



TABLE OF CONTENTS

Superior Gryphon	Page 1
Table of Contents	Page 2
Student Services and Library Resource Room	Pages 3-4
Code of Conduct and Standards of Behaviour	Pages 5-8
Dress Code	Page 9
Harassment Policy	Pages 10-11
Bullying Prevention & Intervention Plan	Pages 12-13
Computer Use Policy and Technology Standards for Students	Pages 14-15
Bring Your Own Device (BYOD)	Pages 16-17
Student Regulations and Responsibilities	Pages 18-22
Fees for Learning Materials & Activities/Forms	Pages 23-25
Student Evaluation Policy	Pages 26-29
Athlete Commitment Form	Page 30
SSSAA Code of Ethics	Pages 31-32
Athletic Awards Policy	Pages 33-35
Student Discipline Referral Form	Page 36
Request for Extended Absent Form	Page 37
Student Concussion Code of Conduct	Page 38-39
School Year Calendar	
School Map	

Student Services

Superior Collegiate and Vocational Institute is intent on providing students, parents and teachers with a means to establish a productive working relationship to assist our students in maximizing their educational potential. In order to facilitate this, the counsellors in Student Services will meet with students on a one to one basis to discuss the following:

Academic Counselling

- Course Selection and Program Planning
- Review of Graduation Requirements
- School Timetables
- Course Prerequisites
- Goal Setting
- Post-Secondary Pathways (University, College, World of Work, Apprenticeship)

Career Counselling

- Support in selecting courses with a career goal in mind
- Career Cruising
- Career Information
- Job and Volunteer Opportunities
- Apprenticeship Programs
- Cooperative Education

Personal Counselling

- Personal issues (Confidentiality between student and counsellor is strictly maintained in most cases)

Counsellors will make appointments to see students, but most sessions occur as requested by students. Simply fill out an appointment slip in Student Services and you will see your counsellor in a timely manner.

The Requirements for the Ontario Secondary School Diploma (OSSD)

In order to earn the OSSD, a student must:

- Earn 30 credits (18 compulsory and 12 optional)
- Complete 40 hours of community involvement activities
- Successfully complete the OSSLT requirement

Students must earn the following compulsory credits in order to obtain the OSSD:

- 4 credits in English *
- 3 credits in Mathematics
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French or Native Language
- 1 credit in the Civics

Plus, one credit from each of the following groups:

Group 1 - Additional credit in English, or French as a second language, or a Native language, or a classical or an 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 French as a second language, or cooperative education**

Group 3 - Additional credit in Science (Grade 11 and 12), or technological education, or French as a second language, or computer studies, or cooperative education**

*a maximum of three credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the four compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course

**a maximum of two credits in cooperative education can count as compulsory credits

Library Resource Centre

Come visit the library and make discoveries in the world of information. The library is a warm and welcoming centre for classes and individual students to work on projects and assignments or to relax with a good book. Features include:

- Tables for individual and group study
- Comfortable seating for leisure reading
- Computer stations
- Wireless computer access for research and homework
- Collection of print reference and research materials, magazines and fiction
- Internet based resources, including encyclopedia and research databases
- Check out the Library webpage to find all the resources you need to complete classroom projects and to pursue individual interests

Superior C.V.I. Code of Conduct

The following standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system, (parents, volunteers, teachers and other staff members), whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

Purpose of the Code of Conduct

The purpose of the Superior C.V.I. code of conduct is as follows:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in the schools; and
- to discourage the use of alcohol and illegal drugs.

Standards of Behaviour (Respect, Civility and Responsible Citizenship)

All members of the school community must:

1. respect and comply with all applicable federal, provincial, and municipal laws;
2. demonstrate honesty and integrity;
3. respect differences in people, their ideas, and their opinions;
4. always treat one another with dignity and respect, and especially when there is disagreement;
5. respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
6. respect the rights of others;
7. show proper care and regard for school property and the property of others;
8. take appropriate measures to help those in need;
9. seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
10. respect all members of the school community, especially persons in positions of authority;
11. respect the need of others to work in an environment that is conducive to learning and teaching;
12. not swear at a teacher or at another person in a position of authority;
13. accept responsibility for one's own actions; and
14. demonstrate respect through appropriate use of electronic equipment both in the school and outside school.

Standards of Behaviour (Safety)

All members of the school community must:

1. not engage in bullying behaviours;
2. not commit sexual assault;
3. not traffic weapons or illegal/prescription drugs;
4. not commit robbery;
5. not be in possession of any weapon;
6. not use any object to threaten or intimidate another person;
7. not cause injury to any person with an object;
8. not be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
9. not inflict or encourage others to inflict bodily harm on another person;
10. not engage in hate propaganda and other forms of behaviour motivated by hate or bias;
11. not commit an act of vandalism that causes damage to school property or to property located on the premises of the school; and
12. not utter threats

Range of Consequences

Unacceptable behaviour will be dealt with by considering factors such as the maturity of the student involved, the nature of the unacceptable behaviour, previous violations and the required consequence as specified in legislation.

- Counselling, Problem Solving, Warning
- Loss of Privileges
- Detentions (May include work assignments in school)
- Parents or Guardian Notified (by phone, letter, interview)
- Payment for Damage in the form of money or work may be required
- Suspension (Safe Schools Suspension of Students – Board Policy 8074)
- Referral to Police Authorities, Medical or Social Agencies
- Removal of Student from a subject
- Expulsion (Safe Schools Expulsion of Pupils – Board Policy 8075)

Appeals

Students, parents or guardians who wish to appeal the application of this code should contact the Education Officer at the Board Office.

Detentions

Students who do not abide by school rules, are delinquent in their school work, are late, skipping classes or truant may be assigned detentions. Detentions are scheduled by administration. Failure to serve detentions is considered defiance of authority and may result in suspension from school.

Students Who Are Sent Out of Classes

A student who is asked by the teacher to leave the class is required to report immediately to the front office. The student will complete a discipline referral form and speak to a Vice-Principal.

Student Suspension

While under suspension from school, students may not participate in extra-curricular activities or other school activities such as dances, nor be on school property. Students may be provided with homework while suspended.

Activities leading to a possible suspension (Section 306 of the Amendment of the Education Act, Progressive Discipline and School Safety, 2007)

A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Persistent opposition to authority;
3. Habitual neglect of duty;
4. The willful destruction of school property;
5. Incidents off school property which impact on the school;
6. 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;
7. Swearing at a teacher or at another person in a position of authority;
8. Conduct inconsistent with the Code of Conduct of the school;
9. Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;
10. Conduct affecting the safe learning environment for the students or working environment of staff of the school;
11. Possessing alcohol or illegal drugs;
12. Being under the influence of alcohol;
13. Bullying: bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feeling, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, internet websites, or other technology).
14. Any other activity that is an activity or which a Principal may suspend a pupil under a policy of the Board.

Activities leading to a suspension, investigation and possible expulsion

(s.310 of the Education Amendment Act, Progressive Discipline and School Safety, 2007).

A Principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstance where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Any other activity that, under a policy of the Board, is an activity which a Principal must suspend a pupil and, therefore in accordance with this part, investigate to determine whether to recommend to the Board that the pupil be expelled;
9. Issuing a bomb threat or causing a bomb threat to be issued;
10. An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
11. A pattern of behaviour that is so inappropriate that the pupil's continued presence in injurious to the effective learning and/or working environment of others;
12. Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
13. The pupil has demonstrated through a pattern of behaviour that she/he has not prospered by the instruction available to him or her and that he/she is persistently resistant to making changes in behaviour which would enable him or her to prosper;
14. Any act considered by the Principal to be a serious violation of the Board or School Code of Conduct
15. Following a school suspension, the student will report to the front office, accompanied by a parent or guardian.

SUPERIOR C.V.I. DRESS CODE

Lakehead District School Board (LDSB) is committed to the success of every student. This policy has been created to promote safe, nurturing, equitable and inclusive learning environments that benefit diverse students.

Students must wear clothing, accessories and shoes that are suitable for school and school related activities or events. Any restrictions to the dress code that are necessary to meet the overall goal of education and education related activities can be made at the direction of the principal of the school.

Student dress must meet the following standards:

- undergarments cannot be used as outerwear and, if worn, should be worn beneath a layer of outerwear. Undergarments cannot be visible (straps and waistbands may be exposed);
- swimsuits can be worn for the appropriate athletic activity; and
- any headwear that does not obscure the face may be worn (except as a religious observance);
- Comply with health and safety requirements for the intended activity including appropriate footwear (e.g., physical education classes, science classes, sporting events, technical education, etc.);
- Does not promote content that can reasonably be interpreted to be hateful or discriminatory (e.g., racist, anti-Indigenous, anti-Black, anti-Semitic, Islamophobic, sexist, transphobic, homophobic, classist, ableist, sizeist, etc.), defamatory, threatening, vulgar, containing profanity, pornography or any other content that disrupts the learning environment;
- Does not refer to cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence, any illegal conduct or criminal activities; and
- Does not interfere with the safe operation of the school.

Consequences

- Consequences may include:
 - ✓ Change of clothing
 - ✓ Turning offensive clothing inside out
 - ✓ Removal of inappropriate item(s)
 - ✓ Parents contacted
 - ✓ Detention
 - ✓ Suspension

SUPERIOR C.V.I. HARASSMENT POLICY

At Superior C.V.I. you have the right to expect an atmosphere of understanding, and mutual respect for the dignity and rights of everyone.

WHAT IS HARASSMENT?

Harassment occurs when someone makes a person the target of derogatory or offensive comments, or engages in conduct that is known to be, or should be known to be unwelcome.

Personal Harassment involves offensive comments or actions that intimidate, demean, humiliate, or coerce. It includes both verbal, electronic and physical harassment. Some examples include:

- comments about one's body, rude jokes or suggestive remarks
- demeaning names such as: "chick", "fag", "gay"
- intimidating statements and actions
- actions to coerce people
- group think/speak/actions intended to dominate others
- insulting remarks about race, culture, ability, sexuality

Sexual Harassment includes any sexual solicitations, advances, remarks, or actions that are demeaning or intimidating. Some examples include:

- staring, pointing or commenting at a person's body/body parts
- cat calls, obscene gestures, grabbing or touching someone
- displaying obscene sexual material
- writing people's names along with sexual remarks, suggestions or drawings
- kissing or holding a person against his or her will

If you feel that you are being harassed what should you do?

SAY STOP! TELL SOMEONE! KEEP RECORDS! TAKE ACTION! GET HELP!

1. Talk to a teacher, counsellor, coach, social worker, principal/vice-principal, peer helper. What you talk about will be kept confidential.
2. Keep records. Include your name, address and phone number; the date(s) of the incident(s); the location; names of witnesses (if any); description of the harassment; what you said or did in response to the harasser.
3. Bring your report to a Vice-Principal/Principal.

Steps taken by Superior C.V.I.

1. If you request a formal resolution, the school administration will go through the following steps:
 - 1.1 The Principal/Vice-Principal would meet with you to discuss what had happened.

- 1.2 There would be a meeting of the Principal/Vice-Principal and the alleged harasser. You would not be present. The alleged harasser would be given the opportunity to respond to your complaint.
 - 1.3 The Principal/Vice-Principal might next meet with both of you to discuss a formal complaint. If you or the alleged harasser is under 18, parents/guardians would be contacted.
 - 1.4 Should it be apparent that your complaint is justified; the principal/vice principal would indicate the consequence(s) of further harassment and would make sure that appropriate disciplinary measures were implemented.
2. Consequences
- Harassment will not be tolerated, and complaints will be resolved in a serious, objective, and confidential manner. Consequences may include:
- an apology
 - an oral or written reprimand and/or letter on file
 - counselling
 - informing parents where applicable according to Board policy (Freedom of Information/Right to Privacy legislation)
 - suspension
 - removal of extra-curricular activities
 - referral to social service agency
 - referral for a psychological assessment
 - police involvement
 - expulsion

RETALIATION

Reprisals or retaliation against any person reporting alleged harassment or bringing a complaint of harassing will not be tolerated. Anyone who retaliates against an individual who reports harassment will be disciplined. Anyone who retaliates against an individual who testifies, assists, or participates in an investigation relating to a complaint will be disciplined

REMEMBER

Harassment includes any unwanted, uninvited remarks, gestures, sounds or actions of any nature that make you feel unsafe, degraded, or uncomfortable.

It is not occasional or casual compliments or remarks that are acceptable to all parties.

If you are being harassed:

Say Stop

If possible, tell the person clearly and firmly that you find the behaviour offensive and you want it to stop immediately.

Keep a Record

Write down what happened, the dates, times, locations, details, and witness(es).

Take Action

Report harassment to the Principal, Vice-Principal, teacher, counsellor, coach, or social worker.

Bullying Prevention and Intervention Plan

Rationale

The Lakehead District School Board believes that every student has the right to be treated with dignity and respect and to feel safe within the school environment. The research concerning safe and effective schools supports this belief. Students who are free from bullying can give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those powerless individuals who are the victims of repeated aggression, but for those who perpetrate it and for those who see it happening. Bullying will not be tolerated on Lakehead District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At the Lakehead District School Board, we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

- Students who bully are learning to use power and aggression to control and distress others
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused
- Students use power in many ways:
 - Size, strength, intelligence, age
 - Social status
 - Economic status
 - Knowledge of another person's vulnerability

Types of Bullying Behaviours

- **Physical:** Repeated hitting, kicking, shoving, beating up, stealing, or damaging another person's property

- **Verbal:** Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment
- **Social:** Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships.
- **Electronic/Cyber:** The repeated use of email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.
- **Racial:** Repeated aggression directed to a person or persons because of their religious beliefs or background; repeatedly saying negative things about a religious background or belief; repeatedly calling a person or persons names or making fun of their religious beliefs or background.
- **Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person inappropriate name.
- **Disability:** Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability.

Student Responsibilities

All students within the Lakehead District School Board will:

- Treat everyone with dignity and respect.
- Raise their awareness and understanding of bullying behaviour and its long-term effects. Realize that bullying behaviour is never acceptable.
- Report incidents of bullying behaviour whenever they see it.
- Engage in positive leadership opportunities.
- Provide support to new students or students who are alone/friendless.
- Endeavour to disengage from being a bystander to bullying behaviours.
- Actively support their school's bullying prevention and intervention programs.
- Support a positive school climate.

Computer Use Policy

Students are given the privilege of having workspace and access to computers at Superior C.V.I. In exchange for that privilege students are expected to follow the guidelines below. Lakehead Public Schools policy requires that all students have a completed Technology Use Agreement form, signed and on file at the school they attend. We are asking that you review this agreement with your son or daughter, sign the form and return it to the school. Internet access will be available only to those students who have a completed agreement on file at Superior C.V.I.

Technology Use Standards for Students

The purpose of Information and Communication Technology in schools is to support research and education by providing access to extensive resources. These Technology Use Standards along with the School's Code of Conduct provide standards to help students exercise personal discretion and responsible choice. The use of technology-based equipment, computers, personal electronic devices, network resources and the Internet is a privilege.

Responsibilities of Students

Students are accountable for their behaviour both on and off school property, which has negative impact on the school environment, including but not limited to behaviour which greatly harms the tone or dynamics of the school or the safety or security of its members.

Where a student uses the internet or electronic devices or technologies to threaten, harass or demean another member or members of the school community, and where this action interferes with the member's or members' feeling of safety or ability to function in the school, the student shall be subject to Board policies and procedures.

Code of Conduct for Users of Information and Communication Technology

1. All individuals should be treated with common courtesy and respect, therefore:
 - I will not use abusive language of any type, including swearing and name-calling.
 - I will follow the rules of Internet etiquette, which include the use of appropriate language and polite responses.
 - I will not use Internet access to send threatening, obscene or harassing materials.

2. The Internet, as with any place where large numbers of people gather, can be a potentially dangerous place; therefore:
 - I will not share my password with anyone else.
 - I will not divulge my home address, phone number or personal information.
 - I will not agree to a personal encounter with anyone I meet online.
 - Should I access information that is inappropriate, I will report it immediately to my teacher/supervisor.
 - I understand that electronic mail is not guaranteed to be private.
 - I will not engage in e-mail or "chat" discussions or make use of other wireless technologies while at school, without permission from the classroom teacher/supervisor.

3. Software and intellectual property are protected by copyright laws; therefore:
 - I will not make unauthorized copies of software found on school computers.
 - I will not give, lend or sell copies of software to others.
 - I will not use another author's intellectual property without proper citation, i.e., footnote, bibliography.
4. The work of all users is valuable, and they need reliable access to computers; therefore:
 - I will respect the privacy of others by not using or trying to learn their passwords.
 - I will not copy, change or use files belonging to another student.
 - I will not attempt to gain unauthorized access to system programs or computer equipment.
 - I will not create or knowingly introduce any computer virus that may destroy files or disrupt the system.
 - I will not download any resources without permission.
5. There is material available on the Internet and other sources of computer software that is not appropriate in a school setting; therefore:
 - I will not retrieve or send unethical, illegal, immoral, inappropriate or unacceptable information of any type.
 - I will not use computer systems to disturb or harass other computer users by any means, including sending unwanted mail.
6. The Computer and Internet services provided by the Board are designed for the use of all their students and employees; therefore:
 - I will not interfere with or disrupt Internet users, services, traffic or equipment.
 - I will not attempt to bypass the security built into the system, and I recognize that doing so will result in immediate loss of computer privileges.
7. In the Classroom: Personal Electronic Devices must be powered off and put away out of sight in classrooms. Exceptions to this will be allowed only with the Teacher's permission.

BRING YOUR OWN DEVICE (BYOD)

1. Rationale

Lakehead District School Board supports the use of personal electronic devices at school under the direction of teachers in order to engage students and enhance learning experiences.

2. Definitions

Personal electronic devices (PEDs) include, but are not limited to:

- cell phones (including smart phones);
- video capture devices and cameras;
- iPods and other audio/video players;
- personal gaming systems;
- laptop computers, including tablets (iPad, Playbook, etc.); and
- emerging technologies.

3. Guidelines

3.1 Use of Technology

Technology continues to change the world in which we live in many positive ways. The Board recognizes the benefits of the use of technology such as:

- 3.1.1** promoting adaptive and constructive uses of technology by students and staff in support of learning;
- 3.1.2** supporting openness to, and the educated use of, new and future technologies;
- 3.1.3** improving instruction through purposeful use of personal electronic devices (PED) that contributes to teaching and learning; and
- 3.1.4** supporting individual learning plans for some students for whom they are a requirement in their IEP.

3.2 Learning and Teaching Environments in Schools

The use of some technology has also brought challenges related to safety, privacy, and disruption in schools. The Board supports the use of PEDs at school to engage students and enhance learning experiences. The Board will allow students to bring their own PEDs to school, provided they adhere to the follow expectations:

- 3.2.1** students are not required to provide personal communication and/or computing devices for educational purposes;
- 3.2.2** the Board will ensure that all students have equitable access to all required technologies;
- 3.2.3** personal electronic devices (PEDs) must be off/in silent mode in instructional areas unless otherwise directed by the teacher/supervisor;

3.2.4 unless approved by department chairs, personal electronic devices are not allowed in examination rooms or areas;

3.2.5 the use of personal electronic devices is subject to the expectations in Lakehead District School Board policies and procedures such as: 8070 Safe Schools System Expectations, 3096 Information/Communication Technology Use, and 8071 Bullying Prevention and Intervention; and

3.2.6 Principals have the authority to restrict the use of personal electronic devices in schools. Inappropriate use of PED's will be governed by the school Code of Conduct.3096 Information/Communication Technology Procedures – Appendix A

3.3 Responsibility for Personal Electronic Devices:

3.3.1 students carrying a personal electronic device on Board premises, including school buses or at Board sponsored events, will comply with all the requirements of this policy and procedures;

3.3.2 the secure storage of these devices is the sole responsibility of the owner/user;

3.3.3 the Board does not accept responsibility for lost or stolen personal electronic devices or data residing on those devices. Students bring the devices to school at their own risk;

3.3.4 to ensure equitable access, schools will provide devices for teachers to sign out for students use;

3.3.5 the electronic transmission or posting of photographic, video or audio images or sounds of a person or persons on school property, at school events, and during school activities, is prohibited without the express permission of the person or persons being photographed, their parent/guardian, and/or the Principal or designate. The Authorization to Release Photographic Image form must be completed; and

3.3.6 the student and parent/guardian will be required to sign an annual declaration outlining the student responsibility for Personal Electronic Devices. 3096 Information/Communication Technology Procedures – Appendix A

;

- I will not give, lend or sell copies of software to others; and
- I will not use another author's intellectual property without proper citation, i.e., footnote, bibliography.

Student Responsibilities

General Principles

At Superior C.V.I., we hope to develop in students a sense of responsibility to themselves, the school community and the community at large. As a member of the school community you are expected to show respect and consideration for the rights and property of others and to show the same respect for school property as for your own home. The amount of freedom permitted depends on the extent to which the student body is responsible. The rules and regulations that do exist are there to ensure that everyone has equal opportunity to pursue their studies. All students must be familiar with the rules and regulations and any changes that may be made in them.

Attendance and Lates

Punctuality and regular attendance are important contributors to success in our society. Superior's Code of Conduct highlights these two traits. To assist students in their efforts to be punctual and have regular attendance, and to help teachers deal with these issues, the following policies and procedures have been developed.

Lates

- Students who are late to class will report directly to their class upon arrival and the teacher will record the time of arrival in the attendance record
- If the student is more than 15 minutes late, or a student is frequently late to class, an administrator will be asked to speak to the student
- Administration will assign a consequence dependent on the situation
- If there are multiple lates, the student success team will receive a report at the end of each week and will follow up with the parents and/or guardians of students who are chronically late

Attendance

Any student absence from class must be explained by **either** a dated, specific note from the student's parent or guardian, a phone call to the main office (768-7284), a phone call to the student absence line (Absence Reporting: [1-844-288-7624](tel:1-844-288-7624)) or report to the attendance website (<http://parents.lakeheadschoools.ca>)

Lakehead District School Board is pleased to be able to offer parents the ability to manage student attendance reporting online. Our Parent Portal reduces the time it takes to verify student attendance making it easier for you to report your child's absence and easier for staff to respond to unexplained student absences.

The Parent Portal allows parents to report their child's absence quickly and conveniently in one of two ways:

1. Parents can log into a website, <http://parents.lakeheadschoools.ca> to access the Parent Portal where an account can be set up to report absences.

Or

2. Parents can call into an automated interactive telephone system via a toll-free number (1-1-844-288-7624) through which absences can be reported.

Both methods will be available 24 hours a day, 7 days a week. Therefore, future absences may be reported ahead of time, i.e.; Doctor's appointment.

The benefit of using the Parent Portal website is that you may report your child's absences, update your contact phone numbers and email addresses should they change, as well as review messages sent through our School Connects system.

Unexplained absences from class will be dealt with as follows:

- If there is an unexcused absence, the teacher of the missed class will send the student to student success to discuss the absence
- The student success team will discuss the absence with the student and/or parents depending on the situation
- If the absence remains unexcused (a skip), and the student continues this behaviour, further consequences will result including but not limited to parental contact, referral to administration, case conferences, detentions or suspensions.

In addition to the above process taken by the student success team, the teachers of each class will be approaching skipping as follows:

STEP 1 First three absences - will be dealt with by the teacher and the student success team through counselling, phone calls and/or classroom detention.

STEP 2 After four unexcused absences – teachers will contact home again.

STEP 3 After five unexcused absences in a course - office referral sheet is to be submitted by the teacher to guidance, social worker, in-school team and contact will be made with the student and/or parent.

STEP 4 After 8 unexcused absences – office referral sheet is to be submitted by the teacher to the Vice-Principal. There will be intervention by the Vice-Principal and additional discussion involving appropriate people and consequences.

STEP 5 After 12 unexcused absences – office referral sheet is to be submitted by the teacher and the student may be removed from the course. Students may be placed on an attendance contract and be closely monitored. Parents will be involved, and teachers will be kept informed.

Administration may refer the matter to the attendance counsellor.

Extended Absences

Students going on an extended vacation, sports event or personal reasons must submit an extended leave of absent form with a note signed by a parent 3 days prior to leaving. Forms are available at the main office and at the end of this document.

Announcements/Opening Exercises

School begins with a warning bell at 9:25a.m. followed by music for 5 minutes. Students are to move to their class immediately following the 9:25 a.m. warning bell. School starts at 9:30 a.m. with the singing of O Canada, a moment of silent meditation and announcements. It is expected that all students be in period 1 class, the Library, or the Cafeteria. If in the hall, please remain standing quietly until the end of opening exercises.

Assembly Procedures

Assemblies are usually held in the cafetorium or gymnasium. Appropriate behaviour is always expected.

Cafetorium

As of September, 2020 cafeteria service is temporarily suspended due to COVID-19.

Dances

Dances are held on occasion, usually from 7:30p.m. – 10:30p.m. Doors close at 9:00p.m. Students may sign in 2 guests prior to the dance and must accompany the guest(s) into the dance. Students and guests **must** have a student card. Superior C.V.I. dances are drug/alcohol and tobacco free. Students **will be** suspended if they choose not to follow these rules.

Lock Down Drills

Periodically, lock down drills will occur in the school, all students are to follow the directions of the teachers.

Fire Drill

Periodically, fire drills will occur in the school. Please know your exit route from each class or area and leave the school as quickly as possible. Follow directions of teachers and have your attendance taken by your teacher once outside the building. Always be aware of the traffic while you are outside during school evacuation.

Hall Passes

Students are required to have a hall pass when leaving a class during class time. Students are to have the hall pass with them until they return to class. While classes are in session, students are **not to be in the halls.**

Identification

Students **must** identify themselves to any staff member if asked to do so.

Hazing

Any harassment of students will not be tolerated at Superior C.V.I. – **suspension will result - with possible police involvement.** This rule applies to team initiations such as haircutting, painting, shaving etc. Agreement to participate in such activities does not condone the activity. Players who participate will be disciplined up to and including exclusion from athletic activities, suspension and possible police involvement.

Leaving School During the Day

If for any reason, you must leave the school during the day, (i.e. appointment) you must sign out at the office with an appropriate note or a phone call home excusing you. If you return the same day, please sign back in at the office. **All arrangements must be done outside of class time.**

Lockers

Each student will be assigned a locker. All lockers must be locked with a lock which can be purchased at the office or students are permitted to purchase at a store of their choice. Please register your locker and combination on your locker card with your home room teacher. Do not store valuables or money in your locker. The school is **not responsible** for articles stolen from your locker nor does The Lakehead District School Board have insurance to cover stolen items.

***Due to COVID-19 health and safety protocols lockers will not be assigned in September, 2020.**

Lost and Found

Check in the office for any lost and/or stolen articles. Items that are not claimed are donated or thrown out. The school does not assume responsibility for items lost or stolen from student lockers.

Parking

Students are not allowed to park in reserved areas for teachers. Violators will have their cars ticketed by the school or have their car towed away.

Personal Electronic Devices

Cell phones are not to be used during regular class time; cell phone calls and texts may be made prior to school start, in between classes, lunch and after school. All personal electronic devices are to be powered off in the classroom, unless they are being used as part of a classroom activity.

Photographs

All students must have their picture taken for yearbook & student card purposes. These are taken during the first two weeks of school. Picture packages may be purchased at this time.

Smoking

Smoking cigarettes and/or vaporizers is not permitted on school property or during field trips and other school activities.

Student Fees and Yearbook

A student fee of \$55.00 will be charged for each student. Each student will receive a yearbook and student ID card. The remaining funds go to Student Council Activities, Intramural Programs and Athletic Associations. You must pay your fee to obtain a student card.

Textbooks

Textbooks are issued to students at no cost. They are to be returned in the same condition as they were received. Students who fail to return textbooks are charged for the book or the damage done. This is done at the office. Textbooks and computer access will not be issued until the debt is cleared.

Surveillance Cameras

On the interior and exterior of Superior C.V.I. there are several surveillance cameras which operate 24 hours a day.

Visitors

Our school exists to maximize the learning of each registered student. Since visitors can be distracting within the learning environment, please do not ask friends to visit during the school day. All visitors **must** report to the main office to sign in and establish visitor status. Persons found in the school or on the school grounds who are not official visitors may be subject to a trespass notice.

Bell Schedule

***Note that students are to proceed to their designated classroom upon arrival at school, effective September 8, 2020.**

9:25 a.m.	Warning Bell
9:30 a.m.	Opening Exercises
9:35 a.m.	Period 1/4 Begins
11:40 – 12:00 p.m.	Period 1/4 Ends Students are dismissed in a staggered fashion
	Lunch
1:00 p.m.	Students begin virtual learning at home
3:30 p.m.	Students finish virtual learning period

FEES FOR LEARNING MATERIALS AND ACTIVITIES

***Note that student fees are waived for the 2020-2021 school year and therefore will not be collected**

Families with three or more children in the Board will be charged a maximum of 75% of the total fee amount. Parents/guardians must complete the Fee Reduction application form (attached).

When a family cannot afford to pay fees, the parent should inform the school Principal in writing of the family’s financial hardship and inform the Principal of those activities his/her son/daughter would like to participate, for which a fee is being charged. A Financial Hardship application is available to assist in this process. The Principal will ensure that when fees are collected for those activities, the staff member collecting those fees will be informed that payment was received for that student(s) at the office. Every effort will be made to accommodate the activity request, where possible (see attached form).

The following list provides examples of activities, programs or materials that may be considered for fee charges:

- Optional programming such as Hockey Canada Skills Academy program;
- Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities);
- Extended student trips or excursions that are not necessary to meet the learning expectations of a grade or course (e.g. trips abroad);

- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, if the required materials are available at no cost;
- Student activity fees;
- Co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- Student agendas and/or yearbooks.

The following list provides examples of **activities, programs or materials that are ineligible for fee charges:**

- A registration or administration fee for students enrolled in any regular day school program;
- A textbook fee or deposit;
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- Fees charged for the creation of discretionary accounts by teachers or departments;
- Mandatory flat fees for any course leading to graduation other than optional programming;
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

Schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.



Fees for Learning Materials and Activities Applications

Financial Hardship

Present circumstances prevent our family from being able to pay fees for learning materials and activities.

Name of School: _____
(please complete a separate application for each school your children attend)

Parent/Guardian Name: _____

Name of Student(s): _____ Grade

_____ Grade

_____ Grade

_____ Grade

Please inform the Principal of any activities in which your children may be interested in participating below, or at a later date:

This information will be managed in a discrete manner. Should circumstances in your situation change, please inform the Principal, and this document will be shredded.

STUDENT EVALUATION POLICY 2020 - 2021

SUPERIOR C.V.I.'S STUDENT EVALUATION POLICY has been developed in accordance with the Ontario Ministry of Education Policy and The Lakehead District School Board Student Evaluation Policy and Procedures #4021.

1. PREAMBLE:

- 1.1** Assessment is not an end in itself; it is rather a part of the learning process for both the student and the teacher. Assessment and evaluation reflect how well a student is achieving the curriculum expectations in a course. Procedures for assessing student progress are sufficiently varied to meet the requirements of different individuals and groups of students, different courses, the several levels of difficulty, and a variety of learning environments. Student progress in all courses is assessed on a continuous basis by all teachers. The new Ministry guidelines focus on the achievement of curriculum expectations separately from the development of learning skills. All staff must assess and evaluate in accordance with the Ministry's expectations as laid out in Growing Success.
- 1.2** Students at Superior C.V.I. will be assessed and evaluated in a variety of ways. Assessment and evaluation may be based on some or all the following techniques:
- a) Diagnostic Testing - Short tests based on a limited amount of material will be administered.
 - b) Term Testing - Tests of approximately one period in length covering one or more units of study in the course will be given.
 - c) Projects & Assignments - Essays, research projects, practical projects, individual or group learning may be assigned.
 - d) Homework - Homework will be checked regularly.
 - e) Examinations - Regular examinations in most subjects will be administered and combined with the term mark to yield a report card mark.
 - f) Language - Tests, examinations, projects and assignments in all subjects will be assessed for proper grammatical construction and numerical correctness. Marks may be deducted at the teacher's discretion.
 - g) Safety - Students will be assessed for safety in Technical and Science subjects.
 - h) Culminating Activity – Students will prepare and present a project which demonstrates their learning in a course.
 - i) Participation - Participation is an important part of learning.
 - j) Conversations and observations will be used in addition to products to gather a wide range of evidence of student learning.

2. POLICY STATEMENT:

The primary purpose of assessment and evaluation is to improve student learning.

2.1 Assessment:

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

2.1.1 Assessment for learning

- The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go next, and how best to get there.

2.1.2 Assessment as learning

- The process of developing and supporting students in reflecting on their own thinking and work and that of others.

2.1.3 Assessment of learning

- The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time.

2.2 Evaluation:

The final judgment made about student achievement based on assessment of learning.

Whenever possible, teachers will attempt to schedule formal tests and assignments recognizing the workload of the student. All teachers will provide to students, in writing, a single sheet of paper outlining the assessment and evaluation policy and procedures for each course on day 8 of the semester.

If a student must miss a test or scheduled oral presentation for any reason known in advance of the scheduled date, the student must notify the teacher as soon as possible to arrange alternate plans. In the case of illness or other emergency on the scheduled date, the student or parent should phone the school and leave a message for the teacher. On the day the student returns to school, he/she should see the teacher in advance of the class to arrange for a make-up date. If a student fails to notify the teacher in advance, he/she may be required to make up the test or presentation upon return. Any student who misses a test or presentation without a legitimate reason may receive a mark of zero for that assignment.

3. FORMAL EXAMINATIONS:

- 3.1 When formal examinations occur, classes are cancelled, and an examination schedule is published by the office.
- 3.2 3 days of formal examinations will be scheduled at the end of each quadmester for the 2020-2021 school year.
- 3.3 All departments and courses shall have examinations during these exam periods. Exceptions will be approved by the Principal.
- 3.4 Examinations will be a minimum of one hour to a maximum of 3 hours in length. Any variation from the above requires prior approval of the Principal.
- 3.5 No student will be allowed to leave an examination before one hour has elapsed.
- 3.6 No major assignments or tests used for term work will be due **three days** prior to the formal examination period, during the formal examination period, and two days after the formal examination period.
- 3.7 Co-Curricular and extra-curricular activities will cease five (5) calendar days prior to the formal examination period.
- 3.8 In-class examinations may be desirable for some courses. Departments must make prior arrangements with the Principal.
- 3.9 The same examination will be written by all students in the same grade level of a course. Exceptions will be approved by the Principal.
- 3.10 Students will not be required to write more than two examinations in one day. A third examination will be considered a conflict and alternative arrangements will be made if the student notifies the office prior to the examination period.
- 3.11 Special consideration will be given to students who miss examinations for serious personal reasons such as illness or bereavement. Students who fail to write examinations for other than extenuating circumstances will be assigned a mark of zero for the examination not written.
- 3.12 Students should not be allowed to have any electronic devices available during the writing of exams. Use of calculator, IEP requirements and teacher authorized devices are allowed.

4. MARK CALCULATIONS

- 4.1 "Determining a report card grade or percentage mark will involve teachers' professional judgment, interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence" (*Growing Success* p. 39).

5. REPORTING

Achievement Level Grade Percentage Mark Range

5.1 The following evaluation code shall be used:

95-100%	Level 4+
87-94%	Level 4
80 - 86%	Level 4-
77-79%	Level 3+
73-76%	Level 3
70 - 72%	Level 3-
67-69%	Level 2+
63-66%	Level 2
60 - 62%	Level 2-
57-59%	Level 1+
53-56%	Level 1
50 - 52%	Level 1-
Below 50%	Insufficient Achievement

5.2 Formal reports will be issued at regular intervals to reflect student achievement in each quadmester. Dates are to be determined.

5.3 Each semester report will include absences from class and school, and lateness to school.

5.4 If, in the opinion of the classroom teacher and the Principal, special circumstances exist for an individual student, the final marks may be calculated in a method different from those stated in section 4.

5.5 An opportunity for a parent/teacher interview will be provided in each of the first and second semesters. Staff members are encouraged to contact parents by phone or note to discuss student progress.

STUDENT ATHLETICS AND CO-CURRICULAR ACTIVITIES

***Note that SSSAA sporting events have been cancelled as of September, 2020**

ATHLETE COMMITMENT FORM

SPORT/ACTIVITY: _____ **COACH/ADVISOR:** _____

This code is intended to supplement Superior C.V.I. Code of Behaviour and the SSSAA Code of Ethics.

General Comments:

Students at Superior C.V.I. are expected to set a standard of academic excellence in the classroom and a high level of competence in the various co-curricular activities in which they participate. As a member of a Superior C.V.I. team, students are expected to demonstrate qualities of sportsmanship and ethics both on and off the playing field or court. Members of teams are role models for younger students and are the visible representatives of the school in the entire community. To uphold the Superior traditions, we expect you to abide by the following conditions:

1. I must be enrolled in at least three credit courses. *If not enrolled in three courses, I will be unable to participate in any SSSAA activity.*
2. I will work to my full potential in all my credit courses. *Failure to abide by this condition will result in referral to the school administration.*
3. I will be in regular attendance in all my credit courses and will not skip classes. *Failure to abide by this condition will result in referral to the school administration.*
4. I will abstain from illegally consuming alcohol (see SSSAA Code of Ethics). *If found consuming alcohol on school property or during a school event, I will be removed from that seasons activity and referred to the school administration for further action.*
5. I will not use illegal drugs (see SSSAA Code of Ethics). *If found illegally using drugs on school property or during a school event, I will be removed from that seasons activity and referred to the school administration for further action.*
6. I will show respect to sports officials, opposing players and coaches (see SSSAA Code of Ethics). *Failure to abide by these conditions will result in referral to the athletic director and school administration.*
7. As a spectator, I will show respect to officials, opposing players, coaches and other spectators (see SSSAA Code of Ethics). *Failure to abide by these conditions will result in referral to the athletic director and school administration.*
8. I will return my uniform to my coach/staff advisor as quickly as possible following the last game of the season. *If uniform is not returned, I will be withheld from participating in further activities until it has been returned or paid for.*

I have read these conditions and agree to abide by them.

Students not abiding by the above conditions will be referred to the Athletic Director or School Administration which can result in immediate removal from the activity with the potential to be excluded from athletics for the duration of the school year.

Student's signature: _____

Parent's signature: _____

Date: _____

SSSAA CODE OF ETHICS

The integrity of schools, coaches, representative teams and competitors shall be above reproach. It is imperative that schools endeavour to honour all commitments. Competition should be in the spirit of friendly rivalry rather than enmity. Emphasis should always be on the activity rather than on the result.

Adults who work with students in interscholastic activities should present a positive role model for them to emulate. Students who represent a school in interscholastic activities must be creditable school citizens. SSSAA recognizes that the school administration is responsible for all athletic programs and the conduct of all school representatives, whatever the level and location of the competition. In recognition of this authority and responsibility, the Association presents the following general guidelines.

Fair Play and Sportsmanship

All competitions must be conducted with a high standard of courtesy fair play and sportsmanship. All those involved share this responsibility.

Coaches - The coaches must demonstrate qualities of courtesy and good sportsmanship. These are evidenced by proper acceptance of officials' judgment, positive encouragement of player performance and bench behaviour.

Student Athletes -Athletes must demonstrate qualities of courtesy and good sportsmanship by proper acceptance of officials' judgment and by showing proper respect for opposing athletes as well as for team mates.

Spectators -Spectators, both student and adult, must demonstrate courtesy and good sportsmanship by positive cheers of encouragement for their team, not against the opposing team. This is evidenced by the absence of booing and vulgarities. Spectators must also show proper acceptance of officials' judgment. Artificial noisemakers are not permitted during SSSAA tournaments/events. These noisemakers may include but are not limited to: air horns, cow bells, plastic tube horns, garbage can lid, etc. The SSSAA championship host shall have the authority and the responsibility to eject from the competition facility individuals who, following a warning, refuse to comply with this requirement.

Administrators and Teachers - Administrators and teachers must demonstrate courtesy and good sportsmanship by their positive examples.

Drugs and Alcohol

SSSAA is opposed to athletes using any banned substance as identified by Sport Canada. It is equally opposed to the use of such substances by individuals in a position of leadership in school sport (i.e. coaches, trainers, managers, administrators, etc.). In addition, SSSAA is opposed to any illegal and/or unethical physiological manipulation (i.e., blood doping, hormones) employed for the purpose of performance enhancement.

SSSAA prohibits athletes consuming any alcoholic beverage while involved in SSSAA activities. It is opposed to the use of such substances by individuals in a position of leadership in school sport (i.e., coaches, trainers, managers, administrators, etc.) while involved in SSSAA activities.

SSSAA events are tobacco free events.

Discipline and Misconduct

General Statements on Discipline

The head coach, as a representative of the school is responsible for the conduct of all personnel comprising the school's team (players, assistant coaches and other bench personnel).

For a coach to address or permit anyone on his/her bench to address, uncomplimentary remarks to any official during the progress of a championship, or to indulge in conduct that might incite players or spectators against the officials, is a violation of the rules of the game and must likewise be considered conduct unworthy of a coach.

Behaviour by any member of a team, including all bench personnel, deemed objectionable conduct as defined in the rule book for a sport shall be immediately subject to the penalty prescribed in the rule book for such an offense. In this situation during a game, the head official for the game shall be empowered to see that the penalty is carried out (including ejection of team personnel from the game site) to allow the game to continue, or, if necessary, to halt further play and award the game to the non-offending team. If an ejection results in a coach/teacher-supervisor to no longer be present with the team, the game will be forfeited.

Fighting in any sport shall bring an automatic suspension for the remainder of that game plus suspension for the next scheduled game. Any player or coach ejected from a game will receive an automatic one game suspension. Appeals must be made in writing with 24 hours of the incident. Each suspension will be reviewed for possible sanction.

Any conduct including, but not limited to, ejections, fighting and drug and alcohol use, that results in dishonour to the athlete, the team, the school or SSSAA will not be tolerated. Team personnel guilty of misconduct during or immediately before or after a championship tournament game or activity shall be reported to the Activities Director in writing and by the game official or opposing coach with 24 hours after the misconduct occurs.

Upon receiving a discipline report the Activities Director may, in his/her absolute discretion, investigate the matters described in that discipline report. During any investigation that the Activities Director undertakes, he/she shall be authorized to interview and obtain written statements from parties affected by the matters described in the discipline report. Upon concluding that investigation, the Activities Director shall report his/her findings to the SSSAA Executive, who may, in its absolute discretion, schedule a hearing involving all affected parties to determine whether disciplinary action is required and, if so, that disciplinary action shall be taken. The decision of the SSSAA Executive shall be final and binding upon all affected parties. After the hearing, further action may or may not be taken by the Executive. A written decision on potential further action will be submitted the school principal and other relevant parties.

Good sportsmanship cannot be legislated; it must be a goal toward which the Association and its members strive.

Sportsmanship Rule: HIGH STANDARDS OF COURTESY FAIR PLAY, AND SPORTSMANSHIP MUST FEATURE ALL ASSOCIATION COMPETITIONS. (While this rule is a general statement and one which may be difficult to reduce to objective standards in terms of enforcement, it is the heart of the entire Association program. Good sportsmanship, respect for rules, respect for others, and fair play are basically the motives through which an interscholastic athletic program is justified and defended.)

SUPERIOR COLLEGIATE ATHLETIC AWARDS POLICY

Purposes of Athletic Awards

1. To recognize outstanding participation and achievement.
2. To encourage our athletes to strive for excellence.
3. To provide a focus for school spirit and pride.

Award Structure

1. Grade 9, Junior and Senior Varsity Athletes of the Year
 2. SPECTRA Award Nominees (not necessarily given out each year)
 3. Athletic Bar Awards
 4. Super Gryphon
 5. Team Awards (Gryphon All-Star, MVP, Special Awards)
 6. SC Athletic Letters
- * (1+2+3+4) are awards that are determined by the Selection and Review Committee
* (5) are awards that are given by the team coach(s)
* (6) are awards that are given based on an accumulated points system

Selection and Review Committees

This committee will consist of the following persons:

- A. the AD
- B. 2 members of the Physical Education Department
- C. 1 female staff member who is a coach
- D. 1 male staff member who is a coach

Coaches for nominees will be asked to provide the Selection and Review Committee with written or verbal input about their athlete to aid in the decision-making process.

Criteria for Athlete of the Year Award

Grade 9 (an athlete in Grade 9 only)

Junior Varsity (an athlete in Grade 9 or 10)

Varsity (an athlete in Grade 9, 10, 11 or 12)

The student must exhibit the following personal qualities:

- A. demonstrates leadership
- B. is "coachable"
- C. has proven to be dependable and reliable
- D. demonstrates exemplary behavior towards teammates, opponents, officials and coaches
- E. the student may not have quit any SCVI team at any time in their High School career, or if they have, the circumstances must have been considered and waived by the Review Committee
- F. Gryphon All-Star, MVP, or Special Awards won by the athlete

Criteria for SPECTRA Award

The following items are taken into consideration in selecting the nominees for the SPECTRA award:

- A. Total of athletic points.
- B. Variety of sports played.
- C. Has received, or is eligible to receive their Senior Varsity Athletic Letter.
- D. Gryphon All-Star, MVP, or Special Awards won by the athlete.
- E. Captaincies or leadership roles on athletic teams.
- F. Involvement in Student Council.
- G. Leadership roles within the school.
- H. Overall academic average.
- I. Community involvement and volunteerism.
- J. Sportsmanship and coachability.
- K. Commitment to athletics, community and school.

Criteria for Athletic Bar Award – awarded to both male and female in each grade

The following items are taken into consideration in selecting the nominees for the Athletic Bar Awards:

- A. Overall academic average.
- B. Total athletic points in the Grade level for that year.
- C. Variety and number of major sports played.
- D. Coachability.
- E. Gryphon All-Star, MVP, or Special Awards won by the athlete.

Criteria for Team Awards – Gryphon All-Star, MVP, or Special Awards

Gryphon All-Star

Exhibits the following qualities:

- A. good sportsmanship
- B. dedication
- C. hard worker
- D. great team spirit
- E. good attendance for practices and games

Most Valuable Player

Exhibits the following qualities:

- A. demonstrates athletic leadership
- B. demonstrates a high level of athletic performance and skill
- C. is an integral part of the team’s performance

Special Awards

To be determined by individual coaches

Criteria for Super Gryphon

Grade 9 - Bronze Medal given to any grade 9 athletes who participate in and complete the season in each of the three sports seasons of the year.

Grade 10 - Silver Medal given to any grade 10 athletes who participate in and complete the season in each of the three sports seasons of the year.

Grade 11 - Gold Medal given to any grade 11 athletes who participate in and complete the season in each of the three sports seasons of the year.

Grade 12 - Super Gold Medal given to any grade 12 athletes who participate in and complete the season in each of the three sports seasons of the year.

FALL SEASON	WINTER SEASON	SPRING SEASON
--------------------	----------------------	----------------------

Girls Basketball Boys Volleyball Football X-Country Running Golf	Girls Volleyball Boys Basketball Wrestling Competitive Cheerleading X-Country Skiing Curling	Badminton Outdoor Soccer Cycling Track and Field Tennis
--	---	---

Superior Collegiate Discipline Referral Form

To be filled out by the teacher/student in office:

Student's Name _____ Date _____
Time _____ Teacher _____ Grade _____

Teacher – What happened?

Student – What happened/What do you think needs to happen to make things right?

To be filled out by student in detention room (if assigned):

What were you thinking at the time?

Who has been affected by what you have done? Describe in what way.

Action taken by Administration:

- _____ conference with student other _____
- _____ student detained in office
- _____ meeting with student/teacher/administrator
- _____ meeting with parent
- _____ telephoned parent
- _____ detention
- _____ suspension

Administrator _____ Date _____

REQUEST FOR EXTENDED ABSENCE FROM CLASSES

NAME: _____ FORM: _____

DATES OF ABSENCE: _____

NUMBER OF SCHOOL DAYS INVOLVED: _____

REASON FOR ABSENCE: _____

I realize that I am responsible for all work covered during my absence.

Student's Signature

Parent's Signature

SUBJECT TEACHERS are asked to sign below to indicate that they are aware of the absence. If they wish to comment on the anticipated consequences of the days missed, they may do so.

SUBJECT	TEACHER	TEACHER'S COMMENTS	TEACHER'S SIGNATURE

Vice-Principal Signature

Secretary Signature

Student Concussion Policy and Procedures

***Concussion policy (8074) and procedures revised February 25, 2020**

***Full policy and procedures available at:**

<https://www.lakeheadschoools.ca/docs/Board/Policies%20And%20Procedures/8000%20School-Community%20Relations/8074%20-%20Student%20Concussion%20Management%20-%20Policy.pdf>

Policy

It is the policy of the Lakehead District School Board to ensure the provision of minimized risk in elementary and secondary schools and to provide a safe environment that takes steps to reduce the risk of injury and promotes the overall well-being of students.

Guiding Principles

3.1 Children and adolescents are among those at greater risk for concussions due to body trauma at any time. Although falls and motor vehicle accidents are the leading causes of concussion, there is a heightened risk due to concussion during physical activity which includes physical education classes, playground time, or sports activities.

3.2 To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, the Board is committed to increasing awareness for all students, staff, parents, volunteers, and health care practitioners to support the proper prevention and management of concussions.

3.3 It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

3.4 In accordance with Policy Program Memorandum (PPM) 158 (School Board Policies on Concussion), Lakehead District School Board will develop and implement concussion management strategies. These strategies must include development of awareness, prevention, identification, training and management procedures for a diagnosed concussion.

Requirements

The Lakehead District School Board requires:

4.1 Receipt of confirmation of annual review of approved Concussion Awareness

Resources by individuals participating in Board-sponsored interschool sports.

4.2 The establishment of Concussion Codes of Conduct for individuals participating in Board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant code of conduct by those individuals.

4.3 Annual concussion training for relevant school staff.

4.4 The establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity.

4.5 The establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.

Definition

Concussion - A brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep). It should also be noted that injuries that result from a concussion may lead to "second impact syndrome", which is a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion.

- A concussion may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull. A

concussion can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness).

- A concussion cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Concussion Awareness Training

6.1 Annual concussion training for relevant school staff about the policy itself and the content of the approved Concussion Awareness Resources will occur. The training will occur by the last Wednesday in September, Rowan's Law Day, every school year.