2020-2021 GCVI STUDENT HANDBOOK

SCHOOL ADMINISTRATION

Bob Scott, Principal
James Cako, Vice Principal
Amie Willoughby, Vice Principal

STUDENT SENATE EXECUTIVE, To Be Determined

The Guelph Collegiate-Vocational Institute 155 Paisley Street Guelph, ON N1H 2P3 Phone: 519-824-9800

Fax: 519-822-5962 Website: www.ugdsb.ca/gcvi/

The Guelph Collegiate-Vocational Institute continues its long tradition of supporting the aspirations of all its diverse individuals. Our school, in partnership with our community, encourages students to love learning and challenges them to achieve their personal best.

GENERAL INFORMATION

ADMINISTRATION

Mr. R. Scott is the Principal of The Guelph Collegiate-Vocational Institute. The Principal is ultimately responsible for all students. In most cases, students will report to their Vice-Principal. The student body is divided alphabetically by last name:

A-L Ms. Amie Willoughby

M-Z Mr. James Cako

It is the responsibility of the Vice-Principals, with cooperation from G.C.V.I. staff, to maintain order and good discipline in the school. This will be accomplished by upholding the spirit of the G.C.V.I. Code of Conduct, and by applying G.C.V.I. and Board Policies and Procedures, an accordance with law, the Education Act and its Regulations.

If you need any help...who can you talk to? We have lots of people at G.C.V.I. besides your regular classroom teacher who are here to help you, from health to homework, from feeling overwhelmed to not knowing which way to turn.

Attendance/Social Workers Lori Lutes

Child Youth Counsellor Bill Bulmer

Guidance Counsellors Heather Buck

Student Success Teacher Colleen Anstett

APPROPRIATE BEHAVIOUR

a) Students must wear a mask at school and maintain physical distancing.

b) Students may not congregate in the hallways. They should not block the free flow of traffic in the halls.

c) Playing games in the halls which may cause damage to light fixtures, ceiling, windows, doors or other persons is not allowed.

d) The halls in front of the gym, at the junction of the Cafeteria Stairs and the Japanese Gardens are walk through only at all times during the school day. Students are not to congregate in these areas and must respect staff when asked to move along.

e) Due to fire regulations, students may not sit nor stand on the stairways or block the entrances to the school or doorways at any time. It is necessary to keep these areas clear in case of an emergency. No lawn chairs or camp cots are to be in the hallways due to health and safety regulations.

f) The Cafeteria, library, and student change rooms are closed for student use.

g) Initiation and "hazing" activities are not allowed at G.C.V.I. Any such activity which embarrasses or demeans another person will result in discipline.

h) There is a correct time and place for everything. Appropriate behaviour is expected on school property.

i) The School Community recognizes the uniqueness of each student. While individual offences maybe similar, disciplinary actions taken may differ according to each student's history and circumstances.

STUDENT SERVICES DEPARTMENT/STUDENT RESOURCE ROOM

Special Education staff work with all GCVI students but are especially focused on students who are identified as exceptional through an IPRC or who have accommodations outlined in an Individual Education Plan.

Through the Resource Room, Special Education staff offer a variety of tools, strategies and programs that promote the success of all students at meeting course expectations and completing class work.

- Individual assistance to develop organizational and study skills
- Individual attention in any subject area during class time
- Assistant with organization and completion of assignments
- Suggestions to classroom teachers as to how best to meet your exceptionalities
- Quiet room to work
- Pre-arranged space to write tests and exams
- Internet research
- Access to Ugcloud for connection to student cloud accounts and helpful software such as Read & Write

Students and parents can contact Mr. Hocken, Head of Student Services in the Resource Room (103) at extension 326.

LIBRARY LEARNING COMMONS

Located on the lower level of the John McCrae Building, the P.G. Reid Learning Commons is a full-service research, learning and project space. The physical library houses print fiction, non-fiction, reference books, desktop computers, and Chromebooks. The 24/7 virtual library, available at www.ugdsb.on.ca/gcvi/library, provides access to a wide range of digital resources from home. Click on the UG2GO link on the library homepage to access digital fiction, databases with articles, audio and video content. Students with ID may borrow books for up to 3 weeks; overdue fines are 25 cents per day per item. Replacement cost will be charged for any lost or damaged materials. All outstanding fees are expected to be paid before each semester’s exams.

LOCKS AND LOCKERS

Lockers are currently not available for student use.

LOST AND FOUND TEXTBOOKS, LIBRARY BOOKS AND EQUIPMENT

Students are encouraged to take any found books to the Library. Books and equipment are on loan to the student. If texts, library books or equipment are lost or damaged, the student must pay the cost of replacement or repair. We ask that the student settle this situation immediately.

HIGH SCHOOL RESOURCE OFFICER

This service is designed to provide some positive exposure of police services to young people to encourage communication and improve understanding of the role of the police. It provides a proactive model that will improve communication and maintain a healthy atmosphere.

STUDENT ATTENDANCE AND PERSONAL COUNSELLING

Confidential counselling and support for attendance, anxiety, depression, grief/loss, issues at home, school or with friends is provide by our Youth Counsellor, Bill Bulmer and Lori Lutes our Attendance/Social Worker. Make an appointment using the Guidance form online.

STUDENT GOVERNMENT

STUDENT SENATE

The Student Senate is responsible for administering student affairs and governing all student functions at G.C.V.I. Nominations and elections for the two Chair Positions are held in May. The remaining Executive positions are selected through an interview process in late May/early June.

Senate schedules club activities, and runs spirit activities, and charity projects.

All students are encouraged and welcome to attend meetings, which are held virtually. Check in the Senate Room for specific dates. There is also a course offered through Senate available to senior students with a keen interest in student government and peer leadership. Interested students should contact the staff advisor, Mr. Gouthro. Copies of the Senate's Constitution, current policies and minutes of meetings are available upon request.

ATHLETIC COUNCIL

Athletic council strives to educate and interest the student body in sport and physical activity through student driven events and spirit days. The main goal of the athletic council is to enhance the high school experience for not only athletes but the entire student population by passionately working towards high student and community involvement, improving communication and recognizing achievement.

TOWN HALL

Town Hall/General Assembly is comprised of a representative from each homeroom. The Senate Executive sets the agenda and runs the General Senate meetings. Town Hall meetings are held bi-weekly.

DRAMA COUNCIL

Drama Council is responsible for producing all co-curricular drama programs. Drama Festival plays, major Productions, Improv, Haunted House, One Acts, Stage Crew, Coffee House and other fun performance nights are the main focus of the council's activities. Drama Council's Chair and Vice-Chair are selected from the council membership.

MUSIC COUNCIL

The Music Council assists the Music Department in the organization and administration of Bands and Music Ensembles. It helps with fundraising, attendance and may organizational tasks associated with musical performances. Music Council's Chair is elected from the membership of bands and choir.

SCHOOL CODE OF CONDUCT

GOAL

It is the policy of the Upper Grand District School Board to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, civility and academic excellence, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

GENERAL

Our School Code of Positive Student Behaviour is based upon the Ontario Code of Conduct and the Upper Grand District School of Conduct (Policy #213) which applies to all members of the school community; students, administrators, staff, parents and guardians, community users, visitors, volunteers, etc. While on all and Board property, school buses, at school-authorized events and off site at school-sponsored activities, or in other circumstances that could have a negative impact on the school climate.

RIGHTS

Students Rights Include:

- to be treated with dignity and respect
- to be provided with activities that are success oriented and build on individual strengths
- to receive a quality education

Parents Rights Include:

- to be treated with dignity and respect
- to be heard and to have concerns addressed
- to communicate with the school

Staff Rights Include:

- to be treated with dignity and respect
- to have a safe working environment
- to expect parents and students to be involved in creating a positive school environment

STANDARDS OF BEHAVIOUR

A) Respect, Civility and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially where there is disagreement;
- respect and treat others fairly, regardless of their race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons who are in a position of authority;
- respect the needs of others to work in an environment that is conducive to learning and teaching;
- not swear at a teacher or at another person in authority; and
- seek school staff assistance, if necessary, to resolve conflict peacefully.

B) <u>Safety</u>

All members of the school community must not:

- engage in bullying behaviours

Definition of bullying:

1) 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

2) The behaviour occurs in a context where there is a real or perceived power imbalance between pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, econ0mic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;(intimidation)

3) Bullying by electronic means (commonly known as cyber-bullying), including:
   a) creating a webpage or a blog in which the creator assumes the identity of another person;
   b) impersonating another person as the author of content or messages posted on the internet; and
   c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

- Bullying takes on different forms and contexts with age. It can be physical, verbal, social/emotional or through electronic means (cyber-bullying). Bystanders contribute to bullying by doing nothing to prevent it or by becoming actively involved in supporting it.
- commit sexual assault;
- traffic in weapons or illegal drugs;
- be in possession of any weapon including, but not limited to, firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs
- inflict, or encourage others to inflict, bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or violence;
- commit robbery

- commit an act of vandalism that causes extensive damage to school property or property located on the premises of a school; or
- engage in any form of electronic communication directed to an individual or group of people that is intended to cause (or should be known to cause) fear, distress, and/or harm to other persons; feelings, self-esteem, or reputation, or that has a negative impact on the school climate

STUDENT RESPONSIBILITIES

All students will:

- be treated with respect and dignity by all school and board staff;
- accept responsibility for their personal actions;
- demonstrate respect for self, and others, and for those in authority;
- fulfil expected academic obligations
- come to school punctually each day, prepared and willing to learn;
- obey the rules of the school, on school buses, and at other sites during school activities,
- dress appropriately in accordance with Board's and the School's policies regarding appropriate dress;
- use respectful language, free from profanity;
- work cooperatively with staff and other students;
- be honest in their academic work (refrain from plagiarism, cheating, etc.);
- use free time responsibly; and
- refrain from bringing anything to school that compromises the safety of others.

STAFF RESPONSIBILITIES

The Principal will:

- take a leadership role in the daily operation of the school by demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- hold those under their authority accountable for their actions and behaviour;
- empower students to be positive leaders in their school and community, and
- communicate meaningfully and on a regular basis with all members of the school's community; and
- review the school Code of Conduct at least once every three years, and seek input from School Council, staff, students, parents, and guardians.

Teachers and school staff will:

- maintain order in the school;
- serve as role models;
- maintain consistent standards of behaviour for all students;
- help students work to fulfill their potential, develop self-worth, and prepare them for the full responsibilities of citizenship;
- communicate regularly and meaningfully with parents/guardians
- demonstrate respect for all students, staff, parents, volunteers, and members of the school community; and
- empower students to be positive leaders in their school and community.

PARENTAL RESPONSIBILITIES

Parents play an important role in the education of their children and can fulfill this responsibility by:

- demonstrating respect for all students, staff, volunteers and members of the school community;
- showing an active interest in their child's school work and progress;
- communicating regularly with their child's school;
- assisting staff in dealing with disciplinary issues involving their child;
- helping their child be neat, dress appropriately, be well rested and prepare and ready to learn;
- ensuring that their child attends school regularly and on time;
- promptly reporting their child's absence or late arrival;
- showing that they are familiar with Ontario Code of Conduct, the Board's Code of Conduct, and the School's Code of Conduct and rules of behaviour; and
- helping and encouraging their child in following the Board's Code of Conduct and the School's Code of Conduct and the rules of behaviour.

SPECIFIC EXPECTATIONS FOR SCHOOL

DRESS CODE POLICY

GCVI expects that all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Students have a right to learn in a safe and caring space that is free of bias and discrimination, and have a right to express their individuality respectfully. It is an expectation that student dress choices respect the UGDSB's intent to promote a community that is inclusive of a diverse range of identities.

Students must wear:

- A shirt or the equivalent (e.g., sweater etc) with fabric in the front, back and on the sides under the arms, AND
- Pants or the equivalent (e.g., skirt, sweatpants, leggings, dress, shorts), AND
- Shoes or the equivalent (e.g., boots, sandals etc.).

- Clothing must fully cover genitals, buttocks, midriffs and breasts with opaque fabric.

Students cannot wear:

- Clothing or accessories containing violent languages or images
- Images, logos or language depicting drugs, alcohol or any illegal item or activity
- Images, logos that portray: ethnic prejudice, racism, sexism, vulgarity, gang-related markings, obscenities, profanity, hate speech, and/or pornography
- Images, logos, or language that creates a hostile or intimidating environment
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon (with the exception of religious accessories or articles of faith such as a Kirpan)
- For Safety considerations, clothing items must not obscure the face or ears, except as a religious observance.

****REVISED FEBRUARY 2018**

POLICE SERVICE

The Board believes that the Police are partners with schools and school boards in maintaining safe schools and communities. Through the guidelines established in the Police/School Board Protocol Agreement, Police support schools by encouraging, enabling and maintaining positive relationships with school administrators, staff, students, parents and members of the school community.

COMMUNITY PARTNERS

The Board believes that community agencies and members of the school community are resources that can help boards deliver prevention and intervention programs. Current and new partnerships, protocols and outreach are encouraged and supported by the Board to formalize and enhance relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

IMPLEMENTATION OF THE SCHOOL'S CODE OF CONDUCT

Schools focus on prevention and early intervention as the key to maintaining a positive school environment in which pupils can learn. The Board supports the use of positive practices and progressive discipline as a whole school approach to foster the building of healthy relationships and encourage appropriate behaviours, as well as the application of consequences for inappropriate behaviour.

PROGRESSIVE DISCIPLINE

Progressive Discipline is a range of early and later interventions, supports, and consequences that are developmentally appropriate, and include opportunities for students to learn from mistakes and that focus on improving behaviour. These may include, but are not limited to

- Student Success and Character Development strategies and programs;
- providing students with the opportunity to learn life skills such as conflict resolution, anger management and communication skills;
- utilizing models based on the concepts of peer mediation and/or peer counselling;
- documenting incidents requiring disciplinary measures, and applying the mitigating factors;
- being sensitive to unique circumstances which may affect student behaviour;
- ensuring that contact with the parent(s)/guardian(s) of students, under the age of eighteen, is made early in the disciplinary process;
- maintaining contact with the parent(s)/guardian(s) and involving them in a plan to improve the behaviour until the behaviour is acceptable.

As incidents arise, it is recognized that each situation is unique. Incidents are managed in a consistent manner to ensure that fairness is integral to the process, and that this fairness is perceived by all participants. Within this process consideration for consequences will be given for:

- student age
- frequency of incidents
- nature and severity of incidents
- student exceptionalities
- extenuating circumstances
- impact on the school climate

CONSEQUENCES

The school will use a range of interventions, supports and consequences that include learning for reinforcing behaviour while helping students to make good choices.

In addressing inappropriate behaviour by students, schools will:

- utilize a progressive discipline approach;
- utilize Student Success or Character Development strategies and programs;
- provide students with the opportunity to learn skills such as conflict resolution, anger management and communication skills;
- utilize models such as those based on the concepts of peer mediation and/or peer counselling;
- document incidents requiring disciplinary measures, and apply the mitigating factors to be sensitive to unique circumstances which may affect student behaviour;

- ensure that conduct with the parents and guardians of students under the age of eighteen, or students over the age eighteen or those sixteen or seventeen years old who have withdrawn from parental control (adult students), is made early in the disciplinary process and involves them in a plan to improve the student's behaviour until the behaviour is acceptable; and/or
- utilize consequences such as short-term suspension as a useful tool, and respond as required with long-term suspension or expulsion.

The following are examples of consequences and supports / interventions, in no particular order. The application of consequences, support and interventions are determined by the incident and the individual students involved.

examples of consequences	**supports / interventions**
- verbal reminder	*- discussion with P/VP*
- warning	*- reflective paragraph/essay*
- review of expectations/rules	*- problem solving*
- written or verbal apology	*- conflict mediation*
- incident sheet	*- social stories*
- letter written to parent	*- conference with others involved*
- phone call home	*- Child & Youth Counsellor support*
- student contract sheet	*- positive reward system*
- restitution	*- Attendance Counsellor support*
- in-school community service	*- student/teacher/parent meeting*
- detentions	*- case conference with school/board staff*
- loss of in-school privileges	*- referral to outside agencies*
- loss of field trip privileges	*- Suspension/Expulsion Program*
- suspension from bus	*- discussions with parents*
-suspension and/or expulsion	*(next steps/solutions)*

SUSPENSION AND EXPULSION

It is understood that discipline serves not only to correct inappropriate behaviour, but also as a deterrent. To maintain a safe and effective learning environment suspensions and expulsions may be imposed not only to deter inappropriate behaviour, but also to remove individuals who pose a threat to the safety and wellbeing of others. The Provincial Code of Conduct specifies that for student actions that do not comply with the Provincial Standards of Behaviour, suspension and expulsion maybe considered. The Board's Student Discipline Policy (Policy #503) sets out the process for Suspension, as well as the student actions that will result in the Principal imposing a suspension and considering an expulsion pending an investigation of the incident.

MITIGATING FACTORS

The Principal will consider the following mitigating factors when considering a suspension.

- the pupil does not have the ability to control his or her behaviour;
- the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour;
- the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other person.

The Principal will also consider the following factors if they mitigate (moderate) the seriousness of the incident or the behaviour of the student involved:

- the pupil's history and age, whether progressive discipline has been used, if a behaviour has been motivated by harassment or discrimination, the impact on the ongoing education of the student's Individual Education Plan.

Note: In some cases, even though the offence calls for a mandatory suspension pending an investigation, the consideration of the mitigating circumstances may cause a Principal not to suspend.

ACTIVITIES THAT MAY LEAD TO A SUSPENSION

Policies may be involved, as required, and a suspension maybe imposed for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

a. uttering a threat to inflict serious bodily harm on another person;
b. possessing alcohol or illegal drugs;
c. being under the influence of alcohol;
d. swearing at a teacher or at another person in a position of authority;
e. 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;
f. bullying, including cyber-bullying;
g. any act considered by the Principal to be injurious to the moral tone of the school;
h. any act considered by the Principal to in injurious to the physical or mental well-being of members of the school community;
i. persistent opposition to authority;
j. habitual neglect of duty; or
k. a serious breach of the Board or School's Code of Conduct

ACTIVITIES THAT WILL RESULT IN A SUSPENSION, AN INVESTIGATION AND A POSSIBLE RECOMMENDATION FOR EXPULSION

Police maybe involved, as required, and a student will be immediately suspended, an investigation will occur and may lead to recommendation of expulsion to the Board's Discipline Committee for one of the following infractions which has occurred on school property, during a school related activity or event, and/or in circumstances where the infraction has an impact on the school climate:

a. possessing a weapon, including processing a firearm;
b. using a weapon to cause or to threaten bodily harm to another person;
c. committing physical assault on another person that causes bodily harm requiring treatment by medical practitioner;

d. committing sexual assault;
e. trafficking in weapons or illegal drugs;
f. committing robbery;
g. giving alcohol to a minor;
h. an act or activities considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
i. activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board Property;
j. the pupil has demonstrated through a pattern of behaviour that he/she 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;
k. bullying - previous suspension / risk to others;
l. any suspendable activity that is motivated by bias, prejudice or hate;

USE OF TECHNOLOGY AT G.C.V.I.

1. The use of electronic devices is for educational purposes and can be used at the discretion of the teacher. Inappropriate use of electronic devices will lead to the following:
1st and 2nd Offence - The electronic device will be confiscated by a teacher and turned into the appropriate Vice-Principal. It will be returned to the student at the end of the day by their Vice-Principal

3rd Offence - The electronic device will be confiscated by a teacher and handed into the appropriate Vice-|Principal. The Vice-|Principal will notify a parent/guardian and require them to pick up the electronic device from the main office.
4th Offence - The student will be suspended from school.

2. At any time an electronic device may be taken by the administration if the use of such device violates the code of conduct.
1st and Subsequent Offences - suspension from school

3. Students are accountable for cyber-bullying behaviour on and off school property when it harasses, threatens, or demeans an individual, G.C.V.I. student, and/or staff member, or negatively impacts the school environment.
1st and Subsequent Offences - suspension from school or police involvement.

4. Use of personal electronic listening devices is PROHIBITED in classrooms during all assessments, evaluations, tests, exams, and teacher instruction.
1st and Subsequent Offences - (see Academic Integrity policy)

5. Teachers have found that for the most part, the use of personal electronic listening devices in class is more of a distraction than a learning aid. However, during quiet individual student work activities, personal electronic listening devices may be permitted at the discretion of the teacher

POLICIES AND PROCEDURES

2020-2021

ATTENDANCE / DISCIPLINE

POLICY

G.C.V.I. Student Handbook

"It is the expectation of the staff at The Guelph C.V.I. that students will attend classes regularly and punctually."

O.S.S. p. 35, Section 6.4 paragraph 1
ii) Regular attendance on the part of the student is an important component of learning process and of the evaluation of student achievement.
iii) Regular attendance on the part of the student is vital to the process of learning.

Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed.

Students of compulsory school age who do not attend school regularly, may be reported to the school board attendance counsellor at the discretion of the Vice-Principal. The reason or excuse for their absence will be determined.

To encourage regular attendance, the Principals and staff should:
- inform the student of the extent to which participation and attendance will be components of the evaluation process;
- meet with the student and his/her parents where irregular attendance is jeopardizing the successful completion of the course.

(...Where the student is still unwilling to attend regularly, such a student will normally fail to achieve credit for the course. OS:IS pp. 35, 36-7.3)

If the student is under the age of 18 and has been away for 15 consecutive days, they will be referred to an Attendance Counsellor who will begin to send letters at 15, 30, 45 and 60 consecutive days where the student is removed from enrollment on the 60th day as per the legislation

If a student is over the age of 18, and has been away for 15 consecutive days, he/she will be removed from enrollment on the 16th day as per the legislation.

If a student is absent 15 consecutive classes, the subject teacher should inform the Vice-Principal, so that student can be removed from the class or referred to an Attendance Counsellor as per legislation.

REGULATIONS

LATES

Punctual attendance is an important part of student success. Any student who is late to class will report directly to his/her scheduled class where a late will be recorded. The teacher will work with the student to improve punctuality using strategies from the Toolbox. After three lates, the teacher will

determine appropriate consequences and continue to work with the student to improve punctuality. After five lates, the Vice-Principal will be included in the discussion and plan with the student and teacher. Subsequent lates will continue to be dealt with by the teacher, Vice-Principal, student and parents/guardians.

If a student arrives to school late, he/she must bring a note from a parent/guardian to explain the reason for the lateness. The student must present the note upon arriving to class. The teacher will retain the note.

Sleeping in or missing the bus are not acceptable reasons for lateness or absences and a note will not excuse the consequences for the lateness or absence.

Students will not be marked late after returning to class from Guidance appointments, the Nurse's office, a Vice-Principal or from appointments with teachers for which an admit slip is provided.

ABSENCES

i) Students who have been absent are to supply a note signed by a parent/guardian indicating the dates of absence and the specific reason for absence. This note is to be brought on the first day after the absence and shown to all of the student's teachers. One day's grace will be given at the teachers' discretion.

ii) The last period teacher shall retain the note for record purposes.

iii) If a student is away for a scheduled test, the student is to advise the teacher before the test is written with a phone call from parents or guardian. The student may be asked to complete an assessment on the day of his/her return to school or an alternate assignment may be administered based on the teacher's discretion. Where a student knows he/she will be away for an extended period of time, he/she or the parent/guardian must notify the main office so a Parental Request For Temporary Leave can be printed. The student will have all his/her subject teachers and their parent/guardian complete and sign the Temporary Leave and then submit it to the main office.

iv) Where a student has been absent and no prior notice given, the subject teachers will call home to find out the reason for the absence. They will notify other subject teachers of the outcome.

SKIPPING

Skipping is considered any unexcused absence and every subject teacher will follow up with parents/guardians and administration as they determine.

Teachers will use a variety of strategies to work with students, administration, school support staff and parents/guardians to promote regular attendance.

SIGNING OUT / SIGNING IN

There is no need for students to sign out if they are leaving just for lunch, but all students must sign out in the Main Office before leaving the building for any kind of appointment or illness even if this happens over the lunch hour. Students are expected to either be in class or have reported to the Main Office. Students who signed out must sign back in before returning to class the same day. After you sign out, you should not be on school property. A note from a parent/guardian is required to explain the absence upon returning to school.

ILL OR INJURED DURING THE SCHOOL DAY

The student must report to the Main Office/Vice-Principal. If it is necessary to go home, a note for this absence must be given to the subject teacher(s) when the student returns.

SENT FROM CLASS

Students sent out of class must report to the main office immediately. When a student is sent out of class, the teacher will notify the office that the student has been sent and what the circumstances are for the referral, so Administrative Office Assistant to the Vice-Principal can notify the appropriate Vice-Principal. The student will fill out a 'Misdemeanor Sheet' in the main office and will sit and await instructions. The student will not be sent back to class until the discipline situation has been thoroughly discussed with the subject teacher. Failure to report to the main office may result in additional consequences.

RELIGIOUS HOLIDAYS

Students should bring a note to their subject teachers identifying the specific holy day that was/will be observed. The Homeroom teacher will forward the note to the Administrative Office Assistant who deals with attendance, who will record the absence as a 'Grant Day'. Students are responsible for all work and assignments while absent and should contact their teachers in advance of the absence.

TEACHER DELAY

If a teacher isn't present five minutes after class begins, a student must report to the main office to inform the Administration of the situation. All other students are to remain by the classroom, in readiness for the teacher's arrival.

ADULT STUDENTS

While students 18 years of age and older have some of the responsibilities and rights of an adult in Ontario law, it is strongly encouraged that these students consult and inform their parents about all school-related matters.

ENROLMENT IN COURSES

Students who are enrolled in a course and do not attempt to write the final exam when required to do so will not be allowed to be enrolled in that same course in the next semester if there is a waiting list to enter the course.

COURSE COMMITMENT

Courses should be selected with diploma requirements and career plans in mind. It is every student's responsibility to fulfill course requirements outlined by the subject teacher. A student may be removed from a course if the student is unable to meet the demands of the course, or if attendance is unsatisfactory.

WAITLISTS AND TAKING A COURSE AGAIN

Classes have a maximum number of students who can be enrolled. When a class reaches its capacity, a waitlist will be created and students will be placed in the class when a vacancy arises in the order they are on the list. A priority will be given to students who are taking the course for the first time and/or who require the credit to achieve their diploma. Students should be careful in selecting courses and putting forth their best effort in each class to ensure they meet specific requirements for post-secondary pathways. Meeting with a Guidance Counsellor and utilizing the Individual Pathways Planner will assist students in making correct choices and receiving support when they are struggling to meet academic goals.

INSURANCE

Early in the year, students will be given information forms from Reliable Life Insurance Company. If students wish to purchase insurance, they should return applications and cheques directly to the company. Purchase of this insurance is highly recommended.

LUNCH PERIOD/CAFERTERIA

Students may not use the cafeteria for the duration of COVID. There is no food service available at this time.

ONTARIO SCHOOL RECORDS (O.S.R.)

Folders containing Ontario School Records are on file in the Guidance Office. The O.S.R. contains information such as attendance records, report cards, and successful credits. Parents and students may request an appointment to review the contents of the O.S.R. at any time with a Guidance Counsellor.

FIELD TRIPS

Field trips are integral parts of some courses as outlined in the Course Calendar. Students who choose to register for the course are obligated to take part in the field trip **or** make other arrangements with the classroom teacher when unable to participate.

FIRE ALARMS

When a fire alarm sounds, move directly to the appropriate exit as designated by a sign in the each room. Move a safe distance away from the school. Tampering with an alarm system is a criminal offence and violators could be subject to a fine of $1,000 and/or six months in jail.

STUDY PERIOD

Senior students who are not scheduled into class are granted the privilege of having a study period to use in some positive manner. Junior students (in grades nine to ten) are required to take a full timetable.

GOOD NEIGHBOUR POLICY

The Guelph Collegiate neighbours are proud of their neighbourhood and of this school. Using lawns as pathways, discarding butts and leaving garbage behind shows disrespect for our neighbours. Students must remember that these taxpayers support many of our activities and deserve to live in a clean, uncluttered area.

PARKING

There is absolutely no student parking of motorized vehicles on school property. Students using these lots run the risk of having their cars ticketed or towed away at the student's expense. It should also be noted that there are time limits for cars parked on some streets around the school. Students are discouraged from driving a vehicle to school.

SKATEBOARDS & ROLLERBLADES

The Upper Grand District School Board prohibits the use of skateboards on school property. The use of rollerblades and skateboarding is not permitted in the building.

TOBACCO/VAPOURIZING/E-CIGARETTES/ANYSMOKE/VAPOUR PRODUCING DEVICES

i) SMOKING IS NOT PERMITTED ON SCHOOL PROPERTY. The school boundary is defined as the inside edge of the sidewalks surrounding the school. Students violating the non-smoking policy will be fined by the High School Resource Officer. The current fine is $305.00. Cigarettes, vapour or e-cigarettes cannot be openly displayed in the school at any time.

ii) Chewing tobacco is also prohibited on school property and on field trips, it can also not be displayed in the school at any time.

SNOWBALL THROWING, WATERBALLOONS, ETC.

In order to protect the safety and property of others, students will not throw items such as snowballs and water balloons. Water pistols and other such devices are not permitted on school property. Disciplinary action will be taken against students who do not abide by this rule.

GAMBLING

Gambling is not allowed on G.C.V.I. property. Any gambling markers of any kind must not be used or they will be confiscated.

SUSPENSION

When suspended from school, a student may not be in the school or on school property at any time during the suspension. Students who return to school property while under suspension will be subject to trespassing charges. A copy of the letter of suspension is kept in the student's O.S.R. the student is responsible for informing the Vice-Principal, prior to leaving the office, of any tests or evaluations during the suspension. If any essay or project is due during the time of the suspension, the student must arrange to have it handed in on time.

SCHOOL CALENDAR, OPTION SHEETS, COURSE SELECTION

In February calendars will be posted on the G.C.V.I. website for students. This calendar lists complete diploma requirements and describes all courses offered by the school. After consultation with counsellors, parents and teachers, students will complete option sheets for the following school year and make their course selections online. STUDENTS MUST SELECT THEIR CHOICES CAREFULLY SINCE THEIR SELECTIONS DETERMINE THE NUMBER OF CLASSES AND COURSES THAT WILL BE OFFERED. CHANGES TO THESE SELECTIONS MAY NOT BE ACCOMMODATED ONCE TIME TABLES AND STAFFING HAS BEEN COMPLETED.

TIMETABLE CHANGES

Students should make timetable changes only after careful consideration. Students must attend classes listed on their timetable until a change is made by the Guidance Department. Timetable changes should be made prior to the start of each semester of the school year.

VISITORS TO THE SCHOOL & TRESPASS TO PROPERTY ACT

Only essential visitors are allowed into the school during COVID. A person who does not leave the property immediately after being told to do so by a school official is guilty of trespassing and is liable for a trespass charge and a fine.

UPPER GRAND DISTRICT SCHOOL BOARD POLICIES

The U.G.D.S.B. has developed statements of policies and procedures related to student deportment. Below are listed parts of existing policies describing expected behaviour.

(a) The Use of Alcohol and Drugs in the Schools of the Upper Grand District School Board

It is the policy of The Upper Grand District School Board to prohibit the possession and use of alcohol and drugs by its students while on Board property and at Board-sponsored events, and to discourage and reduce the use of alcohol and drugs by students through the establishment of a preventive curriculum, the provision of appropriate early intervention measures and, when deemed necessary, the administration of disciplinary action in accordance with the Education Act and the Safe Schools Act. The Principal may suspend, immediately, for a period up to that prescribed by the Board, any student found.

1. Using
2. Under the influence of
3. In possession of, or
4. Trafficking in alcohol and/or illicit drugs

(b) Field Trip Policy – Student Behaviour

Students participating in field trips and excursions are expected to meet the same standards of behaviour

Before signing the Parent Consent Form for field trips, it is imperative that students and parents understand the action that will be taken in the event of unacceptable behaviour on the part of any student on a trip and the resulting responsibilities of parent, guardian and student.

(c) Equity and Inclusive Education

It is the policy of the U.G.D.S.B. to provide and maintain a learning and working environment that promotes fairness, justice and equality for its staff, students and community. The Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by the school system as well as those who serve the system. The Board also recognizes that certain groups in society receive inequitable treatment because of individual and systemic biases related to difference in: race, colour, creed, ethnic origin, language, religion, sexual orientations, sex gender, identity, pregnancy, ability, disability, ancestry, place of origin, citizenship, age, family status, socio-economic status, housing and employment. The Board is committed to countering these biases by promoting fairness, equity and inclusion which are principles of the system reflected into all policies, programs, operations, practices and curricula.

(d) Violence Free Schools

It is the policy of the Upper Grand District School Board to foster and maintain a safe environment for its students, staff and community through the implementation of effective measures to deal with violence in schools. These measures include the establishment of preventative procedures, and the administration of disciplinary action in accordance with the Education Act, Board Policy, and other appropriate legislation.

Disciplinary measures will be severe for any student found:

- using verbal threats, racial, physical and/or sexually harassing or abusing in any way another student or staff,
- possession of anything that could be construed to be a weapon,
- threatening to use a weapon,
- using a weapon.

Administrative counselling, suspension, police involvement and possible expulsion are called for in all cases.

(e) School Bus Policy – Student Behaviour

Code of Conduct for Students:

- Riding a school bus is a privilege and not a right. This privilege may be withdrawn if a student is guilty of conduct which is a threat to the safety of himself/herself or others on the bus.
- Interfering with the approach or departure of school buses will result in disciplinary action.

ONTARIO MINISTRY OF EDUCATION – ACTS AND REGULATIONS

The Ministry of Education has passed as law Acts and Regulations related to students behaviour. Some sections related directly to student behaviour are below.

A Pupil Shall,

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled,
- exercise self-discipline,
- accept such discipline as would be exercised by a kind, firm and judicious parent,
- attend classes punctually and regularly,
- be courteous to fellow pupils and obedient and courteous to teachers,
- be clean in person and habits,
- take such tests and examinations as are required by or under the Act or as may be directed by the Minister, and
- show respect for school property.

STUDENT INTERNET ACCEPTABLE USE POLICY AND GUIDELINES

1. **Student Responsibility**

a) Information retrieved on the Internet is only for student research to support classroom assignments.

b) Students are responsible for assessing the accuracy of all information retrieved and for using it appropriately

c) Students are expected to act in a responsible, ethical and legal manner in accordance with the G.C.V.I.'s Code of Conduct and its Internet Acceptable Use Policy.

d) Administration will assess what is appropriate use and their decisions are final.

e) All students are expected to abide by the generally-accepted rules of network etiquette. These include but are not limited to the following:

i) Be polite;

ii) Use appropriate language;

iii) Do not reveal your personal address or phone number;

iv) Do not reveal other students' personal addresses or phone numbers;

v) Do not use the network in such a way as to disrupt its use by others;

vi) All information obtained on the Internet must be cited or referenced and credit given to the author.

2. **Controversial Material**

As well as being a valuable resource for information related to the curriculum, the Internet also contains sites which may contain material that is illegal, defamatory, inaccurate or potentially offensive to some. Students visiting these sites will face consequences.

The G.C.V.I. accepts no responsibility for the appropriateness, accuracy, quality, or reliability of any information retrieved; nor is it responsible for any damages suffered, data lost or services interrupted.

The G.C.V.I. assumes the privacy of electronic mail, but this privacy cannot be completely guaranteed.

3. **Unacceptable Uses**

These include, but are not limited to the following uses:

a) Any form of vandalism which includes uploading or creating computer viruses, stealing or damaging equipment, harming or destroying data of other uses.

b) Using inappropriate language in public or private messages and in material posted on Web pages.

c) Using the network for any illegal activity including violation of copyright or other contracts.

d) Sending or displaying offensive messages or pictures.
e) Harassing, insulting, or attacking others.
f) Wastefully using finite resources.
g) Gaining unauthorized access to resources or any other computer system.
h) Invading the privacy of individuals.
i) Using an account owned by another person
j) Posting personal communications about yourself or about others without their permission.
k) Allowing others to access your account or use your password.

Any user identified as a security risk or having a history of problems with other computer systems maybe denied access to the G.C.V.I. Internet.

ACADEMIC INTEGRTY POLICY

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The Guelph Collegiate-Vocational Institute requires students to demonstrate honesty and integrity in their academic work. Further to this policy, students in the International Baccalaureate program are expected to follow the International Baccalaureate Academic Honesty Policy:

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf

Cheating and Plagiarism

Cheating is defined as completing an assessment in a dishonest way that gives the student an unfair academic advantage. Examples include, but are not limited to: using another student's work as your own, excessive collaboration or collusion, using an unauthorized reference source during an assessment, receiving/sending an electronic message to another student with test questions/answers, reading another student's answer during a test, delaying the taking of a test, without permission from a school authority, to gain more preparation time etc.

Plagiarism is defined as the unauthorized use of or close imitation of, the language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to: copying another's project (portions or in its entirety), copying internet information of essays (portions or in its entirety), paraphrasing parts of a book or article without reference or citation and using other artists' images/artworks, or pieces of music as your own original work.

To ensure that work submitted is the student's original work:

Students will:	Teachers will:
· Use only authorized materials during assessments (no cheat sheets or looking at other students' work); · Refrain from submitting assessments used in one course for another; · Ask specific questions to clarify their understanding of citation and referencing; · Understand the difference between paraphrasing and developing their own ideas; · Provide evidence of rough drafts and edited work; · Use the support and resources provided by the P.G. Reid Library Resource Centre; · Use the support of Special Education (where appropriate).	· Remind students that incidents of academic dishonesty could result in a zero for a portion of, or their entire assessment; · Set clear expectations for citation and referencing appropriate to subject discipline and grade; · Provide explicit teaching of citation and referencing (from grade 9 to 12) and consider having teacher-librarians in the P.G. Reid Library Learning Commons give the appropriate lesson in the library environment; · Provide descriptive feedback on the use of citation and referencing, in collaboration with the teacher-librarian;

If the student submits an assessment where cheating is suspected or proven:

Teachers:	Teachers will consider the four mitigating factors:
· Will explain to the student the evidence found that constitutes cheating; · May ask the student to reflect on their academic honesty to determine what can be done differently in the future so they can successfully complete assignments; · May ask the student to complete an alternative assessment, possibly in a timed and supervised setting;	1. Maturity of the student; 2. Individual circumstances of the student; 3. Grade level of the student; 4. Number and frequency of incidents. UGDSB Assessment and Evaluation Procedures Manual 606-A, Section 6.2.7
	After considering the four mitigating factors, teachers will, in consultation with administration:
	· Contact parents/legal guardian of the student; · Document the incident in the Student Information System; · Refer the student to the School Administrative Team; · Ask the student to complete on alternative assessment; · Assign a zero for a portion of or the entire assessment (in consultation with the administrative team if a zero is being given for a major evaluation).

If the student submits an assessment that has been plagiarized:

Teachers:	Teachers must consider the four mitigating factors:
· Will explain to the student the evidence found that constitutes plagiarism; · May ask the student to: 1. reflect on their academic honesty; 2. complete an alternative assessment, possibly in a timed and supervised setting; 3. re-do the original assessment with proper citation; 4. participate in an academic honesty tutorial in the P.G. Reid Library Resource Centre; · If the plagiarism puts the student at risk for the credit, the student may repeat the course through alternative programs for successful credit completion (summer school, credit recovery, independent learning, etc.).	· 1. Maturity of the student; · 2. Individual circumstances of the student; · 3. Grade level of the student · 4. Number and frequency of incidents; UGDSB Assessment and Evaluation Procedures Manual 606-A, Section 6.2.7
	After considering the four mitigating factors, teachers may, in their professional judgement:

	· Contact parents/legal guardian of the student; · Document the incident in the Student Information System; · Refer the student to the School Administrative Team; · Assign a zero as a placeholder until the student is able to demonstrate their learning; · Assign a zero for the assessment.

Appeal Process

A student may request to appear before an examining board of the Vice-Principal and two teachers as appointed by the Principal to review the alleged offences. The examining board will decide whether the academic dishonesty was:

committed unintentionally

committed intentionally

not committed

The decision of the examining board is final.

ASSIGNMENTS

Students are expected to complete all assessments and evaluations in each course on the scheduled date. If a student is absent on the date of any assessments or evaluations, a parent/guardian must advise the teacher before that day or on the day, by way of a telephone call. If no notification is received, the student may be assigned a zero. When a phone call notification of absence is received, the teacher is to confirm alternative arrangements. If a student is absent because of a school-sponsored activity, he/she may complete the assessment or evaluation (or an alternative) at a **pre**-arranged time that is convenient for the teacher. If a student is absent the day an assignment must be handed in, it is his/her responsibility to see that the assignment is delivered to the teacher either directly or through the main office in order to avoid a late penalty.

Missed and/or incomplete summative evaluations will impact on the final grade in cases where there is insufficient evidence to determine a grade. Missed and/or incomplete formative or summative activities will impact on the final grade where there are a significant number of curriculum expectations that have not been assessed. If any component of a final evaluation is not completed, a zero will be assigned for that component and calculated into the final grade. Students are expected to comply with all evaluation due dates. Late submissions will be recorded in the learning skills. Departmental policy may include provision for a 10% late penalty.

LATE ASSIGNMENTS

Each department may assign up to a 10% late penalty on the value of any assignment. In any multi-section course, the late penalty will be applied consistently in all sections.

TESTS

It is a student's responsibility to be at school to write all tests. If a student is absent for a test or presentation, the teacher is to be notified before or on the day of the test by a phone call to the school from a parent/guardian. It is preferable that arrangements to write the test are made prior to the absence but if unavoidable (due to illness or family emergency), arrangements should be made in consultation with the teacher as soon as possible. Failure to notify the teacher may result in the student receiving a zero.

STUDY WEEK/MORATORIUM

To facilitate student success during the completion of the final 30% of course evaluations, schools will implement Study Week and Moratorium Week.

Study Week: during the second week prior to the first formal Exam Day, there should be minimal excused absences from classes due to trips, athletics, and special events. Principal approval must be sought for exemptions. Term evaluations will not be scheduled beyond this week and all term work should be submitted by the end of this week in order to allow students preparation time for focusing on their culminating tasks.

Moratorium Week: during the week prior to the first formal Exam Day there will be no trips, no athletics, and no productions. No term evaluations will occur during this week.

PLEASE DO NOT SCHEDULE TRIPS, VACATION OR APPOINTMENTS DURING STUDY/MORATORIUM WEEKS OR EXAM WEEK.

FINAL EVALUATIONS

Final Evaluations will be given during the last week of the course. Final Evaluations must be written at the scheduled time and place. All students are expected to complete final evaluations. Missed Final Evaluations will result in a zero, unless a doctor's certificate is received by the Vice-Principal. This policy applies to both Final Evaluations and Final Examinations.

PLEASE DO NOT SCHEDULE APPOINTMENTS, VACATION, EMPLOYMENT, TRAINING OR RECREATIONAL ACTIVITIES DURING FINAL EVALUATIONS. THE SCHOOL WILL NOT BE ABLE TO ACCOMMODATE REQUESTS TO MOVE FINAL EVALUATIONS FOR NON-EMERGENCY SITUATIONS.

EXAMS AND INCLEMENT WEATHER

If the Guelph city buses or the Upper Grand District School Board (U.G.D.S.B.) school buses are cancelled, the entire day's block of exams will be moved to the next day. CJOY 1460 am radio and Magic 106.1 FM radio transmit all busing information during inclement weather days. School bus information will also be posted on the U.G.D.S.B. website at www.ugdsb.on.ca.

HONOUR SOCIETY

Students whose final average for all courses in a school year is 80% or better are eligible for membership in The Guelph Collegiate Honour Society.

QUALIFICATION FOR CREDIT

To achieve a credit, a student must only have a passing mark (a minimum of 50%) but must also demonstrate achievement of the expectations of the course and complete all major assignments as defined by the course information sheets handed out during the first week of classes. Students cannot earn more than one credit in the same course. However, courses may be taken more than once to upgrade marks.

AWARDS, PRIZES AND SCHOLARSHIPS

Recognition of student achievement is given at the Annual Commencement exercises, at the Honour Society Luncheon in November, and at the Awards Assembly in June. Further information is available upon request in the Guidance Office. Scholarships are not to be confused with bursaries. Scholarships are awarded for academic valour. Other criteria are considered for example outstanding leadership, community volunteer and exceptional athletic ability. In-school scholarships are evaluated by the scholarship committee. Students are encouraged to complete the scholarship application form which is disseminated in early June. Out of school scholarships can be applied for through scholarship.com

You can also have your parents check out their human resources at work since some companies offer scholarships to their employee's children.

Bursaries are based on financial need. Remember that financial need is based on parents' combined income. Often financial statements are required for bursary application. The same process as for applying for out of school scholarships applies to bursaries.

STUDENT PROGRAMS AND GUIDANCE

Guidance Counselling is available to students through individual requests. Appointment slips are located online on the Guidance Website. Students may request to see a guidance counsellor to discuss classroom progress, timetable changes, educational plans, career choices, community involvement, Coop Application, Dual Credits and Applications. They may also seek support from a Guidance Counsellor for problems of a personal nature.

CO-CURRICULAR ACTIVITIES

The staff of The Guelph Collegiate encourages all students to become involved in the co-curricular activities offered by the school.

In all cases, the staff have the responsibility and the right to withdraw the privilege of participating in co-curricular activities from students who are:

- not attending classes on a regular basis;
- who are not making a honest effort to be successful in courses;
- who are not submitting required assignments;
- who are discipline problems; etc.

Individual teachers, in co-operation with the staff advisor/coach, parent and a school Administrator will determine appropriate action to be taken after consultation about the situation.

Please note that school sports are on hold during COVID. Clubs are running virtually.

INTEREST CLUB

Art Council	Math Competition
Adventure Club	Multicultural Club
Amplified	Music Council
Athletic Council	Peer Tutors
Auto Club	Physics Club
Chess Club	School Reach
Chamber Choir	Stage Crew
Concert Band	Student Senate
Dance Crew	Symphonic Band
Debating Team	Town Hall
Drama Council	White Pine Book Club
Drama Club	Science Olympics
Gael Force Band (Jazz Band)	DECA
Gaels II	Environmental Club
Safe Space Alliance	Social Justice Club
Grad Committee	
Guitar Club	
Improv Team	

SCHOOL TEAMS

Badminton	Spring (F-Jr.& Sr)
	Spring (M-Jr & Sr)
Baseball	Fall (M)
Basketball	Fall (F- Jr & Sr)
	Winter (M-Jr & Sr)
Cricket	Fall/Spring (M)
Cross Country Running	Fall (M & F)
Curling	Winter (M & F)
Field Hockey	Fall (F)
Football	Fall (M)
Golf	Fall (M & F)
Hockey	Winter (M & F)
Rugby	Spring (M-Jr & Sr)
	Spring (F)
Softball	Spring (F)
Soccer	Fall (M-Jr & Sr)
	Spring (F-A & B)
Swimming	Winter (M & F)
Tennis	Fall (M & F)
Track & Field	Spring (M & F)
Volleyball	Fall(M-Jr & Sr)
	Winter (F-Fr & Sr)
Ultimate Frisbee	Spring (Co-ed)
	Competitive/Recreational