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1.0 Foothills Academy

1.1 Introduction

This handbook has been created to provide Foothills Academy students and their parents with a comprehensive reference to the school's organization, expectations, procedures and services. While it will serve as a guide for new students and their parents, it also contains valuable information for returning students. We have prepared a detailed table of contents for quick reference, and we encourage you to read each section carefully, to enhance your understanding of every aspect of the school.

This manual is intended to help you plan for the upcoming academic year. If you want to know how to join a sports team, what's acceptable school fashion or how many car raffle tickets you have to sell? The answers are here. You'll learn about Individual Program Plans and effective homework strategies. The handbook also contains points to ponder when you undertake the reintegration process. These are things we'd like all students and their parents to consider as they move through the Academy. Then, hopefully, there'll be no surprises and students, unencumbered, can seek to achieve their full potential -- academically, physically and socially.

If, after reading through the handbook, you have questions that aren't addressed, your Foothills Academy Parents Association president will be more than happy to provide you with additional information and clarification.

Good Luck!

1.2 About Foothills

An Educational Centre of Excellence

Foothills Academy was established in 1979 with a dual purpose:

- (a) To offer a fulltime educational and treatment School Program for students with severe learning disabilities; and
- (b) To provide to the greater community, a Community Services component consisting of assistance to professionals and parents as well as research, tutoring inservice, lectures and the publishing of materials relevant to the learning disabled child.

One of the most notable examples of community support is the establishment of our permanent facility in northwest Calgary. Built in 1990, this international award winning facility was two years in the planning and facilitates flexibility for classroom groupings, observation of students and demonstration of teaching/treatment techniques, research, planning, etc. The facility is equipped with 16 classrooms and has the capacity to serve in excess of 170 students. The state-of-the-art science labs, computer lab, a well-equipped gym, conference rooms, assessment rooms and lecture theater all contribute to

creating a positive learning environment, and to assist the community in the understanding and the treatment of those with learning disabilities.

Why is Foothills Academy Different from Other Schools?

Foothills Academy plays a major role in advocacy for the child with learning disabilities. Often the Society is the first group to actually listen to parents and to assist them with their unique problems. Foothills Academy provides assistance immediately to parents and professionals alike. If the Academy does not have a satisfactory answer, it will refer parents to other appropriate agencies.

Applied and practical research is encouraged at Foothills Academy. Numerous projects are ongoing regarding new teaching technologies; hyperactivity, diet control, family interactions, identification, self-esteem, computer programming, etc. University graduate students use Foothills Academy for research in psychology, education, social work and medicine.

1.3 STATEMENT OF MISSION

“The Mission of Foothills Academy is to facilitate learning in Persons, primarily Youth and Children, identified as learning disabled by providing quality educational programs and a supportive environment for families and staff. We recognize that we are interdependent with our global community – by participating in research, public education, inservice and advocacy, through community service.”

1.4 PRINCIPLES

- (c) We recognize that EACH of us is human, EACH of us is unique, EACH of us has a gift to offer this world and this universe. We are inter-dependent.
- (d) We, as members of the Board of Governors of our Society, recognize that in order to sustain our Mission and Statement of Principles, a vision of partnership, based on mutuality and respect, is required.
- (e) We will strive to create an environment of tolerance, understanding and respect for all individuals, recognizing that personal self-esteem is necessary for everyone so that they may function to the fullest level of their potential within society.
- (f) We will ensure that all persons have equal access to services provided by our Society.
- (g) We will consult with our global community in a spirit of cooperation.
- (h) We will undertake an annual review of “The Statement of Mission and Principles, Goals and Objectives” and activities, anticipating future challenges through

effective and efficient strategic planning in order to optimize the allocation of our fiscal and human resources.

- (i) We will review and update annually our By-laws to ensure the intent of our “Statement of Mission and Principles.”
- (j) We will operate in a fiscally responsible manner, striving to ensure that our operations are sustainable.
- (k) We will ensure that the most efficient and effective instructional processes are available.
- (l) We will advocate in our global community for better understanding, acceptance, and respect for individuals and their families who have encountered difficulties with established instructional processes.
- (m) We will continue to initiate and participate in research.
- (n) We believe that parents and families are the primary source of support for the individual and we will assist and respect them as true and meaningful partners in that process.
- (o) We further believe that the spirit of volunteerism is the heart of our society.
- (p) We recognize that, in order to sustain our “Statement of Mission and Principles” we will need to employ dedicated, committed, supportive staff. We will support them in their endeavours.

2.0 Foothills Academy Staff and Administration

2.1 EXECUTIVE DIRECTOR

The Board of Governors of Foothills Academy appoints the Executive Director who is responsible for the general administration, organization and management of the Foothills Academy Society, subject only to legislation and to such policies as may be adopted and such direction as may be issued by the Board.

The Executive Director is responsible for the day-to-day functioning of the Society and reports on its operation to the Board. The Executive Director's primary duties and responsibilities are:

- To develop school and community programs that are consistent with the Statement of Mission and Principles.
- To develop and implement an organization and staffing plan for the Society's operations.
- To assume primary responsibility for external communication for the Society.
- To coordinate and facilitate appropriate interaction and communication among the various groups working at the Foothills Academy.
- To develop and implement procedures to reflect the Alberta Department of Education policies.
- To ensure compliance with the Charities Societies Act.
- To manage the fiscal resources of the Society.
- To manage the human resources of the Society.
- To assume primary responsibility for the development and implementation of short- and long-range plans.

2.2 SCHOOL COORDINATORS

JOINT RESPONSIBILITIES

- Policies and procedures
- Student Welfare/Discipline
- Parent liaison

INDIVIDUAL RESPONSIBILITIES

Program Coordinator (Kris)

- Staff Hiring, Evaluation & Development
- Program
- Research
- Severe Funding
- Courses
- Class placement
- Student Intake & Reintegration

Assistant Program Coordinator (Simon)

- Technology
- Timetabling
- Substitute Teachers
- Staff absences & Leave
- Budget and Purchase Orders
- Busing

2.3 STAFF LIST 2009-2010

Administration

Gordon Bullivant	- Executive Director	gbullivant@foothillsacademy.org
Tom Aylesworth	- Business Manager	taylesworth@foothillsacademy.org
Simon Williams	- Program Coordinator	siwilliams@foothillsacademy.org
Kris Lenehan	- Program Coordinator	klenehan@foothillsacademy.org
Anne Rose	- Admin Support	arose@foothillsacademy.org
Colleen Hnatiuk	- Severe Funding	chnatiuk@foothillsacademy.org

Office Personnel

Julie McSweeney	- Main Office	jmcsweeney@foothillsacademy.org
Loretta Bodnar	- Business	lbodnar@foothillsacademy.org
Yvonne Haldane	- Administrative	yhaldane@foothillsacademy.org
Al Cameron	- Administrative Contract	acameron@foothillsacademy.org
Karen Aasen	- Business	kaasen@foothillsacademy.org

Caretakers

Richard Freed	custodians@foothillsacademy.org
Bob Thomasson	custodians@foothillsacademy.org

Clive Butler

Team 1

Melanie Armstrong /Rhonda Jones

rjones@foothillsacademy.org

marmstrong@foothillsacademy.org

- Cathy Quinn (assistant)
cquinn@foothillsacademy.org

Lauree Lavoie

llavoie@foothillsacademy.org

- Sonya Willing (assistant)
swilling@foothillsacademy.org

Carla Simon

csimon@foothillsacademy.org

- Myra Shipley (assistant)
mshipley@foothillsacademy.org

Elizabeth Mack

emack@foothillsacademy.org

- Gwen Anderson (assistant)
ganderson@foothillsacademy.org

Team 3/4

Trevor Anderson

tanderson@foothillsacademy.org

Lawrence Ethier

lethier@foothillsacademy.org

Sonja Seagrave

sseagrave@foothillsacademy.org

Sean Horton

shorton@foothillsacademy.org

Brandon McClelland

bmcclelland@foothillsacademy.org

Warren Paulovich

wpaulovich@foothillsacademy.org

Alison Roberts aroberts@foothillsacademy.org

Magda Pop

mpop@foothillsacademy.org

P.E.

Vivienne Toffolo

vtoffolo@foothillsacademy.org

custodians@foothillsacademy.org

Team 2

Bani Gour

bgour@foothillsacademy.org

- Elieen Laing (assistant)
elaing@foothillsacademy.org

Ashley Walker

awalker@foothillsacademy.org

- Kelsey Oudendag (assistant)
koudendag@foothillsacademy.org

Dan Williams

dwilliams@foothillsacademy.org

- Karen Meikle (assistant)
kmeikle@foothillsacademy.org

Allan Mehan

amehan@foothillsacademy.org

- Dianne Eberhardt (assistant)
deberhardt@foothillsacademy.org

Assistants

Cathi Graveline

cgraveline@foothillsacademy.org

Ashley Barber

abarber@foothillsacademy.org

Melody Milljour

mmilljour@foothillsacademy.org

Lee Ann Peters

lapeters@foothillsacademy.org

Joyce Byrnes

jbyrnes@foothillsacademy.org

Joyce Byrnes

Ashley Barber

Leah Bowen

lbowen@foothillsacademy.org

Subject Specialists

Glenna Cameron - Senior School Programs gcameron@foothillsacademy.org
Judy Charney - Library jcharney@foothillsacademy.org
Heather Blackwell - Computer hblackwell@foothillsacademy.org
David Wright - Computer dwright@foothillsacademy.org

2.4 BOARD OF GOVERNORS

The Board of Governors oversees the workings of the Foothills Academy Society. As the legal entity of the Society, the Board monitors programs, financial statements and policies as they relate to the Society and provides assistance and direction to the Executive Director. The Executive Committee of the Board meets on a regular basis to establish agenda items and to discuss various issues. As well, the Financial Committee of the Board meets at least quarterly to review budgets, endowment funding, investments, etc. **The Foothills Academy is grateful to the Board of Governors for their volunteer commitment to the students, families and staff of the Academy.**

Various Board of Governors members remain active in many aspects of the Foothills Academy Society – from attending school program functions, parents meetings and the various fundraisers, to supporting senior administration. The staff, students and parents are grateful for the Board's commitment to the children and families affected by learning disabilities, at Foothills Academy and in the greater community.

3.0 Foothills Academy Families

3.1 Foothills Academy Parents' Association (FAPA)

Statement of Mission

“The Mission of The Foothills Academy Parents’ Association is to advocate for the right of children with learning disabilities to realize their full potential through education.”

FAPA is a community of concerned parents dependent upon one another for mutual support. We are linked in partnership with The Foothills Academy Board of Governors and The Foothills Academy Staff. Together we are dedicated to producing a positive environment for our children through advocacy, communication, social events and the community at large.

FAPA meetings are held on the first Tuesday of the month from 7:00 – 9:00 p.m. at the school. FAPA charges each parent family \$20.00 annually to support our various initiatives.

FAPA coordinates and supports the parents’ fundraising efforts to raise money for the school bursary fund. All families make a commitment for the major annual fundraising events including the Car Raffle, Fall Funtasia, Run Walk ‘N’ Roll and a casino (every 18 to 24 months). Through these efforts, bursary funds are then made available to any family in need of financial assistance to attend our school.

FAPA hosts three general meetings per school year and parents are expected to attend. The first meeting is in September and coincides with the Meet the Teachers Night. The second meeting is in late winter the annual general meeting is in early June, for the election of a new FAPA executive and the presentation of the financial statements.

Along with fundraising, FAPA has many functions including advocacy, parent communication, social and extracurricular events, and supporting the school through various volunteer opportunities.

Parents are encouraged to volunteer at Foothills Academy by spending time in the classroom, library and office, or by serving on committees, special events and projects. Parents with specialized individual talents can make these talents known to the school administration through the volunteer form

FAPA believes that good communication is vital to the overall success of the students’ time at Foothills Academy. Therefore, we make every effort to ensure information is shared between administration, staff, students and parents. Since “backpack mail” is the least reliable way to communicate, FAPA has initiated The FAPA newsletter and various short communications which are emailed to the homes of all the families at Foothills Academy.

The annual scholarship award is another initiative that FAPA undertakes. The purpose of the award is to recognize students(s) for their efforts during their stay at our school. FAPA awards a total of \$1000 in scholarships to graduating student(s). The award is intended to be used for furthering their education and/or self improvement. Applications are available in early May and FAPA presents the awards at the graduation ceremonies.

We encourage you to get involved with FAPA. Your involvement will be rewarding, informative and fun. And, it's a good way to meet other parents and make new friends who share the common bond of having children with learning disabilities.

FOOTHILLS ACADEMY PARENTS' ASSOCIATION BOARD, 2009-2010

Executive

President	Tara Rihn
Vice President	Tom Hughes
Secretary	Debbie Culhane
Treasurer	Karen Aasen
Past President	Alison Toms

Various yearly room representatives

E-Mail Address: fapa@foothillsacademy.org

3.2 FAMILY COMMITMENT

At Foothills Academy we aim to serve all children, regardless of financial status. To this end, every family that registers a child at our school commits to raising money for the school bursary fund for those who cannot afford the tuition fees. This means that everyone, including the staff, must participate in several, well-organized and profitable events to provide funds for the school bursary fund. This commitment is unique to our school and is reflected in the fair and equal treatment of every child who attends.

Foothills Academy's Business Administrator explains this obligation upon registration and all parents sign the commitment to fundraise for each year their child attends the school. There is a \$3,000 payout option for those parents not wanting to participate in the fundraising events. If you are not clear about any aspect of this, please contact the Business Administrator for clarification.

The Car Raffle, Fall Funtasia and Run Walk 'N' Roll require a parent volunteer commitment, as well as a financial commitment. We believe that if everyone can help out a little on one or two of these events, it will not be a burden on anyone. It is also a great way to meet other parents and model a sense of participation to our children.

Following is information pertaining to each event.

3.2.1 Car Raffle

Each parent receives six books of tickets (120 tickets) to sell on their own, door to door, and by volunteering to attend a venue with the car. Tickets are available for sale as of June. The Raffle Committee volunteers make every attempt to help you sell your tickets. They book the venues to ASSIST you in selling your tickets, but you are ultimately responsible for selling all 6 books for a total of \$600.00. Parents must return all money and ticket stubs to the school as soon as they are sold to avoid misplacing or losing them. The winner of the car is then drawn at the Fall Funtasia.

3.2.2 Fall Funtasia

This event is an exciting adult evening. We enjoy a fabulous sit down dinner, bid for items at the silent and live auctions and enjoy live music and dancing. Parents contribute new items or services for the silent and live auctions and purchase at least four tickets to the event. Most parents attend and also bring friends, business associates or family members. You can get ideas for donated items by reviewing the sample list in Appendix A. The more unique, the better!! We need volunteers to:

- organize and record the donated items during the months preceding the auction;
- set up silent auction items the day of the event; and
- deliver and take down items before and after the event.

3.2.3 Run Walk 'N' Roll

A great family morning at the school campus. Each family is required to register at least four participants in the race/walk and collect pledges. For each designated amount raised, incentive prizes are awarded. The 5K Walk is a leisurely walk through the Parkdale community surrounding the school. The Official 10K Race is timed and prizes are awarded to the best times in categories. Each participant receives the official Foothills Run Walk 'N' Roll t-shirt, as well as plenty of free food, drinks, music and door prizes. We need volunteers to:

- set up;
- work as route marshals;
- serve food; and

- solicit sponsors for the event.

3.2.4 Casino

This two-day event occurs about every 18 to 24 months at various casinos around Calgary. We need volunteers to fill positions set up by the Alberta Gaming and Liquor Commission, which screens the applications. This is an easy way to help out and get to know other parents from our school. We will announce the casino dates as soon as we receive approval from the Gaming Commission.

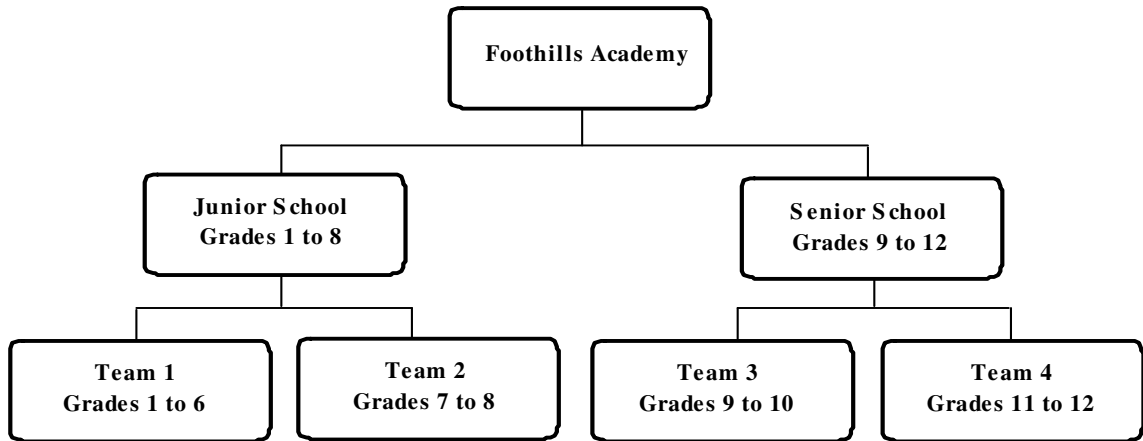
4.0 Foothills Academy Academic Organization and Processes

4.1 Junior and Senior School

Foothills Academy is divided into Junior School and Senior School. The administration has further split Junior School into Team 1 and Team 2 and Senior School into Team 3 and Team 4. Team 1 includes the elementary population, Team 2 covers grades seven and eight, Team 3 covers grades nine and ten and Team 4 covers grades eleven and twelve. There is some overlap in the grades and the composition of teams may change from year to year, depending on intake.

The team is a working group within the school. It does not reflect the divisions common in the public school system. The team concept helps teachers and students coordinate in planning, discipline, recognition, organization, activities and academics. In addition, they switch some classes to accommodate the age and needs of the students, i.e., Team 2 moves from classroom to classroom for science, mathematics and social studies and Teams 3 and 4 students change classrooms for every subject.

Expectations regarding responsibilities and independence grows as students move through the teams towards their post-secondary education and eventual careers. Homework loads also increase from one half hour plus fifteen minutes of reading for Team 1 students to one and one half hours per night for senior students in Teams 3 and 4.



4.2 Individual Program Plans (IPP)

Teachers, students and parents at Foothills collaborate to develop an Individual Program Plan (IPP) for that respective student, emphasizing areas requiring extra attention in academics, work and study skills and personal development. The IPP outlines specific goals for each student as a result of input from the student, parent and teacher. There is a

parent-teacher-student meeting at the end of September for this purpose. The first IPP is mailed home in October. Teachers formally assess students regularly in our program to provide information on student growth and to determine the success of strategies used in achieving the goals. Teachers evaluate and update IPP goals twice during the school year and then provide final evaluations and recommendations at the school year-end. The IPP becomes part of the student's permanent record.

Evaluation

Specific policies regarding evaluation of student progress at Foothills Academy are as follows. Teachers:

- (1) Conduct standardized testing on all students in the school.
- (2) Evaluate student achievement in every subject at least once in every reporting period as a minimum and communicate the results to parents/guardians in a formal report.
- (3) Evaluate, by administering formal exams, informal quizzes, assignments and making observations.

4.3 REINTEGRATION PROCEDURE

The goal of Foothills Academy is to prepare students to return to the regular classroom; however, when the time comes for students to return, parents are often uncertain as to how to proceed. The teachers consider four criteria before they recommend that a student returns to the regular school system:

- (1) Is the student's functioning level in the academics acceptable? This includes an assessment of daily work and consideration of scores on both standardized and informal tests.
- (2) Has the student developed good work habits? Does he/she do homework consistently? Does the student use his/her time well?
- (3) Does the student have socially appropriate relationships with his/her peers and with adults?
- (4) Is the recommendation consistent with the student's abilities, aspirations, motivation and manner of functioning in the school?

Staff will conference regarding recommendations for the following year during February parent/teacher interviews. Based on the above criteria, staff will make a formal recommendation. Once the teacher recommends reintegration, parents are encouraged to discuss this alternative with the teaching team. Do not hesitate to express reservations

and concerns. If you have any interest in your child reintegrating prior to the February meeting, please approach your child's homeroom teacher.

Once you have decided to reintegrate your child and the teacher concurs, here are some steps to follow:

Identify a School for Reintegration

Ask friends and neighbours of their opinion of the neighbourhood school.

Contact the neighbourhood school and ask for an appointment with the principal or guidance counselor. Make sure your appointment occurs when classes are in session.

Questions to Ask at the School

When you go to the school, here are some questions you might ask:

- (1) Although you do not anticipate that your child will need extra help, is there extra help available at the school? What is the procedure for getting extra help? Is there a lengthy waiting period?
 - (2) Are the staff familiar with learning disabilities and have they worked with learning disabled children in the past?
 - (3) What are the class sizes? (23-27 is preferred, but class size should not be the most important factor.)
 - (4) What classes would my son or daughter take? (French, for example, would be difficult for many of our students.)
 - (5) What is the philosophy of the school and what is its mission statement? (The school should have a copy available for you to read.)
 - (6) Is there a standard discipline procedure in the school and what is the philosophy concerning the discipline of the children? (You might wish to obtain a copy of the discipline cycle here at Foothills Academy for comparison.)
 - (7) Is there some aspect of the school's program which is outstanding? (It is reassuring to know that a school is outstanding in some aspect of its program, particularly if it matches the interests of your child.)
 - (8) Is there a structured approach used in the classroom?
 - Is a homework book used?
 - Are assignments written down for the students?
 - Are organizational skills taught?
-

Tour of the School

Once you have finished your interview, ask for a tour of the school. Things to observe on the tour:

- (1) Are you received cordially and is the principal sympathetic and knowledgeable about learning disabilities?
- (2) Are the children busy at work in the classes?
- (3) Do the teachers appear in the halls at class change time and do they control behaviour in halls without being punitive?
- (4) Do the students appear happy and reasonably alert?
- (5) Does the students' work appear in the halls and classrooms?
- (6) Are the classes and bulletin boards well kept?
- (7) Do you feel comfortable with the language and behaviour of the students at class change time?
- (8) If you are not satisfied with your neighbourhood school, continue looking. We have some suggestions, but it's up to you to find a suitable school because there are so many to choose from in the city and principals and staff change from year to year. (Please share your impressions with us. We have begun a file and your findings may be of help to other parents wanting to reintegrate.)
- (9) Once you have decided on a school, please let us know and we will contact the school to discuss the student and to make program recommendations.

If you have further questions, please contact your child's homeroom teacher.

5.0 SCHOOL SCHEDULE

5.1 SCHOOL HOURS

8:40	All students begin school
10:15 -10:30	Recess Monday - Friday (Team 1 Students)
12:10-12:50	Lunch (Monday to Thursday)
2:00-2:10	Recess Monday - Thursday (Team 1 Students)
3:25	Students Dismissal (Monday - Thursday)

5.1.1 Friday Early Dismissal

On Fridays, students attend classes from 8:40 am until 12:40 pm, giving teachers time for administrative planning and instructional preparation.

5.1.2 Parent/Teacher Interview Days Off

Foothills Academy conducts parent/teacher interviews in September, November and March. The interviews are held on a Thursday afternoon and all day Friday, so there are no classes scheduled.

5.2 FOOTHILLS ACADEMY CALENDAR

For the current Foothills Academy Calendar, please see Appendix B.

6.0 SCHOOL EXPECTATIONS

6.1 SCHOOL SAFETY AND EMERGENCY TEAM

Foothills Academy has a School Safety and Emergency Team, composed of staff members from each of the teams and an Administrator. The purpose of this team is to develop appropriate safety measures for various situations that may affect our staff and students. Our goal is to be prepared to keep our students and staff safe, whatever the emergency may be. The committee has procedures in place for the following:

- Fire drills
- Bullying
- Lockdowns
- Evacuation
- School Security
- Medical emergencies

Should a situation arise with regard to the above issues, parents will be notified regarding the nature of the emergency and the procedures being employed to ensure the safety of our students.

6.2 PARENTAL CONCERNS AND INQUIRES

In the case where there is a parental concern regarding a matter of a staff member's actions, methods, procedures or program the School Coordinators will:

1. Refer the parent to the team or the staff member who he/she has the concern with for an initial discussion.
2. Be involved if requested by either party or by administrative decision of the School Coordinators in a mediation role.
3. Inform the staff member of any further meetings with a parent/guardian that concerns the staff member and he/she will be invited to attend.
4. Be involved in the carrying out or monitoring of any decisions made.

If the concern remains following the above procedure, the Executive Director may become involved at the request of any party.

If the concern remains following a meeting with the Executive Director, the issue/concern should be summarized in writing and the issue will be referred to the Board of Governors for their review in a timely fashion. The parent and/or the staff member(s) may be invited by the Executive Director to attend a special Board of Governors meeting if he deems it necessary. A written decision will be provided by the Board of Governors

to the concerned party following a review of the concerns. The Decision of the Board of Governors of Foothills Academy Society will be binding and final.

6.3 COMMUNICATION WITH PARENTS IN SEPARATE HOMES

BACKGROUND

To avoid misunderstanding, we would like to clarify the school's policy regarding communication between home and school in the case of parents who are divorced or separated.

PROCEDURES

In cases where the parents of a student at Foothills Academy are divorced or separated, the staff will adhere to the following procedure:

1. School administration and staff will follow any court ordered procedure, or in the absence of a court ordered procedure, any written legal agreement between the parents for communication with either/both of the child's parents. In the case of parental disagreement or uncertainty, the school administration will follow any court ordered procedure.
2. In the absence of court ordered documentation, and in the case where the parents are in disagreement, it is up to the parents to resolve the differences outside of the school and to communicate their joint position to the school in a written agreement.
3. In the case of continued parental disagreement as to disclosure, the school will consider the welfare of the child and school policy and procedures to guide its decisions.
4. School policy and procedures state that:
 - Either parent may provide the necessary court ordered procedure, to be placed in the child's cumulative file.
 - School staff is not responsible for communicating or divulging to either parent the other parent's requests or communication, unless otherwise stipulated in legal agreements or court orders.
 - Parents who wish to discuss procedures for communication or updated documentation should contact school administration.
 - Any contentious correspondence or communication directed to any staff will be forwarded to school administration for review.

6.4 STUDENTS' BEHAVIOUR

At Foothills Academy we expect that students will:

- (1) Treat the staff and school facility with respect.
- (2) Treat fellow students with respect.
- (3) Arrive at school on time, prepared for daily lessons and procedures.
- (4) Complete homework, when assigned, to the best of their ability
- (5) Replace or pay for any school property that they have willfully damaged or destroyed.
- (6) Not smoke, use or be in possession of, or under the influence of illicit drugs in or at any school function. Recognize that Foothills Academy has a zero tolerance policy regarding illicit drugs. It is an expellable offence.
- (7) Not use abusive language to staff, parents, or fellow students.
- (8) Act in a safe, mature manner on the school bus and will follow safety procedures as outlined by the bus driver and/or school administration.
- (9) Not remain in the school after hours unless adequate staff supervision has been arranged for.
- (10) Treat Foothills Academy as though it were their own home and will respect all school property.

6.5 ATTENDANCE

Due to the nature and intensiveness of our program, student attendance and punctuality are vital to the success of our students. Students who are absent or late are expected to make up missed work. Students are expected to call a classmate regarding assignments. For students who fail to do their work, a teacher is available after school to assist them.

It is the student's responsibility to request approval from their teachers for required absences, and to arrange to make up missed assignments for individual teachers.

Ongoing records are kept regarding student absences and lates. Frequent absences or tardiness may seriously jeopardize successful completion of courses for the year. If a student has repeated absences, and his/her work suffers as a result, we will first allow the student to be responsible for catching up by scheduling make up time. Failing that, we will call a conference for parents, teachers, student and administration to attempt to resolve the problem. If the situation cannot be resolved, the school will consider expulsion.

If a student is absent or late, we would ask the parent to notify the school. If we do not receive a call, the school will call the parent to inform them that the student is not present.

We ask parent and student cooperation regarding booking appointments outside of school hours and following the school designated vacation times for booking holidays.

If a student has an appointment during school hours, he/she is asked to bring a note from the professional confirming the appointment. Alternatively the parent may communicate directly with the school prior to the appointment.

High School Students

Because our program is accredited, Alberta Education guidelines allow students involved in credit programs to earn one credit for every 25 instructional hours. Since regular attendance is a requirement for earning credits and earning passing grades, student attendance must be consistent. It is important that students not book time off from school on any days other than school holidays.

If a student is absent or late, we ask that the parent notify the school. If we do not receive a call, the school will call the parent to inform them that the student is not present.

<p><u>Parents:</u> Please book appointments outside of school instructional time and please book holidays during the school's designated vacation times.</p>

6.6 RECESS AND LUNCH TIME

- (1) Following dismissal from 5th period class, students are to go directly to homeroom, where they will eat lunch, unless otherwise directed. Dismissal from homeroom is at 12:25 p.m.
- (2) If a student will not be in homeroom at lunch time, please notify the teacher and assistant.
- (3) All students, except Merit Students (see 7.0 Merit), are to remain on the school grounds during lunch hour and before and after school. The parking area is out of bounds.
- (4) Students are expected to place garbage in waste receptacles.
- (5) Smoking by students is not permitted inside the school, on the school grounds, or on the sidewalks bordering the school.
- (6) Students are expected to have clean shoes when entering the school.

6.7 SCHOOL SUPPLIES AND LOCKERS

On the first day of school the students receive their class schedule and all their school supplies from their homeroom teacher. We make every attempt to provide them with everything they will need during the year, including binders, paper, notebooks, textbooks and writing implements. Students are required to request additional supplies as needed through the year.

The homeroom teachers also distribute combination locks and locker numbers to the students. Each student receives his or her own locker, and he or she is expected to keep it in reasonable order during the year and clean it out by the end of June.

6.8 SCHOOL VISITS

Foothills Academy has an Open Door policy and welcomes parents and visitors into the school. To ensure that the timing of visits enables the teacher and parent the opportunity to communicate, we are asking that parents follow this procedure when they wish to visit the teacher or a classroom:

1. Whenever possible, phone ahead to arrange a mutually agreeable time for your visit with the teacher.
2. Always check in at the office when you arrive at the school. The receptionist will contact the teacher and let him/her know you are here.

Following this procedure will ensure that our teachers provide their full attention to your children during instructional time, and their full attention to you, the parent, through a pre-arranged meeting time. We thank you for your support on this.

6.9 DETENTIONS/TIME OUTS

Completing homework is a critical skill for student success in school. Therefore, it is our school expectation that our students complete their homework on time. If a student in Teams 2, 3 or 4 has an incomplete homework assignment, he/she is expected to stay in detention that day. A student in Teams 2, 3 or 4 who receives a time out for inappropriate behaviour may also receive a detention.

Frequent detentions indicate that a student is having problems either with completing their homework or with their behaviour in school. It is the goal of the school to help students minimize detentions. However, if detentions do occur, it is the responsibility of the student to notify parents that he or she will be staying late at school and to arrange alternate transportation home. The school does not provide bus fare, so parents may leave extra tickets or fare with the homeroom teacher.

Students who intentionally skip a detention will need to meet with the teacher and an administrator to determine an appropriate consequence. Skipped detentions could result in additional detention hours. Repeat offences could lead to suspension.

6.10 STUDENT SUSPENSION/EXPULSION POLICY

BACKGROUND

Students may be suspended/expelled from a class, school, or riding on a school bus as a result of inappropriate behavior.

A student may be suspended indefinitely or expelled from Foothills Academy School. This will occur only in cases where the attendance of such a student is considered to be a major threat to the physical or emotional security of others or a major breach of the policies and expectations of the school. In such cases, the parents/guardians will be notified by telephone and official letter, as will the Executive Director. The Executive Director will officially apply to The Board of Governors of Foothills Academy Society for indefinite suspension or expulsion of an individual child.

Suspension refers to a temporary cessation or a temporary deprivation of the right to attend class or school, to travel on a school bus, attend extracurricular functions or school related events or on a bus chartered by the school. Expulsion means a permanent discharge of a student from attending the school and all school related activities and privileges.

PROCEDURES**General**

- 1.1 Teachers are expected to deal with any concerns in the classroom on a day-to-day basis.
- 1.2 Teachers as well as administrators will act on suspensions in a timely manner.
- 1.3 In cases where the safety of students or staff is in question then emergency procedures will be instated and the staff notified accordingly
- 1.4 If school deems that circumstances warrant the community youth officer with Calgary police services or other community services will be notified.
- 1.5 The teachers and school administration shall determine what constitutes behavior requiring suspension or expulsion:
 - a. Open opposition to authority,
 - b. Willful disobedience,
 - c. Habitual neglect of duty,
 - d. The use of improper or profane language,
 - e. Behavior seriously in breach of school expectations.
 - f. Possession or use of drugs or weapons, alcohol or similar harmful article.

Suspension

- 2.1 The school administration shall make decisions to suspend a student.
 - 2.2 Parents will be notified and required to pick up the student from school or the school will notify parents of the suspension and the student will not be allowed to return.
 - 2.3 Teachers will be immediately notified of the suspension or of any circumstances that would warrant their vigilance concerning student behavior.
 - 2.4 The terms of the suspension shall be given to the parent/guardian, verbally then followed in writing.
 - 2.5 A parent and school administration will meet regarding the suspension at either's request.
 - 2.6 The school administration may re-instate a student within five (5) school days of the date of the suspension.
 - 2.7 Following a suspension, students may be placed upon probation. The length of the probation shall be determined by the school administration in consultation with teacher(s) and parent/guardian. Probation will affect both school and attendance at extracurricular activities.
 - 2.8 As deemed necessary a student's continued attendance may be contingent upon psychological counseling, or a behavioral contract or any other contingency felt necessary for the students involved to successfully make restitution or change their behavior.
-

Expulsion

- 3.1 School administration may recommend expulsion of a student to the Executive Director when such an action is warranted.
- 3.2 School administration must notify the Executive Director, in writing, of the student expulsion.
- 3.3 School administration shall notify parents in writing about the reasons for the expulsion.
- 3.4 A parent and student may appeal an expulsion, in writing, to the Executive Director within ten (10) school days of notification of the expulsion.
- 3.5 The parents will be notified, in writing, of the decision on the expulsion within ten (10) school days of the hearing by the Executive Director
- 3.6 Any appeal conducted by the Executive Director shall be based on fairness for all parties involved.

6.11 DRESS POLICY

Please dress in an appropriate manner that is not distracting to other students or your teachers. Students should not:

- (1) Have underwear showing at any time.
- (2) Wear spaghetti straps without a cover.
- (3) Have midriff showing at any time.
- (4) Wear skirts that are shorter than one hand length above the knee when standing.
- (5) Wear clothing that makes reference in any way to:
 - (a) substance abuse;
 - (b) sexism;
 - (c) racism; or
 - (d) profanity.
- (6) Wear singlets without an accompanying shirt or t-shirt.
- (7) Wear hats inside the school building, except on Friday.

These guidelines do not apply to Team 1, where teachers will use their judgment.

Foothills Academy often has visitors from both the public and various other educational facilities. Our students make a wonderful impression on our visitors and we don't want dress to detract from that.

6.12 BUS POLICY

- (1) Please remind your child that they should be at the bus stop FIVE (5) minutes before pickup time.
- (2) Please phone Southland Transportation 205-6688 if your child will not be on the bus in the morning **OR** after school.
- (3) Please note the following bus rules:
 - (a) The bus driver is in charge of the bus. Students must obey his/her directions.
 - (b) The bus driver may assign a seat to each student. Students must stay in their assigned seats, unless directed by the bus driver to change seats.
 - (c) Students are expected to arrive at their bus stop five minutes before their bus picks them up in the morning.
 - (d) Apart from ordinary conversation, students are expected to observe proper classroom conduct on the bus.
 - (e) Students must remain in their seats until the bus has come to a full stop at the school or their drop-off point.
 - (f) Students must not throw materials of any kind in the bus, on the floor, or out the bus windows.
 - (g) Students must not extend arms or heads out of the bus windows.
 - (h) Smoking or use of vulgar language is not permitted on the bus.
 - (i) Students must observe the directions of the bus driver when leaving the bus. They must not cross a road until they have a clear view in both directions.
 - (j) Students who willfully damage the bus will be expected to pay for repairs.

Students who fail to follow the rules will be subject to the discipline cycle administered by the bus driver, under supervision of the school.

- (4) Please review the discipline cycle for the bus with your child:
 - (a) The driver will talk to the child if he/she is causing a problem on the bus.
 - (b) Should the problem persist, the driver will notify the parent and ask the student to fill out a bus behaviour form, which the parent must sign. The child must return the signed and completed form to the bus driver **PRIOR** to being allowed back on the bus.
-

- (c) If the problem continues, the student will be suspended for three days.
- (d) If the problem persists after the suspension, the student may be expelled from the bus.

6.13 HOMEWORK

We know from our experience with our students and through educational research that homework plays a vital role in our students' progress. When students are consistent and successful with their homework, they progress more quickly in their academics; and more importantly, they learn to organize and complete tasks on their own. We value the mastery of organizational and independent work skills so highly, that they make up a full one third of our decision to reintegrate a student back into the regular system.

While we want our students to do homework, completing homework is not of itself the benchmark of success. Rather, we hope that students will learn independence, efficiency and responsibility.

We, at Foothills Academy, share responsibility with our students and our parents to help our students become successful in their homework.

Here are some guidelines concerning homework:

Time*

Grades 1 to 3	average of 20 minutes
Grades 4 to 6	average of 45 minutes
Grades 7 to 9	up to 60 minutes
Grades 10 to 12	up to 90 minutes

(Term papers and special projects may require more time, but will not be regular fare.)

Whether the student completes the homework, or not, he/she should not consistently exceed the set time. Please call the teacher if your child is working too long.

Designate a nightly study time. Times may vary weeknight to weeknight.

** Individual times will vary depending on the individual's skill level and work habits.*

Content

For students in elementary school, the content of the homework should be familiar and they should be confident and able to complete the work efficiently. If your son or

daughter seems to be struggling nightly, perhaps the homework is too difficult and you should call the teacher.

Provide the Proper Tools

Students should do their homework in a quiet place such as the kitchen or dining room table, or a desk in their bedroom. (Some children work well with music playing, others do not.)

Make sure there is good lighting, adequate ventilation, a flat surface such as a desk or table (for written work), pencils, erasers, paper and a clock.

Do not allow television and limit phone calls during homework periods.

Talk About Homework and Set an Example

Parents should model good, independent work habits by reading or completing their own work during study times. Talk to your children about what you have to do and how you will accomplish your goals.

Get your children to explain their assignments to you. This will help them to clarify it in their own minds.

Help Organize Time if Necessary

When your children are overwhelmed, help them to break the assignment down into manageable tasks.

Teach your children to start with the hardest or least-liked work.

Encourage your children to take short breaks if they are not concentrating. Explain that they will feel refreshed and ready to work after a rest.

Focus on Success, Not Failure

Encourage. Don't point out how you could make it better. Be available, but don't intrude.

It's the Student's Responsibility

Never do your children's homework for them. Let them work through the consequences at school if they choose not to complete their assignments. Your job is to provide proper tools, work space and plenty of encouragement.

6.14 SENIOR SCHOOL EXAMS

Students in Senior School write midterm exams in January and finals in June. The exam schedule runs for approximately two weeks during which time there are no scheduled classes. Homeroom teachers issue a detailed schedule covering the entire exam period. The schedule specifies the dates and times of each class's formal review sessions with teachers and the actual exam time. It also indicates when students have a "by", which is considered individual study time. We encourage students to use their "bys" effectively to prepare for exams.

6.15 SAFE PARKING AND TRAFFIC POLICY

Student Parking

Students are to park in the back parking lot on the north side of the school and walk around to enter the school through the Senior School doors (west doors).

Traffic Safety Procedures

The front (south) parking lot is congested before and after school. Students are arriving/departing by bus, senior students are driving to and from the parking lot on the north side of the school and parents are dropping off or picking up students before and after school and Community Services/Read/Write. All of this traffic presents a real safety concern, so it is essential that the school implement some procedures to make the area as safe as possible for all.

Procedures:

- (1) School buses park on the north side of the lot adjacent to the playground and the front sidewalk, so that students will enter and exit the buses directly onto the playground.
 - (a) Foothills issues a memo explaining this practice to the bus drivers and the carrier each year. And the administration reiterates the policy to the bus drivers at the drivers' meeting.
 - (b) Teachers on supervision and the bus "foreman" will monitor compliance to this policy. To assist supervisors, any student driving a vehicle to school is required to complete a form (one time only) advising the school of the following information: vehicle make, colour, year and license plate number.
- (2) The speed limit in the parking lot is 15 kph. Those who do not comply will be suspended from the lot. Repeat offenders will lose the privilege of parking in the school parking lot.

- (3) The area immediately in front of the main doors is designated as a pedestrian crosswalk and shall be kept clear for children and adults to walk across to the far side of the lot.
- (4) All teachers will review safe practices with their students including:
 - (q) No running in the parking lot.
 - (r) Looking both ways before crossing the parking lot.
 - (s) No running out from between parked vehicles, especially the buses.
 - (t) Using the designated crosswalk.

Team 4 teachers will review the rules for safe driving in the parking lot, including the speed limit of 15 kph and the direction of traffic flow.

Skateboards and Rollerblades

Skateboards and rollerblades are not to be used on school grounds due to the safety problems they pose. Skateboards and rollerblades must be kept in bags if taken on school buses.

IPODs/Gameboys, Etc.

Students are cautioned about bringing these items to the school, because the school cannot be held responsible for lost, broken or stolen property.

Cell Phones

May be used by students before school, lunchtime and after school hours.

Physical Education

Students are expected to wear a supportive running/gym shoe, black shorts, black yoga pants or black track pants, and a white t-shirt. No iPods/cell phones are allowed in Phys. Ed.

Plagiarism/Cheating

Students who are found to have cheated on, or plagiarized an assignment will be given a mark of 0, and will be required to do another assignment. Cheating on an exam will also result in a 0, and possible failure of the course. Parents will be notified in both cases.

7.0 SENIOR SCHOOL MERIT

Senior School students are eligible to become Merit Students. A Merit Student is entitled to extra privileges from the school program. He/she has access to the Merit Student Lounge and other school facilities and may be eligible for off-campus privileges.

Procedure for Becoming a Senior School Merit Student

Criteria

- (1) Is a good school citizen.
 - No behavioural problems.
 - Respects others (students and staff).
 - Respects school property/the property of others.
- (2) Takes personal responsibility.
 - Completes homework and keeps up with studies.
- (3) Demonstrates positive leadership to other students.
 - Shows fairness, responsibility, respect for others and school property.

Nomination

A student must get three signatures nominating him/her as a Merit Student – at least one must be from a teacher and the remaining two from current Merit Students.

Election

The nomination must be unanimously approved by:

- (u) All Senior School staff; and
- (v) the Merit Student committee.

Privileges

Off-Campus Privileges:

A Merit Student may leave the school grounds during lunch time, by following these procedures:

- (w) Students who are under 18 years of age require written consent from a parent/guardian in order to leave the school grounds. A form is available to students for this purpose. Signed forms will be kept on file.
- (x) Students who wish to leave the school grounds will do so at 12:10 p.m.
- (y) Prior to leaving the building at 12:10 p.m., students will sign out at the office, stating where they will be going during the lunch period. They will sign back in when they return. (A binder is kept in the office for this purpose.)

Any student who fails to follow the above procedures will receive a warning. If there's a second infraction, the student will lose the privilege of leaving the grounds for three days.

Off-Campus Privilege During Exams:

Merit Students may leave the school grounds once they have completed a mid-term or final exam. The above sign-out procedure will be in effect. Students must be back for their review, and sign in at the office when they return.

In-School Privileges:

Merit Students will have the option of being in the school unsupervised – before school, during lunch hour and after school. The computer room is available to Merit Students during these times, as long as arrangements have been made with one of the computer room teachers. Merit Students may use the phone in the upstairs hallway before and after school and during lunch hour.

8.0 AWARDS AND RECOGNITION

8.1 ON A ROLL

Recognizing students' achievements is fundamental to building their self-confidence and esteem. At Foothills, we take pride in celebrating all the hard work and dedication that the children put forth. In our Junior School, "On a Roll" awards for outstanding citizenship and academic performance are presented monthly. The recipients are students who:

- Take responsibility for their own successes;
- Always come prepared for class;
- Are conscientious about their homework;
- Show that they are motivated to do their best;
- Behave in a courteous manner to everyone around them;
- Show respect for their peers and property;
- Demonstrate that they are organized; and
- Make steady progress.

8.2 SENIOR SCHOOL AWARDS CEREMONIES

For Senior School, award ceremonies recognizing academic achievement, perfect attendance, citizenship and participation in sports are celebrated in the Fall and Spring.

9.0 IN CASE OF EMERGENCY

9.1 *LOCKDOWN*

The school has also developed a lockdown procedure in case of an emergency, where students should be kept in their classrooms for their own protection. While we do not anticipate that a lockdown will be necessary during school hours, we feel it is wise to prepare for such an event. Therefore, we practice this procedure with the students on a regular basis.

10.0 PHYSICAL EDUCATION AND EXTRACURRICULAR PROGRAMS

10.1 PROGRAMS

During the P.E. program, students will experience a variety of core individual and team activities and sports where the emphasis is on physical fitness, basic sport skill, social skills, strategies, rules, knowledge and understanding of techniques and safety. The course will stress cooperation, sportsmanship, politeness, self-discipline and promptness. One of the main aims in P.E. is to encourage participation and celebrate all student successes, however large or small. Foothills Academy's goal for P.E. is that students will enjoy participating in P.E. and, through a wide variety of activities, develop a life-long affinity for sports and physical activities.

Interwoven throughout the curriculum are health and wellness issues which we discuss during class time.

10.2 EXTRACURRICULAR SPORTS PROGRAMS

Sports covered during the year will include:

- (z)** soccer;
- (aa)** pass-ball;
- (bb)** field hockey;
- (cc)** volleyball;
- (dd)** basketball;
- (ee)** badminton;
- (ff)** floor hockey;
- (gg)** ringette;
- (hh)** cooperative games;
- (ii)** short tennis;
- (jj)** European handball;
- (kk)** dance;
- (ll)** basic gymnastics;
- (mm)**kickball;
- (nn)** track and field;
- (oo)** orienteering; and
- (pp)** football.

A number of extension activities have taken place successfully this year. They include:

- (qq)** golf;
- (rr)** curling;
- (ss)** scuba diving; and
- (tt)** wall climbing.

Golf was the Junior School extension, the other activities were offered in Senior School.

10.3 TEAMS AND CLUBS

Foothills Academy teams/clubs in 2008/09:

- (uu)** golf;
- (vv)** volleyball;
- (ww)** running;
- (xx)** basketball;
- (yy)** badminton;
- (zz)** tennis;
- (aaa)** track and field; and
- (bbb)** intra-mural program at lunch time.

Foothills Academy has had students attend City finals in track and field this year. We have also experienced individual and team successes in the private school league in basketball, badminton, golf and running. We hope to build on these successes next year and increase the number of students participating in extracurricular activities.

10.4 PARENT-RUN EXTRACURRICULAR ACTIVITIES

Extracurricular activities for students are organized by interested parents. In the past, students have participated in golf, snowboarding, wall climbing and jazz dancing. These events usually take place on Friday afternoons and students are charged an “at cost” fee to attend. We rely on parents to coordinate these activities and participate in carpooling and student pick-ups. For more information, please contact your FAPA president at fapa2007@gmail.com.

11.0 TECHNOLOGY AND LIBRARY SERVICES

11.1 COMPUTERS

Developing word processing skills and touch type techniques are a major focus for **all** students who attend Foothills Academy. In Junior School, classes are designed to meet the learner outcomes in *Information and Communications Technology* as set out by Alberta Learning. Students can expect to be introduced to a variety of productivity software (word processors, spreadsheets, graphic design). As well, students develop skills at effectively and efficiently searching the Internet for specific information and evaluate the information they find. As much as possible, computer classes are integrated with the students' regular classroom work.

In Senior School, computer classes are credit-based. Students move through a progression of various levels of courses which include Keyboarding, Word Processing and Spreadsheets. In addition, students can expect to complete courses in Hypermedia Tools (PowerPoint), Information Highway (Internet Skills) and advanced levels of Word Processing (Reports, Tables/Forms). Students may also choose computers as an option class where they can learn how to develop web pages.

Finally, Computer Club is open over the lunch hour for students who choose to complete assignments and for those who particularly enjoy exploring the World Wide Web or playing computer games.

11.2 THE LIBRARY

The library at Foothills Academy is one of the best school libraries in Calgary. We keep the non-fiction and reference materials up-to-date and we have a wide selection of fiction titles to meet the special requirements of the Foothill's students. There are materials for all grades and all areas of the curriculum. Two library technicians staff the library. They are available to work with students on a one-to-one basis and can provide information and assistance for students working on projects. The library is open from 8:00 am until 3:30 pm.

Junior School classes come to the library once a week, where they are encouraged to sign out materials for free reading time or general interest. The librarians usually read to these classes to encourage students to experience new and different types of literature that might be beyond the students' own reading abilities. In addition to these scheduled classes, teachers book time in the library for their classes to use materials for research projects. The Senior School students are not scheduled into the library on a regular weekly basis, but they are encouraged to use the library during class time and at other times when their teachers have booked periods.

The library also has six computers available for students for research, looking up materials available in the library and word processing. The librarians are also available to help students with Internet research.

Some special services offered by the Foothills Academy Library include:

(ccc) Obtaining materials requested by students. The librarians make every attempt to source this material, particularly fiction titles that are of interest to certain students.

(ddd) Conducting reference and material searches.

(eee) Assisting parents who want to obtain reading materials suitable for their child.

(fff) Arranging author visits.

(ggg) Assisting Grade 12 students who plan to attend post-secondary school.

12.0 COMMUNITY SERVICES/READ/WRITE

The Foothills Academy Estelle Siebens Community Services is a community program providing services to the general population. Our services consist of five different areas: Student Services (tutoring); Assessment and Intervention (psychological); Research; Professional Development and Training; Educational Programs and Material Development.

Community Services Staff:

Administration	Gordon Bullivant	Tom Aylesworth
Coordinator	Brenda Martin	bmartin@foothillsacademy.org
Student Services Manager	Kim Tackaberry	ktackaberry@foothillsacademy.org
Assessment and Intervention	Sharon Blott	sblott@foothillsacademy.org
Office and Administrative Assistant		

STUDENT SERVICES

Provides remedial teaching strategies to students in the school and the wider community as well as educators in Calgary, occasionally we may see School Program students. We conduct:

- One-on-one intensive programs that address phonics, spelling, reading, writing and/or comprehension skills;
- One-on-one Saturday programs;
- Individualized subject tutoring
- Small group strategy/instructional sessions
- On-site workshops for educators and parents;
- Canada-wide traveling workshops for educators and parents;
- Academic assessments; and
- Educational consultations.

The specialized Read/Write program operates on the regular Foothills Academy calendar, from September to June, as well as the month of July, and a one-week program during the latter part of August.

The Read/Write staff are qualified and trained in the effective use of remedial teaching strategies. Many of our staff are educators who are highly skilled in the strategies and programs to assist students with learning challenges.

ASSESSMENT AND INTERVENTION SERVICES

We offer a range of psychological services, specializing in educational psychology and learning disabilities. Our mandate is to reach out to the wider community so that every child can reach his or her potential.

Clinical Assessments

Our psychologists provide clinical psychological assessments of children, adolescents and young adults. These assessments differ from psycho-educational assessments in addressing and diagnosing psychological issues such as mood disorders, adaptive skills, or psycho-social development. Rates for clinical assessments differ; please enquire.

Career Assessments

We provide comprehensive vocational and career assessments for adolescents, young adults and adults. We integrate clinical and vocational tools to help individuals choose post-secondary directions and careers.

Psycho-educational Assessments

A psycho-educational assessment can provide valuable information about a student's learning style and needs. Such an assessment is also needed for students to gain access to certain services and funding from the province and from school boards. Our team of psychologists can carry out full psycho-educational assessments using well recognized cognitive and achievement tests, including the Woodcock-Johnson tests and the Weschler Intelligence Scale for Children.

Counselling Services We offer individual or family counselling for children and adolescents; we also offer group work. Areas we address include:

- Family conflicts
- Child and adolescent behavioural problems
- Dealing with behavioural, emotional, or family stressors
- Enhancing social skills
- Supporting self-esteem
- Developing personal strengths
- Coping with learning disabilities
- Strategies for learning

To Contact Community Services:

Walk In: We're located to the left, inside the front door of Foothills Academy, on the other side of the stairs.

Phone: 270-9400 (ask for Community Services)

E-Mail: communityservices@foothillsacademy.org

Website: www.foothillsacademy.org - Community Services

Come see us, tell your friends and neighbours about us!!