



Student Handbook

2026-2027

Contents

Administration's Message	5
Our Vision	5
Our Mission	5
Superior C.V.I. Bell Schedule	5
Superior C.V.I. Code of Conduct.....	6
PURPOSE OF THE CODE OF CONDUCT	6
STANDARDS OF BEHAVIOUR (RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP)	6
STANDARDS OF BEHAVIOUR (SAFETY)	7
CHEATING AND PLAGIARISM	7
RANGE OF CONSEQUENCES	8
Appeals	9
Detentions	9
Students Who Are Sent Out of Classes	9
SUPERIOR C.V.I. DRESS CODE	9
SUPERIOR C.V.I. HARASSMENT POLICY.....	10
Bullying Prevention and Intervention Policy (8071)	13
Rationale	13
Definitions and Clarifications of Bullying	13
Types of Bullying Behaviours (may include, but are not limited to the following):	14
Student Suspension	16
Activities leading to suspension, investigation and possible expulsion	17
Student Services	19
The Requirements for the Ontario Secondary School Diploma (OSSD)	20
Full Disclosure for Grade 11 & 12.....	21
Community Involvement	21
Personal Electronic Device Policy PPM 128	24
Computer Use Policy.....	26
Technology Use Standards for Students	26
Responsibilities of Students.....	26

Code of Conduct for Users of Information and Communication Technology	26
BRING YOUR OWN DEVICE (BYOD).....	29
Student Responsibilities	31
General Principles	31
Attendance and Lates	31
Lates	31
Reporting Absences.....	31
Unexplained absences from class will be dealt with as follows:	32
Extended Absences.....	33
Announcements/Opening Exercises	33
Assembly Procedures.....	33
Cafetorium	33
School Activities (on or off school property)	33
Lock Down Drills.....	34
Fire Drill.....	34
Hall Passes	34
Identification	34
Hazing	34
Leaving School During the Day.....	35
Lockers.....	35
Lost and Found.....	35
Parking.....	35
Photographs	35
Smoking/Vaping.....	35
Student Fees and Yearbook	35
Textbooks	36
Surveillance Cameras.....	36
Visitors	36
FEES FOR LEARNING MATERIALS AND ACTIVITIES	36
STUDENT EVALUATION POLICY 2026-2027.....	39
STUDENT ATHLETICS AND CO-CURRICULAR ACTIVITIES	44

SSSAA CODE OF ETHICS.....	46
Fair Play and Sportsmanship	46
Drugs and Alcohol	47
Discipline and Misconduct	47
SUPERIOR COLLEGIATE ATHLETIC AWARDS POLICY	48
Purposes of Athletic Awards	48
Award Structure	48
Selection and Review Committees	49
Criteria for Athlete of the Year Award	49
Criteria for SPECTRA Award	49
Criteria for Athletic Bar Award – awarded to both male and female in each grade	50
Criteria for Team Awards – Gryphon All-Star, MVP, or Special Awards	50
Gryphon All-Star	50
Most Valuable Player	51
Special Awards	51
Criteria for Super Gryphon	51
Superior Collegiate Discipline Referral Form	52
SUPERIOR CVI REQUEST FOR EXTENDED ABSENCE FROM CLASSES	54
Student Concussion Policy and Procedures.....	55
Secondary School Calendar 2026-2027.....	56

Administration's Message

We're excited to welcome everyone to a new school year at S.C.V.I.! Whether you're returning to our halls or joining the Gryphon community for the first time, we're glad you're here. This is a place where everyone belongs, and we hope you'll make the most of the many opportunities available to you.

Get involved, try something new, and find ways to connect with others. Join a club, become part of a team, or share your ideas and perspectives through groups such as our Student Activity Council. These experiences are an important part of school life and can help make your time at S.C.V.I. meaningful and memorable. Most importantly, know that your success, well-being, and sense of belonging are important to us. We're here to support you, encourage you, and help you reach your goals. If you need anything or simply want to say hello, stop by the office or introduce yourself when you see us in the halls. We're always happy to connect. Let's make the 2026-27 school year a great one for the entire Gryphon community. We're looking forward to all that we'll accomplish together!

Mr. Workman (Principal) Mrs. Campbell (Vice-Principal)

Our Vision

World-class learning. Belong here. Go anywhere.

Our Mission

Superior CVI is a caring and innovative community committed to the development of informed, engaged, responsible and respectful citizens of local, national and global communities. These aspects of citizenship are achieved through academic rigor, environmental stewardship, intercultural understanding and the pursuit of positive relationships, health and well-being. Our community of learners strives to embody the values of integrity, inclusion, responsibility, empathy and respect.

Gryphon Values

Respect, Compassion and Integrity

Superior C.V.I. Bell Schedule

9:25AM	Warning Bell/Music
9:30AM	Opening Exercises
9:35AM - 10:50AM	Period 1
10:55AM - 12:10PM	Period 2
12:10PM - 12:50PM	Lunch
12:55PM - 2:10PM	Period 4
2:15PM - 3:30PM	Period 5
3:30PM	Dismissal

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 restorative practices in conflict resolution;
- 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, 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. accept responsibility for one's own actions; and
13. 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; (this includes electronic communication)
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 swear at a teacher or at another person in a position of authority;
9. not be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
10. not inflict or encourage others to inflict bodily harm on another person;
11. not engage in hate propaganda and other forms of behaviour motivated by hate or bias;
12. not commit an act of vandalism that causes damage to school property or to property located on the premises of the school; and
13. not utter threats
14. not congregate or loiter in bathrooms

CHEATING AND PLAGIARISM

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, forgery, facilitating or aiding

academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Students are also expected to use artificial intelligence (AI) tools responsibly and ethically, in accordance with their teacher's directions, and must not use AI to misrepresent another person's work or submit AI-generated work as their own when it has not been authorized.

Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents;
- the individual circumstances of the student.

Parents and students are encouraged to consult the Lakehead District Board of Education procedures 4021 Appendix A for a complete description of expectations regarding cheating and plagiarism.

RANGE OF CONSEQUENCES

Unacceptable behaviour will be dealt with by considering factors such as the maturity of the student involved, the nature of unacceptable behaviour, previous violations and the required consequences 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 or interview)
- Payment for damage in the form of money or work may be required
- Suspension (Safe Schools Suspension of Students – Board Policy 8070)
- Referral to Police Authorities, Medical or Social Agencies
- Removal of Student from a subject
- Expulsion (Safe Schools Expulsion of Pupils – Board Policy 8070)

Appeals

Students, parents or guardians who wish to appeal the application of this code should contact the appropriate Superintendent of Education.

Detentions

Students who do not abide by school rules may be assigned detentions. Detentions may be scheduled by administration or teachers. 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 must complete an office referral form and speak to a Vice-Principal. The teacher is to phone the office and inform the staff to expect the students' arrival.

SUPERIOR C.V.I. DRESS CODE

Lakehead District School Board (LDSB) is committed to the success of every student. Policy 8073 has been created to promote safe, nurturing, equitable and inclusive learning environments that benefit diverse students.

- 4.1 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.
- 4.2 Student dress must meet the following standards:
 - Clothes are worn in such a way as to cover genital areas, breasts and buttocks with opaque fabric:
 - tops may expose shoulders, abdomen, midriff, neck lines and cleavage;
 - 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 discriminatory (e.g., racist, anti-Indigenous, anti-Black, anti-Semitic, Islamophobic, sexist, transphobic, homophobic,

classist, ableist, sizeist, etc.), defamatory, threatening, lewd, vulgar, obscene, promoting hate, 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.
- Does not interfere with the safe operation of the school.
- Conform with any established standard school uniform.

Consequences may include but are not limited to:

- Change of clothing or Removal of inappropriate item(s)
- Turning offensive clothing inside out
- 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:

- leering, 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 their will

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

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

1. Say Stop: If possible, tell the person clearly and firmly that you find the behaviour offensive and you want it to stop immediately.
2. Tell Someone: Talk to a teacher, counsellor, coach, social worker, principal/vice-principal, peer helper. What you talk about will be kept confidential.
3. 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.
4. Take Action: Report harassment to the Principal, Vice-Principal, teacher, counsellor, coach, or social worker.

Steps taken by Superior C.V.I.

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

Bullying Prevention and Intervention Policy (8071)

Rationale

It is the policy of Lakehead District School Board (LDSB) that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on LDSB 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 LDSB, we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

Definitions and Clarifications of Bullying

Ministry Definitions: Subsection 1 (1) of Education Act "Bullying" means aggressive and typically repeated behaviour by a pupil where:

- (a) 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;
 - (i) causing harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation or harm to the individual's property, or;
 - (ii) creating a negative environment at a school for another individual; and
- (b) 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.
- Bullying For the purposes of the definition of "bullying" as above, behaviour includes the use of any physical, verbal, electronic, written, or other means.
- Cyber-Bullying
 - (a) For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including:
 - (i) creating a web page or a blog in which the creator assumes the identity of another person;
 - (ii) impersonating another person as the author of content or messages posted on the internet; and

- (iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

The definition of bullying includes cyber-bullying and all requirements identified under the Education Act and under this procedure related to bullying also apply to cyber-bullying.

Types of Bullying Behaviours (may include, but are not limited to the following):

- **Physical:** repeated hitting, kicking, shoving, or beating up another person;
- **Property:** repeated stealing or damaging another person's property;
- **Verbal:** repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, and sexual harassment;
- **Social:** inappropriate facial expressions, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships;
- **Racial:** repeated aggression directed to a person or persons because of their religious beliefs or racial group; repeatedly saying negative things about a religious background or belief; repeatedly calling a person name or making fun of his/her religious beliefs or racial group;
- **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, groping, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons inappropriate names because of their sex, sexual orientation, gender identity or gender expression;
- **Ability:** repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability;
- **Homophobic and Gender Identity:** the repeated ill treatment of another individual based on their sexual orientation, gender identity or perceived sexual orientation or gender identity, including disclosure of someone else's sexual orientation. Ill-treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment;
- **Electronic/Cyber:** the repeated use of email, cell phones, text, internet, web sites, social media, and digital gaming platforms to threaten, harass, embarrass, exclude by damaging means, or damage reputations or friendships;
- Examples of cyber-bullying may also include:

- sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
- revealing information considered to be personal, private, and sensitive without consent; and
- making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others.

Aggressive behavior

- May be intentional or unintentional, direct, or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name-calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social or relational aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur using technology (e.g., spreading rumours, images, or hurtful comments using e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

Harm

- Means harm that can be experienced in several ways, including physical, mental, emotional, and psychological.

Student Responsibilities

All students within LDSB are expected to:

- 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 to students who have difficulty finding a peer group;
- endeavour to disengage from being a bystander to bullying behaviours;
- actively support their school's bullying prevention and intervention programs;
- support a climate of understanding and mutual respect; and
- follow Board and school Codes of Conduct.

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.

The Education Act, R.S.O. 1990, c.E.2, as amended by Bill 212 (Progressive Discipline and School Safety), 2007

306 (1) Subject to a regulation made under clause 316 (1.1) (a), 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:

- I. Uttering a threat to inflict serious bodily harm on another person;
- II. Persistent opposition to authority;
- III. Habitual neglect of duty;
- IV. The wilful destruction of school property;
- V. Incidents off school property which impact on the school;
- VI. 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;
- VII. Swearing at a teacher or at another person in a position of authority;
- VIII. Conduct inconsistent with the Code of Conduct of the school;
- IX. Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;
- X. Conduct affecting the safe learning environment for the students or working environment of staff of the school;
- XI. Possessing alcohol, illegal drugs or, unless the person is a medical cannabis user, cannabis.
- XII. Being under the influence of alcohol or unless the pupil is a medical cannabis user, cannabis
- XIII. 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.

2. In considering whether to suspend a pupil for engaging in an activity described in subsection (1), a principal shall take into account any mitigating or other factors prescribed by the regulations. 2007, c. 14, s. 4.

3. If a principal decides to suspend a pupil for engaging in an activity described in subsection (1), the principal shall suspend the pupil from his or her school and from engaging in all school-related activities. 2007, c. 14, s. 4.

4. A suspension under this section shall be for no less than one school day and no more than 20 school days and, in considering how long the suspension should be, a principal shall take into account any mitigating or other factors prescribed by the regulations. 2007, c. 14, s. 4.

Activities leading to suspension, investigation and possible expulsion

The Education Act, R.S.O. 1990, c.E.2, as amended by Bill 212 (Progressive Discipline and School Safety), 2007

310 (1) Subject to a regulation made under clause 316 (1.1) (a), 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 circumstances where engaging in the activity will have an impact on the school climate:

- i. Possessing a weapon, including possessing a firearm.
- ii. Using a weapon to cause or to threaten bodily harms to another person.
- iii. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- iv. Committing sexual assault.
- v. Trafficking in weapons or in illegal drugs.
- vi. Committing robbery.
- vii. Giving alcohol or cannabis to a minor.
- viii. Bullying, if,
- ix. the pupil has previously been suspended for engaging in bullying, and
- x. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- xi. a bomb threat or causing a bomb threat to be issued.

- xii. An act considered by the principal to be significantly injurious to the moral tone of the school ad/or to the physical or mental well-being of others.
- xiii. A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others.
- xiv. 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.
- xv. 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.
- xvi. Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.
- xvii. activity listed in subsection 306 (1) 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 other similar factor.
- xviii. other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled. 2007, c. 14, s. 4; 2012, c. 5, s. 14; 2017, c. 26, Sched. 1, s. 30 (5); 2020, c. 18, Sched. 5, s. 9.

Appendix A to 8070 Safe Schools - System Expectations Procedures Violent Incident – is an occurrence of any one of the following or the occurrence of a combination of any of the following: • possessing a weapon, including possessing a firearm; • physical assault causing bodily harm requiring medical attention; • sexual assault; • robbery; • using a weapon to cause or to threaten bodily harm to another person; • extortion; and • hate and/or bias-motivated occurrences. Weapon – is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

The principal will also contact the police as per the Police and School Response Protocol if the infraction the student suspected of committing requires such contact.

- (2) A pupil who is suspended under this section is suspended from his or her school and from engaging in all school-related activities. 2007, c. 14, s. 4.
- (3) A principal may suspend a pupil under this section for up to 20 school days and, in considering how long the suspension should be, the principal shall take into account any mitigating or other factors prescribed by the regulations. 2007, c. 14, s. 4.

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. 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
- Xello – IPP (Individual Pathway Planning)
- Career Information
- Job and Volunteer Opportunities
- Apprenticeship Programs
- Cooperative Education

Personal Counselling

- Personal issues (What is shared remains confidentiality, however if there's a legal reason – including but not limited to safety concerns – counsellors may need to share certain information)
- Counsellors will make appointments to see students, but most sessions occur as requested by students. Simply connect with the Student Services Secretary or use the QR Codes posted around the school to make an appointment, and you will see your counsellor in a timely manner.
- Social Work access is also available, and appointments can be made in a similar manner, connecting with the Student Services Secretary or use the QR Codes posted around the school.

The Requirements for the Ontario Secondary School Diploma (OSSD)

Ontario Secondary School Diploma (OSSD) Requirements

STARTED GR. 9 IN 2023 OR EARLIER

18 compulsory credits

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from Group 1:
 - English (including the Ontario Secondary School Literacy Course) or French as a second language
 - Native languages
 - First Nations, Métis, and Inuit studies
 - classical studies and international languages
 - social sciences and the humanities
 - Canadian and world studies
 - guidance and career education
 - cooperative education
 - American Sign Language as a second language
- 1 credit from Group 2:
 - health and physical education
 - the arts
 - business studies
 - French as a second language
 - cooperative education
 - American Sign Language as a second language
- 1 credit from Group 3:
 - science (Grade 11 or 12)
 - technological education
 - French as a second language
 - computer studies
 - cooperative education
 - American Sign Language as a second language

Conditions for groups:

*In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.

*If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.

*You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

12 optional credits (may include up to 4 credits through dual credit programs)

Literacy requirement (OSSLT or OSSLC)

Online learning requirement (2 courses or opt-out)

40 volunteer hours

STARTED GR. 9 SEPT. 2024 OR AFTER

17 compulsory credits

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group
 - business studies
 - computer studies
 - cooperative education
 - mathematics (in addition to the 3 compulsory credits currently required)
 - science (in addition to the 2 compulsory credits currently required)
 - technological education (in addition to the 1 compulsory credit required)

13 optional credits (may include up to 4 credits through dual credit programs)

Literacy requirement (gr. 10 OSSLT or gr. 12 OSSLC)

Online learning requirement (2 courses or opt-out)

40 volunteer hours

Financial literacy requirement (gr. 10 math; need a mark of 70% or higher) (starting in Fall 2026)

Full Disclosure for Grade 11 & 12:

The Ministry of Education has a policy of full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full Disclosure does not apply to courses in grade 9 or 10. Any grade 11 or 12 course completed, dropped, or failed will appear on a student's transcript along with the marks earned in the program. Full disclosure will take effect on the 5th instructional day following the issue of the first formal Provincial report card, for single or multiple credit courses.

Community Involvement:

Every secondary school student is required to complete Community Involvement (40 hours over 4 years) as a requirement for completion of their high school diploma. This is a provincial requirement to encourage students to develop awareness and understanding of civic responsibility, to increase awareness of the role they play and the contribution they can make in supporting and strengthening their communities, and to develop a positive image and a greater sense of identity within their community.

The 40-hour requirement is to be completed outside students' normal instructional hours. Community involvement activities are to take place during lunch hours, after school, on weekends or during school holidays.

Grade 9 - 12 students **MUST** fill out their community hours using an online tool, "**Hour Republic**". Use the link provided for more information about how to access Hour Republic.

<https://hourrepublic.com/auth/login>

Eligible Community Involvement Activities

These activities are non-paid and out of class-time, and not part of a course (and must not be court-ordered). This list contains examples of acceptable activities that are eligible for Community Involvement. Other activities not on this list may be eligible.

In the community...

- Fundraising
 - canvassing, walk-a-thons, special events and sales
 - Sports/Recreation
 - coaching, Special Olympics, pool assistant
- Community Events & Projects
 - helping to organize the winter carnival, summer fairs
 - Food Bank, Meals on Wheels, 4H Activities, seasonal events

- Environmental Projects
 - recycling program, community clean-up, planting
- Seniors' Residence Assistance
 - serving snacks, helping with crafts, visiting, reading
- Committees
 - advisory board, neighbourhood associations, regional associations, School committees
- Cultural & Religious Activities
 - art gallery, playing music, library, museums, and heritage site volunteer activities, babysitting, youth activities, children's programs, special events, clerical tasks
- Children & Youth Programs
 - drop-in centres, breakfast programs, after school programs, Winter Break programs, summer playgrounds and camps, childcare centres
- School – Non-Credit Extracurricular
 - Organizing and assisting with school activities
 - Grade 9 welcome, Students' Council, school art shows, sports events, drama festival, fundraisers, food drive, science fair, guide for Parents' Night
 - Special Events authorized by Student Services/Principal

Activities to Assist Individuals

- helping seniors' shop
- shoveling snow
- reading buddies
- tutoring
- chronic care visits
- preparing web pages

Activities that are NOT Eligible

- cooperative education requirements, any portion of a course, job shadowing, or work experience.

- activities that take place during the time allotted for instructional program during the school day.
- activities in a mining or logging environment when students are under 16 years of age.
- activities that take place in a mill or factory if the student is under 15 years of age.
- activities that involve the operation of a vehicle.
- activities that involve the administration of medication or medical procedures to other persons.
- activities that include the handling of hazardous materials or substances.
- activities your parents would normally require you to do at home.
- court ordered activities.
- activities requiring the knowledge of a tradesperson whose trade is regulated by the provincial government.
- activities that involve banking or handling of securities, jewelry, works of art, antiques, or other valuables.
- personal recreational activities
- activities that involve the operation of a vehicle, power tools, or scaffolding

The community hour info is directly from the LPS website.

Personal Electronic Device Policy PPM 128

Ministry of Education PPM 128

A personal mobile device refers to any personal electronic device that can be used to communicate or to access the Internet, 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. All members of the school community must ensure their personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined below:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

If an educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the remainder of the period and the device must be placed, by the student, in a storage area in a location designated by the educator.

In all cases, the student is responsible for their personal mobile device, how they use it, and the consequences of not following this practice on personal mobile device use. The Board, schools, and staff are not responsible nor liable for any damage or loss that may occur to devices that are placed in storage because of a student infraction.

If the student does not hand in their personal mobile device when required, they must be sent to the Principal's office. Principals have discretion under PPM No. 145, *Progressive Discipline and Promoting Positive Student Behaviour*, to consider a range of responses to address this behaviour including suspension.

Students:

- Students are responsible for their personal mobile device(s) at all times
- Students are required to follow the direction set out in this practice and to follow instructions and directions from educators regarding the use of devices
- Students have access to the use their phones for personal use before and after school, lunch and between classes in the hallway

If the student does not comply with the requirement to have their cell phone away and powered down (or on silent mode) during instructional time, the following steps will take place.

Step 1: Warning: Student is directed by teacher to put cell phone in backpack or locker and teacher will notify home.

Step 2: If student refuses to put cell phone away after teacher direction, they will be sent to the office to meet with an administrator to start progressive discipline as per PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour

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 completed the 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 includes the use of appropriate language and polite responses;
 - I will not use Internet access to send threatening, obscene, or harassing materials; and
 - I will not participate in cyber-bullying which includes the repeated use of email, cell phones, social media, text, Internet, and websites to threaten, harass, embarrass, socially exclude, or damage reputations or friendships.

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; and
 - I will not engage in email 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; and
 - 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; and
 - 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; and
 - I will not use computer systems to disturb or harass other computer users by any means, including sending unwanted email.

6. The computer and Internet services provided by the Board are designed for the use of all students and employees; therefore:
 - I will not interfere with or disrupt Internet users, services, traffic, or equipment; and
 - 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 (LDSB) supports the use of personal mobile devices (PMDs) at school under the direction of teachers to engage students and enhance learning experiences.

2. Definitions

Personal mobile devices 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 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. Lakehead District School 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 PMDs 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 Individual Education Plan (IEP).

1.1. Learning and Teaching Environments in Schools

The use of some technology has also brought challenges related to safety, privacy, and disruption in schools. The Lakehead District School Board supports the use of PMDs at school to engage students and enhance learning experiences, to ensure the health and safety of students or to support special education needs. Lakehead District School Board will allow students to bring their own PMDs to school, provided they adhere to the following expectations:

3.2.1. students are not required to provide personal communication and/or computing devices for educational purposes;

1.1.3. Lakehead District School Board will ensure that all students have equitable access to all required technologies;

1.1.4. personal mobile devices must be off/in silent mode in instructional areas unless otherwise directed by the teacher/supervisor;

1.1.5. unless approved by department chairs, PMDs are not allowed in examination rooms or areas;

1.1.6. the use of personal mobile devices is subject to the expectations in LDSB policies and procedures such as: 8070 Safe Schools - System Expectations, 3096 Information/Communication Technology Use, and 8071 Bullying Prevention and Intervention; and

1.1.7. principals have the authority to restrict the use of PMDs in schools. Inappropriate use of PMD's will be governed by the school Code of Conduct.

2.

3.3. Responsibility for Personal Mobile Devices

3.3.1. students carrying a PMD on Board premises, including school buses or at LDSB sponsored events, will comply with all of 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. Lakehead District School Board does not accept responsibility for lost or stolen PMDs 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 PMDs.

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. 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 equitable 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

New for 2026/27 – Attendance and Participation are part of your grade. See your course outlines for more details.

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

It is the expectation that students will be punctual to all classes. A progressive discipline approach will be followed by teachers and administrators for students as required.

Reporting Absences

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 (807-768-7284), a phone call to the student absence line or report to the attendance website. 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 (1-844-288-7624) 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 two absences - will be dealt with by the teacher.

STEP 2

After four unexcused absences - teachers will work with the student success team through counselling, phone calls and/or classroom detention.

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 9:25 a.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, land acknowledgement, 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 the moment of silence and then proceed quickly and quietly to your period 1.

Assembly Procedures

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

Cafetorium

Students are expected to behave appropriately and clean up after themselves.

School Activities (on or off school property)

Students must adhere to Superior CVI's code of conduct. Students may be asked to demonstrate they are not in possession of anything illegal, including but not limited to weapons, drugs and/or alcohol, at any school activity.

School activities include but are not limited to:

- Dances
- Sports Events
- Semi-formals
- Graduations

- Field Trips
- Travel Clubs
- Etc.

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 instructional time. Students are to have the hall pass with them until they return to class. Students are not permitted to leave the building with a hall pass. Permission to use the hall pass is not permitted during the first and last 10 minutes of class unless there are extenuating circumstances in order to maximize instructional time. Students are expected to minimize movement around the school when using a hall pass (i.e. using the closest bathroom). Use of a hall pass is at the discretion of the teacher and the school administration.

Identification

Students must identify themselves to any staff member if asked to do so. Refusal to do so will result in a referral to the office.

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 including but not limited to 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 have a lock. Let the office know if you are unable to supply your own lock. All lockers and combinations must be submitted on the locker form 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. A locker is not considered private property and may be subject to searches if deemed necessary.

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 or in the Visitor spaces directly across from the main entrance to the school. Proper and safe use of the parking lot is expected. Parking privileges for students may be suspended should these expectations not be upheld. Students must be aware that the school is not responsible or liable for stolen or damaged vehicles.

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/Vaping

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

Student Fees and Yearbook

Student fees are set at \$20.00 per student. These funds contribute to Student Council Activities, Intramural Programs and Athletic Associations. You must pay your fee to obtain a student card. All fees will be paid using School Cash Online. Please contact the main office for assistance or if alternate payment arrangements are necessary.

Yearbooks are available for advance purchase in the fall for a cost of \$45.00 and can be ordered through School Cash Online. Purchase of a yearbook is optional but makes for a great memory of the school year. Yearbooks arrive at the school for distribution in June.

Grad fees are \$50 for any potential graduating students. This covers the cost of the cap and gown.

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.

FEES FOR LEARNING MATERIALS AND ACTIVITIES

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 ApplicationsFinancial 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 2026-2027

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 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. Safety - Students will be assessed for safety in Technical and Science subjects.
- g. Culminating Activity - Students will prepare and present a project which demonstrates their learning in a course.
- h. Observations and Conversations - triangulating your data with conversations and observations with products provides for validity and reliability in the data you collect

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 No more than 10 school days shall be scheduled for examinations over the total 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

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 four times a year, please see school calendar and memos.

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 January and June mark may be calculated in a method different from those stated in section 3.

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.

5.6 Parents and guardians are encouraged to sign up for an Edsby account in order to stay informed on their student's progress, important deadlines, and to access relevant course materials and instructions.

Attendance and Participation

In June 2026, The Ontario MOE updated Growing Success to introduce mandatory⁷ assessment and evaluation requirements for attendance and participation for students in Grades 9 to 12. Beginning in September 2026, student attendance and participation will be a separately weighted component of a student's final mark in a secondary course.

In Grades 9/10, a student's final mark will be based on:

- 65% classroom work
- 20% final evaluation
- 15% attendance and participation

In Grades 11/12, a student's final mark will be based on:

- 65% classroom work
- 25% final evaluation
- 10% attendance and participation

STUDENT ATHLETICS AND CO-CURRICULAR ACTIVITIES

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.

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:

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.*

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.*

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.*

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 season's activity and referred to the school administration for further action.*

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 season's activity and referred to the school administration for further action.*

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.*

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.*

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 teammates.

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

1. 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).
2. 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.
3. 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.
4. Fighting in any sport shall bring an automatic suspension for the remainder of that game plus suspension for the next scheduled game.
5. 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 dishonor 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 (AD) in writing and by the game official or opposing coach with 24 hours after the misconduct occurs.

Upon receiving a discipline report the AD may, in his/her absolute discretion, investigate the matters described in that discipline report. During any investigation that the AD 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 AD 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 Athletic Director
- 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.

<u>FALL SEASON</u>	<u>WINTER SEASON</u>	<u>SPRING SEASON</u>
Girls Basketball	Girls Volleyball	Badminton
Boys Volleyball	Boys Basketball	Outdoor Soccer
Football	Wrestling	Cycling
X-Country Running	Competitive	Track and Field
Golf	Cheerleading	Tennis
	X-Country Skiing	
	Curling	

Superior Collegiate Discipline Referral Form

Superior CVI Office Referral Form – to be completed by the student

Student Information:

Student Name (First and last):		Date:
Time:	Teacher:	Grade:

Please check any boxes that apply to the situation

☐ Cell phone use ☐ Extended washroom break ☐ Disrespectful behaviour ☐ Disruptive behaviour ☐ Inappropriate language	☐ Frequent lateness ☐ other
--	---

Referral Information:

What happened? Why did you get referred to the office?
Who was involved? Were there witnesses?
What were you thinking at the time?
What do you think needs to happen to make things right?
What could you have done differently to avoid being referred to the office?

Teacher: Why was the student referred to the office – include steps or interventions prior to referral.

Name: _____ Signature: _____

Administration:

Actions taken:

Name: _____ Signature: _____

Date: _____



SUPERIOR CVI REQUEST FOR EXTENDED ABSENCE FROM CLASSES

Name: _____ Date Submitted: _____

Dates of Absence: _____

Number of School Days Involved: _____

Reason for Absence: _____

I realize that I am responsible for all work covered during my absence and that I must submit this request in a timely manner (minimum 3 days prior to absence).

Student's Signature

Parent's Signature

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 June 5, 2023**

***Full policy and procedures available at file: <https://www.lakeheadschoools.ca/directory/8000-school-community-relations-policies-and-procedures-board/>**

Appendix A to 8074 Student Concussion Management Procedures: Concussion Prevention Strategies

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-A.pdf>

Appendix B to 8074 Student Concussion Management Procedures: Concussion Codes of Conduct

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-B.pdf>

Appendix C to 8074 Student Concussion Management Procedures: Identifying a Suspected Concussion

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-C.pdf>

Appendix D to 8074 Student Concussion Management Procedures: Tool to Identify a Suspected Concussion

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-D.pdf>

Appendix E to 8074 Student Concussion Management Procedures: Return to School Plan – Home Concussion Management

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-E.pdf>

Appendix F to 8074 Student Concussion Management Procedures: Return to School Plan

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-F.pdf>

Appendix G to 8074 Student Concussion Management Procedures: References

<https://www.lakeheadschoools.ca/wp-content/uploads/2023/06/8074-Student-Concussion-Management-Procedures-Appendix-G.pdf>

Secondary School Calendar 2026-2027



2026-2027 SECONDARY

SEPTEMBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

JUNE 2027

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

First Day of School for Students
September 3, 2026

First Day of Semester 2
February 2, 2027

Holidays & Breaks (School Closed)

Labour Day September 7, 2026
Thanksgiving Day October 12, 2026
Family Day February 15, 2027
Good Friday March 26, 2027
Easter Monday March 29, 2027
Victoria Day May 24, 2027

Winter Break
December 21, 2026 - January 1, 2027

March Break
March 15 - 19, 2027

Professional Activity Day (PA Day)
(Teachers do not arrive at school)
September 2, 2026
October 26, 2026
November 27, 2026
February 1, 2027
February 26, 2027
April 30, 2027
June 29, 2027

Final Day of School for Students
June 28, 2027

Examination Periods
January 25 - 29, 2027
June 22 - 28, 2027

Committed to the success of every student.

takeheadschoools.ca @takeheadschoools

2026/08/31