

2015/16

# Student Handbook



LIKE NO OTHER  
**LAKEFIELD**  
COLLEGE SCHOOL

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## Academics

### Academic Mission Statement

The School's philosophy of academics is summarized in the following Academic Direction Statement: "The development of each individual to his or her maximum potential is the basis for all academic instruction at Lakefield."

- We believe in a broad definition of intelligence and we seek to challenge each student to employ the full range of his or her abilities.
- We believe that a student's intellectual abilities are best developed through a disciplined study of the present state of human knowledge and the methods of inquiry used to establish this knowledge.
- We believe that a student should be encouraged to examine responsibility what might be, as well as what is.
- We believe that information technology should be used to facilitate and enhance learning.
- We believe that the relationship between students and their teachers should be one of mutual respect and common objectives.

### Class Schedules

<b>MONDAY, TUESDAY, THURSDAY, FRIDAY</b>			
7:00 - 8:25 a.m.	Breakfast*	5:45 p.m.	Day Bus Departs
8:30 - 8:50 a.m.	Chapel**	6:00 - 7:00 p.m.	Concert Band (Mon.)
8:55 - 10:05 a.m.	Period 1	6:15 - 7:55 p.m.	Clubs
10:05 - 10:15 a.m.	Pause	6:45 - 7:55 p.m.	Open House
10:15 - 11:25 a.m.	Period 2	7:00 - 8:00 p.m.	Concert Choir (Mon.) Art/Photo Club (Tues.) Debating, Public Speaking, Model U.N. (Thurs.)
11:30 - 12:00 a.m.	Grove Time 1 / Lunch*** Advisor Meeting (Mon.)	8:00 - 8:45 p.m.	Lorelei (Mon.)
12:00 - 12:30 p.m.	Grove Time 2 / Lunch	8:00 - 9:45 p.m.	Study / Evening Class****
12:30 - 1:00 p.m.	Grove Time 3 / Lunch	10:00 p.m.	House Curfew (All Students)
1:00 - 2:10 p.m.	Period 3	10:15 p.m.	Grade 9 Bed Time
2:15 - 3:25 p.m.	Period 4	10:30 p.m.	Grade 10 Bed Time
3:45 - 6:30 p.m.	Co-Curriculars	10:45 p.m.	Grade 11 Bed Time
5:30 - 7:00 p.m.	Dinner	11:00 p.m.	Grade 12 Bed Time (in room, quiet)

<b>WEDNESDAY</b>			
8:30 - 9:25 a.m.	Breakfast	6:45 - 7:55 p.m.	Open House
8:40 - 9:25 a.m.	Faculty Time	8:00 - 9:45 p.m.	Study / Evening Class
9:30 - 10:40 a.m.	Period 1	10:00 p.m.	House Curfew (All Students)
10:45 - 11:55 a.m.	Period 2	10:15 p.m.	Grade 9 Bed Time
12:00 - 1:00 p.m.	Lunch	10:30 p.m.	Grade 10 Bed Time
1:30 - 5:30 p.m.	Sports / Play	10:45 p.m.	Grade 11 Bed Time
5:30 - 7:00 p.m.	Dinner	11:00 p.m.	Grade 12 Bed Time (in room, quiet)
5:45 p.m.	Day Bus Departs		

<b>SATURDAY</b>	
8:30 - 9:25 a.m.	Breakfast
9:30 - 10:40 a.m.	Period 1
10:45 - 11:55 a.m.	Period 2
12:00 - 1:00 p.m.	Lunch
1:30 - 5:30 p.m.	Sports / Play
5:30 - 7:00 p.m.	Dinner
	Open Houses <sup>†</sup>
	Curfews & Leaves <sup>‡</sup>

## Grove Time

Students have the opportunity to seek learning advancement and enrichment opportunities during Grove Time.

Held on Mondays, Tuesdays, Thursdays and Fridays (no Grove Time slot on Friday, 12:00 to 12:30, to allow for informal all staff meetings/activities), Grove Time sessions are designated 30-minute time slots during which students may sign up for or be assigned to extra help with subject teachers, curriculum-related enrichment projects, leadership, character and values training and guidance and careers support. Students can also use the time to complete homework and prepare for class in a supportive setting, with instructors on hand to answer questions as needed.

For students in Grade 9 through 11, participation in Grove Time is mandatory, and students must choose at least three (3) Grove Time sessions each week to attend, in consultation with their advisor. Grade 12 students will have some mandatory Grove Time sessions but are not required to choose activities during Grove Time if they have not been assigned to any. Grade 11 students who meet the requirements for Grove Senior Status in late fall will be awarded the same autonomy as the Grade 12s. Any student in academic difficulty, regardless of grade, must register for and attend three (3) Grove Time sessions per week.

All students are encouraged to select Grove Time choices on Sunday if possible. At each Monday Advisor meeting, in consultation with the Advisor, each student will review their Grove Time schedule for the

upcoming week to see what sessions they have been assigned to, and what sessions they need to select. Advisors will review the selections of their Advisees to ensure that all Grade 9 through 11 students are enrolled in at least three (3) sessions, and that all Grade 12 students are aware of their assigned sessions.

It may be possible that a student is assigned to two (2) sessions simultaneously (e.g., to extra help and to a leadership activity). In this instance, the Advisor helps the student to choose which session will be attended. To serve as a guideline, the follow list identifies priorities in case of conflicts (#1 being the top priority):

1. The Careers Course (all grades) and Leadership Program (all grades).
2. Extended class activities
3. Extra help (including “Getting Ahead” activities and research/group work activities)
4. Academic support for particular groups (e.g., New Student IT orientation for Grade 11s and 12s; adaptive technology training for students with learning differences)
5. Student enrichment (including book club, contest preparation, science club...)
6. One-off activities that would otherwise take a student out of class time (e.g., flu shot, trip meetings, photo retakes)
7. Quiet reading
8. Films/presentations/guest speakers
9. Special interest offerings (meditation workshops, for example)
10. Residential curriculum offerings
11. Individual meetings with teachers/guidance counsellors/administrators

## Student Evaluation

Students are expected to demonstrate their competencies in each course, in four areas. Students must demonstrate their knowledge and understanding of the course material; they must demonstrate their ability to think about and inquire into the subtleties of the material; they must demonstrate their ability to communicate their understanding; and they must demonstrate their ability to apply their understanding and make connections to other contexts. Students acquire these competencies through a variety of classroom activities and independent work. A student’s final grade in each course is made up of term work (70%) and summative evaluation (30%).

Grade	Level	Description
80 - 100%	A	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	B	A high level of achievement. Achievement is at the provincial standard.
60-69%	C	A moderate level of achievement. Achievement is below but approaching the provincial standard.

Grade	Level	Description
50-59%	D	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	E	Insufficient achievement of curriculum expectations. A credit will not be granted.

## Learning Skills

Learning skills and work habits are assessed and reported separately as expected by the Ontario Ministry of Education. Each of these traits is very important for success in school and in life. Learning skills and work habits to be assessed include responsibility, organization, independent work, collaboration, initiative, and self-regulation. Working with their teachers, coaches, Heads of House and Advisors on these learning skills, Lakefield students develop a stronger sense of themselves as learners of more than subject area content and develop attitudes and values that will support them in their adult lives.

## Scholar and Scholar with Distinction Rolls

The Scholar Roll (80% average) or the Scholar with Distinction Roll (85% average) recognize high academic achievement.

## Policy on Repeated Courses

Lakefield College School opposes the practice of repeating courses. Lakefield is required to report all repeated courses to universities. A student will not normally be allowed to repeat a course in which he/she received a grade above 69% or in which he/she received an “N” or “D” learning skills rating on any term. Permission to repeat a Grade 12 course may be granted only by the Assistant Head: Student Support.

## Examination Policy and Procedure

1. Formal examinations will be written in June.
2. The June examination period will run for a maximum of ten days. Examinations will be a maximum of two hours.
3. All students must write all of their examinations at the scheduled time with only the following exceptions:
  - a. If a student is ill, he/she must provide a medical certificate; in this case the examination will be waived, except in the event of the final examination in a course in which a student is failing—in this case a supplementary examination will be scheduled.
  - b. In the event of a family emergency or other special circumstance deemed acceptable by the Assistant Head: Student Support, the student’s examination will be faxed to a suitable supervisor arranged by the family. The examination will normally be faxed shortly after the commencement of the examination. The student is to write the examination, under supervision, at this time, and the student’s answers are to be faxed back to the school immediately. A student who writes an examination under these circumstances will receive a grade on the examination no higher than his/her cumulative mark to that point in the year.

4. Modified examination conditions (i.e., extended time, use of a computer) will be made available to students only in response to a certified medical or psycho-educational recommendation presented to the school in writing.
5. Examination results are not to be reported to students until the completion of the full examination period.
6. Final examinations will not be returned to students. These examinations will be kept by the school until September 15 of the year in which they were written, after which they will be destroyed. Until September 15 of the year in which it was written, the grading of a student's examination will be reviewed by the Assistant Head: Academics upon written request by the student's parent/guardian, or by the student if he/she has reached the age of 18.
7. Examinations shall take priority over co-curricular activities for which a student may qualify during the school year. In the event that a student shall qualify for a co-curricular activity which interferes with one or more scheduled examinations the school will consider an application from the student's parent/guardian to have the activity considered as a "special circumstance" under part 3. b. of this policy. Under these circumstances, it will be required that the student be supervised in the writing of the examination by a member of the school faculty. No academic penalty will be applied to students who write one or more examinations in this manner.

## Promotional Standards and Expectations

If a student is passing, being co-operative and not having an adverse effect on others, Lakefield College School has no grounds to ask that student to leave. Students can be asked to leave LCS for the following reasons, provided the problem has been clearly communicated to the student and his/her family and fully documented.

- Students repeatedly fail to live up to community standards and accountabilities.
- Students state or demonstrate they do not want to be here.
- Students fail to meet academic promotional standards: moving from Grade 9 to 10: 60% with no failures; moving from Grade 10 to 11: 65% with no failures; moving from Grade 11 to 12: 70% with no failures. Students who do not meet this standard, but who are on the Commendation Roll or for whom there are other mitigating circumstances (for example, a learning disability identified mid-year), will be considered for Probationary or Conditional Promotion. Students granted Conditional Promotion will be required to undertake a specified program of remedial studies, during the summer months. Students granted Probationary Promotion will be given certain conditions to fulfill through the summer and throughout the next academic year. Students cannot be placed on Probationary Promotion for two consecutive years. Failure to meet promotional standards for a second time after having been awarded Probationary Promotion will normally result in the student being asked not to return to the school.
- Students are having an adverse effect on the growth and development of other students.
- Students are experiencing extraordinary social, psychological, or health challenges which require special resources beyond what the school can provide.

It is common practice:

- To give more sympathetic consideration to students at the conclusion of their first year of enrollment at Lakefield College School.
- To be more discerning with experienced students at the conclusion of their Grade 11 year prior to enrolling in Grade 12 courses and assuming senior leadership responsibilities.

## Academic Honesty

Plagiarism is a serious offense. Students are expected to display honesty and integrity in all of their academic work at Lakefield College School. All students are taught appropriate techniques for crediting sources and are required to use these at all grade levels. Competition for university places is intense in North America, and Lakefield College School students consistently rise to the challenge of this competition. They do so on the basis of their abilities and hard work, under the watchful and caring guidance of their teachers. No other route to university entrance, or to success in life, is acceptable at Lakefield College School.

- Students who use the words or ideas of another on a project, test or examination, without identifying the source of those words or ideas will receive a grade of “0” on the work.
- Students who seek to improve their performance on a project, test or examination by copying the work of others or by using non-permitted aids or notes will receive a grade of “0” on the project, test or examination.
- Students who share their work with others so it can be copied will also be considered for disciplinary action, including a grade of ‘0’, warnings and probation.

For a second incident of Academic Dishonesty during a student’s time at Lakefield College School, the student will again receive a grade of “0” on the project, test or examination, and will also be placed on “Directed Probation”. A further offense will require the student to re-affirm his/her commitment to the school and the student will be placed on General Probation. The record of Academic Honesty is maintained throughout the student’s career at Lakefield College School.

## Procedure for Adjudicating a Case of Academic Dishonesty

When a teacher identifies a case of academic dishonesty (e.g. using disallowed references on a test, copying another student’s work, using the words of another without citation on an assignment) the procedure shall be:

1. The teacher notifies the Assistant Head they report to.
2. The Curriculum Leader reviews the facts presented by the teacher, checks the student’s record with the Director of Academic Administration and decides either:
  - a. That the issue does not warrant formal accountability, in which case the issue can be resolved by means of a discussion between the teacher and the student, or
  - b. The issue falls under the school’s Academic Honesty Policy, in which case the following steps will be taken.

If the latter, then:

3. The Assistant Head and the teacher meet with the student and the student’s Advisor to outline the

infraction and the consequences under the school's Academic Honesty policy.

4. The Assistant Head notifies the Director of Academic Administration and Advisor of the results of the meeting in #3.
5. The Advisor notifies the student's parents and the student's teachers of the results of the meeting in #3.
6. The Director of Academic Administration notes the incident in the student's school record. (This note shall not be included in the student's permanent record.)
7. The student and/or his/her parent(s) shall have the right to appeal the decision in #3. If they wish to do so, the Advisor shall notify the Director of Academic Administration, who will call a meeting of the Appeals Committee. The Appeals Committee shall be composed of the Director of Academic Administration (Chair), the Assistant Head: Student Support and the Assistant Head: Academics. The Appeals Committee shall confirm or reject the decision made in #3. The decision of the Appeals Committee shall be final.
  - a. If the Appeals Committee rejects the decision in #3, the issue will be resolved by means of a discussion between the student and the Director of Academic Administration, the student's parents will be notified and all records of the incident will be deleted.
  - b. If the Appeals Committee confirms the decision in #3, the student and parent(s) shall be notified.

## Course Selection and Change Schedule

### **January/March**

Course offerings for the following year are previewed for current students. Students are asked to make preliminary course selections in consultation with one of the Guidance Counsellors and with their Advisor. Selections are entered electronically on the student's portal under the Annual Educational Plan. Parents are encouraged to review and approve the selections online.

Students who wish to make changes to their preliminary course selections are to do so by the Victoria Day long weekend in May. Parents and students are invited to contact the Advisor if they wish to discuss the student's program. Questions involving course selections will be referred to one of the Guidance Counsellors. Any changes must be made by a Guidance Counsellor.

### **May/June**

The creation of the timetable for the following year is based on the student course selections on file following the Victoria Day long weekend in May. Changes in courses are still allowed after this point, but flexibility may be reduced once the timetable is created.

### **September**

Students receive their individual timetables. Course changes may be made with the approval of the student's Advisor and parents.

### **Thanksgiving Break**

Last day to add a new course. This date is also the last opportunity for students to switch from an AP Prep or AP version of a course to the regular version. Students switching from AP Prep and AP courses to regular versions of those courses will be given a clean academic record in the course and will not carry the grade earned thus far in the AP Prep or AP course to the new course.

## November Break

Last day for students to drop a course without academic penalty is the Friday after receiving his/her first report.

- Students may drop a course up to the Friday after November Break, providing that this action does not reduce their course load below the required minimum for their grade. Students will not be allowed to drop a course after this date without permission from the Learning Accommodation Committee. Students are responsible to complete all requirements of all courses in which they are registered on December 1, including classroom attendance. Failure to do so will be considered a disciplinary issue and will be dealt with through the normal processes.
- Lakefield College School does not normally permit students to withdraw from a course after mid-November. Notwithstanding this policy, should a student be given permission to, a Grade 11 or Grade 12 course later than five days following the issue of the February report card, the withdrawal will be indicated on their transcript, and the grade earned in the course at the time of withdrawal will be indicated as well

## Private Tutors

Private Tutoring is available on an extra fee basis and should be viewed as a supplement to other forms of student support. Students should seek extra help from their subject teacher if they are experiencing difficulties with a subject before requesting a tutor. The faculty at Lakefield College School is available on a regular basis to provide extra help for students.

If it is determined that a student is encountering difficulties in a subject, the student's advisor will recommend private tutoring only when one or more of the following circumstances exist:

1. The student lacks fundamental requisite skills and/or knowledge (mark below 65% on previous year's exam).
2. The student has met with the subject teacher to discuss tutoring and explore alternative options to tutoring (extra help, peer tutoring).
3. The student has special learning needs, identified by psycho-educational testing.

Special Note: All students in Grade 9 - 10 Math will be evaluated by their math teachers at the beginning of the year to determine their level of math skills. Students determined to be weak in fundamental skills will be offered a special mathematics skills development program that will run for 3-4 weeks at the beginning of the academic year. These sessions will be scheduled in the evening study period and will take place twice per week. The charge will be \$10 per hour. At the conclusion of this special program, it will be determined if a student requires further resources, i.e.: external tutor in math.

## Study

In the evenings during the week there is a study period which is held in the houses. From Monday to Thursday, study runs from 8:00 p.m. to 9:45 p.m and Fridays 8:00 p.m. to 9:00 p.m. All grade 9-11 students

must be in their rooms for the first hour of study. If they have a note from their teacher or Head of House allowing them to work in the Library, they may do so in the second hour of study. Grade 12s study in house or may study in the Learning Commons with permission. All students must obtain permission from the residential staff on duty in order to study in another residence. If on campus during Study, Day Students must be studying in the Learning Commons or in a residence if permission has been granted by residential staff. A supervised study is organized in a classroom for students who need additional structure.

## Guidelines for Supervised Study

1. Supervised Study is intended to provide a temporary period of highly structured study for Grade 9, Grade 10 and new Grade 11 boarding students who are having trouble making the adjustment to study in the residential setting.
2. Students are assigned to Supervised Study by their advisor, in consultation with the student, the student's parents and the Head of House.
3. The primary consideration for a student in Supervised Study is their learning skills. A student with several "N" or "D" learning skills ratings, would be a logical candidate for Supervised Study. For a student with a low academic average (including one or more failures), but with most learning skills ratings of "M" or "E", it would be better to arrange tutoring than to place the student in Supervised Study.
4. Supervised study will begin after the Thanksgiving Break and run until the end of exams.
5. The normal minimum period for which a student should be assigned to Supervised Study is one term ending at either parent/teacher interviews, February reports, or April reports.
6. At the end of the term, the student's progress should be evaluated to determine if a further period in Supervised Study would be helpful.
7. If a student has been in Supervised Study for one term, his or her participation in the program must be reviewed by the advisor, supervised study coach, Head of House, and parents to determine whether alternative study arrangements should be made. Students cannot expect to remain in Supervised Study longer than one term.
8. The goal of Supervised Study is to help students get on top of their work and return to study in their residence. Supervised Study is not a long-term alternative to study in the residence.
9. Students who are unable to focus in their residence in study due to an identified learning difference may be recommended for the Academic Coaching program if parents agree to cover the cost of this program.
10. Any student not using Supervised Study in a constructive manner will be asked to leave supervised study at the discretion of the Supervised Study team in consultation with Head of House and Advisor

## Absences

### A. Unexcused Absence from Classtime

Teachers take attendance at every class. Students may only be excused when ill, when involved in a school co-curricular activity or when special permission is granted by his/her Head of House.

## Accountability

- **Third Unexcused:** An email to parents and a meeting with the Director of Academic Administration and the student's Advisor is notified. Dean of Students is available to provide support if needed.
- **Fifth & Up Unexcused:** An email or letter home, and a meeting with the Assistant Head: Student Support to develop an action plan to avoid any further unexcused absences. The action plan will include the support of the Dean of Students, Head of House, Advisor and parents. Continuation of this pattern of behaviour may result in the student being sent home to re-affirm his/her commitment to the school upon the seventh unexcused absence and for each subsequent unexcused absence thereafter.

### **B. Unexcused Absence from Athletics**

Coaches take attendance at every practice and/or game. Students may only be excused when ill, when involved in a school co-curricular activity or when special permission is granted by his/her Head of House/ Advisor.

After a student's third unexcused athletic absence, the student, the student's Advisor and the Athletic Director will meet to discuss the absences. Their discussions will address the following:

1. What has caused the absences?
2. Are the absences program related?
3. What will the response of the student be?
4. What will the response of the Athletic Department be?

## Accountability

- **Third Unexcused:** A phone call to parents, a letter home, and a meeting with the Director of Athletics and the student's Advisor.
- **Fifth Unexcused:** A meeting with the Director of Athletics and the student's Advisor. A letter from the student will be requested giving an explanation for their absences. The student will have 24 hours to produce this letter. This letter will be copied to the student's Advisor, filed, and sent to the student's parents.
- **Seventh Unexcused:** A phone call to parents, a letter home and a meeting with the Director of Athletics, the student's Advisor, the Assistant Head: School Support. This meeting will determine an appropriate accountability for the student.

## Lateness for Class Policy

The goal of this policy is to address chronic lateness, and to reinforce with all students the need for punctuality so that all students can benefit from productive use of class time.

### **Definition of "Late for Class"**

A student is considered late if he or she arrives to class after instruction has begun.

Teachers will note the name of any student who arrives late and have a brief discussion with the student at some point during the class about the reason for the late arrival.

If the teacher does not deem the reason legitimate, the teacher will remind the student of expectations about punctuality, and the student will be marked as late in the attendance system.

Students will not be marked as late during the first week (Thursday to Wednesday) of classes to give new students time to learn the layout of the academic block.

#### Accountability

- Ten lates recorded in the attendance system = a notification to the advisor.

When an Advisor receives a notification for the first time, the Advisor will:

- Have a conversation with the student and
- Send an email home to the parents (copied to Head of House)

Lateness should end. If it does not, the count begins again.

- Another ten lates = second notification to the Advisor.

The advisor at this point will check with the Head of House to see whether there are other concerns and:

- Have a conversation with the student
- Send an email home to the parents (copied to Head of House)
- Place the student in Saturday Study or an equivalent accountability deemed appropriate by the advisor.

- Another ten lates = third notification to the advisor, Head of House, and Assistant Head: Student Support

- Student meets with Assistant Head: Student Support, who phones parents
- Student is assigned to Saturday Study

Lateness should end. Each late after 30 will be noted to Advisor and parents, and at 33 lates, the student will be in position of failing to abide by the expectations of the School, and may be referred to the Standards Committee.

#### Late Assignment Policy

All student work that is submitted late in high school courses will be subject to a grade deduction. "Late" is defined as any moment after the teacher collects the work. Specific deadlines and submission requirements will be communicated by the subject teacher in class and on the in the class journal.

The deduction will be applied to all evaluated categories of the assignment as follows:

<b>Grades</b>	<b>Grade Reduction</b>
9 & 10	2.5% per calendar day
11&12	5% per calendar day

Once the assignment in question is returned to the other students in the course, more than 20 calendar days subsequent to the deadline have passed, or the drop-dead date the teacher has communicated as part of the

submission requirements has expired, the assignment will be promptly awarded a grade of “0”. Until then, the assignment will show as overdue in the course gradebook.

**Any student who may need an extension is expected to contact his or her teacher in person, if possible well in advance of the deadline. Such an extension request should be supplemented within 24 hours with an email to the teacher and advisor outlining the terms of the teacher granted extension.** Students who have identified learning differences may need extensions as accommodations and will be expected to follow this process for requesting an extension.

Any exceptions, due to extenuating circumstances, will need the approval of the Assistant Head: Academics.

## The Learning Commons

The Learning Commons is a central space which includes all of the school’s Library and Information resources, reference and instructional services as well as the offices and services of the Guidance & Learning Department.

More than a space, the Learning Commons allows for learning that is interactive, social, and relevant. It combines traditional study areas, including distraction-free carrels and spaces for collaborative work, with the latest information and learning technologies. These include adaptive technologies, a wide variety of both local and online databases, DVDs and a very strong collection of print resources. Instructors and resources are available to provide help for all students to develop improved work habits, learning and research skills. Library users may check out their own materials, which are due back at major School breaks. A non-circulating reserve system is maintained to ensure that materials remain available to full classes. Photocopying, printing, and scanning services are freely available.

Open on weekdays until 10:00 p.m.

## Lakefield’s Information Technology Acceptable Use Policy

Lakefield College School makes its campus-wide network, including its connection to the internet, available to all students and staff for the express purpose of furthering the educational mission of the school. In order that network users understand how best to abide by this purpose, it is expected that all students, staff and parents read the official Lakefield College School Information Technology Acceptable Use Policy (AUP) online at <http://olc.lcs.on.ca/aup/>. Use of the network constitutes agreement to the terms of the AUP.

Students acting in violation of the AUP will have their network, internet and/or email account revoked for one week and their parents will be informed. Repeated or more serious violations of the AUP may result in more serious accountability, and may necessitate meeting with the Standards Committee to determine appropriate accountability.

For greater clarity, but without limiting the official AUP, the following actions would lead to the revocation of the offender’s network, internet and/or email account:

- Using email or the network to harass another person (see the school’s Harassment Policy for more details)

- Passing on chain mail using one's own LCS email account or the school's network
- Providing access to the network or email by means of one's own password to anyone else, or using someone else's password to access the network or their email.
- Modifying the configuration of the network for any reason, including connecting personal computer equipment to the network without permission of the IT staff.
- Attempting to obtain access to materials or services on the network for which you do not have authorization.
- Attempting to bypass or change the security setup of the network or any devices attached to the network including laptops.
- Using Instant Messaging software during academic time.
- Accessing, displaying, storing or transmitting profane, obscene or pornographic materials.
- Playing multi-user computer games, which communicate with other game players across the school's network or the Internet.
- Downloading, storing, creating, playing or transmitting files made from commercial media, including MP3s, AVIs, CDVs, etc.
- Installing software or games on the Learning Commons' computers.
- Installing or using computer software or games that have not been properly licensed for the user.
- Leaving laptop unlocked and unattended.

## Laptop Computers

Students provided with a laptop computer also receive a cable lock system. In the residences, students' desks are designed so that the laptop can be secured to the desk using the cable. Students and staff are expected to keep their laptops locked or on their person at all times.

Should a student's laptop be lost or missing, the School Policy is as follows:

The student should come to the IT Help Desk to check to see whether his/her laptop has been turned in. If the laptop has been turned into the office, the student is required to sign an acknowledgment of loss and return of laptop. After the third "loss and return" parents will be contacted and informed of the School's concerns regarding the student's inability to appropriately secure the laptop.

Note: All laptops must be carried in a properly padded laptop case at all times. Laptops will not be returned without the proper case.