST Addiction Services Team	705-876-1292
Narcotics Anonymous	1-888-811-3887
Peterborough County-City Health Unit	705-743-1000

New Canadians

New Canadian Center	705-743-0882

WHERE TO GET HELP...
Click on Name/Service for Email or Website Link

Class specific questions:	**Special Education and Support Staff contacts:**

Class specific questions:

Students and Parents can access Edsby through the Edsby icon on the school website:
www.ascvi.kprdsb.ca

Students can access their school email account through the Office 365 icon on the school website:
www.ascvi.kprdsb.ca

If students are having difficulty with their login or have any other questions, they can email their teachers. The directory of staff can be found at:
https://adamscottcvi.kprdsb.ca/about%20us/staff%20directory

If you have any questions about research and online databases, please contact your child's teacher.

Special Education and Support Staff contacts:

Special Education Teachers:
Erin Roberts (Lead and Gr. 9 – 12 IEPs)
Brent Begg (SEA Equipment and LLS supports)

If you have any difficulties with your Special Education issued equipment (this is equipment you normally pick up in the PLC), please email Brent Begg:

Brent_begg@kprdsb.ca

Guidance, Post-Secondary Related Questions, and Well-Being Support:

To book an appointment, Edsby message your guidance counsellor:

Cynthia Marshall (Last names: A – L)
Steve Deline (Last names: M – Z)

Student Success, Well-Being, and Academic Support:

Student Success Teacher: Nicole Spring

Co-operative Education Questions:
Jason Cogley (Lead)

English Language Learners (ELLs), Multi-Language Learners (MLLs) and their families can find support by emailing:

Patricia_best@kprdsb.ca

School Board Resources:
https://sites.google.com/kprdsb.ca/kprell/home

Community Support:
New Canadians Centre

Administration Contacts:

Principal-Laura Doucette
Vice-Principal- Nicole Bardell   (Last names: A-L)
Vice-Principal- Jeff St. Thomas (Last names: M-Z)

The Vice-Principals divide up the school population by last name. Please reach out to us if you have questions or require support.

Mental Health and Wellness KPR Resources:

http://kprdsb.ca/en/MentalHealthResources.html

Please reach out to your teacher, guidance counsellor or any other caring adult for support. We can connect you with a Mental Health Clinician, Peterborough Youth Services Counsellor, and/or other community supports.
Call 911 in an emergency.

If it's an emergency or a crisis:
Emergency Services: 911
Community Services: 211
Kids Help Phone: 1-800-668-6868
4 Counties Crisis Line: 1-866-995-9933

Additional School and Community Resources:
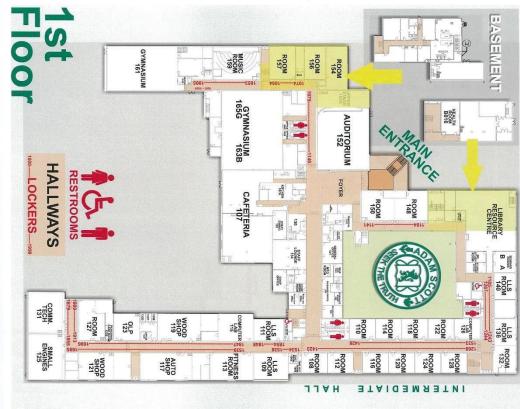Community Resource List – see previous page.
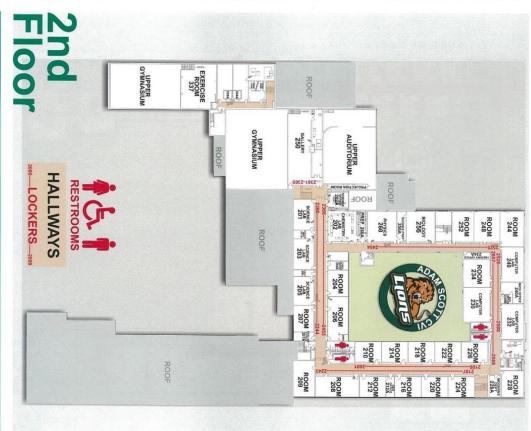
Tech Support:
If you are having trouble with Edsby, or any technology you received from the school (Chromebook), please call the KPR Board Office at 705-742-9773 x. 3001 or call toll-free 1-877-741-4577 x.3001 for those who live long distance from Peterborough

School Map

1st Floor
Adam Scott Collegiate Vocational Institute

BASEMENT

MAIN ENTRANCE

GYMNASIUM 161

MUSIC ROOM 159

ROOM 157

ROOM 156

ROOM 154

HEALTH ROOM B016

GYMNASIUM 165G

GYMNASIUM 163B

AUDITORIUM 152

ROOM 150

ROOM 148

LIBRARY RESOURCE CENTRE

CAFETERIA 107

FOYER

SEAL THE TRUTH ADAM SCOTT

SEMINAR B A

LLS ROOM 140

HALLWAYS
RESTROOMS
LOCKERS 1000——1999

STAFF LOUNGE

COMM. TECH 131

ROOM 127

OLP 123

WOOD SHOP 119

COMPUTER 115

LLS ROOM 111

ROOM 110

ROOM 114

ROOM 118

ROOM 122

COMPUTER 126

LLS ROOM 136

SMALL ENGINES 125

WOOD SHOP 121

AUTO SHOP 117

FITNESS ROOM 113

LLS ROOM 109

ROOM 108

ROOM 112

ROOM 116

ROOM 120

ROOM 124

ROOM 128

ROOM 132

INTERMEDIATE HALL

2nd Floor
Adam Scott Collegiate Vocational Institute

UPPER GYMNASIUM

EXERCISE ROOM 337

ROOF

UPPER GYMNASIUM

GALLERY 250

ROOF

UPPER AUDITORIUM

PROJECTION ROOM

ROOF

HALLWAYS
RESTROOMS
LOCKERS 2000——2999

ROOF

ROOF

SCIENCE LAB 201

CHEMISTRY LAB 202

PREP 260A

PHYSICS 260

BIOLOGY 256

ROOM 252

ROOM 248

ROOM 244

SCIENCE LAB 203

SCIENCE LAB 205

ROOM 204

ROOM 234

ADAM SCOTT CVI LIONS

COMPUTER LAB 240

COMPUTER LAB 230

COMPUTER 232

SCIENCE LAB 207

ROOM 206

ROOF

ROOM 210

ROOM 214

ROOM 218

ROOM 222

ROOM 226

ROOM 228

ROOM 209

ROOM 208

ROOM 212

ROOM 216

ROOM 220

ROOM 224