

# ADAM SCOTT INTERMEDIATE



## 2021-2022 STUDENT HANDBOOK General Information & Code of Conduct

Principal: Jennifer Murphy  
Vice-Principal: Courtney Chartrand  
Vice-Principal: Laura Doucette

175 Langton Street  
Peterborough, Ontario  
K9H 6K3  
Phone: 705-743-7373  
Fax: 705-743-7831





## Welcome to Adam Scott Intermediate!

***“Belonging Matters, Relationship Matters,  
Every Child Matters”***

### **General Information: Daily Time Schedule**

|               |   |
|---------------|---|
| 8:20-8:35     | Arrival to school. Meet in cohorts on yard outside. Staff on supervision. |
| 8:35 - 8:45   | Entry/Land Acknowledgement/Announcements / O Canada                       |
| 8:35 – 9:25   | Period 1  |
| 9:25-10:15    | Period 2  |
| 10:15 – 10:55 | Break   |
| 10:55- 11:45  | Period 3  |
| 11:45-12:35   | Period 4  |
| 12:35-1:15    | Break   |
| 1:15 - 2:05   | Period 5  |
| 2:05-2:55     | Period 6  |
| 2:55          | Dismissal   |
| 3:10          | Staff on supervision until 3:10 p.m.                                      |

## Important Dates

|                                 |                                 |
|---------------------------------|---------------------------------|
| September 7, 2021               | Return to School                |
| October 11, 2021                | Thanksgiving                    |
| September 30, 2021              | Day of Truth and Reconciliation |
| Thursday, Oct. 14 <sup>th</sup> | Terry Fox Run                   |
| November 26, 2021               | P.A. Day                        |
| December 20– 31, 2021           | Winter Break                    |
| January 31, 2022                | P.A. Day                        |
| February 21, 2022               | Family Day                      |
| March 11-18 2022                | March Break                     |
| April 8, 2022                   | P.A. Day                        |
| April 15-18, 2022               | Easter Weekend                  |
| May 23, 2022                    | Victoria Day                    |
| June 29, 2022                   | Last day of school              |

## Value Statement

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

At Adam Scott we:

- seek to 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/guardian involvement and community engagement to support student success; and,
- engage in a working partnership with our family of schools and community partners

**Be kind**

**Be engaged!**

**Be a leader!**

**Thrive as a lion!**

*Consistent routines and policies help us all feel comfortable and successful*



## ADAM SCOTT INTERMEDIATE SCHOOL EXPECTATIONS



**We always arrive on time**



**We come to class with our learning materials**



**We use cell phones in productive ways and only as directed by staff when in school**



**We remove hats and hoods inside**



**We speak, act and dress respectfully and in a way that is appropriate for school**



**We stand up against bullying, racism, exclusion and all forms of aggression**



**We seek adult support and mediation asap when conflicts arise**



**We never swear, insult others or hurt others physically**



**We show a positive attitude in every subject**



**We only bring water to drink in class (no energy or caffeine drinks)**



**We find ways to keep ourselves calm**



**We seek to restore fractured relationships so we can focus on feeling safe, cared for and ready to learn**

## **Message from the Principal**

I feel so incredibly privileged to be the Principal of Adam Scott Intermediate School. We are so fortunate to have an incredible team of educators including support staff, office administrators and our admin team who are extremely eager to serve our students and school community. Our goal is to support our students in developing all aspects of themselves so they are safe, confident, energized, and capable to grow, learn, engage in effective citizenship and thrive in life to their full potential. While I have been an educator for over 25 years, I continue to grow and evolve myself every single day. Please take the time to reach out and keep the lines of communication open so that we can work collaboratively in productive ways with a focus on honouring the development of our students, your children.

## **School Council**

We invite all interested parents and guardians to participate in our School Council which meets virtually approximately once a month. Please contact the principal to join our email list at [jennifer\\_murphy@kprdsb.ca](mailto:jennifer_murphy@kprdsb.ca).

## **Join Edsby and Stay Informed!**

If you have not yet had a chance to log in to our parent portal, please do so at your earliest convenience so that you can connect with the teachers and stay connected to regular updates. Either contact the secretary, Tracy Hall at 705 7437373, or log in to the KPR website to join Edsby.

## **Safety Alert!**

We are a nut-free, citrus-free, fragrance-free school.

## **We Care!**

We want to ensure all students have what they need to thrive. If you are in need of support, please reach out to the teacher or the principal to let us know how we can help. We are a judgement-free zone. Reach out if you need support at [jennifer\\_murphy@kprdsb.ca](mailto:jennifer_murphy@kprdsb.ca).

# Code of Conduct: Behaviour Expectations

## Attendance

Attendance in all classes is critical to student success and achievement. Students must attend and arrive on time, prepared to work, with all required materials. If students are in need of support with learning materials they are encouraged to communicate this with the teacher, or have a parent/guardian share this need with the principal. We are a judgement-free zone and we seek to support all students to achieve their best. If students arrive late or miss school on a regular basis, the teacher will first meet with the student when possible to discuss how to overcome the potential obstacles and then proceed to contact the parent/guardian if the concern continues. For ongoing consecutive attendance concerns, the principal will contact the attendance counsellor to intervene. It is important to note that 15 or more consecutive absences with no parental contact/explanation may result in the student being demitted from the school registration.

## Reporting an Absence

If a student will be absent or late, we ask that the parent/guardian communicate with the school or use the Parent Portal student absence reporting system on, or before, the date of the absence, to explain the reason for the absence. This includes full day absence, late arrival, partial day absence or early departure during the school day. Parents/Guardians may:

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 into the Parent Portal website at [studentabsence.kprdsb.ca](http://studentabsence.kprdsb.ca), to set up the ability to report absences online
- Call 1-844-434-8119 toll free
- Please refer to the “Student Absent Resource Guide” on Edsby for further information.
- Call the school and report to the secretary, Tracy Hall at 705 743 7373
- If the absence is not reported, Safe Arrival Calls will go out.
- The absence remains unexplained until the parent/guardian report the absence.

## 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, informing the teacher, and always signing out through the office.

## **Illness**

All students are asked to complete the self-assessment prior to coming to school each day and have a parent/guardian inform the school in the case of illness.

If a student becomes ill during the school day, they are to notify their teacher who will contact the office for an escort to the sick room. Office staff will contact a parent/guardian to take the student home immediately.

## **Bus Transportation**

In order for the School Board to provide transportation in an efficient and safe manner, students are required to observe behavior guidelines as outlined in the school board transportation guidelines. The bus driver is in complete charge of the bus and will report any misconduct to the school's administration. Access to busing is a privilege, not a right. Students may be denied the privilege of riding the bus for consistently defying regulations and instructions. 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

## **Bus Cancellations**

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

## **Dress Code**

Clothes worn to school should be appropriate for a learning environment. Students are not to wear clothing or jewelry that condones or advertises drugs, intoxication, sex, racism, 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 of underwear and would be appropriate in a professional business environment.

## **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, devices, or any equipment loaned to or used by them. Defacing the school and its property will not be tolerated.

## 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 safe keeping 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 (iPads, Cell Phones, etc.)

All personal electronic devices (PEDs) may be used as an identified support for learning. Students may use PEDs if they have the permission of their classroom teacher as a tool to enhance the learning experience.

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.

Expectations regarding cell phone etiquette will be shared/developed with students in each class.

## Fighting/Aggression is Forbidden

Our top priority is to ensure a safe, caring, and inclusive learning environment. It is our goal at ASIS to develop the self-esteem, self-worth, self-discipline, and effective communication strategies of our students. Fighting is forbidden. Should a student engage in a physical altercation, steps involved in the process will include parent/guardian contact, and may include the following: team meeting to devise a support and prevention plan, coaching to help the student build strategies to avoid future physical altercations, suspension. Our team will work with students to map out a plan that will support the student in developing their communication, self-esteem and self-discipline skills so that they may have their needs met, be able to self-regulate in order to avoid physical conflict and be able to interact with peers without the need for aggression of any kind.



## **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. Please see this website for details:

<http://www.e-laws.gov.on.ca:81/ISYSquery/IRL812.tmp/5/doc>.

A violation of this policy may result in suspension and/or fine. A Provincial Offences Officer visits the school on a regular basis and has the power to issue tickets for violations. The minimum ticket is \$305.00 and the maximum fine for a first offence is \$1000.00. Members of the administration have been given the authority by the Provincial Offences Officer under the Smoke-Free Ontario Act 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.

## **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 and complete a Covid Screening in order to come into the building.

## Lunch and Washroom Breaks

During Covid times, students will eat in their classroom under the supervision of staff on duty. Intermediate students are not permitted to leave the school grounds at lunch/recess.

As the cafeteria opens up, we will devise a schedule so that students who wish to purchase lunch, may do so, and bring it back to class under Covid safety protocols.

Students are asked to respect each other by maintaining a neat and clean eating area and by abiding by lunch expectations:

- eat their lunches in their designated classroom
- be responsible for cleaning up after themselves
- refrain from getting up and moving through the class during lunch
- attempt to refrain from chatting during lunch while masks are off
- bring a litterless lunch so that all items can be returned home
- use the washroom during class time so that washroom use can be contact-traced

## 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 they:

- turn 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,
- collaborate 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.

# **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 to the best of their ability
- 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 Intermediate 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 other circumstances (e.g., online) where bullying has a negative effect on school climate.

#### **4. School Code of Conduct Rules**

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

- damage to property in the school environment (including school grounds, buses, trips.)

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

## **5. School Code of Conduct Procedures**

### **5.1 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:
  - inappropriate physical contact
  - persistent opposition to authority
  - use of profane or improper language
  - habitual neglect of duty
  - conduct injurious to the moral tone of the school or to the physical or emotional well-being of self or others (e.g., shoplifting during the school day, possession of drug paraphernalia, taking a photo of a student/staff member without their consent, distribution of digital images, vaping on school property, etc.)
- Bullying - Bullying, by definition, is aggressive and typically repeated behaviour by a pupil where:
  - the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of causing harm, fear, or distress to another individual including physical, psychological, social or academic harm to the individual person's reputation or harm to the individual's property, or creating a negative environment at a school for another individual.
  - the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.
  - Behaviour includes the use of any physical, verbal, electronic, written or other means.
  - Cyber-bullying includes bullying by electronic means including:
    - creating a web page or blog in which the creator assumes the identity of another person,

- impersonating another person as the author of content or messages posted on the internet, and
- communicating inappropriate material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.
- bullying adversely affects a student's ability to learn.
- bullying adversely affects healthy relationships and the school climate.
- bullying adversely affects a school's ability to educate its students.
- bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances(e.g. on-line) where engaging in bullying will have a negative impact on the school climate.

No form of bullying is acceptable. Students are encouraged to report bullying to an adult. Report can also be done anonymously using the "report 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).

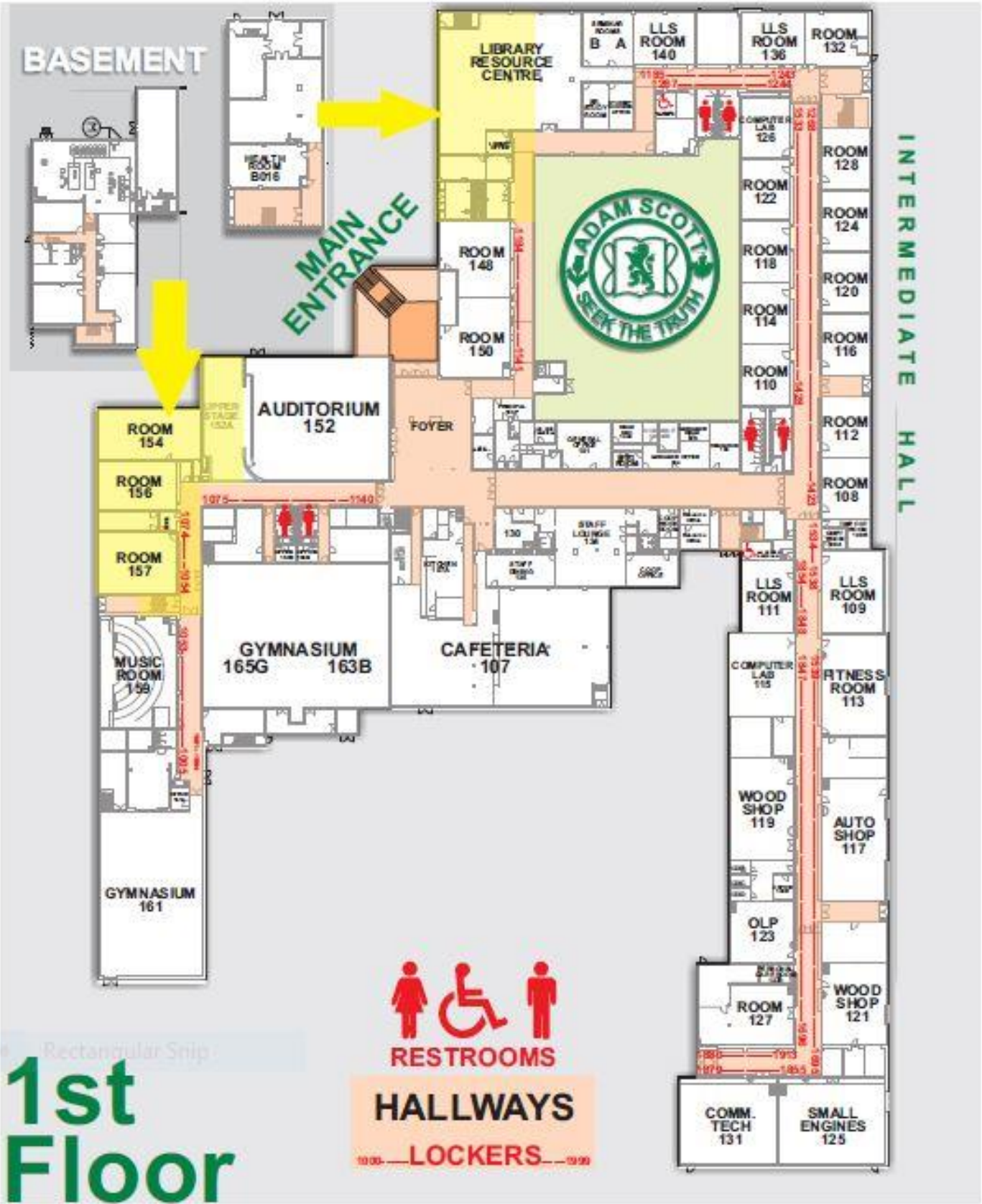
### **7.4 In accordance with provincial directives, a student may be suspended, and expulsion may be considered, if:**

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





# 2nd Floor

  
**RESTROOMS**  
**HALLWAYS**  
**LOCKERS**

## Adam Scott Collegiate Vocational Institute

8.50 x 11.00 in