



BEV FACEY
COMMUNITY HIGH SCHOOL

FAMILY HANDBOOK

2017 – 2018

School Year

99 Colwill Boulevard
Sherwood Park, Alberta T8A 4V5

Telephone: (780) 467-0044

Fax: (780) 467-3467

Website: www.bevfacey.ca

Facebook: <https://www.facebook.com/bevfacey>

Twitter: <http://twitter.com/bevfacey>

PRINCIPAL

Mr. P. Pallister

ASSISTANT PRINCIPALS

Ms. S. Gach – Grade 10

Mr. M. Shudra – Grade 11

Mrs. T. Williamson – Grade 12

COUNSELLORS

Mrs. S. Rankin

Mrs. K. Maier

Mrs. T. Tattrie

ATTENDANCE SECRETARIES

Mrs. T. Murphy

Mrs. D. Radke

TABLE OF CONTENTS

Welcome	3	Academic Integrity	19
Our Beliefs	3	Cheating and Plagiarism	20
Our Mission	3	Course Changes	21
Our Vision	3	CTS Prerequisites	21
Staff Directory – Certificated Staff	5	Next Step	21
Staff Directory – Classified Staff	5	Minimum Credit Load Requirements	21
School Council	6	Prerequisites for Core Courses	22
Athletics	7	Returning Grade 12 (R12) Student	22
Wellness Centre	7	Philosophy of the Facey Way	23
Facey Spectrum	7	Roles of the Student	23
Leadership Program	7	Roles of the Staff	23
Model United Nations (MUN)	8	Roles of the Parents	23
Skills Canada Alberta	8	The School Act	24
Principal Advisory Committee	8	Discrimination and Harassment	25
Yearbook Committee/Astronomy/Gaming/Robotics	8	Bystanders to Inappropriate Activities	25
Cafeteria / Falcon's Nest Café	9	Student Witness	25
Dress and Appearance	9	After Hours and Off School Grounds	25
Electronic Devices	9	Class Suspension	25
Homework Requests	10	In-School Suspension	25
Identification Cards	10	Out-of-School Suspension	25
Independent Students	10	Immediate Suspension	26
Library	10	One to Five Days Out-of-School Suspension	26
Lost and Damaged Texts	10	One to Two Days In-School Suspension	26
Lockers and Locks	11	Student Conduct on School Buses	27
Parking	11	Absences	29
Parking – Drop Off	11	Co-Curricular	30
Public Telephones	11	Extended Student Absences	33
School Resources Officer	12	Extended Field Trips	33
School Security	12	Phone Notification of Absences	33
School Visitors and Guests	12	Punctuality	33
Skateboarding	12	Attendance Policy	33
Smoking / Tobacco Usage	12	Signing Out During the Day	33
Student Insurance	12	Emergency Evacuations	34
Student Services Department	13	General Shop Safety Regulations	34
Diploma Requirements	14	Lock Down	34
Certificate Requirements	14	Security Cameras	34
My Pass	15	Other Emergencies	34
Elk Island Public Schools Honours Certificates	15	Inclement Weather - Suspension of Bus Service	35
Awards and Scholarships	16	Agreement for Technology Use	36
Graduation Information	17	Use of Computers	36
Formative Assessments	18	Use of Chat	37
Examinations and Grades	18	User Account Guidelines	38
After School Test Writing	18	Cyberbullying	38
Evaluation in Advanced Placement Courses	18	School Bell Schedule	39
Final Exams	18		
Diploma Exam Policies & Procedures - Inclement Weather	19		

WELCOME TO BEV FACEY!

We're excited about the coming school year, and we thank you for choosing Bev Facey as your high school. Although we are the largest school in Elk Island Public Schools, we are proud of our warm, friendly atmosphere. At Facey, everyone belongs.

Serving the community of Sherwood Park since 1981, we have a tradition of excellence, and an abiding belief that every student can learn and be successful. Facey is an exciting and innovative learning community with a wide range of programs designed to meet every student's needs. We offer academic excellence, school spirit, and leadership opportunities. Facey is well recognized as a school of academic rigor, superior athletics, thriving fine arts and innovative CTS courses.

Our students, staff and parents are committed to the virtues of the **Facey Way – commitment, respect, dedication, loyalty, and enthusiasm** – which guides our actions.

This handbook was created for our students and families, so you are aware of the services that are available to you. In addition, we have included our policies and expectations. It is important you familiarize yourself with the contents of this handbook.

OUR BELIEFS

We believe:

- in public education, which is the avenue by which every child is successful.
- every student deserves the right to succeed and excel.
- in lifelong learning and that we, as educators, are the chief learners.
- parents are critical stakeholders in their children's education.
- students appreciate and deserve honest assessment.

OUR MISSION

To provide a supportive environment and a comprehensive education developing adaptable, responsible learners who are capable of meeting the opportunities of a changing world.

OUR VISION

Our school prides itself in offering an excellent academic learning experience in an inviting, friendly atmosphere. A broad range of programming is available for students of diverse abilities, who in turn receive solid support from a responsive administration and counselling team. Staff members model excellence and maintain high expectations for students. Students rise to, and frequently exceed, these expectations. Moreover, our students feel safe and respected which contributes to their resiliency. Students recognize they are responsible for their actions and learning. They work in concert with staff towards self-discipline and personal growth.

Students, staff and parents of Bev Facey Community High School follow *The Facey Way*, a philosophy that guides all school activities. In keeping with the principles of the Facey Way, students, staff and parents in our school community accept responsibility for maintaining and representing our positive school image.

The Facey Way includes the virtues of:

EMPATHY: Learning to see the world through others' perspectives.
SELF-CONTROL: Cultivating the abilities to focus and delay self-gratification.
INTEGRITY: Recognize right from wrong and practice ethical behavior.
DIVERSITY: Recognizing and appreciating human differences.
GRIT: Persevering in the face of a challenge.

In all facets of the school, all students are valued for their contributions and excellence is celebrated. Facey graduating students are well prepared for life in the 21st century whether it be in the work force or in post-secondary studies. They feel empowered by the numerous leadership opportunities which staff have provided. Classrooms are equipped with modern and assistive technology.

Staff collaborate regularly and exhibit the qualities of a dynamic and collegial team. Departments work together to develop cross-curricular learning opportunities for students. Staff are encouraged to take calculated risks with the goal of maximizing student learning. All staff accept the responsibility to grow professionally. We are instructional leaders in the areas of technology, inquiry-based-learning and assessment. The school's administration embraces a shared leadership model, and makes decisions with the best interests of students in mind. Our school is looking at high school redesign and are working with students, parents, and community members to rethink and redesign high school in order to improve student engagement and become even more student centered. This work is critical as we prepare students to be active, engaged and successful participants in an increasingly knowledge-based and globalized society. Redesigning high school focuses on research and 'next practice' thinking: where schools have implemented strategies and approaches aimed at transforming the high-school experience for students and teachers through changes to school structure, culture, pedagogy or leadership.

Parents, community members, and volunteers are valued partners in the work we do, and they feel meaningfully connected to the school. We have a strong, active, and engaged School Council who meet regularly.

STAFF DIRECTORY -- CERTIFICATED STAFF

NAME	DEPARTMENT	NAME	DEPARTMENT
Pallister, Mr. P.	Principal	Lemko, Mr. S.	Math
Gach, Ms. S.	Assistant Principal (Gr. 10)	Letawsky, Mrs. M.	CALM, Physical Education
Shudra, Mr. M.	Assistant Principal (Gr. 11)	Maier, Mrs. K.	Student Supports (Gr 11/12)
Williamson, Mrs. T.	Assistant Principal (Gr. 12)	Martin, Mr. C.	English/GOALS Program
Balsillie, Ms. J.	FOCUS Program	Martinson, Mr. W.	CTS - Fabrication
Cook, Mr. D.	Science	Milne, Mr. A.	Fine Arts
Cruikshank, Ms. C.	Band / English	Mullen, Mr. C.	PLACE Program
Curbelo, Mr. R.	Spanish	Oatway, Mr. R.	OCE /Work Experience/CTS
Engblom-Reid, Ms. M.	Fine Arts	Plouffe, Mr. G.	Social Studies
Enns, Mr. G.	Fine Arts	Pratt, Mr. S.	Science
Footz, Ms. R.	English	Rankin, Mrs. S.	Counsellor (Gr. 10)
Forsyth, Mrs. P.	Math	Samaratunga, Mr. K.	French/GOALS Program
Frank, Mr. L.	Fine Arts	Schafer, Mrs. L.	Math/ CTS - Horticulture
Gauf, Mr. D.	Physical Education	Schoblocher, Mr. B.	English / Social Studies
Gieringer, Mrs. C.	PLACE Program	Shepherd, Mrs. C.	GOALS Program / Math
Gilewich, Mrs. M.	CTS - Cosmetology	Short, Mr. J.	CTS - Culinary
Glowinski, Mr. G.	Science	Skene, Mr. B.	Science
Hicks, Mrs. S.	Math	Souster, Mr. H.	Athletics/Physical Education
Holt, Mrs. K.	Social Studies	Stamatopoulos, Mr. P.	Social Studies
Huculak, Ms. S.	English	Steele-Watts, Mrs. J.	CTS - Culinary
Huie, Mr. J.	Social Studies	Strohschein, Mr. F.	CTS - Mechanics
Huisman, Mrs. K.	Math	Tattie, Mrs. T.	Student Supports (Gr 11/12)
Isbister, Mrs. M.	Math	Taylor, Mr. C.	Physical Education
Jarvis, Mrs. T.	CTS - Cosmetology	Taylor, Ms. J.	English
Johnson, Mrs. E.	Science	Van de Wetering Mrs. J.	CTS - Foods
Johnson, Ms. S.	Science	Veinot, Ms. J.	English
Killoran, Ms. M.	CTS - Computers	Ward, Mr. S.	CTS - Communications
Kowalchuk, Mr. A.	Science	Wong, Ms. W.	Math
Lacoursiere, Mr. M.	Science	Woodard, Mr. S.	CTS - Construction
Lal, Mrs. R.	GOALS Program		

STAFF DIRECTORY -- CLASSIFIED STAFF

NAME	DEPARTMENT	NAME	DEPARTMENT
Brackenbury, Mrs. C.	Baker	McNeil, Mrs. T.	Educational Assistant - GOALS
Chudley, Ms. L.	Horticulture Assistant	Mitchell, Mrs. C.	Educational Assistant - PLACE
Cleet, Mrs. S.	Bookkeeper / Secretary	Murphy, Mrs. T.	Attendance Secretary
Dundas, Mrs. P.	Business Manager	Natras, Mrs. K.	Educational Assistant - FOCUS
Ewanovich, Ms. K.	Educational Assistant	Neil, Ms. R.	Educational Assistant - GOALS
Fessenden, Mrs. S.	Educational Assistant – Support Services	Oslanski, Mrs. L.	Library Assistant
Gariepy, Ms. T.	Educational Assistant - GOALS	Pleau, Mrs. D.	Registrar
Garland, Mrs. G.	Brailist	Radke, Mrs. D.	Attendance Secretary
Heberling, Mr. A.	Laboratory Technician	Schlamp, Ms. D.	Educational Assistant - GOALS
Huie, Mrs. S.	Educational Assistant - FOCUS	Seibt, Mrs. K.	Marketing & Communication
Innes, Mrs. H.	Educational Assistant - PLACE	Skaley, Mrs. R.	Librarian
Johnston, Mrs. D.	Educational Assistant - PLACE	Thordarson, Mr. D.	Custodian
Lamoureux, Ms. S.	Cafeteria Assistant	Thordarson, Mrs. K.	Custodian
Legault-King, Mrs. A.	Educational Assistant-GOALS	Vopat, Mrs. L.	Educational Assistant - PLACE
Marr, Mrs. K.	Educational Assistant - PLACE	Ziober, Mrs. W.	Cafe
McLeod, Mrs. L.	Educational Assistant - GOALS	Ziober, Mr. M.	Vocational Technician

SCHOOL COUNCIL

On behalf of the Bev Facey High School Council, I would like to welcome you to Bev Facey and invite and encourage you to attend our School Council meetings.

The Council provides you the opportunity to meet members of the school staff and fellow parents, and is a forum for discussing your ideas, concerns, and questions. It provides an opportunity to offer feedback to the Principal on matters associated with our school.

Parental participation is key to having a council make its contribution to the success of the Facey school community. Meetings are short, informative, and cover a variety of topics such as enrolment, staffing, budget, behavior, curriculum, and student/staff achievement, to name just a few. I'm looking forward to working with you on our council.

Current information about School Council is available on the Bev Facey website under the "Parents" section, then "Parent Council" section for updated dates, times and minutes.

The following meeting dates are proposed for the 2017/18 school year; however, meeting dates are subject to change. (Please contact the school or visit the Bev Facey website to confirm meeting dates.)

- Tuesday, September 12, 2017, 6:30 p.m.
 - (Annual General Meeting)
- Tuesday, October 10, 2017, 6:30 p.m.
- Tuesday, November 21, 2017, 6:30 p.m.
- Tuesday, January 16, 2018, 6:30 p.m.
- Tuesday, February 13, 2018, 6:30 p.m.
- Tuesday, March 13, 2018, 6:30 p.m.
- Tuesday, April 10, 2018, 6:30 p.m.
- Tuesday, May 8, 2018, 6:30 p.m.

Michelle Dugan,
2017-2018 School Council Chair

ACTIVITIES & OPPORTUNITIES

ATHLETICS

Our Bev Facey Falcons compete in the Metro Edmonton High School Athletic Association, and are a source of pride for our school. Over 300 student athletes compete in interschool competition.

Teams include:

- Badminton
- Basketball
- Cheer
- Cross-Country
- Curling
- Football
- Golf
- Rugby
- Soccer
- Swimming
- Team Handball
- Track & Field
- Unified Sports
- Volleyball
- Wrestling

Upon successfully becoming a member of a school team, all team fees and any outstanding school fees must be paid prior to competition. Questions regarding our athletic program can be directed to Mr. Souster, Athletic Director, at hal.souster@eips.ca.

WELLNESS CENTRE

Bev Facey completed their new Health and Wellness Centre in 2015. The centre has state of the art work out equipment and is available for all students to use. Students have the opportunity to use the centre starting at 7:30am every weekday and till 5pm Monday thru Thursday.

GAY STRAIGHT ALLIANCE CLUB -- SPECTRUM

Facey is proud to offer a Gay Straight Alliance (GSA) club. The students decided to call the GSA club "SPECTRUM". The club is student driven and meeting times/activities are a reflection of the members' interests. Spectrum is a school based club run by students, and supported by teachers that works to create safe, caring, and inclusive spaces for lesbian, gay, bisexual, trans-identified, two spirit, queer and questioning (LGBTQ) students and their allies in schools. Typically, GSAs are designed to provide a safe space for students to meet, socialize, and support one another as they discuss their feelings and experiences related to sexual orientation and gender identity issues.

LEADERSHIP PROGRAM

The Leadership Program (Facey Leadership Initiative – FLI) at Bev Facey Community High School is an inclusive program that allows students to practice mentoring and leadership through individual and larger group learning opportunities.

Students are given opportunities to learn about and develop their resiliency, to learn about and develop their own leadership skills and to take risks to grow in positive and productive ways via experiential learning.

Students actively develop their own leadership strengths and develop projects to foster leadership within the school context, the local community and on a global perspective.

MODEL UNITED NATIONS (MUN)

If you enjoy debate and like research, then this is the club for you!

Model United Nations (MUN) is a wonderful club for students wanting to know more about the United Nations – its successes and its challenges.

This group meets once a month until November and then once a week until the High School Model United Nations (HSMUN) conference in February. The HSMUN is a three day conference sponsored by the University of Alberta. Students are assigned a country and they must represent it on the various UN committees during the conference.

SKILLS CANADA ALBERTA

Students in career and technology studies (CTS) courses have an opportunity to compete at Skills Canada Alberta.

This program serves as a critical link between employers, educators, labour groups and the government to reposition trade and technical careers as a first choice career option for youth in Alberta. This is accomplished through programming targeted at junior and senior high students. Their goal is to improve the public perception of the importance of trade and technology based careers and promote the career path opportunities with trades and technologies.

Former students have been very successful at the Provincial and National levels of competition. A student who wins gold in certain categories will be given the opportunity to go on to compete at the National level.

PRINCIPAL'S ADVISORY COUNCIL

Students have an opportunity to share their perspective and to have input into school life through the Principal's Advisory Council. This group of students from each grade level, meet with school administration monthly at noon.

YEARBOOK COMMITTEE

The yearbook is a very important historical document. Students who have an interest in photography or graphic design are welcome to join. This is a way to let your creativity shine and further develop.

ASTRONOMY CLUB

Are you interested in space and uncovering the many mysteries of the Universe? If so, join in for the very informal meeting weekly of If so please join us like-minded astronomy fans.

GAMING CLUB

Come daily to discuss and play a variety of card based games, board games and socialize

ROBOTICS/ELECTRONICS CLUB

Join in weekly to discuss advances in robotics and electronics.

GENERAL SCHOOL SERVICES, ROUTINES & PROCEDURES

CAFETERIA / FALCON'S NEST CAFÉ

Falcon's Nest Café provides a great opportunity to buy breakfast, fresh baked items, and hot and cold beverages within the school.

The Café is open before school, at breaks, lunch and after school. The Café offers a small coffee house feel and students are able to sit in the Café to enjoy their lunch or purchased items.

The Cafeteria is open daily at lunch hour to purchase a variety of menu choices which have been prepared by the Culinary Arts classes. Students also have the option to purchase from the staff menu if they desire.

Student workers help to run the cash registers as well as serving on the line for both the Cafeteria and Café. Inquire with the Culinary Arts teacher to look at getting into this great work experience opportunity.

DRESS AND APPEARANCE

Schools are a professional workplace. We believe in appropriate attire for the environment that we work and study in.

Some guidelines to things that may guide professional dress:

- Completely covered buttocks.
- Tops and bottoms meet.
- No exposed cleavage.
- Undergarments must not be visible.
- Shoes worn at all times for safety.
- No unacceptable slogans, language or graphics on clothing.

ELECTRONIC DEVICES

Cell phones and other electronic devices have tremendous positive impact on learning, ranging from research to collaboration to planning. Our goal is to help students develop responsible use practices.

Teachers are responsible for the learning that takes place in their classrooms and they have the authority to decide how these devices will be used. Students must respect these classroom expectations and may be asked to turn off devices, place them in "silent" mode, or not have them in class.

Students are encouraged to bring their own devices but must maintain responsibility for them. The school is not responsible for the loss or damage of these items.

Laser pointers are dangerous and are not allowed in the school.

See Elk Island Public Schools' Administrative Policy 145.
<https://www.eips.ca/about-us/administrative-procedures/145>

HOMEWORK REQUESTS

Students are responsible for work/hand-outs/assignments missed during absences. Parents/guardians/students requesting to pick-up homework assignments must give advanced notice and must commit to returning to school with all work completed.

IDENTIFICATION CARDS

All Bev Facey students will receive a student identification card as part of their Students' Council fee. To promote student safety and security, students must carry their ID card on their person while at school. ID cards are required while signing out textbooks or library materials. They must also be presented when writing final exams. Students must present their ID to any staff member upon request. A replacement ID is \$5.00.

INDEPENDENT STUDENTS

An independent student means a student who is:

- 1) 18 years of age or older, or
- 1) 16 years of age or older, and
 - 2) who is living independently, or
 - 3) who is party to an agreement under the *Child, Youth and Family Enhancement Act*.

An Independent Student is entitled to exercise all the rights and powers, receive all the benefits, and is subject to all the obligations that the student's parent/guardian is entitled to exercise, receive, or is subject to, and the student's parent/guardian shall not exercise those rights, receive those benefits, or be subject to those obligations.

Independent students must validate their absences by noon on the school day following the absence. Absences by independent students are only excused when supported by documentation from an outside agency.

See Elk Island Public Schools' Administrative Policy 303.

<https://www.eips.ca/about-us/administrative-procedures/303>

LIBRARY

The library is open from 8:00 a.m. to 3:30 p.m. Students may use the library before school, during their spares or during the noon hour. There are internet accessible computers and resources for student and staff use. In addition, our students have access to on-line research databases through the Alberta Online Reference Centre (<http://www.learnalberta.ca>).

To access this site from outside the school:

UserID: LA15 Password: 3950

Library Procedures

- Most materials are loaned for two weeks.
- Reference books, periodicals, pamphlets and other high demand materials are available for overnight loans.
- Students are responsible for lost or damaged materials. Money will be refunded for materials that are subsequently found or returned during the current school year.

MISSING OR DAMAGED TEXT BOOKS

Students are responsible for **assigned** text books and are expected to return them on time and in good shape. Students will be billed for missing or damaged textbooks.

LOCKERS AND LOCKS

The care of personal property is each student's responsibility. Hall lockers and locks are issued during registration days and the first week of school. Additional lockers are available to students registered in CTS or physical education courses. Only locks provided by the school may be used on lockers. Lockers remain the sole property of Elk Island Public Schools.

The school's administration has the legal right to inspect lockers and contents in order to maintain the integrity of the school environment. Student permission is not required. In order to keep lockers secure, students should not share their locker combination with others. The school is not responsible for lost items. A minimum \$5.00 is charged to students if their lockers are not completely cleaned of all items and markings by the last day of classes.

PARKING

The availability of student parking on school property is limited and is a privilege. Parking passes will be issued each semester. To park in the student parking lot a student must:

- be a grade 12 student;
- be selected from the random draw of applicants which will occur each semester;
- be eligible to drive with a valid driver's license within the school year;
- supply the school with license and registration info; and
- prominently display their valid parking pass in the front window of the vehicle.

The student lot contains no reserved spaces; therefore, parking for all registered vehicles is on a "first come, first served" basis.

Students who park without a valid parking pass will be ticketed by Strathcona County Bylaw Enforcement. Second offences may result in the student's vehicle being towed from the lot.

Students are reminded to obey all traffic and parking regulations/restrictions and to be courteous when entering and exiting the parking lot. Failure to comply with these regulations will result in tickets being issued by RCMP or Bylaw Enforcement and the loss of school parking privileges.

Students are not to be loitering in their vehicles or in the parking lot.

Students without parking passes, are recommended to park at Strathcona Athletic Park (SAP), which is located behind Bev Facey. There are also a limited number of spaces across the street from the school.

Students are not to park in local residential areas, the bus loop, staff parking, visitor parking, or the compound area immediately south of the school.

School rules and expectations apply to parking areas.

PARKING - DROP OFF

The bus loop in front of the school is reserved for buses only between 8:15-8:45 am and 3:00-3:30 pm.

This area is not for pickup or drop off of students for safety reasons. Offenders may be ticketed. Parents should not be dropping students off in the staff parking lot.

PUBLIC TELEPHONE

A telephone is available in the office for students to contact parents/guardians. Only in cases of emergency will messages be accepted and relayed to students.

SCHOOL RESOURCES OFFICER (SRO)

The School Resource Officer is a member of the Sherwood Park RCMP who spends part of his/her time in the school. The SRO is available as a resource person to teachers, students, and parents, and will respond to any issues which involve the justice system. Police will be notified if illegal activities are suspected.

While school authorities will cooperate with police investigations, any action administered by the school is separate and distinct from any legal action.

SCHOOL SECURITY

In order to keep our building secure, only the main entrance and the two entrances from the student parking lot are unlocked. Please enter through these doors.

SCHOOL VISITORS AND GUESTS

All school grounds are private property. Only students registered at a given school are authorized to be on the grounds or in the building during school hours. All visitors, including students registered at other schools:

- must park only in designated visitor parking areas;
- should make an appointment if possible;
- must sign in at the general office to receive a visitor pass;
- must exchange picture ID for a visitor pass when they are in the school;
- must wear the visitor pass in a visible location;
- must obey the directions of any staff member; and
- must obey all school rules.

Bev Facey students will be held accountable for their visitors and must ensure they follow proper sign-in procedures.

Please note: EIPS high schools do not accept visitors during the months of September, January, February and June.

Visitors who fail to comply with the above will be considered trespassers and

- will be directed to leave the grounds;
- will be subject to the disciplinary procedures in their home schools; and
- the RCMP may be contacted and requested to initiate a charge of trespassing under the School Act.

Under exceptional circumstances, students may wish to invite a guest to attend classes. Permission may be granted providing approval has been given by an administrator at least three days in advance. Once that permission has been received, students must then approach their individual teachers for permission.

SKATEBOARDS/SCOOTERS

Students are not permitted to skateboard or scooter on school property. It must be carried to the public walkways before riding can commence.

SMOKING / TOBACCO USAGE

Elk Island Public Schools has declared all schools and school grounds to be tobacco free. Students are not permitted to smoke, chew, use e-cigarettes or vaporizers, or display tobacco products within sight of the school grounds.

STUDENT INSURANCE

Elk Island Public Schools does not provide accident insurance to students. Accident insurance is the responsibility of the parents.

STUDENT SERVICES AREA

Services for students is an integral part of Bev Facey and the Administration and counselling teams are committed to providing a variety of strategies, activities and resources to develop and support student success.

A counsellor is located in the front office of the school and student support workers are available in the Student Services Area. They are available to assist students with educational counseling, post-secondary and career counseling, along with personal counseling.

Bev Facey's "Off Campus Education" provides information on Work Experience, Registered Apprenticeship Program (RAP), and other opportunities within the community.

There are two areas of support for students in the Student Services Area.

There is a supervised classroom where students may be sent by their teachers to write exams, catch up on work, or when they need a different work space to refocus themselves. This area is also where a student on In-school suspensions will spend his or her day completing course work. A student returning from an Out of school suspension will spend their first day back in this room catching up on missed work and demonstrating that he or she is ready to return to regular classes.

The second area is a quiet place where students may choose to complete work during their spares or may ask their teachers to work when they recognize that they need to refocus. Students are encouraged to visit this area for information on Post-Secondary and career opportunities as well as graduation requirements and learning support.

ACADEMICS

ALBERTA HIGH SCHOOL REQUIREMENTS

DIPLOMA - ALBERTA HIGH SCHOOL

The requirements indicated below are the **minimum** requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 Credits including the following:

- English Language Arts: 30-1 or 30-2
- Social Studies: 30-1 or 30-2
- Mathematics: 20-1 or 20-2 or 20-3
- Science: Science 20, or Science 24 or Biology 20, or Chemistry 20 or Physics 20
- Physical Education 10 (3 Credits)
- Career and Life Management (3 Credits)
- 10 Credits in any combination from:
 - Career and Technology Studies (CTS) Courses
 - Fine Arts Courses
 - Second Languages Courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses
 - Locally developed/acquired and authorized courses in CTS, Fine Arts, Second Languages or Knowledge and Employability occupational courses
- 10 Credits in any 30-Level Course
(In Addition to a 30-Level English Language Arts and a 30-Level Social Studies Course as specified above)
 - 30-level locally developed/acquired and authorized courses
 - 3000 Series; Advanced level in Career and Technology Studies courses
 - 30-Level Work Experience courses
 - 30-4 Level Knowledge and Employability courses
 - 30-Level Registered Apprenticeship Program courses
 - 30-Level Green Certificate Specialization courses
 - Special Projects 30

CERTIFICATE of HIGH SCHOOL ACHIEVEMENT

The requirements indicated below are the **minimum** requirements for a student to attain a certificate of high school achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 Credits Including The Following:

- English Language Arts: 20-2 or 30-4
- Mathematics: 10-3 or 20-4
- Science: Science 14 or 20-4
- Social Studies: 10-2 or 20-4
- Physical Education 10 (3 Credits)
- Career And Life Management (3 Credits)
- 5 Credits In:
 - 30-level Knowledge & Employability Occupational course Or
 - 30-level Career And Technology Studies (CTS) courses Or
 - 30-level locally developed/acquired and authorized courses with an occupational focus

And

- 5 Credits in:
 - 30-level Knowledge & Employability Workplace Practicum course Or
 - A 30-level Work Experience course Or
 - A 30-level Green Certificate course Or
 - Special Projects 30

Or

- 5 Credits In:
 - 30-level Registered Apprenticeship Program (Rap) course

MY PASS

All students should sign up for a “MyPass” account as this is how students will order/receive transcripts, view and print diploma exam results and be able to track their progress towards graduation.

Please note that with “MyPass”, your password is mailed (not emailed) to your address that is registered with Bev Facey. If you have moved, please contact the school immediately so that a new school correction form can be filled out. An email account is required in order to sign up for “MyPass” Students **are not to use their Bev Facey email account** as this account becomes inactive upon graduation/leaving of Bev Facey.

If you have any questions about signing up, please contact Alberta Education at 780-422-9337.

Access “MyPass” below to sign up.

<https://mypass.alberta.ca/>

ELK ISLAND PUBLIC SCHOOLS HONOURS CERTIFICATES

Awards

High School Honour Certificates shall be awarded annually to students who have met the Alexander Rutherford High School Achievement Scholarship requirement of 80% or better at the appropriate grade level.

Grade 10

- One of: English 10-1, 10-2, Francais 10, 13 or 10-2, and
- At least two of the following: Mathematics 10C, Science 10, Social Studies 10, 10-1 or 10-2, a language other than the one used above at the Grade 10 level, and
- Any two courses with a minimum three credit value at the Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.

Grade 11

- One of: English 20-1, 20-2, Francais 20, 23 or 20-2, and
- At least two of the following: Mathematics 20-1 or 20-2, Science 20, Biology 20, Chemistry 20, Physics 20, Social Studies 20, 20-1 or 20-2, a language other than the one used above at the Grade 11 level, and
- Any two courses with a minimum three credit value at the Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.

Grade 12

- One of: English 30-1, 30-2, Francais 30, 30-2, and
- At least two of the following: Mathematics 30-1, Mathematics 30-2, Mathematics 31, Mathematics 30-1 or 30-2, Science 30, Biology 30, Chemistry 30, Physics 30, Social Studies 30, 30-1 or 30-2, a language other than the one used above at the Grade 12 level, and
- Any two courses with a minimum five credit value at the Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.

AWARDS and SCHOLARSHIPS

- Students are encouraged to visit their grade level counsellor early in high school for information on scholarships and awards.
- Application forms for the Grade 12 school based awards/scholarships will be available from the counsellors in the spring. These awards/scholarships are handed out in October after their graduated year at the annual “Bev Facey Awards Night”. On this night Bev Facey Community High School celebrates academic excellence with all grade level students who are receiving honours along with the awards/scholarships for graduated students.
- Each college, university, and technical school website includes a section on awards, scholarships, and financial assistance. To access Alberta post-secondary schools use www.alis.gov.ab.ca (link: Educational Links).
- The following four websites are also valuable:
 - www.alis.gov.ab.ca (link: financial assistance)
 - www.studentawards.com
 - www.scholarshipscanada.com
 - www.studentscholarships.org

GRADUATION INFORMATION

Students will be eligible to participate in the graduation exercises provided they meet the criteria. Students will receive a Graduation Certificate from the school.

Students enrolled in a Diploma Program

In order to graduate and “walk the stage” from Bev Facey a student must achieve the following requirements.

- Meet the minimum course credit requirements for a High School Diploma as established by Alberta Education.
- Achieve a minimum grade of at least 50% in all non-diploma subjects.
- In the first semester, have earned at least 50% in the blended mark in any required diploma examination subjects. (If students achieve 50% or more on the school based mark, but less than 50% on the blended mark, they may become eligible by rewriting the diploma exam at the end of the second semester.)
- In the second semester, have earned at least 50% in the school awarded mark in any diploma subject required for diploma requirements.

Students enrolled in a Certificate of Achievement Program

In order to graduate and “walk the stage” from Bev Facey a student must achieve the following requirements.

- Meet the minimum course credit requirements for a Certificate of Achievement as established by Alberta Education.

Students enrolled in Special Programs

Students will receive their certificate of completion and “walk the stage” in their final year of programming.

Graduation List

Students enrolled in distance learning courses that will meet graduation requirements must adhere to the following timelines:

- Must be on track for completion and be recommended for graduation by a teacher from Alberta Distance Learning/Next Step Outreach by April 18th.

Students' names are removed from the graduation list as a result of:

- grades falling below 50% in any courses required for graduation;
- incomplete courses required for graduation and/or
- uncooperative or inappropriate behavior or pranks.

Students may have their names placed back on the list when they again meet the graduation requirements.

Valedictorian

The Valedictorian is the student with the highest average in:

- English Language Arts 30-1, and
- Social Studies 30-1,
- Plus any three of:
 - Mathematics 31
 - Mathematics 30-1
 - Mathematics 30-2
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30

In the event of a tie, the Valedictorian will be chosen by administration and counsellors based on the student's contributions to the school.

During the Graduation Ceremony, students are presented in alphabetical order, and no distinction is made among students from the various programs offered at Bev Facey Community High School.

Grad write-ups for the yearbook are edited by the staff advisor and administration to ensure all comments are appropriate and freedom of information guidelines are met.

Graduation and the School

The Graduation Ceremonies are a school sponsored event; students are responsible to the school for their decorum. Behavior that detracts from the dignity of the celebration may result in the graduate losing the privilege of continuing with the day's activities.

Please Note: Grad activities such as Safe Grad are NOT school sanctioned events.

ASSESSMENT & COURSE REQUIREMENTS

See Elk Island Public Schools' Administrative Policy 360
[HTTPS://WWW.EIPS.CA/ABOUT-US/ADMINISTRATIVE-PROCEDURES/360](https://www.eips.ca/about-us/administrative-procedures/360)

FORMATIVE ASSESSMENTS

Students are responsible for completing all assigned work, and submitting assignments on time. All assigned work is important; however, not all student work will be assessed for summative grades. Feedback is an essential part of learning and formative assignments are critical in this process. Failure to complete and submit assigned work for assessment may result in discipline consequences after consultation with the teacher, parent/guardian and grade-level administrator.

EXAMINATIONS AND GRADES

Diploma exams are conducted in the following courses: English Language Arts 30-1, English Language Arts 30-2, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, Science 30 and Physics 30. To receive credit for one of these courses, students must obtain a final course mark of 50 percent. The student's final course mark will consist of a 70/30 weighting of the school awarded mark and the diploma examination mark. The high school transcript shows a school awarded mark, a diploma exam mark and a final course mark for each subject. Part A exams (written component) are written in all English Language Arts and Social Studies diploma subjects.

EVALUATION IN ADVANCED PLACEMENT (AP) COURSES

Students in AP courses will be assessed on exactly the same material as those in regular courses. Wherever departments have common exams, AP students will write the common exams. AP students are expected to complete and participate in all enrichment activities of the course. In order to proceed to the next level, an AP student must have 80% in the prerequisite course and a recommendation from the teacher. Students may apply to enter the AP program at any grade level. We strongly encourage students in the AP program to write the AP exams in the final course in each discipline. Students are responsible for the cost of the exam which is approximately \$100 per exam.

FINAL EXAMS

Students are responsible for bringing their photo ID and writing materials. Cell phones, any electronic devices (except authorized calculators) hats, jackets, purses, books and backpacks must not be brought into the examination areas. Students arriving at exams without their IDs will be required to obtain a temporary ID at the office at the cost of \$5.

In keeping with the Alberta Education's Policy of establishing strict guidelines for writing of final exams, and in order to maintain the security of exams and to ensure fair and consistent assessment of student learning, Bev Facey's Exam Policy is that, except under extraordinary circumstances, semester-end final examinations may only be written on the scheduled dates and times. Family vacations should not be scheduled during exam times.

Students who are unable to write exams on scheduled times and dates for exceptional reasons will be required to write their exam at an appointed date. To ensure these accommodations do not cause incomplete prerequisite for subsequent courses in which the student wishes to register, the exam accommodation must be approved by the student's grade-level administrator.

DIPLOMA EXAM POLICIES AND PROCEDURES DURING INCLEMENT WEATHER

In accordance with Alberta Education's policy regarding the administration of Diploma Examination during school emergencies* such as inclement weather, EIPS will ensure that:

- if the school or designated writing centre remains open during inclement weather or other emergency conditions, students who arrive (late or on time) to write their Diploma Examinations are permitted to do so. Students in these situations will be allowed the full time allotted for the examination.

- Students who are unable to write or to complete a Diploma Examination because of an emergency will have the opportunity to review their options with the school administration. On review of a student's options, one of the following options will be recommended in writing to Special Cases and Accommodations, Alberta Education:
 - An exemption from writing the Diploma Examination or the missed part of the Diploma Examination.
 - For Humanities subjects only, an incomplete Diploma Examination mark now, and a request that the student write the missed portion of the examination during the next scheduled administration.
 - For Mathematics and Science subjects, an incomplete Diploma Examination mark now, and a request that the student write the complete examination during the next scheduled administration.
 - A recommendation based on individual student circumstances.

* A school emergency is defined as a situation resulting from an unpredictable event such as inclement weather, fire, bomb threat, flood, hazardous chemical leak, etc. that in some way interferes with school operation. Other examples are buses not running, necessary school closures, and unexpected dismissal of students from the school or examination writing area.

ACADEMIC INTEGRITY

Senior high schools integrate the principles of academic integrity with character education.

- A. Consequences for academic misconduct on assessments.
 1. Students will have the opportunity to re-write unit exams based on the same curriculum material at a time arranged with the teacher. The student will receive an "incomplete" in that assessment up to the date of the re-write.
 2. Following the re-write, the student's final mark in the course will be calculated using the mark on the re-write exam or a "0" if the student chose not to write the re-write on the dates set by the school.
 3. Students caught cheating will be subject to disciplinary measures (ie: suspensions, as per school behaviour policy).
- B. Consequences for academic misconduct for diploma exams are based on the Alberta Education Diploma Exam Regulations.

CHEATING AND PLAGIARISM

Plagiarism is defined as "to take (ideas, writings, etc.) from (another) and pass them off as one's own". This includes taking sources directly from the internet or another source without citing the source. To avoid the penalty of plagiarism submit only your work. Students who do plagiarize or break the rules of writing an exam will face disciplinary consequences. Students who knowingly allow others to copy their work will receive the same consequences. Evidence of the intent to cheat will result in similar consequences. Students will be held accountable for that assessment.

COURSE CHANGES

Students are to choose their courses wisely as there is not a lot of room to change courses once timetables are generated. Students may apply to their grade level counsellor to change from a course if they have valid reasons. Students may not change after the date specified. Students applying to change from a course must continue to attend the course in question until meeting with their grade-level counsellor. Re-registration at any time depends on availability of courses.

Grade 12 students may not drop a course after November 3, 2018 in Semester 1, or April 18, 2018 in Semester 2. After these dates a mark will be submitted to Alberta Education.

CAREER AND TECHNOLOGY STUDIES PREREQUISITES

Courses are arranged by the individual teacher so the student earns these prerequisite courses in a logical order. In addition to these prerequisites, be aware of the following requirements for proceeding from the 10 to 20 level, or the 20 to 30 level.

- A student must have successfully completed a minimum of three (3) credits at the 10 level including the prerequisite modules in order to register in the 20 level the following year.
- A student must have successfully completed at least five (5) credits at the 20 level including the prerequisite modules in order to register in the 30 level the following year.
- Students are responsible for ensuring they have enough 30 level CTS credits for Graduation.

Students in CTS courses are required to maintain reasonable progress in their modules in order to remain in the course.

NEXT STEP

Due to scheduling conflicts, students are sometimes unable to take all courses required for graduation during the regular school day. For Next Step classes the students must meet with their grade level counsellor or administrator for a referral. Please note that Next Step will not register a student that is already registered at Bev Facey Community High School without the referral.

MINIMUM CREDIT LOAD REQUIREMENTS

It is a policy of Bev Facey Community High School that all Grade 10 and 11 students carry a full program of 40 credits in blocks 1 through 4. Students who are having difficulty in a course may be allowed to arrange an alternative course in consultation with their counsellor.

Grade 10 and 11 students who wish to register and complete credits in Work Experience must do so "off the timetable" (i.e. 40 credits of block 1 to 4 course work, plus work experience learning outside the hours of regular classroom instruction). Grade 10 and 11 students with medical conditions or extenuating circumstances may be eligible for a spare only with the approval of the Principal. We feel it is important that students explore as many different areas as possible in high school and therefore expect grade ten students to take grade ten courses. Grade eleven students are welcome to take courses at the grade ten or eleven level and grade twelve students may choose any course they have a prerequisite for. Exceptions may be made for students who have submitted a clear three year plan which demonstrates a need to take an advanced course.

Grade 12 students must carry at least a 30-credit load throughout the year and have the requirements to graduate.

Please note that **spares** for a Grade 12 student who has not successfully completed their CALM or Phys Ed 10 courses will **NOT** be allowed, until these courses are completed. These two courses must be successfully completed in order to obtain an Alberta High School Diploma or Certificate.

PREREQUISITES FOR CORE COURSES

While it is true a mark of 50% in a prerequisite course is required to register for the next sequential course, (e.g. Social Studies 10-1 to Social Studies 20-1), it is more likely that students will be successful in subsequent courses when they achieve 60% or higher in a prerequisite course.

Student course selection is based on the student's final mark in prerequisite courses.

RETURNING GRADE 12 (R12) STUDENT

The student must fill out the appropriate R12 form and get permission from the Grade 12 Administrator to return to Bev Facey Community High School for the following year. Please note that R12 students are not given special consideration of when courses are offered. It is expected that R12 students are serious about their education. It is expected that the "Returning Grade 12 student" will not have any outstanding accounts from the previous three years of high school.

CODE OF CONDUCT

PHILOSOPHY OF THE FACEY WAY

The underlying philosophy of Bev Facey's School Code of Conduct is imbedded in the Facey Way. We believe all students have the right to learn in a positive environment. A positive learning environment is one in which students are encouraged to make appropriate choices, and are responsible for their own behavior. There are logical and natural consequences for the choices a student makes. Our goal is to work with parents and students in correcting poor choices, and encourage students to make positive ones where the needs of each student are respected.

We believe the most effective discipline is self-discipline. To that end, the Facey Way encourages and promotes responsible student behavior and calls on all members of the school community to play their part in establishing and maintaining a positive school environment. Often this responsibility extends beyond the confines of the school and the school grounds. In our neighborhood and on all field trips, students are representatives of the school and are bound by the Code of Conduct outlined in this handbook.

ROLES AND RESPONSIBILITIES

Roles of the Student

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own learning and social growth. In accordance with the School Act (Section 12, 2000) students are expected to conduct themselves so as to comply with the following code of conduct.

- Know, understand, and follow school rules.
- Accept responsibility for their actions at school or on school sponsored events.
- Put forth appropriate efforts on their studies to the best of their ability.
- Attend school regularly, punctually, and be prepared for each class.
- Cooperate fully and respectfully with all adult authorities within the classroom, on the school grounds, on field trips, or in the halls.
- Respect the rights and dignity of others.

Roles of the Staff

Staff are responsible for establishing a positive school climate in which structure, support, and encouragement are provided to assist the student both in understanding the importance of education, and in developing positive character virtues. This is a climate in which staff work with students so that:

- students feel safe, important, and trusted and have the opportunity to develop, assume, and maintain responsibility and self-motivation;
- there is a feeling of mutual respect among staff, students, and parents;
- students are provided encouragement and positive support for appropriate behavior;
- ongoing communication exists between staff and parents to involve all stakeholders in the education of students.

Roles of the Parents

Parents have a responsibility to ensure their children are ready to learn, and to help them make good academic progress by:

- establishing a positive learning atmosphere in the home;
- supporting the staff in carrying out school policies and procedures, and assisting children to understand, respect and follow school rules;
- attending meetings with the school staff when parental involvement is necessary to assist a student such as Student/Parent/Teacher interviews;
- keeping the staff apprised of necessary emergency contact phone numbers so parents may be reached when needed;

- maintaining communication with staff regarding learning and/or behavioral issues.

Parents are expected to appreciate and respect the roles and responsibilities of all staff members. Parents with a concern about their child's progress and/or behaviour should communicate directly and reasonably with the classroom teacher at a convenient time to avoid class interruptions. Should the concern not be resolved, a parent is welcome to bring the issue to the attention of the school administration.

Staff may be reached via e-mail by using our website: www.bevfacey.ca, and selecting "About Us" and then the section "Contact".

THE SCHOOL ACT

Schools are given the authority and the responsibility for these policies in accordance with:

1. The School Act
2. Common Law and "in loco parentis"

"In Loco Parentis"

Schools are deemed to be "in loco parentis" which is defined by Black's Law Dictionary as – "Acting in the place of a parent; supervision of a young person by an administrative body such as a school or university."

According to Common Law in Relation to "In Loco Parentis"

"The school's obligation to the student generally is to provide supervision for the times before and after school and while on school property. However, the school may take a legitimate interest in the activities of the students if those activities, even occurring off-campus, have an adverse impact on the school. If the atmosphere in the school is tainted by the activities that occur off of school grounds, the activity is likely of a legitimate interest to the school."

The preceding is a general interpretation of the Common Law doctrine. It must be realized that the courts continue to develop the Common Law based upon circumstances and expectations in our society and upon what is deemed to be reasonable in those circumstances.

In addition, the School Act addresses the issue of student responsibility to the school directly with the following sections:

Chapter S3, Part 1, Section 12

A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- c) cooperate fully with everyone authorized by the Board to provide education programs and other services;
- d) comply with the rules of the school;
- e) account to the student's teachers for the student's conduct; and
- f) respect the rights of others.

Chapter S3, Part 2, Section 20

A Principal of a school must:

- f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- g) promote cooperation between the school and the community that it serves.

Section 20 above then requires Principals to devise and enforce policies and rules which affect student discipline and community relations. Students who do not follow the rules are subject to school discipline policy including suspension.

See Province of Alberta – School Act

<https://education.alberta.ca/legislation-and-regulations/>

DISCRIMINATION AND HARASSMENT

Every person in Alberta is protected from discrimination on the following grounds: race, religious beliefs, gender, physical disability, mental disability, age, ancestry or place of origin.

Elk Island Public Schools requires all individuals to treat each other with dignity and respect and requires compliance with this policy by all individuals regardless of age.

Harassment is repeated unwelcome verbal or physical conduct because of a person's race, religious beliefs, colour, gender, physical or mental disability, age, ancestry or place of origin. If the harassment is insulting or intimidating, it is discrimination. Examples of harassment include: verbal or physical abuse; threats; derogatory remarks; jokes; innuendo or taunts about appearance or beliefs; display of pornographic, racist or offensive images anywhere, including lockers and binders; and condescension or paternalism that undermines self-confidence. Harassment can be bullying or outright physical assault.

BYSTANDERS TO INAPPROPRIATE ACTIVITIES

The expression "innocent bystander" is misleading. For example, going to watch a fight between students is contributing toward or promoting a serious misbehavior.

Students who are bystanders to students involved in inappropriate activities may also receive consequences. Individual cases will be investigated.

STUDENT WITNESS

The School Act states that, "A student shall cooperate fully with everyone authorized by the Board to provide education programs and other services."

Consequently, students are required to submit information if they witness incidents or are asked to provide information by teachers or administrators. Failure to do so may be deemed open opposition to authority.

AFTER HOUR and OFF SCHOOL GROUNDS

Students must follow all school rules while participating in any activity connected with Bev Facey Community High School.

For some situations school policies and rules will also apply to students off school grounds and/or after hours. Some examples are:

1. student parking in surrounding neighbourhoods;
2. smoking in the areas surrounding school grounds;
3. harassment, intimidation, or fighting which results from, or is connected to, activities in school or board-sponsored activities; and
4. cyberbullying – Cyberbullying involves the use of e-mail, cell phone, instant messaging, websites and other technology to support deliberate, repeated, and hostile behavior that is intended to harm or harass others. Students involved in cyberbullying will be suspended.

INTERVENTIONS

CLASS SUSPENSION

A student is suspended from the class in which the infraction occurred and will do course work in a supervised area.

IN-SCHOOL SUSPENSION

A student is suspended from all classes but will work, under supervision, in our Student Services Area. The duration of the in-school suspension is from the beginning of block 1 to the end of block 4. Students must bring all necessary work and a lunch. Teachers will send work to the student's station in the assigned area. Grade 12 students may be required to serve their in-school suspensions during spare blocks. Students will be expected to complete a learning package related to what they were suspended for.

In-school suspensions may become longer or become out-of-school suspensions when the student does not meet expectations of working in the assigned area. Parents/guardians will be contacted by letter.

OUT-OF-SCHOOL SUSPENSION

A student is suspended from classes, all school related activities, and prohibited from all EIPS school premises, school buses, and school property including practices, rehearsals and work experience. As a point of clarification, when the days of suspension are on either side of a weekend, the student is precluded from participating in school-related activities on the weekend, including spectating.

Before any student may return to school, a reinstatement meeting must be held with parents and school administration. It is common practice to invite our school resource officer to attend these meetings. Following the reinstatement meeting, there will be an In-School suspension component where students must be prepared to write any tests or assignments missed and demonstrate that they are prepared to return to class. Parents/guardians will be contacted by telephone and accompanied by a letter.

CONSEQUENCES

Immediate Suspension with Referral to EIPS' Board of Trustees

- Bomb threat
- Possession/use of a weapon
- Assault (depending on the circumstances)
- Trafficking of controlled substances
- Major breach of Student's Responsible Technology Use Agreement
- Dangerous/threatening behavior

One to Five Days Out-of-School Suspension

- Assault
- Tampering with emergency equipment
- Profane language or gestures directed toward peers, staff, or visitors to the school
- Fighting/inciting fighting, spectating at a fight
- Tobacco infractions
- Possession and use of controlled substances/drug paraphernalia
- Harassment
- Disrupting regular business in our or other schools
- Possession, use, smelling of alcohol
- Open opposition to authority/defiance

- Vandalism
- Theft
- Truancy
- Excessive lates
- Cyberbullying

One to Two Days In-School Suspension

- Failure to serve study halls
- Disruptive/inappropriate behavior
- Excessive lates
- Truancy
- Safety infractions

STUDENT CONDUCT ON SCHOOL BUSES

The student's primary responsibility is to conduct himself/herself in a manner that will not cause the bus driver to divert his/her attention from driving the bus.

Procedures

1. Violation of any of the following may lead to the loss of riding privileges.
2. Students are expected to be at the designated stop prior to the arrival of the bus.
3. Students who reside on the opposite side of the road from the designated stop are to cross in front of the bus and at least 15 feet ahead of the bus where alternating flashing lights are required.
4. Bus passes must be produced upon request or ridership may be denied.
5. The bus operator shall assign specific seats to students.
6. Students must not distract the bus driver.
7. Students must conduct themselves in a quiet and courteous manner, showing consideration to the bus driver and others while boarding, riding or departing from the bus.
8. The bus operator shall report serious student misconduct to the Principal. A student who continues to misbehave shall be denied the privilege of riding the school bus.
9. Students must remain seated, in their seats, during the entire trip.
10. While the bus is in motion, students must not extend any part of their bodies out of windows, try to get on or off the bus, or move around within the bus.
11. Students must not consume food or beverages on the bus.
12. Students must not throw paper or other waste materials on the floor or out bus windows.
13. Students causing wilful damage to the bus shall be held responsible for all costs.
14. Bus operators may appoint a monitor to assist in safety practices.
15. Buses are equipped with video surveillance that may be accessed in situations warranting discipline by school officials.
16. Rural students or their parents/guardians are to inform the driver when they do not require busing for the morning or afternoon.
17. Bus operators are not permitted to transport individuals not registered on the bus. Drivers are not permitted to add stops to the routes to accommodate the students' personal activities such as piano lessons, sports activities, etc.
18. Parents are responsible to:
 - 18.1. instruct their- children to obey all school bus rules;
 - 18.2. ensure their children are at the bus stop on time and follow appropriate loading procedures;
 - 18.3. accept responsibility for the conduct of their children prior to boarding the bus, during the daily trips, and upon leaving the bus;
 - 18.4. provide the necessary supervision for their children when they are going to and from the bus stop;
 - 18.5. make certain their children are appropriately dressed for the weather;
 - 18.6. ensure their children are aware of the alternate arrangements to follow in the event of emergent conditions (e.g., inclement weather, school closure, evacuation, bus breakdown); and

- 18.7. provide written, dated, and signed authorization to the bus operator if children are to be dropped off at a bus stop different from their regular designated stop.
19. Student Discipline
 - 19.1. The bus operator may report a student to the parents/guardians and/or the Principal for violation of rules of conduct.
 - 19.2. The Principal may suspend any student, under the provisions of the *School Act*, from riding on any bus and report the circumstances, in writing, to the parents/guardians, the bus operator, and the Superintendent or designate.
 - 19.3. The Principal may reinstate a student suspended from riding the bus.
 - 19.4. When a student is not to be reinstated on the bus within five school days of the date of his/her suspension, the Principal shall immediately report, in writing, all the circumstances of the suspension to the Superintendent or designate, together with his/her recommendations.
 - 19.5. The Board may reinstate the student or expel the student from riding the bus.
 - 19.6. For causing wilful damage to a school bus, a student shall be held fully accountable for the cost of repairs to the bus, at the discretion of the Superintendent or designate.
 - 19.7. The Division supports bus operators in maintaining student conduct.

See Elk Island Public Schools' Administrative Policy 351.

<https://www.eips.ca/about-us/administrative-procedures/351>

Students shall only bring items that can be held on their lap while enclosed inside a standard student backpack.

Musical instruments may be transported if they fit inside the student's backpack (e.g. flute, clarinet). Students may not hold the cases in their lap or on the seat beside them. Sports equipment like skis or hockey and lacrosse sticks may not be transported on the school bus. Balls, skates, etc. may only be transported if they can be secured in the student's backpack. Large or frail projects also may not be safely transported on the bus.

Bev Facey Community High School Attendance Policy

Overview:

- Students have an obligation to be diligent in pursuit of their studies while attending school regularly and punctually and to make up missed learning opportunities.
- Parents have a responsibility to take an active role in their child's education and to provide support for the student's obligation.
- Teachers will provide engaging learning opportunities and provide learning support when a student is absent from class.
- Administration will support students and families in educating them about the importance of being in school every day while offering intervention supports for individuals who demonstrate attendance concerns.

ATTENDANCE POLICY

Rationale:

We believe regular attendance to be a significant determinant of success in our school. Despite all of our efforts to support and encourage students to be successful at completing their coursework and the meeting of learning outcomes, a student's choices and actions can negate these efforts. It is only through an effective partnership and clear communication between the school, the parents and the student that we can ensure success.

At Bev Facey Community High School, we believe that the essence of our educational programs occurs in the classroom with skilled teachers. Direct instruction, explanation, clarification, discussion, assessment, group tasks, practical experience and evaluation are all invaluable components of an effective learning environment. Students who miss class time are at a greater risk of missing key aspects of their learning, and by extension, will reduce their chances of meeting the required learning outcomes of their courses.

The process as outlined below is meant to define our procedures and prevent misunderstanding. Ultimately our goal is not to consequence or discipline students through the taking of their time, but to support students and families in reducing barriers to regular and punctual attendance.

Process:

Types of Absences

EXCUSED (PA)	VERIFIED – UNEXCUSED (PV)	TRUANT (A)
School sponsored event	Sleeping in	Leaving class or school without permission
Student illness or health appointment	Transportation issue	Not returning to class after being given permission to leave
Verified community activity	Parental decision for any reason not considered excused	In or around school during the student's scheduled block
Significant family issue	Family vacation *See extended absence policy	Failure to verify an absence
Principal's discretion		Any absence not meeting 'excused' criteria

Types of absences explanation:

A. Excused absence:

1. School sponsored event:

Students have significant opportunity to be part of the extra-curricular programming provided by staff at Bev Facey. Participation in these programs is promoted and supported by our community. From time to time these programs may result in a student being absent from regularly scheduled classes. When this happens it is the responsibility of the student and the staff organizer to ensure that the other staff are aware of the planned absence and the process by which the student will engage in the missed learning. Students and staff sponsors will carefully monitor these absences.

2. Student illness or health appointment:

Ensure that a signed note or email to the office is provided with any other supporting documentation you feel important **within 24 hours after the return of the student to school. It is preferred to have notification on the day of the absence.** Students will need to make every effort to work with the teacher or resource room to catch up after a medical situation. Chronic medical conditions should have a doctor's note on file with the school office. Early dismissal from class for an appointment will require the student to obtain a dismissal slip from the office prior to the beginning of the block. Please provide notification to the office prior to the appointment.

3. Verified absence due to participation in a community activity:

Examples may include participation on a community team, club or program, religious activity, or other activities at the discretion of administration. It is requested that families provide this information prior to the event. Students are expected to have a 'study buddy' who can support the student in the missed learning. Please note that classroom time is valuable. Families should carefully consider participation in community activities that take their child from school. **A notice must be provided no later than 24 hours after the return of the student to school so that the absence can be considered excused.** Early dismissal from class for a community activity will require the student to obtain a dismissal slip from the office prior to the beginning of the block. Please provide notification to the office prior to the activity.

4. Significant family issue:

Unfortunate situations like death or critical illness in the family, personal safety issues, family emergencies or other unforeseen circumstances may occur during the school year. Like student illness, verification in writing, signed by a parent or guardian or email, will be required to excuse these absences. Students will need to make every effort to work with the teacher, administration, and counsellor to get support and catch up after this type of issue.

5. Principal's discretion:

Situations that arise that are beyond the control of the student as determined by the administration will also be considered as excused absences.

Process for an excused absence:

In the event of an excused absence or absences, the teacher will provide the student with the opportunity to make up missed work and complete assessments once they have received verification that the absence is excused. In the case of student illness, students may opt to make up this missed work on their own or in consultation with the teacher, under their supervision in a mutually agreeable time. Students should make every effort to minimize all absences. Under most circumstances, the review of a written note by school administration will determine whether the absence is a valid (excused) absence according to the criteria noted above, or whether the absence is unexcused. **It is preferred to have notification on the day of the absence. Notes from parents need to be submitted within 24 hours of the student returning to school. If a note is not received within the 24 hour period the absence will be considered truant.**

B. Verified – unexcused absence:

Absences, even with parent awareness, which do not meet the criteria for 'excused absences', include the following:

1. **Sleeping in**
2. **Car trouble or missed bus**
3. **Family vacations (see further details under Extended Absence)**
4. **Parental or guardian decision to keep the student out of school for a reason that is not meet the criteria for an 'excused absence'**
5. **Other circumstances as determined by administration**

Process for verified – unexcused absences:

Students who are absent for unexcused reasons will need to submit a signed note to the office from a parent or guardian within 24 hours of their return to class. This note should state the reason for absence and indicate that the parent or guardian is aware of the reason. Failure to provide this written evidence will result in the absence being considered a truancy.

Student responsibilities for unexcused absences:

With the exception of extended absences due to family vacations or trips, students will be responsible for making up missed work and time in a formal setting. Students will have to make up 25 minutes for each block they miss in our resource room – serving a study hall. After the 24 hour grace period has elapsed, for notification to be provided to the office, the student will be called to the office and assigned the appropriate number of study halls by an administrator. Students are expected to make up missed work and learning time in this formalized setting either before school, during lunch, after school or during a spare (if applicable). The teacher will provide that work for the student to complete. Failure to appear at the scheduled time will result in behavior intervention support and/or further administrative discipline.

Once a student has accrued 4 verified but unexcused absences, from a particular block, a meeting with administration will be required, which may include parents/guardians, to understand barriers preventing regular attendance. An attendance plan will be created and further administrative consequences may be required. Additional verified but unexcused absences may require additional supports and discipline.

*Extended absence policy:

Each year we are approached by parents or guardians who wish to take their child out of school for an extended period of time (defined as three school days or more). Usually this is for reasons associated with family travel or family business. We do not have a procedure for granting students a leave of absence. Rather, it is assumed that parents will make decisions in the best interests of their own child. We are respectful of the fact that many of our students have family members far away, and spending time with them is important. We also encounter parents who wish to excuse their child from school for extended periods of time due to emotional or medical issues. Regardless of the reason, difficulties arise when parents wish to have some sort of assurance that their child will not be behind in their work when they return. **If a child misses school for an extended period of time, he or she may be significantly behind in classroom work.**

Students may well have other cultural and travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or workbooks. **There is no true substitute for missed instructional time with a teacher.** It is also unrealistic for teachers to have to re-teach key elements missed due to a family choice to miss school. Although teachers will do their best to help students get caught up, they may not be, generally speaking, in a position to provide make-up assignments, or detailed packages in advance for children who have extended absences due to family vacations or work. **It is up to students to provide notification to each of their teachers well in advance (at least two weeks) of the date of the absence.** If less time is given, teachers will not guarantee that they will have make up work prepared. We strongly encourage all parents and guardians to contact the school to discuss potential extended absences with administration and classroom teachers. This will give both parents and students a clear understanding of the potential impacts of these absences and student responsibilities upon return to classes. **In case of an extended absence, the student will have to make up the missed work and assessments on their own. Formalized time in study hall will not be expected.**

C. Truancy:

Truancy is cause for disciplinary action. Students will be considered truant if they:

- 1. Leave the class or school without permission from the teacher or administration**
- 2. Leave class with teacher permission and fail to return in a reasonable time**
- 3. Are in or around the school but not in their scheduled class**
- 4. Fail to have a parent/guardian verify absence within 24 hours of their return to school or if the student is absent from school without parental permission**
- 5. Are absent from school for reasons that are not considered excused or verified unexcused as outlined above**

Students who make a conscious decision to skip their classes are not adhering to The School Act and most importantly, are sabotaging their learning. School administration reserves the right under the above mentioned policy and provincial legislation to suspend any student who displays repeated disregard for school and district policy, including truancy. If efforts to curb truant behavior prove unsuccessful, in cooperation with parents and guardians, the student may be requested to withdraw from one or all scheduled classes for the remainder of that semester. The student may also be suspended with referral to the Board of Trustees for expulsion.

Process for Truant Absences:

Students will be responsible for making up missed work and learning time in our staff supported resource room during an in-school suspension. As the student is unable to make good choices for the use of their time, administration will control the student's time in an in-school suspension. If the student has accrued more than four truant absences and the school has followed the intervention steps outlined below or the student has not complied with the procedure, as presented in a meeting with parents/guardians, another meeting will be required to determine if the program at the school is in the best interests of the student.

If a student is found to be truant, the following intervention process will be followed:

First Step: The first time a student is truant from a single class period administration will contact parent/guardian and the student will serve a half day in-school suspension which includes the lunch period. If the student is absent from two or more classes on a single day, the in-school suspension will be for a full day beginning at the start of classes, through the lunch hour and finish at the end of formal class time.

Second Step: The second time a student is truant, be it one class or more, the student will again be referred to administration as well as to the counsellor for further discussion. A plan will be established with the student to eliminate barriers which are causing the student to be truant. Administration will contact a parent/guardian and the student will serve a full day in-school suspension which will begin at 8:15am and end at 3:45pm.

Third Step: The third time a student is truant, be it one class or more, the student will again be referred to administration as well as to the counsellor for further discussion and an evaluation of the attendance plan previously established. Administration will contact a parent/guardian and the student will serve a full day in-school suspension which will begin at 8:15am and end at 3:45pm. A meeting will be scheduled with parents/guardians and administration to go over the student's attendance plan.

Fourth Step: The fourth time a student is truant, be it for one class or more, the parents/guardians will be informed that the student is on an out of school suspension for a minimum of one school day or until a meeting is scheduled with parents/guardians and administration. At this point a family supported attendance plan will be put in place. Upon return to school the student will serve a full day in-school suspension to continue to be provided assistance with missed learning opportunities. Further truancy may result in the student being suspended with referral to the Board of Trustees for expulsion.

LATES

It is important that students are punctual to class. Classes are disrupted by students arriving after the bell. Students arriving after the bell are considered late. Students arriving more than twenty minutes after the bell are marked absent but must attend the class as soon as they arrive at the school.

1. Students who have an appointment or were ill and their parent has called in to verify their late will check in at the office when they arrive at school for an admittance slip.
2. Students who are inexcusably late shall go directly to class and will be marked late by their teacher.
3. When the student has been late for a 3rd time the teacher will communicate to the parent that the student has been late 3 times for their class and let the student and parent know that the student will be receiving a study hall the next time that they are late.
4. Students who are late for a 4th time will be sent to the office and will be issued a study hall
5. For each additional late above the 4th, students will be sent to the office by their teacher to meet with their grade administrator for discussion and possible consequences.

CO-CURRICULARS

Students are encouraged to participate in the wide variety of co-curricular offered at Bev Facey Community High School.

These activities are planned for the specific purpose of providing students with educational opportunities and experiences that are not possible within the classroom. Participation in co-curricular often requires that students miss instruction in other classes, thus students are expected to accept the responsibility of:

- making wise choices about which co-curricular to participate in;
- communicating with teachers about the work they will miss; and
- making every effort to learn the missed concepts and complete the required assignments within the teacher's timelines.

Students must make wise choices so as to not over-commit themselves and recognize, if they miss a large number of classes, a tutor may be required (at their family's expense) to help them learn the concepts they missed.

Co-curricular are a valuable component of the curriculum, but participation in them is a privilege. Students are expected to display the same responsible behavior on a co-curricular as is required at school. When a student is absent from school on a school related activity, the attendance is recorded as "FT" (co-curricular).

EXTENDED FIELD TRIPS

Extended field trips may require a deposit and periodic payments. If a student chooses to withdraw or is removed due to inappropriate school behavior, then the deposit and payments to date may be forfeit.

SIGNING OUT DURING THE DAY

From time to time students have to leave the school during the day. Students are required to have a parent/guardian authorize their departure and are to "check out" with a secretary immediately prior to leaving. Sometimes students have to leave because they have fallen ill and wish to go home. Permission to do so must be given at the office after a parent has been contacted. It is important for students to respect the safety issues related to this policy. Failure to comply will result in disciplinary consequences for truancy. Students are to check in upon returning from appointments or on arriving to school.

STUDENT SAFETY & EMERGENCY PROCEDURES

EMERGENCY EVACUATIONS

Procedures for the orderly evacuation of students and staff will be outlined and thoroughly reviewed at the beginning of each semester. Emergency drills will be held throughout the school year and it is expected that students will conduct themselves in a serious manner throughout each drill.

It is a criminal offence to tamper with fire alarm boxes or equipment. The law states that anyone tampering with equipment or pulling a fire alarm under false pretenses is subject to a fine of \$500 or six months in jail. Local by-laws state persons who tamper with fire equipment may be charged with the costs of dispatch of the emergency equipment.

GENERAL SHOP SAFETY REGULATIONS

School safety regulations are closely aligned to Occupational Health and Safety Regulations. Safety regulations are posted in each CTS lab and are reviewed and monitored by teachers. Each student will be expected to sign a safety agreement form. Because of the advanced nature of high school CTS equipment, students must be very attentive to the safety regulations. Failure to do so can cause injury to the operators as well as bystanders. Safety infractions may have very serious consequences, including serious injury. Therefore, significant school discipline consequences will be assigned for safety infractions.

LOCK-DOWN

Lock-downs will be initiated for events such as bomb threats, the observation of threatening person(s) in the school or the area, chemical spills, major weather disturbances, or other events requiring students to be in a secure controlled space. The major operation point of a lock-down is all students are in teacher-supervised classroom and remain in those rooms through noon hours, breaks, etc., until the end of the lock-down is announced. Students on spares or students temporarily out of a room must move immediately to the nearest classroom and remain there. Teachers will give further directions as necessary and the PA all-call system will be used to provide directions as needed. Teachers will check their classrooms and attached areas. (They are the most familiar with these areas and would be the most appropriate people to perform an immediate search.)

SECURITY CAMERAS

In order to enhance a safe school environment, security cameras have been installed to monitor hallways and some outside areas. Video surveillance cameras may be used to monitor some areas of the Bev Facey Community High School premises. The personal information collected at this site is collected under the authority of the Freedom of Information and Protection of Privacy Act, Section 33. This information is used for the purpose of promoting public safety and reduction of crime at this site. Any questions about this collection can be directed to the Principal at 780-467-0044 or Principal.bfh@eips.ca.

OTHER EMERGENCIES

Procedures are in place for other emergencies. Students will be advised of these procedures and will be expected to comply.

INCLEMENT WEATHER – SUSPENSION OF BUS SERVICE

The Division is responsible for ensuring each of its students is provided with an education program consistent with the requirements of the School Act. Therefore, schools shall remain open to students during the times and dates established in school calendar(s). The Division may temporarily suspend school bus services and close a school building for the health and safety of students and staff are at risk.

Regions:

Strathcona Region (excluding the Hamlet of Sherwood Park and the City of Fort Saskatchewan)

Urban Region – Hamlet of Sherwood Park and City of Fort Saskatchewan

Lamont Region

Minburn Region

Procedures

1. School bus service may be suspended by the Superintendent, in consultation with the Director of Student Transportation, when at 5:00a.m., Environment Canada reports a temperature of -40 degrees centigrade (-40C), including wind chill factor, in one or more regions.
2. School bus service may also be suspended or delayed by the Superintendent, in consultation with the Director of Student Transportation, due to adverse weather or road conditions.
3. The Director of Student Transportation will take into account information provided by the Alberta Motor Association and/or Environment Canada when making a recommendation to the Superintendent regarding the suspension of school bus service.
4. Suspension of school bus service may be limited to a specific region of the Division.
5. Suspension of school bus service may be done on a route-by-route basis.
6. The superintendent, in consultation with the Director of Student Transportation, shall make a decision regarding school bus suspension by 5:30am (or the previous night if conditions make it obvious that service will be suspended the following day).
7. When school bus service is suspended by the Superintendent, schools shall remain open to students.
8. If unsafe road conditions occur, the Director of Student Transportation, in consultation with the bus operator, has the discretionary power to decide not to operate or to abandon completion of the morning route by returning students to their homes. Student Transportation staff must ensure students have adequate access to residences.
9. When weather or road conditions deteriorate during the day, the Director of Student Transportation may authorize individual or all buses to leave school prior to regular dismissal time.
10. Should weather conditions be extreme or deteriorate during the day in a particular region/area, the Principal, in consultation with the Superintendent, may close the school to all students and staff.
11. The Principal, staff, and school bus operators shall take steps to ensure students arrive home safely when they are dismissed earlier than normal. This includes attempts to contact parents/guardians/emergency contacts to ensure students have adequate access to residences. In remote areas or where parents cannot be contacts, students shall be kept at the school.
12. Bus operators are to hold themselves in readiness for service in cases of pending extreme conditions.
13. Parents and school bus operators shall be advised annually of the procedures used for suspension of school bus services.
14. Communication
 - 14.1. The Director of Student Transportation shall contact all parents, Principals and bus contractors by automated phone message to announce any suspension of bus service.
 - 14.2. The Director of Student Transportation shall update the bus status notice on all school and the Division website.
 - 14.3. The Director of Communication Services shall advise the media of the Superintendent's decision.
 - 14.4. The Director of Communication Services shall notify the subfinder secretary to advise all assigned substitutes of any school closure.
 - 14.5. The Director of Communication Services shall compose an appropriate message for:
 - 14.5.1. The Central switchboard (780-464-3477),
 - 14.5.2. StaffConnect, and

14.5.3. The Division website.

14.6. All such messages will be posted by 6:30pm.

15. Students

15.1. For the safety of students, it is the responsibility of parents to ensure:

15.1.1.1. Their children are suitably dressed for weather conditions.

15.1.1.2. Arrangements have been made for alternate shelter for their child if no one is home.

15.2. On days when school bus services are suspended due to inclement weather or hazardous road conditions, parents who have brought their children to school will be responsible for their pick up.

15.3. On scheduled diploma examination dates, students who arrive at school late shall be allowed to write the examination.

16. Staff

16.1. Staff are expected to report to work, even if bus service is suspended.

16.2. In the event that road and/or weather conditions are extreme, the Superintendent may authorize that staff are not to report to work. For safety purposes, the Principal shall ensure some staff are at the school to temporarily accommodate students who report to school.

See Elk Island Public Schools' Administrative Policy 131

<https://www.eips.ca/about-us/administrative-procedures/131>

TECHNOLOGY

AGREEMENT FOR TECHNOLOGY USE

All students must complete the Student's Responsible Technology Use Agreement form before using any school computer. This agreement is a legal document and by signing it, students assume full responsibility for their actions.

In summary, the agreement declares computers may be used for educational purposes only. Appropriate use includes:

- using only authorized software installed by school staff;
- only accessing files from public directories or those to which students are granted access; and
- using personal passwords and personal accounts only.

Breaches of the agreement may result in:

- loss of all access to computers which may result in withdrawal from a course that is computer based;
- suspension from school;
- suspension with referral to the Board of Trustees with a recommendation for expulsion; or
- referral to the RCMP.

Students are responsible for all activities which take place from their individual accounts and personal devices; therefore, they must never disclose their passwords. If their password becomes compromised, students are to contact their grade level administrator as soon as possible.

USE OF COMPUTERS

Students are required to:

- notify their instructor immediately of any problems with their computer or station;
- sit at the computer assigned to them by the instructor;
- push in chairs and tidy their workstation after use;
- access individual accounts only; and
- pay to repair - replace damage to computers.

USE OF CHAT

Message services whether web-based or network based are not to be used on school computers. Other email or internet access may be allowed for valid reasons, but only after the express consent and under the direct supervision of a staff member.

USER ACCOUNT GUIDELINES

All students who wish to use computers in the school are required to obtain and use a personal account for which they will be responsible. Accounts will be issued once students have signed an EIPS Student's Responsible Technology Use Agreement Form. Users are bound by the terms of this agreement. In short, students are only to use their accounts for curricular purposes. Students may not have in their personal account folders, any of the following: screen savers, media players, hacking tools, game emulators, executable (.exe) of any sort (include CTS modules which must remain with "block accounts"), documents that contain inappropriate language or content, or any other inappropriate material as outlined in the Student's Responsible Technology Use Agreement . The possession of any inappropriate material will result in suspension, cancellation or denial of user privileges.

CYBERBULLYING

What is Cyberbullying?

"Cyberbullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others." - Bill Belsey

Cyberbullying Backgrounder (Media Awareness Network)

The Internet has created a whole new world of social communications for young people, who are using e-mail, Web sites, instant messaging, chat rooms and text messaging to stay in touch with friends and make new ones. While most interactions are positive, kids are increasingly using these communication tools to antagonize and intimidate others. This has become known as cyber bullying or electronic bullying.

Today's young Internet users have created an interactive world away from adult knowledge and supervision. Because bullies tend to harass their victims away from the watchful eyes of adults, the Internet is the perfect tool for reaching others anonymously – any time, any place. This means that for many children, home is no longer a refuge from the cruel peer pressures of school.

The anonymity of online communications means that kids feel freer to do things online that they would never do in the real world. Even if they can be identified online, young people can accuse someone else of using their screen name. They don't have to own their actions, and if they can't be identified with an action, fear of punishment is diminished.

Nancy Willard of the Responsible Netizen Institute explains that technology can also affect a young person's ethical behaviour because it doesn't provide tangible feedback about the consequences of actions on others. This lack of feedback minimizes feelings of empathy or remorse. Young people say things online that they would never say face to face because they feel removed from both the action and the person at the receiving end.

What are Some Forms of Cyberbullying?

- email
- instant messaging

- chatrooms
- text messaging (small text messages - SMS)
- websites
- other technological devices (digital cameras, cameras on cell phones)

Cyberbullying and the Law (Media Awareness Network)

Young people should be aware that some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or the safety of others. It's also a crime to publish a "defamatory libel" – writing something that is designed to insult a person or likely to injure a person's reputation by exposing him or her to hatred, contempt or ridicule. A cyber bully may also be violating the Canadian Human Rights Act if he or she spreads hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

EXCELLENT RESOURCES ON CYBERBULLYING

- Abuse.net
 - The Network Abuse Clearinghouse is intended to help the Internet community to report and control network abuse and abusive users.
- Cyberbullying.ca
 - Excellent Canadian website by Bill Belsey that has tons of information, facts, and resources.
- Kidsmart
 - is great site full of resources for teachers parents and children, produced by the children's Internet charity.
- Childnet
 - The site focuses on 5 key SMART Safety Tips which children need to remember when they use the Internet or mobile phone.
- Media Awareness Network (MNET)
 - Critically acclaimed Web Awareness Program is a MUST visit for anyone wanting to learn more about being safe and wise online.
- Wiredsafety.org
 - Provides help, information and education to Internet and mobile device users of all ages. Site has information to help victims of cyberabuse ranging from online fraud, cyberstalking and child safety, to hacking and malicious code attacks. Author is Parry Aftab, an Internet privacy and security lawyer, is WiredSafety's Executive Director. She helps us design our programs to address best and safer practices within the Internet industry, as well as helping empower users.

School Bell Schedule

Regular Day		Staff Meeting Day	
8:30am	Warning Bell	8:30am	Warning Bell
8:35am to 9:59 am	Block 1	8:35am – 9:44am	Block 1
9:59am – 10:07am	Break (8 minutes)	9:44am – 9:52am	Break (8 minutes)
10:07am – 11:31am	Block 2	9:52am – 11:01am	Block 2
11:31am – 12:16pm	Lunch Break (45 minutes)	11:01am – 11:46am	Lunch Break (45 minutes)
12:16pm	Warning Bell	11:46am	Warning Bell
12:21pm - 1:45pm	Block 3	11:52am – 1:00pm	Block 3
1:45pm – 1:53pm	Break (8 minutes)	1:00pm – 1:08pm	Break (8 minutes)
1:53pm – 3:17pm	Block 4	1:08pm – 2:17pm	Block 4