



FOOTHILLS ACADEMY

find understanding. *build* confidence. *maximize* potential.



Tiana Goertzen



Ash Laycock

Family Handbook 2021-2022

Foothills Academy would like to take this opportunity to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. Foothills Academy is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.



Spirit Speaks 4- Grant Spotted Bull

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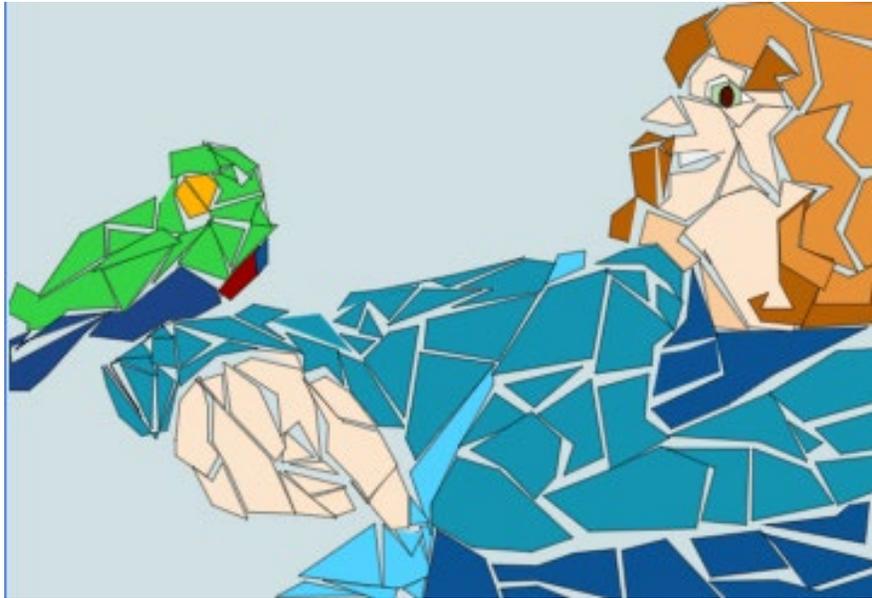
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Vivian Clayton

*Images provided in this handbook courtesy of Mrs. Rewcastle’s High School Art class

1. Foothills Academy

INTRODUCTION

This handbook is intended to provide Foothills Academy parents and students 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.



STATEMENT OF MISSION

“The mission of Foothills Academy is to facilitate learning in persons, primarily youth and children, identified as having a learning disability 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, in-service and advocacy, through community service”.

ABOUT Foothills

An Educational Centre of Excellence

Foothills Academy was established in 1979, and has a dual purpose:

- (a) To offer a full-time educational School Program for students with Learning Disabilities;
and
- (b) To provide to the greater community with a Community Services component consisting of advocacy, research, workshops for teachers, parents and professionals, and assistance to individuals with Learning Disabilities and/or ADHD (such as individual tutoring, psychological services and recreation programming).

How is Foothills Academy Different from Other Schools?

- For over 40 years Foothills Academy has been a leader in serving young people with Learning Disabilities and ADHD, as evidenced by our incredible student success!
- Each homeroom has 12-14 students (some classes less) and is staffed by a highly knowledgeable teacher and educational assistant, which allows us to truly connect with each child, build relationships and maximize potential.
- Teachers address the unique cognitive strengths, challenges and needs of each and every student, and also work with families to meet their social and emotional needs.
- Teachers work beyond the academics, giving great significance to supporting their students' ability to develop the executive functioning skills to successfully and independently organize, plan, and study, as well as ensuring that students become strong self-advocates and have a high sense of self-worth, resilience, and confidence.
- Transitions to postsecondary education are focused on throughout high school, as all students are expected to have the opportunity of post-secondary education and career success when they graduate.
- Our experienced educators engage in on-going professional development to ensure they remain at the forefront of effective teaching of individuals with Learning Disabilities and ADHD.
- The students in our school program are supported by a Counselling Psychology team in order to promote their mental well-being and foster their long-term resilience.
- We have an Assessment Psychology team which supports the school by collaborating with teaching staff to maximize their understanding of each child's cognitive profile and identify appropriate evidence-based practices.
- We provide after-school support for homework and studying, as well as organizational skill development.
- We maintain a wide range of sports teams, extra-curricular events and off-site activities for students. When students communicate an interest, we have supported teams for basketball, volleyball, floor hockey, athletics, soccer, badminton, golf and running.
- Fine arts in our school include a comprehensive Art, photography and Drama program. Our staff also run art clubs, a photography exhibition, music/guitar club and an annual theatrical production.

- Digital citizenship is facilitated in class throughout our program and those students with interests in technology have access technology specific electives such as high school 3D printing courses.
- All students have access to appropriate Assistive Technology supports for their learning needs, working in conjunction with our full-time Assistive Technology Specialist.
- Each student has access to their own technology device, ranging from iPads, Chromebooks and/or laptops.
- Students have on-site access to a Speech Language Pathologist and Occupational Therapist, to help those who need these supports be even more successful.
- We engage in ongoing research efforts to ensure the delivery of evidence-based practices here at Foothills Academy, and well beyond.
- Our Estelle Siebens Community Services provides a wide array of services to complement our school program, including workshops for parents throughout the school year and Camp Amicus day and overnight camps each summer.
- We value the importance of collaboration between teachers, families and students. We successfully implement student directed IPP goals and accommodations, which are regularly reviewed, monitored and accomplished in collaboration with families.
- Each year Foothills Academy provides professional development to over 2000 teachers across Canada on Learning Disabilities, ADHD, and associated disorders.
- We support families in need. As a charity, our staff and families ensure that Foothills Academy is accessible to all, raising close to \$1,000,000.00 annually for our bursary; giving access to the school program for those who are unable to afford the cost.

EXECUTIVE DIRECTORS' MESSAGE

Dear Parents, Guardians and Students,

Welcome to the 2021-2022 academic year at Foothills Academy.

Having successfully navigated the COVID challenges of the past 18 months, it is important for us to continue to maintain a safe space for our students; staff; and community clients. At the same time, we are also looking ahead, as it is imperative for us to continually reflect on the work we do, and evolve our practices to meet the changing needs of all our students. Our theme for the year is **Leading the Way**, as we focus upon the most effective supports for students, and their families, living with Learning Disabilities. Our ongoing development maintains that we focus upon the need to continually; *Find Understanding, Build Confidence and Maximize Potential*.

Throughout Foothills, we have risen to the challenges of the pandemic and continued to grow and evolve. In fact, we now have new processes and online capacities that have added value to our array of programs and services in the long-term. Piece by piece, the foundations of our system have been refined; rebuilt; and re-imagined, creating a situation where we are uniquely positioned for **Leading the Way** in the LD community. For example, we are excited to more systematically embrace the science of reading which supports Structured Literacy to guide our literacy direction throughout the agency. And, in the past few months we have significantly invested in programs; staff training; additional invention spaces; and updated STEM labs.

Further supports are being provided for our students through more effective cross-departmental collaborations. When not working on intensive remediation with external clients (both in-person and online), some *Read Write & Math* Instructors will be providing individualized literacy intervention support to students in the school. The *Psychological Services & Programs* department will continue to work serving the wider community, as well as supporting the school; the Assessment Psychology team will support school staff with interventions, assessments and consultations, and the Counselling Psychology team will continue to support the social-emotional needs of students and families. The *Professional Development & Community Education* department supports knowledge dissemination across the country, as well as providing ongoing support to school staff and families. *Amicus Camp & Recreation* will be providing their most diverse recreation program offerings ever, and their social coaching model is even more relevant than ever, as young people are trying to establish normalcy in their daily lives. Tying all of this together is the research of what we are doing, and this year we will be investing more time in establishing the effectiveness of what we do.

We are delighted to support all of our new initiatives with an expanded administrative structure for the year. Kim McLean continues in the leadership role of Principal (formerly called 'Program Coordinator – staff development') with Sean Horton and Ashely Barber as Vice-Principals to strengthen the administrative structure. We are very happy to welcome all of our new staff too, as we have an outstanding array of classroom staff, all of whom are devoted to supporting our students make the greatest gains at whilst at Foothills Academy.

Nowhere else can you find the complete range of services we provide to individuals with Learning Disabilities. We also provide vital advocacy and leadership throughout the region, provincially, and nationally. As we move forwards into 2022 and beyond, there is no doubt that Foothills Academy really is **Leading the Way**, supporting individuals and families with Learning Disabilities.

Here's to great collaboration and success this school year,

Most Sincerely,



Mr. Simon Williams & Dr. Karen MacMillan

Executive Co-Directors

OUR PHILOSOPHY

At Foothills Academy we are united by the desire to help individuals with Learning Disabilities, meet their potential and live happy and satisfying lives. And, the feedback we have received would suggest that we are achieving exactly that:

“Rather than having a moody child who would sometimes be a little disruptive in class or who couldn’t sit still, would never do homework, barely passed anything, I now have a child who has such a sunny disposition and the most amazing attitude in school it makes me cry when I hear the teachers constantly telling me how thoughtful, polite, and positive he is – I think – is this my son? He does all of his homework, does his assignments, loves the school, and his math and other subjects? He now realizes he is not DUMB, and finally understands that he just learns differently.”

“It was great to [attend the parent workshop]. It was so affirming to learn that we are on the right track with our daughter and to hear other parents’ questions and frustrations. For the first time I didn’t feel alone in all of this. I also need to tell you how helpful the Estelle Siebens Community Services has been, THANK YOU for having a resource available to those not attending your school! Our daughter loved Camp Amicus, is signed up for Girls Only, and is making use of the tutoring. It has made a world of difference!!”

“Many of the students that come to Foothills Academy have had their spirits broken in other school systems. It had failed them academically, and emotionally they feel beaten down. This was definitely my son’s experience, just because he needed to be taught in a different way than other students, and the teachers were not trained well enough to give him what he needed. My son never felt like he belonged in a school setting before FoothillsAcademy. Right from the first day the teachers and staff made him feel like he was understood, and he has since felt very welcomed and comfortable. He also had trouble making friends before Foothills, but now has the best group of friends he’s ever had. I will never forget our first parent/teacher interview at Foothills Academy. I was in shock as I heard the teachers say encouraging words that my husband and I have been wishing otherschool teachers had said (at least once) in the past 7 years of my sons schooling. Finally, we had found a haven where people understood our son! I truly believe Foothills Academyhas changed our lives for the better. I almost feel I cannot put into words exactly how grateful we are that Foothills Academy exists. We now have a happy 18-year-old that will graduate high school this year and go on to post-secondary education with confidence andthe tools for success.”

The abundance of positive feedback over the past 40 years leads us to an important question: ***What is it that Foothills Academy does to create and support such profound outcomes?***

In 2010 researchers from the University of Alberta completed a report for Alberta Education entitled:

Exemplar Alberta Schools: A case study of Foothills Academy

For this research project information was collected from students, parents, and school staff to identify the specific factors that contribute to the success of the school. The researchers identified six key findings:

1. ***Relationships with School Staff:***

- School staff encourage students to feel good about themselves
- Students reported that teachers are approachable and understand them
- There is a high level of communication between parents and teachers
- Teachers report that they work as a team and collaborate to enhance learning

2. ***Supporting Students with LD:***

- Small class sizes and one-on-one attention are seen as key factors to success
- Parents reported that teachers use flexible teaching methods, diverse resources, and are knowledgeable about LD
- Individualized Program Plans (IPPs) were described as being highly beneficial in supporting individual student learning

3. ***Learning Resources***

- Teachers use assistive technologies, computer-related resources, and make necessary accommodations for differing student needs
- Teachers use a wide-range of strategies and interventions that build on student strengths and target areas of need

4. ***Teaching and Assessment Strategies***

- Teachers use various methods to demonstrate student progress, and regularly monitor IPP goals
- Teachers cater instruction to student needs, rather than using a “one-size fits all” formula
- Teachers make accommodations to assessment practices, when needed, to help students reach their IPP goals
- Assessments are used to plan for future instruction and to help students identify both their strengths and areas of weakness

5. ***Supporting Learning at Home***

- Homework expectations are clearly communicated to parents, as well as students, and parents are informed of learning strategies that may assist their child

- Teachers tell parents about positive student behaviour, not just challenges, and involve parents in creating the student IPP
- Teachers will communicate homework assignments to parents for students who have difficulty in documenting assigned homework

6. ***School Culture and Atmosphere***

- There is a positive school atmosphere and a focus on student strengths
- Foothills Academy was described as welcoming, encouraging, and embodying a sense of belongingness and self-esteem for its students. On several occasions, Foothills Academy was described as a “happy family”
- Parents and teachers feel that school administrators are accessible and approachable
- Teachers are passionate about teaching, and genuinely care for students

The six key findings that were identified by the U of A researchers are highly consistent with Self-Determination Theory. Self-Determination Theory is “an empirically based theory of human motivation, development, and wellness” (Deci & Ryan, 2008, p.182). Self-determination involves a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. Increased self-determination is based upon an understanding of one's strengths and limitations together with a belief in oneself as capable and effective, and leads to higher quality intrinsic motivation and engagement for activities (Deci & Ryan, 2008).

In fact, the U of A researchers noted that Foothills Academy students “expressed appreciation for the caring relationships they hold with school staff, the availability of diverse learning resources, and the opportunity to be involved in identifying practices of personal strengths, challenges, and learning strategies” (p. 26). Clearly, the three basic needs fundamental to the development of self-determination (competence, autonomy, and relatedness) are very evident in the work we do at Foothills Academy every day.

OUR PHILOSOPHICAL APPROACH

Foothills Academy school was built around the belief that all students with Learning Disabilities have exceptional potential, and that with the right supports and guidance, they can achieve great success in school, post-secondary, and the workplace. We understand the difficulties and challenges facing students and their families, be it academic, social, emotional or financial. Foothills Academy's community builds upon these foundations within our students and their families. Our philosophical approach is to:

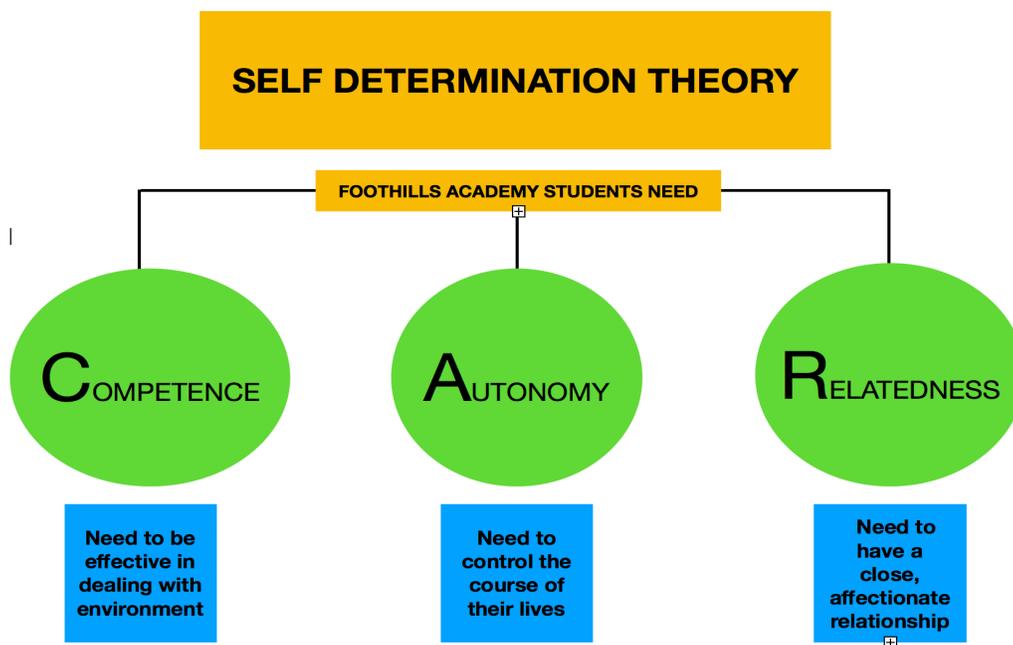
**Finding Understanding
Building Confidence
Maximizing Potential**

Much of our school success is found in our school-wide belief in, and understanding of, Self-Determination Theory, which has three core values:

- Building strong **RELATIONSHIPS** with students to really understand each individual's strengths and interests (*finding understanding*).
- Ensuring that students feel a sense of **COMPETENCE** at school, to develop their confidence and self-belief that they can be the incredible people who we know they really are (*build confidence*).
- Providing a sense of **AUTONOMY** in the classroom, so that students feel connected to their learning, and have a voice in their education; which allows students the freedom to thrive (*maximize potential*).

Self-Determination Theory is “an empirically based theory of human motivation, development, and wellness” (Deci & Ryan, 2008, p.182). Self-determination involves a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. Increased self-determination is based upon an understanding of one's strengths and limitations together with a belief in oneself as capable and effective, and leads to higher quality intrinsic motivation and engagement for activities (Deci & Ryan, 2008). Decades of self-determination research have demonstrated its relationship to a young person's happiness; mental wellness; academic engagement; as well as postsecondary and career success.

Students with Learning Disabilities (and associated disorders) particularly need to understand their specific strengths and weaknesses, and learn what personal strategies and techniques work best for them in order to be successful learners. The three basic trends fundamental to the development of self-determination (Relatedness, Competence, and Autonomy) are very evident in the work we do at Foothills Academy every day.



Why is self-determination important?

Self-determination skills, such as self-advocacy and self-regulation, are particularly valuable to foster empowerment and meaningful motivation in young adults with LD/ADHD. Individuals with LD/ADHD who report high-levels of self-determination are more likely to experience academic engagement and postsecondary success (Farmer, Allsopp, & Farron, 2015; Zheng, Erickson, Kingston & Noonan, 2014). Self-determination is equally important for success in the work place. According to Madaus, Gerber, and Price (2008), individuals with learning disabilities should “understand their specific strengths and weaknesses, and know what personal strategies and techniques are necessary to compensate for their weaknesses before entering the workforce” (p. 152).

Higher levels of self-determination also foster the ability to thrive according to a wide-range of desirable outcomes, including increased happiness and improved quality of life (Nota, Soresi, Ferrari & Wehmeyer, 2011; Stiglbauer, Gnams, Gamsjager, & Batinic, 2013).

How are we fostering self-determination?

The pursuit of self-determination goals are considered a best practice with the LD population and they clearly permeate the programs offered by both the School Program and Community Services at Foothills Academy by:

- encouraging cognitive, behavioural, and emotional self-regulation in a systematic way (such as the incorporation of Zones of Regulation)
- empowering individuals by helping them become more self-aware about their own strengths and weaknesses

- teaching and fostering the use of self-advocacy skills
- supporting increased independence with strategies and tools to maximize their potential
- fostering understanding and connection between the young people we work with
- engaging with young people in a genuine and caring way through our understanding of their struggles, as well as our recognition of their strengths
- ensuring that their successes (no matter how small) are recognized and valued

Self-Determination Theory underlies our motto: ***Find Understanding; Build Confidence; Maximize Potential***

RELATEDNESS <i>Find Understanding</i>	COMPETENCE <i>Build Confidence</i>	AUTONOMY <i>Maximize Potential</i>
<ul style="list-style-type: none"> • Strong knowledge of LD, and related disorders such as ADHD • Strong empathy for individual's experience • Unconditional positive regard - establishing that the young person and their behaviour are separate • Strong relationships developed between staff and students/clients • Building on existing strengths and/or interests (in and out of the classroom) 	<ul style="list-style-type: none"> • Behavioural issues are seen as communication about unskillful efforts behaviour that needs to be addressed • Recognition for, and feedback on, effort • Differentiation between knowledge vs performance deficits when considering skill levels. • A focus on scaffolding new skills over time (through direct instruction and practice with coaching) • Timely, specific feedback • A holistic view of individuals 	<ul style="list-style-type: none"> • Recognition for a wide-range of pathways to "success" • Clear behavioural guidelines • High expectations • Consistent structure • Consequences are natural and timely • Emphasis on choice throughout each day • Opportunities for increasing independence

ANNUAL EDUCATION RESULTS REPORT (AERR)

In order to provide further assurance to all of our stakeholders that Foothills Academy is striving to continually serve our students and families as best as we possibly can, Alberta Government requires an Educational Plan and Annual Results Report. The results in the report are based upon parent, student and staff feedback surveys, and achievement metrics including PATS, Diplomas, and graduation rates. The Educational Plan focuses upon our direction for continuous growth as a school, to assure stakeholders that our vision and direction is in keeping with the needs of students, families and the school's status as a Designated Special Education Private School for students with Learning Disabilities. These plans are posted on the school website and can be found [here](#).

2. Foothills Academy Staff and Administration

EXECUTIVE DIRECTORS

The Executive Directors are appointed by the Board of Governors and are responsible for the general administration, organization, and management of the Society, subject only to legislation and to such policies as may be issued by the board. The Executive Directors are responsible for the day-to-day functioning of the society and reports on their operation to the board.

- To lead, supervise, and evaluate school administration, Community Services Managers, and the Business Manager, as well as oversee other staff evaluations.
- To develop, evaluate, and monitor School and Community Services programs that are consistent with the Statement of Mission and Principles. Ensuring cohesion between School and Community Services.
- To provide fair and equitable standards and expectations to all staffing areas in the Society; School Program, Community Services, and the Business Office.
- To be responsible for external communication for the Society. To be the primary liaisons to the global community.
- To coordinate and facilitate appropriate interaction and communication among the various groups working within Foothills Academy. To lead in a positive, responsible, caring and professional manner with high standards and expectations; developing, implementing, and supporting appropriate communication policies throughout.
- To foster and support relevant evidence based practices, programs, supports and internal research on Learning Disabilities and/or ADHD.
- To be active members of the Board of Governors and all sub-committees.
- To develop, implement, and manage policies and procedures to reflect Department of Education policies, Psychologist Professional standards, Alberta Employment Standards and general Foothills Academy policy standards. In addition to ensuring that other government regulations are met.
- To ensure compliance with the Canadian Revenue Agency as a Registered Charity.
- To manage the fiscal resources of the Society and ensure the financial viability of the Centre through the expertise of the Business Manager and Finance Committee.
- To assume primary responsibility for the development and implementation of short and long range plans of the agency. To responsibly sustain and develop Foothills Academy in line with the Mission.
- To maintain representation on respective relevant education and psychology related committees provincially, nationally and internationally. To continually keep abreast of the latest research and innovation in these fields relating to Learning Disabilities and ADHD as

per the Mission Statement, and being leaders in the community.

* Where roles are divided between Community Services and the School Program, Dr. MacMillan shall take primary responsibility for Community Services and Mr. Williams shall take primary responsibility for the School Program.



Liv Pasmore

SCHOOL ADMINISTRATION

Our day to day school operations are guided by our administrative team, led by our Principal, Kim McLean and two Vice Principals, Ashley Barber and Sean Horton. Their roles are organized in to the chart below.

Principal Kim McLean
Professional Development; Teacher growth and supervision, evaluations & observations, TPGPs, scheduling, AERR, Alberta Education, AOP, hiring teachers, program development, data team, intake Oversight and development of Vice Principals

Vice Principal Ashley Barber	Vice Principal Sean Horton
Students A-K IPPs & Reports	Students L-Z IPPs & Reports
Data Team / Analysis	Transitions planning & external partnerships
Risk Assessment	Bussing
FAPA	FAPA
Educational Assistants	Occupational Therapy & Speech and Language Pathology
Occupational Health and Safety	Emergency Preparedness
Curriculum syllabus for Science and Math	Curriculum syllabus for English and Social Studies
Field Trips	Substitute staff
Staff committee oversight	Student award oversight
Tech oversight	Social media / newsletter oversight

STAFF LIST 2021-2022

Simon Williams Executive Co-Director
Karen MacMillan Executive Co-Director

SCHOOL PROGRAM

Kim McLean Principal
Sean Horton Vice-Principal
Ashley Barber Vice-Principal
Melissa Byrnes School Admissions & Data Coordinator
Colleen Hnatiuk Administrative Assistant
Anne Rose Administrative Assistant
Jaimie Anton Assistive Technology Specialist
Judy Charney Library Specialist
Brad Weible Numeracy Lead
Stephanie Nicholl Literacy Intervention Teacher; R/W&M Instructor
Dot Conne Bus driver
Kathy Laycock Bus driver; Canine Therapy
Jose Messa Alternate Bus driver
Kelly Thiessen Speech Language/Occupational Therapy Assistant
Leanne Love Speech Language Therapy Consultant
Kathleen Hogan Occupational Therapy Consultant

TEACHING STAFF**Team 1: Elementary**

Kathleen Phelan <i>*Gina Smith</i>	3/4
Morgan Healy <i>*Kristie Clements</i>	4
Lindsey Bingley <i>*Jenny Hughes</i>	5A
Danielle Wombold <i>*Yvonne Akkermans</i>	5B
Amy Goldberg <i>*Sarah Merrick</i>	6A
Megan Henze-Russell <i>*Sarah Merrick</i>	6B

Team 2: Junior High

Christina Thompson <i>*Kira Van Rooijen</i>	7A
Patrick Dooley <i>*Dimple Shetty</i>	7B
Jane Kerr <i>*Karen Gour</i>	7C
Rachel Piitz <i>*Dimple Shetty</i>	8A
Bani Puri <i>*Luke MacKinnon</i>	8B
Jillian Senek <i>*Luke MacKinnon</i>	8C
Nathalja Hogervorst <i>*Dimple Shetty</i>	9A
Brooke Ruskin <i>*Karen Gour</i>	9B

Team 3: High School

Steven Wickson <i>*Kira Van Rooijen</i>	10A	Ranjene Mazumdar <i>*Tanya Birchard</i>	12A
Laurel Braun <i>*Cathy Quinn</i>	10B	Chris Handforth <i>*Tanis Silbernagel</i>	12B
Justine Tarkowski <i>*Liam Reardon</i>	10C	Ashley Rewcastle <i>*Tanya Birchard</i>	12C
Elizabeth Yacyshen <i>*Dianne Eberhardt</i>	11A		
David Kanno <i>*Dianne Eberhardt</i>	11B	<u>Physical Education:</u> Danny White <i>*Mitchell Potts</i>	
		Kelsey Gerwing <i>*Mitchell Potts</i>	

BUSINESS OFFICE

David Bolink	Director of Business Management
Janice Nelson	Manager of Communications & Fund Development
Alysia Derrien	Accounts Officer
Amanda Rice	Payroll & Human Resources Officer
Carima Navikenas	Administrative Assistant-Fundraising
Gina Brown	Administrative Assistant-Main Reception
Heather Blackwell	Manager of Information Technology Services

CARETAKERS

Bob Thomasson	Facility Manager
Norman Downs	Custodian
Susie Lefebvre	Cleaner
Gladys Rivera	Cleaner
Joey Pavidis	Cleaner
Sheldon Downs	Cleaner

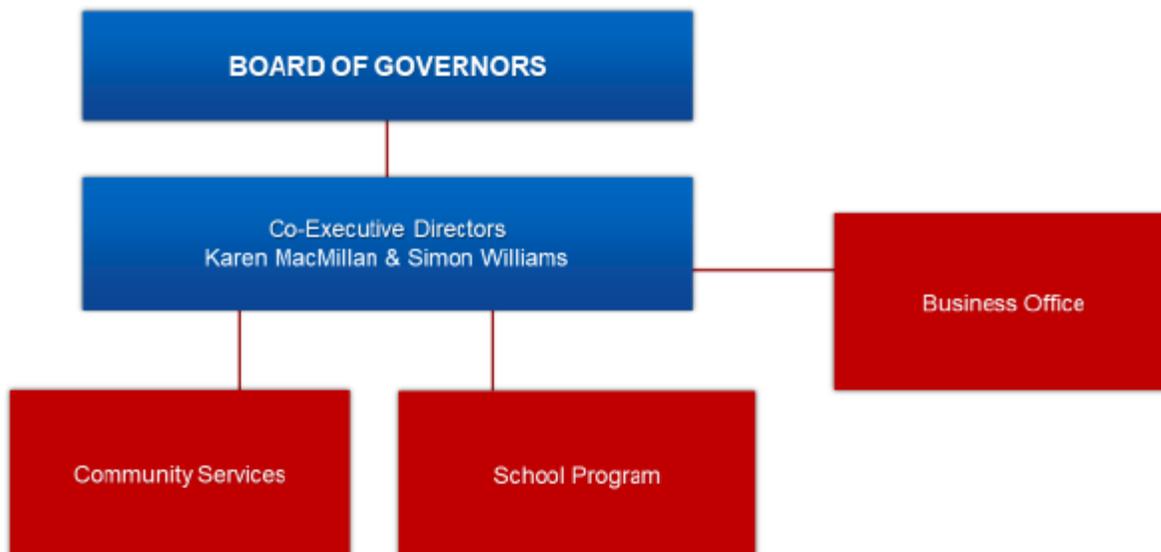
COMMUNITY SERVICES

Rachel Drozdowski	Administrative Assistant- CS Reception
Paige McDonald	Manager of <i>Read/Write & Math</i>
Tanya Keto	Manager of <i>Professional Development & Community Education</i>
Kathleen Gurski	Manager of <i>Amicus Camps & Recreation</i>
Melanie Reader	Manager of <i>Psychological Services & Programs</i>
Melissa Yue	Staff Psychologist-Assessment
Cynthia Yoo	Staff Psychologist-Counselling
Nichola Cross	Assessment Psychology team
Nicole Jaggard	Assessment Psychology team
Tara Lavender	Assessment Psychology team
Christine MacDonald	Assessment Psychology team
Jessica Mix	Assessment Psychology team
Vanessa Rankin	Assessment Psychology team
Tessa Wihak	Assessment Psychology team
Dominique Bonneville	Counselling Psychology team
Nicole Dixon	Counselling Psychology team
Tanvir Gill	Counselling Psychology team
Chandra Otterson	Counselling Psychology team
Mariann Bierman	Community Services Intake Coordinator
Riza Fallorin	Amicus Program Coordinator
Carissa Backus	Full-Time Read/Write Instructor
Dhanya Baird	Full-Time Read/Write Instructor
Melissa Beaupre	Full-Time Read/Write Instructor
Mary Haggeman	Full-Time Read/Write Instructor
Leona Hiebert	Full-Time Read/Write Instructor
Karen Monner	Full-Time Read/Write Instructor
Carola Tiltmann	Manager of the <i>Learning Disabilities & ADHD Network</i>

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 Directors. 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, parent 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.



2021-2022 Members of the Board of Governors

Harold Esche
 Bob MacDonald
 Kristin Smith
 Dennis Auger
 Angie Bishop
 Leslie Archibald
 Leo Golden
 John Krupa
 Karen MacMillan
 Simon Williams

Chair
 Vice Chair
 Secretary
 Treasurer
 F.A.P.A. Representative
 Governor
 Governor
 Governor
 Executive Co-Director
 Executive Co-Director

FOOTHILLS ACADEMY PARENT'S 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 and Foothills Academy Society, hosts two general meetings per school year and parents are expected to attend. The first meeting is held in September and coincides with our Meet the Teachers Night. The annual general meeting is the final meeting each year which takes place in early June and includes the election of a new FAPA executive and the presentation of the annual audited financial statements.

In addition to the general meetings, FAPA holds monthly board meetings which are generally held on the second Tuesday of the month from 7:00 - 9:00 p.m. at the school. The board meetings are open to all parents to attend and will typically include an update from the school administration along with other FAPA matters.

All families make a commitment fundraiser or donate to Foothills Academy. FAPA organizes the Vehicle Raffle 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. One of FAPA’s roles is to coordinate and support these fundraising efforts to raise money for the school bursary fund.

The annual honorarium awards are another initiative that FAPA undertakes. The purpose of the awards is to recognize students for their efforts during their stay at our school. FAPA awards a total of \$1500 in scholarships to three graduating students. The awards are intended to be used for furthering their education and/or self-improvement. Applications are available in early spring and FAPA presents the awards at the graduation ceremonies.

In addition, FAPA is involved with advocacy, parent communication, social and extracurricular events, and supporting the school through various volunteer opportunities. FAPA charges each parent family \$25.00 annually to support our various initiatives.

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 updates are included in the weekly Foothills Academy School News, which is emailed on Tuesdays.

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, 2021-2022

Executive

President: Angie Bishop (president@foothillsacademy.org)

Vice President: Kathryn MacNeil

Treasurer: Stephanie Nicholl

Secretary: Clara Tsui-Cheng

Past President: Kathy Laycock

General E-Mail: fapa@foothillsacademy.org

FAMILY COMMITMENT

The Foothills Academy community has always been steeped in fundraising, due to one of our core principles being that we should never turn a family away due to financial need. Fundraising is an integral part of all stakeholder's commitment to Foothills Academy. In the summer of 2021 we ran our successful Golf Tournament at Priddis Greens, and we have ongoing involvement with the Calgary Marathon.

However, due to the nature of the past year with COVID-19, fundraising opportunities have been restricted, and our annual Fall Funtasia Gala has been postponed again.

We do intend to continue fundraising as we move forwards, to ensure that we keep our services available to all who truly need them. The current family commitment information can be found on the website at [Family Commitment](#).

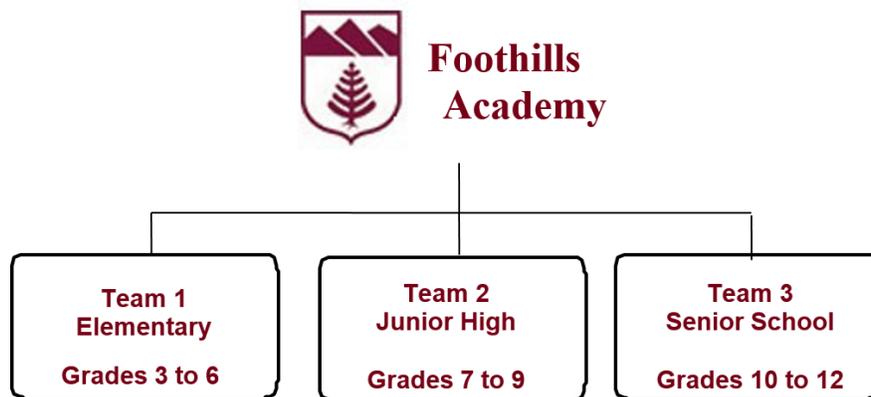
FOOTHILLS ACADEMY SCHOOL ORGANIZATION AND PROCESSES

JUNIOR AND SENIOR SCHOOL

Foothills Academy is divided into three teams, reflective of the traditional grade pairings and staff are organized under these three Teams. Team 1 includes the Elementary population, Team 2 covers the Junior High population, Team 3 covers our High School Students.

The team is a working group within the school, helping 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., Grades three to six move between humanities and a math and science teacher, grades seven students move between language arts, social studies, science and math teachers and students in grades seven to twelve 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. For Team 1 students, Homework consists of daily reading and math exercises, leading to reviewing and completing coursework introduced during class for students in Teams 2 and 3.



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.

Progress Reports

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

1. Conduct periodic assessments on all students in the school for skill and knowledge competencies found at each grade level in the Alberta program of studies. Standardized evaluations compared with provincial norms are conducted in grades 6, 9 and 12 as achievement tests and diploma exams respectively.
2. Report on 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 progress report.
3. Evaluate, by administering both formative (assessments, assignments, exercises in class) and summative (unit, midterm and end of year assignments and assessments).
4. Results of the above will be made available to parents and students in grades seven to twelve through Edsempi.



Sophie Hernandez

2. SCHOOL SCHEDULE

2.1. SCHOOL HOURS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
HOMEROOM						HOMEROOM
8:30 - 8:40						8:30 - 8:50
PERIOD 1	Classes	Classes	Classes	Classes	Classes	PERIOD 1
8:40 - 9:30	Classes	Classes	Classes	Classes	Classes	8:50 - 9:35
PERIOD 2	Classes	Classes	Classes	Classes	Classes	PERIOD 2
9:30 - 10:20	Classes	Classes	Classes	Classes	Classes	9:35 - 10:20
PERIOD 3	Classes	Classes	Classes	Classes	Classes	PERIOD 3
10:20 - 11:10	Classes	Classes	Classes	Classes	Classes	10:20 - 11:05
PERIOD 4	Classes	Classes	Classes	Classes	Classes	PERIOD 4
11:10 - 12:00	Classes	Classes	Classes	Classes	Classes	11:05 - 11:50
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	Classes	PERIOD 5
12:00 - 12:50					Classes	11:50 - 12:35
PERIOD 5	Classes	Classes	Classes	Classes		HOMEROOM
12:50 - 1:40	Classes	Classes	Classes	Classes		12:35 - 12:40
PERIOD 6	Classes	Classes	Classes	Classes	Rotating:	
1:40 - 2:30	Classes	Classes	Classes	Classes		
PERIOD 7	Classes	Classes	Classes	Classes		
2:30 - 3:20						
HOMEROOM						
3:20 - 3:25						

8:15: Students can enter building / supervision begins

10:15 – 10:30: Recess period for Team One students

12:00 – 12:50: Lunch (Mon – Thur)

3:25: Student dismissal

Friday Early Dismissal

On Fridays, students attend classes from 8:30 am until 12:40 pm, giving teachers time for administrative planning and professional development. To ensure a safe return, for the Month of September the school will end promptly at 3:25 and all students will leave the building by 3:30pm.

Beginning in October and running to the end of the school year, students will be allowed to stay for extra-curricular activities scheduled after school. Students in Teams 2 and 3 will also have the option to attend Homework Club, a 45-minute period from Monday to Thursday starting at 3:30 to 4:15pm, where students can stay to work on their homework and practice advocating for help with teaching staff with a background in both Science and Math as well as English and Social Studies. Should students attend Homework Club, families will need to arrange for transportation home.

Parent/Teacher Interview Days Off

Foothills Academy conducts parent/teacher interviews in September, November and March. The interviews are held at set times on Thursdays and Fridays. As a result, there are no classes scheduled on those days.

To make an appointment for IPP meetings, families will need to contact their homeroom teacher or educational assistant by email or phone on the designated dates found in the Foothills Academy school calendar. For Parent, Student, Teacher conferences, families will be given an access code and can book their appointments online by linking to <https://www.schoolinterviews.ca/code>.

FOOTHILLS ACADEMY CALENDAR



**Foothills Academy School Calendar
2021-2022**

August 2021

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	30	31

November 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Date	Event
23-Aug	Staff Professional Development begins
23-Aug	Gordon Hoffman Charity Golf Classic
30-Aug	New Family Orientation & BBQ
31-Aug	Staff Professional Development ends
01-Sep	First Day Back for Students
06-Sep	Labour Day - No School
14-Sep	Meet the Teacher & General Meeting
23-Sep	Parent/Teacher/Student
24-Sep	IPP Meetings - No School both days
30-Sep	National Day of Truth & Reconciliation - No School
11-Oct	Thanksgiving - No School
11-Nov	Remembrance Day - No School
12-Nov	PD Day - No School
18-Nov	Parent/Teacher/Student
19-Nov	Interviews - No School both days
18-Dec	Winter Break begins - No School
02-Jan	Last day of Winter Break - No School
03-Jan	First Day back from Winter Break
28-Jan	Staff Organizational Day - No School
17-Feb	Professional Development - No School
18-Feb	Professional Development - No School
21-Feb	Family Day - No School
24-Feb	Parent/Teacher/Student
25-Feb	Interviews - No School both days
18-Mar	Last Day before Spring Break(regular dismissal)
19-Mar	Spring Break begins
3-Apr	Spring Break last day
4-Apr	First Day back from Spring Break
15-April	Good Friday - No School
23-May	Victoria Day - No School
17-Jun	Last Day of School for Team 1
23-Jun	Last Day for Teams 2 - 4 (regular dismissal)
30-Jun	Last Day for Staff

* Special Note: Oct. 8th previously showed as a PD Day with no classes.

For the most current Foothills Academy Calendar, please see [our website](#).

SCHOOL EXPECTATIONS

2.2. 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 team work with experience and guidance from Hour Zero School Emergency Program. 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:

- Y Fire drills
- Y Student Safety
- Y Lockdowns
- Y Evacuation
- Y School Security
- Y Medical emergencies

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

2.3. PARENTAL INQUIRES AND CONCERNS

Every single staff member at Foothills Academy is here to assist you. You may encounter a moment where you require pertinent information or advice and we want you to have access to the staff who will best be able to offer support. We have broken down a list of some of the key areas and staff where you may feel the need to seek out specific help.

School Work: If it is a general question, approach your child's homeroom teacher or educational assistant. If it is about a specific course, approach your child's subject teacher.

School related Issue: Speak first with your child's homeroom teacher, and they will help; they may also suggest you speak to either of our Vice Principals; Ms. Ashley Barber or Mr. Sean Horton. This could also lead to a discussion about additional services, such as arranging a referral to psychological services for your child to see a counsellor, occupational therapist, or speech language pathologist.

Student related Issue: Speak first with your child's homeroom teacher, and they will help; they may also suggest that you speak to either Vice Principal; Mr. Sean Horton or Ms. Ashley Barber.

Out of School Issue: Speak with your child's homeroom teacher, or with Ms. Ashley Barber or Mr. Sean Horton.

Assistive Technology: Speak with your homeroom or subject teacher about assistive technologies offered in class, and they will arrange for your child to meet with Mrs. Jaimie Anton, our Assistive Technology Specialist if more supports are needed with the technology your child is using.

Teams and Clubs: Clubs begin in the month of October, and information will be provided from your child's homeroom teacher as the start date approaches. If your child has a passion that is not reflected in the list of clubs provided to choose from, please have your child communicate their interest to the homeroom teaching staff for guidance on the possibility of starting a new club.

Post-Secondary Planning: A large majority of our senior school CALM and Learning Strategies courses are taught by Mrs. Laurel Braun, who is our most up to date and informed staff member who can assist with career planning, post-secondary options, applications, learning disability transitioning and scholarships. Even though programming concerning these areas are offered to our students, you are invited to contact her for specific inquiries about your child's future aspirations and post-secondary programming.

Empowering Families Understanding of Learning Disabilities: Tanya Keto, is our Manager of *Professional Development & Community Education* and an excellent resource. The ongoing parent and professional workshops that she coordinates throughout the year are very informative and the online course she has developed is an accessible way to learn more about current understandings and practices to support Learning Disabilities. More information about her online course, Inside Learning Disabilities, can be found on our website or by clicking [here](#).

Problem Solving Process Relating to our Teaching Staff

1. Refer the parent to the team or the staff member who they have the concern with for an initial discussion.
2. Be involved if requested by either party or by administrative decision of the School administrators in a mediation role.
3. Inform the staff member of any further meetings with a parent/guardian that concerns the staff member and they 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 Directors may become involved at the request of any party.

If the concern remains following a meeting with the Executive Directors, 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 Directors 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.

School Staff Contacts

SCHOOL PROGRAM

Kim McLean	kimmclean@foothillsacademy.org	Principal
Sean Horton	shorton@foothillsacademy.org	Vice Principal
Ashley Barber	abarber@foothillsacademy.org	Vice Principal

TEACHING STAFF

Team 1:

3/4 Kathleen Phelan <i>*Gina Smith</i>	kphelan@foothillsacademy.org gsmith@foothillsacademy.org
4 Morgan Healy <i>*Kristie Clements</i>	mhealy@foothillsacademy.org kcllements@foothillsacademy.org
5B Lindsey Bingley <i>*Jenny Hughes</i>	lbingley@foothillsacademy.org jhughes@foothillsacademy.org
5B Danielle Wombold <i>*Yvonne Akkermans</i>	dwombold@foothillsacademy.org yakkermans@foothillsacademy.org
6A Amy Goldberg <i>*Sarah Merrick</i>	agoldberg@foothillsacademy.org smerrick@foothillsacademy.org
6B Megan Henze-Russell <i>*Sarah Merrick</i>	mhenze@foothillsacademy.org smerrick@foothillsacademy.org
Team 2:	
7A Christina Thompson <i>*Kira Van Rooijen</i>	cthompson@foothillsacademy.org kvanrooijen@foothillsacademy.org
7B Patrick Dooley <i>*Dimple Shetty</i>	pdooley@foothillsacademy.org dshetty@foothillsacademy.org
7C Jane Kerr <i>*Karen Gour</i>	jkerr@foothillsacademy.org kgour@foothillsacademy.org
8A Rachel Piitz <i>*Dimple Shetty</i>	rpiitz@foothillsacademy.org dshetty@foothillsacademy.org
8B Bani Puri <i>*Luke MacKinnon</i>	bpuri@foothillsacademy.org lmackinnon@foothillsacademy.org
8C Jillian Senek <i>*Luke MacKinnon</i>	jsenek@foothillsacademy.org lmackinnon@foothillsacademy.org

9A Nathalja Hogervorst nhogervorst@foothillsacademy.org
 *Liam Reardon lreardon@foothillsacademy.org

9B Brooke Ruskin bruskin@foothillsacademy.org
 *Karen Gour kgour@foothillsacademy.org

Team 3:

10A Steven Wickson swickson@foothillsacademy.org
 *Kira Van Rooijen kvanrooijen@foothillsacademy.org

10B Laurel Braun lbraun@foothillsacademy.org
 *Cathy Quinn cquinn@foothillsacademy.org

10C Justine Tarkowski jtarkowski@foothillsacademy.org
 *Liam Reardon lreardon@foothillsacademy.org

11A Elizabeth Yacyshen eyacyshen@foothillsacademy.org
 *Dianne Eberhardt deberhardt@foothillsacademy.org

11B David Kanno dkanno@foothillsacademy.org
 *Dianne Eberhardt deberhardt@foothillsacademy.org

12A Ranjene Mazumdar rmazumdar@foothillsacademy.org
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12A Ashley Rewcastle arewcastle@foothillsacademy.org
 *Tanya Birchard tbirchard@foothillsacademy.org

12B Chris Handforth chandforth@foothillsacademy.org
 *Tanis Silbernagel tsilbernagel@foothillsacademy.org

Physical Education:

Danny White dwhite@foothillsacademy.org

Kelsey Gerwing kgerwing@foothillsacademy.org
 *Mitchell Potts mpotts@foothillsacademy.org

Judy Charney jcharney@foothillsacademy.org Librarian

Jaimie Anton janton@foothillsacademy.org Assistive Technology

Heather Blackwell hblackwell@foothillsacademy.org Manager of I.T.

* Educational Assistant

2.4. 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.



Brooke Morton

2.5. STUDENT BEHAVIOUR

SAFE, CARING, WELCOMING AND RESPECTFUL ENVIRONMENT

Foothills Academy Society is committed to providing a safe, caring, respectful, equitable, and welcoming learning and working environment that respects diversity and fosters a sense of belonging. We wish to foster positive attitudes and behaviours that meet the individual needs of students, develop self-esteem and create a school community which is safe, caring, welcoming and respectful.

Foothills Academy will establish a code of conduct in order to communicate school expectations concerning student conduct, and the possible consequence of serious or repeated misconduct.

The Board of Governors will cooperate with the efforts made by government and community agencies to address societal conditions which impact the safety and security of schools.

All students and staff have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under:

- The Canadian Charter of Rights and Freedoms;
- The Alberta Human Rights Act, including the right not to be discriminated against by reason of race, national origin, colour, religion, or gender identity or gender expression; and
- The Education Act, which ensures that students and staff have a safe, caring, welcoming and respectful learning environment fostering belonging and respect for diversity.

Students are bound by the school code of conduct, which must be reviewed annually and is communicated to staff, students, parents and stakeholders.

Foothills Academy will not tolerate harassment, bullying, intimidation, or discrimination directed toward any student, family member of a student or staff member of Foothills Academy, including any discrimination on the basis of a person's actual or perceived differences, sexual orientation, gender identity or gender expression. All staff, students, parents, volunteers, governors and stakeholders share responsibility for upholding the rights of all, and will be expected to embrace this policy.

All Students have the right to:

- Be treated fairly, equitably, with dignity and respect.
- Have their confidentiality protected and respected, by maintaining school records in a way that respects privacy and confidentiality. Preferred names can be used on report cards and IPPs, but only legal names can be used on SIS and PASI systems.
- Respect for their choices related to self-identification and determination.
- Freedom of conscience, expression and association.
- A dress code that is respectful and inclusive of the gender identities and gender expressions of all members of the school community.
- Minimal exposure to gender-segregated activities.
- Be fully included and represented in an inclusive, positive, and respectful manner by all school personnel.
- Have access to supports that respond to a student's individual needs.
- Have avenues of recourse (without fear or reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence.
- Meaningful, safe and equitable learning experiences in curricular and extracurricular activities that include appropriate instructional supports and are welcoming and inclusive, regardless of gender, gender identity, gender expression, sexual orientation or any other factor.
- Safe access to washroom and change-room facilities, and safety in all other places within the school property, through appropriate supervision and monitoring of the school and grounds.
- Work with staff who have the skills, knowledge and capacity to understand and support diverse sexual orientations, gender identities and gender expressions.
- A whole-school approach to promotion of healthy relationships and prevention and response to bullying behaviour.
- Have access to a staff person at any reasonable time to discuss needs, interests and concerns.
- Be identified upon request by alternate pronouns, such as "ze", "zir", "hir", "they", or "them", or with the prefix "Mx".
- Contribute to the welcoming, caring, respectful and safe learning environment that respects diversity and which nurtures a sense of belonging, and positive sense of self; as per section 12(g) of the Education Act.
- Be part of a school community which ensures all families and stakeholders are welcomed and supported as valued members of the school community.
- Establish a voluntary student organization with the assistance of a designated staff member, to promote a welcoming, caring, respectful and safe learning environment that respects a sense of diversity and fosters a sense of belonging, as per S. 16.1 of the Education Act.

If one or more students attending a school operated by a board requests a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall

- immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
- subject to the fourth point within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
- The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
 - For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
- The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in the first point and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in the first point is limited to the fact of the establishment of the organization or the holding of the activity.
- The school administrators are responsible for ensuring that any notification respecting the student organization or activity referred to in section 16.1(1) of the Education Act is limited to the fact of the establishment of the organization or the holding of the activity, and is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.

Alberta Government (2016). Guidelines for best practices. Creating learning environment that respect diverse sexual orientations, gender identities and gender expressions. Retrieved from <https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

The disclosure of personal information by Foothills Academy Society is governed by, and in accordance with the Personal Information Protection Act.

STUDENT SCHOOL EXPECTATIONS

In keeping with the values of Foothills Academy Society to ensure that all students and staff are provided with a welcoming, caring, respectful and safe learning environment, it is expected that students shall:

- Treat all other students with respect.
 - Treat the staff, volunteers, stakeholders and the facility with respect.
 - Show respect for authority, property and differences in ethnicity, race, religion, gender, gender expression, gender identity and sexual orientation.
 - Be punctual, and prepared for daily lessons and procedures.
 - Contribute to being a part of the positive, welcoming, caring, respectful and safe learning environment; reporting any incidents of harassment, bullying, discrimination or violence during or outside of school related activities.
 - Respect diversity and refrain from demonstrating any form of discrimination.
 - Be positive members of the Foothills Academy community, making appropriate use of school supports to gain maximum learning potential, both academically and socially, from the program.
 - Recognize that the use/or possession of drugs and associated paraphernalia is prohibited during the school day. This is an offense that our school takes very seriously and based on the circumstances, consequences could result in confiscation and a family conference to more significant action, such as expulsion.
 - Act in a safe, mature manner in school and on the school bus.
 - Comply with school policies.
 - Refrain from by-standing or participating in, and shall report immediately to a staff member, any witnessed bullying or bullying behaviour directed towards students or staff of the school, whether during school hours or not, in the school building or premises or not, or by any electronic means.
 - Follow safety procedures as outlined by school staff, administration, bus drivers and other stakeholders.
 - Treat Foothills Academy as though it were their own home and will respect all school property.
 - Be prohibited from engaging in unacceptable behaviours such as bullying, defined by the Education Act as, “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.” Such behaviour is unacceptable whether or not it occurs within the school building, during the school day or by electronic means.
 - Be prohibited from engaging in other unacceptable behaviours including: theft, intimidation, harassment, discrimination, criminal activity, endangering selves or others, encouraging unacceptable conduct, cyber bullying, being under the influence of drugs or alcohol, use of improper or abusive language, physical altercations interfering with the orderly conduct of classes and other willful disobedience or defiance. Such behaviour is unacceptable whether or not it occurs within the school building, during the school day or by electronic means.
 - Support members of the Foothills Academy community who are in need of assistance.
-

- Abide by the student code of conduct and the school policies as laid out in the family handbook.

When expectations are breached, the responses may be as follows:

- Consequences of unacceptable behaviour will take into account the student's age, maturity and individual circumstances, and ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.
- Teacher, assistant or staff member can conference with the student and parents to remedy the situation. Detentions, PSPs, regulation breaks or late-shows can be provided or given.
- Student can be given a PSP from the lesson, and must resolve the matter with the teacher before re-entry into the class. Detentions or late-shows can be given.
- Student can meet with a school administrator, once all options have been exhausted by the teacher. A school administrator can liaise with student, parents and teacher to remedy the situation, whilst imposing consequences such as detentions, late shows or suspension (in school suspension, or out of school suspension).
- Student can meet with the school administrators and expulsion can be recommended. Parents are able to appeal to Executive Director(s) and then the Board of Governors. Reference Suspension and Expulsion (19).
- The Police will be involved to deal with students who have broken the law.

Communication of Code of Conduct

- Staff will all uniformly apply the policy so it isn't undermined and is consistent.
- The policy will be clearly communicated to staff by administration.
- The policy will be clearly communicated to all students by staff.
- The policy will be clearly communicated to all parents via the parent handbook.
- Follow through will be consistent and consequences will be fair.

2.6. 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 work with their teachers to make up for 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 by completing the [school absence form](#). If we do not receive any notification, the school will call the family 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, they are 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.

Families: Please book appointments outside of school instructional time and do your best to arrange holidays during the school's designated vacation times.

2.7. LUNCH TIME AND AFTER SCHOOL HOURS

The following outlines expectations after dismissal for lunch and after school (COVID-19 protocols supercede policies outlined here when there is a contradiction).

1. Lunch is eaten in homeroom classes, unless otherwise directed. Dismissal from homeroom is at 12:25pm.
2. If a student is not in the homeroom at lunchtime, the teacher and assistant will be notified.
3. Any student leaving the school premises at lunch must have permission and must sign out at the front desk.
4. The parking area is out of bounds.
5. Students must place all garbage in waste receptacles.
6. All students must ensure to have clean shoes when entering the school.
7. All students are expected to treat each other, and staff, with respect at all times.
8. Any student staying after school must be supervised by a teacher or staff member. Any student waiting for a ride, must wait in the main foyer only. Students are not to be in any room without supervision after school. (This policy is superseded by COVID-19 protocols).

2.8. 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, writing implements and an electronic device. Students are required to request additional supplies as needed through the year.

The homeroom teachers also distribute combination locks and locker numbers to students in grades six to twelve. 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. Grade six students are also provided a locker to share with a classmate, its use is for the student's outerwear and change of clothes for gym. Grades three to five students have storage for their learning materials within their homeroom.

Throughout the year, your child's Physical Education class will be covering a variety of sporting activities. In order for students to do their best and be comfortable they need to have the correct clothing. For students in grades three to six, gym clothing is optional, while students in grades seven to twelve need to attend with a change of clothes. Gym clothing can come from home or students can acquire Foothills Academy's gym clothing available for purchase from the Physical Education staff.

2.9. 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, and you will be asked to sign in. If you are volunteering, you will also be asked to wear a visitor's badge.
3. 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.

2.10. CONSEQUENCES FOR NOT FOLLOWING EXPECTATIONS

Whenever possible, the goal is to support students in learning from the situation and applying strategies in order to foster their ability to do improve within those areas of difficulty in the future. Three general levels of intervention are identified in order to distinguish between simple regulation difficulties and more concerning acting out behaviours that encroach on the safety of others:

1. Regulation Breaks:

When a student requires more time or different activities than the rest of the class to regulate themselves, they should take a Regulation Break. For example, despite cues from teaching staff, a student may be unable to settle into classroom work, stop speaking out of turn, or let go of an issue with a peer. As well, dysregulation issues such as anxiety may manifest in the classroom.

We recognize that self-regulation skills do not develop quickly, they arise through explicit instruction and consistent scaffolding of these abilities over time. It is particularly important that over time we support students' ability to develop insight, learn to tolerate distress, and gradually gain control over their emotions, behaviour, and academic focus.

Ideal qualities of a Regulation Break include:

- Being proactive and anticipating potential issues. If students are supported sooner rather than later it will be much easier for them to regulate.

- The adults involved in the situation are regulated and are able to listen to what the young person needs and provide empathy.
- They are self-identified by the student. Teaching staff will support self-awareness, over time students should become increasingly independent in recognizing when they need a Regulation Break and when they are ready to rejoin the class.
- They are as independent as possible. Younger students may need cues from staff to recognize when they need a regulation break, and/or require assistance in identifying methods for regulating themselves. However, we want students to become increasingly independent as they engage in self-regulatory activities to reduce taking teaching staff away from the class or require counselling psychology staff to be involved.
- They are not disruptive to the class or embarrassing to the student.
- They do not take the student away from too much class time. Ideally breaks are short (5 minutes or less), however, depending on the situation, this may not be realistic.
- Staff take an opportunity to debrief what does, and does not, work for students who regularly need Regulation Breaks. By doing so we can better understand patterns of concern, note helpful/unhelpful strategies, identify more proactive steps that could be taken, and recognize when progress is being made.

In class, the student is encouraged to:

- stand up and stretch
- use a fidget or hand/resistance tool
- doodle
- sip on a drink
- work in the back room
- work standing up
- engage in breathing or progressive relaxation practices

Out of class, the students are encouraged to:

- go for a walk
- go and get a drink
- utilize positive self-talk
- have a break in the student lounge

2. Problem Solving Plan:

When a teaching staff member is working through a problem with a student and more time and support are required, a Problem Solving Plan will be a next step in providing support. Prior steps taken by the staff member will include a verbal and non-verbal cue, proximity, and/or proximity with conversation separate from the other students in class.

Steps for Proximity

- Staff address the challenge to expectations with the larger class, outlining what they are looking for from them during this part of the lesson
- If things persist, staff focus their attention towards the student and make a discreet request from what behaviour they need from them.
- At this point, staff approach the student and in a quiet tone, highlight what they are observing (I can see you are having trouble with...), talk about how it is impacting the class and them to learn and make a request for a different behaviour (for this part of the lesson, I need you to...) providing them options (follow the expectations, take a break from class for a brief moment returning when ready and make time to chat at the end of the lesson. Staff reiterate the steps they have taken and that if it persists, they will need to follow through with a PSP.
- When requesting the student complete a PSP, staff pull the student aside (preferably outside of class) and discreetly explain the steps they took to get to this point and what the student will need to do to complete the PSP (for many, it will be their first time).

Resulting Actions of a PSP

- PSP staff supports the student to regulate and identify the situation (as per the PSP form)
- PSP staff works through a resolution process with the student and those that may have been directly impacted (as per the PSP form)
- PSP staff supports the student to clearly communicate a resolution with the teaching staff involved.
- The teaching staff reviews the PSP, and without judgement positively re-engages the student back into class, arranges the consequences and moves on.
- The PSP incident is reported by the teacher to the student's homeroom teacher and homeroom assistant - who will then record the incident in Edsembli
- Parents are informed of the situation.

We always want to ensure that the focus is upon student growth and development, so that we are building motivated, engaged, positive learners and members of society. Therefore, our focus is on natural consequences for students, rather than punishments. Staff keep this in mind when creating appropriate and relevant consequences which will support their learning and increase the chances of future

success. Punishments do not help students build skills. For example, a natural consequence at recess may be to take a brain break near a staff member rather than not go to recess. In that way the student still gets an opportunity to get fresh air and exercise to regulate, and have an opportunity to practice social skills. If we must take a student's time, after school or before school are appropriate times to do this.

3. Administrator Involvement:

If the student is a threat or danger to themselves, other students, or staff (physically, emotionally, socially), and the incident is so severe the student is sent directly to a vice principal

- The vice principal works with the student regarding the matter
- Parents are automatically involved at this stage
- A decision will be made upon the individual circumstances of the situation. Based upon the severity this could result in an in-school suspension, out of school suspension or expulsion from the school site.
- The resolution will be clearly documented and shared with the student's Team staff.
- The school administrators will determine further action, as per policy regarding in-school suspension, external suspension or expulsion.

Special Steps in the Situation of Discrimination

Providing acceptance and celebrating the differences of others is a developing skill, and as empathetic as our students can be coming from difficult situations where they felt set apart from others due to their challenges we approach any issues concerning any form of discrimination seriously.

Discrimination may include:

- Personal attacks on gender, sexual orientation, race, culture or religious beliefs.
- Any defamatory or undesirable comments or suggestions about race, gender, sexual orientation, culture or religious beliefs.
- Willful and open intolerance of any other person or group based upon race, gender, culture or religious belief.

Should an event arise where a student is perceived as discriminating or antagonizing others based on their gender, sexual orientation, religious beliefs or ethnicity, whether directly or indirectly containing the use of inappropriate imagery, accusation, premeditated conflict or ostracism, the following steps will follow:

- The event is immediately reported to administration for an escalated follow up with the students involved.
- Separate interviews are conducted with the victim and students who created the event. Students involved are removed from the classroom. The safety of the persons impacted are confirmed and families are notified. Some additional supports may be provided determined by the feedback from the

student.

- Families of those involved are contacted and arrangements are made to meet with on the same day or the morning of the day following. The student is informed that they will not be returned to class until there is resolution to the issue.
- The family and administration meet, a recount of the events that had occurred with the perspectives from the student, victim and staff are provided and a consequence and additional learning are recommended from the school.
- The student's return is based on the completion of these conditions. Additional follow up at a later date with the family and the student is set.
- The students oppressed and family of the victim is informed of the outcome. A date is set for a follow up conversation.

In some cases, students may need to find resolution outside of their scheduled class. This can be a result of:

- A loss of a period of work due to an event that required collaborating for a resolution, such as completing a PSP.
- An incomplete assignment where the student requires a more structured work time with additional supports.
- Using the time with the teacher to mend and develop a positive, caring relationship with the student.

In both these cases, the student will use this time to work on tasks or assignments that they have fallen behind on due to time constraints. In certain cases, related to PSPs, the student may participate in a supervised restitution activity in lieu of schoolwork.



Lily Folkman

Assignment Related Consequences

In some instances, Teachers may request that a student take time to work with them for work that was incomplete. Before making a request such as this, staff consider the following questions:

- Has the assignment been communicated to the student while they were present in class?
- Were the necessary accommodations provided for the student based on their learning needs?
- Were the expectations for the assignment, and method of assessment, communicated to students in more than one way?
- Was a clear due date set and communicated on multiple platforms (classroom/homework page)?
- Was a strong exemplar and rubric provided?
- Was time provided in class for students to process the expectations of the assignment and ask for clarification?
- If the assignments have a deadline that is longer than a couple days into the future, were smaller deadlines set and communicated to the student?
- Have you checked in frequently with the student at intervals during a longer assignment?
- Were the consequences of a missed deadline clearly communicated?
- Were students encouraged to attend homework club for additional support?
- Has the student not tried to contact you prior to the deadline either in person or electronically to communicate their difficulties completing it and advocate for an extension?
- Have you offered the student an alternative deadline.

2.11. 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:
 - Open opposition to authority,
 - Willful disobedience,
 - Habitual neglect of duty,
 - The use of improper or profane language,
 - Behavior seriously in breach of school expectations.

- Possession or use of drugs or weapons, alcohol or similar harmful article.

Suspension

1. The school administration shall make decisions to suspend a student.
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.
3. Teachers will be immediately notified of the suspension or of any circumstances that would warrant their vigilance concerning student behavior.
4. The terms of the suspension shall be given to the parent/guardian, verbally then followed in writing.
5. A parent and school administration will meet regarding the suspension at either's request.
6. The school administration may re-instate a student within five (5) school days of the date of the suspension.
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.
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.

2.12. SCHOOL POLICIES

Reflective of Student expectations, below is a quick reference guide providing clear school policies regarding common day to day questions.

Topic	Policy
Personal electronic devices	Students can use their devices before school and after school hours.
School provided electronic devices	<p>Every student is provided with an assigned electronic device to use in class.</p> <p>Students are not to use their devices while eating lunch.</p> <p>All school provided devices (across all grades) are to be returned in good working order at the end of the school year.</p> <p>Students are to use their Google Workspace for Education log-in related purposes only.</p>
Food/Drink	Students can eat and drink in classrooms during breaks and at lunch. High energy drinks are not permitted.
Snack break	Healthy snack for 5 minutes at a time determined at the discretion of the teacher. Monday through Friday at the discretion of the teacher. Certain classrooms do not lend themselves to a snack break (science labs, library)
Student parking	Students to park in the west parking lot and enter school through senior school doors.
Skateboards, hoverboards and rollerblades	Not to be used on school grounds (safety issues) but can be stored in their lockers or with homeroom staff. Skateboards and rollerblades must be in bags if taken on school busses.
Cellular phones	May be used by students before school, lunchtime and after school hours for personal use. Can be used during class for educational purposes only, at the discretion of the teacher. Team 1 students do not have mobile phone access.
Student Entrance	Senior students are asked to enter the building using the entrance at the glass enclosed doors (senior school doors) and then take the stairs up to high-school; students are not to go through Community Services. Team Two students access is located at the

	front entrance of the school. Team One students use the Team One doors at the east side of the building.
Physical Education	Students in grade seven to twelve are expected to wear a supportive running/gym shoe, and either shorts, yoga pants or track pants. a white t-shirt. No devices are allowed in Phys. Ed unless students are excused from physical activity and the device is for school use.
Plagiarism*/Cheating	<p>Students who are found to have cheated on or plagiarized* an assignment will be required to complete another assignment. Cheating in an exam may result in a 0. Parents will be notified by phone. If the instance occurs a second time a meeting with the students and parents will follow.</p> <p>*The practice of taking someone else's written, spoken, videoed, or art work and passing it off as your own.</p>
Smoking/Vaping	Smoking or vaping is banned on school property and surrounding area. Families will be notified if it occurs and further action if deemed necessary.
Dress Code	<p>Clothing must be appropriate for this school setting</p> <ul style="list-style-type: none"> • No messaging/brand/logo that promotes discrimination, hatred or violence; or profanity and obscene gestures; or the use of alcohol or drugs • Underwear must be covered • Hats may be worn on Fridays
Timeliness to Class	<p>When transitioning to the next class between bells, you must be at the next class and ready to work promptly. This provides time for washroom breaks and collecting any necessary books, notes or equipment from your locker.</p> <p>School students are not to go into the Community Services area of the building.</p>

<p>Attendance to Homeroom</p>	<p>Homeroom is an essential part of the school day. You must be in homeroom at 8:40am. The first morning warning bell at 8:35am is your cue to go to homeroom immediately. Your attendance is recorded in homeroom, so it is essential that you are there. Homeroom should also be used to prepare and organize yourself for the school day, and for teachers to use strategies to support you in the school day. It is equally important for you to promptly attend homeroom at the end of the day at 3:20pm</p>
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<p>Wi-Fi Access</p>	<p>Wi-Fi access is restricted to school devices. Unauthorized access to the school Wi-Fi will result in a loss of technology privileges.</p>
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BUS POLICY

1. To ensure a positive trip, make sure that your child is at the bus stop **five 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. Families can track their child's bus online each day by registering at <http://www.mybusstop.ca> and following the prompts. A registration code will be provided by the school.
4. To ensure the safety of students for the duration of their travel time and for insurance purposes, cameras will be recording the interior of the bus each day. This information will only be collected should an incident arise.
5. Please note the following bus rules:
 - The bus driver is responsible for the safety of the students.
 - The bus driver may assign a seat to each student. Students are to remain in their assigned seats for the travel duration, unless directed by the bus driver to change seats.
 - Apart from ordinary conversation, students are expected to observe classroom expectations on the bus.
 - Students must remain in their seats until the bus has come to a full stop at the school or their drop-off point.
 - Students must not discard materials of any kind in the bus, on the floor, or out the bus windows.
 - Students must not extend arms or heads out of the bus windows.
 - Bus routes are organized by region, therefore students across many grade levels will be on any given bus route. Student communication needs to be considerate for students of all grade levels.
 - 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.
 - Students who willfully damage the bus will be expected to pay for repairs.
6. If students are having continued challenges on the bus:
 - The driver will talk to the child to find a solution.
 - Should the problem persist, the driver will notify the parent and a vice principal, who will pursue a solution with the student and family

Senior School Assessments

Students in Senior School have typically written assessments mid semester and at the conclusion of a course. These are administered in classrooms. Classes are typically modified during the exam period, and homeroom teachers issue a detailed schedule covering the entire exam period. The schedule specifies the dates and times of each class' exam times.

Students needing testing accommodations that extend beyond what is offered in class will need to make a request through their homeroom teacher and assistive technologist.

RECOMMENDATIONS FOR FAMILIES TO MAXIMIZE STUDENT SUCCESS

Parents often wonder whether they need to have their child reassessed after they have entered the Foothills Academy school program. There is no set timing for this, with the timing being dependent on individual case circumstances. Some questions to consider include: Does the previous assessment still capture what we feel the student's struggles are? Has anything changed in the student's life that may have an impact on the supports they need (e.g., traumatic experience, change in medication)?

There are times when a new psycho-educational assessment may be recommended by the school staff if they feel that it will provide clearer direction on how to provide the best possible programming and services to your child.

Generally speaking, transition points are good times to complete re-assessments. For example, if it has been several years, then grade 6 might be a good time to have the student re-evaluated in order to have up-to-date information as they face new demands in grade 7 as they begin junior high school. The same can be said of the transition between junior high and high school.

Similarly, grade 11/12 is another opportune time to have your student reassessed, as they make plans for after graduation. In order to access support services for Learning Disabilities and/or ADHD, post-secondary institutions typically require an assessment that is completed within the past 3 years and uses adult measures (therefore, preferably completed after the student turns 16). Whether you choose to complete the assessment in Grade 11 or 12, it is important to keep in mind that it should be completed by the spring of the student's Grade 12 year so that they have up-to-date documentation to share with their chosen post-secondary institution prior to starting their first semester.

Whether the student attends post-secondary schooling or joins the workforce, it is important for them to have up-to-date information about their cognitive strengths and weaknesses, as well as a clear grasp of what accommodations are most effective for them. This self-knowledge is necessary for the young adult to effectively advocate for themselves and maximize their effectiveness in either the school or work environment.

In addition to the self-determination skills we have embedded into our students' daily curriculum, in grades 11 & 12 we offer students and their parents/guardians a variety of extracurricular opportunities to prepare for their future, including:

- Post-secondary information night for parents
- Grade 12 Transition Portfolio Program - an opportunity for each grade 12 student to meet with a member of the Psychology Team twice to review their psychoeducational assessment and practice self-advocacy

We strongly encourage students and families to take advantage of the above opportunities. Data from Statistics Canada in 2012 shows that individuals with learning and attention issues are significantly less likely than those without LD/ADHD to complete post-secondary education. Similarly in the workforce, individuals with LD/ADHD have higher rates of unemployment and underemployment compared to other young adults. The data also shows that they report mental health issues at more than twice the rate of young people without LD. Young adults with LD/ADHD may feel as though the diagnosis(es) no longer apply to them and/or they may be embarrassed to access support services in post-secondary or the workplace.

SAFE PARKING AND TRAFFIC POLICY

Student Parking

Students are to park in the back parking lot on the west 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.



Figure of the Drop Off Zone, and the Bus Only Zone in front of the school building.

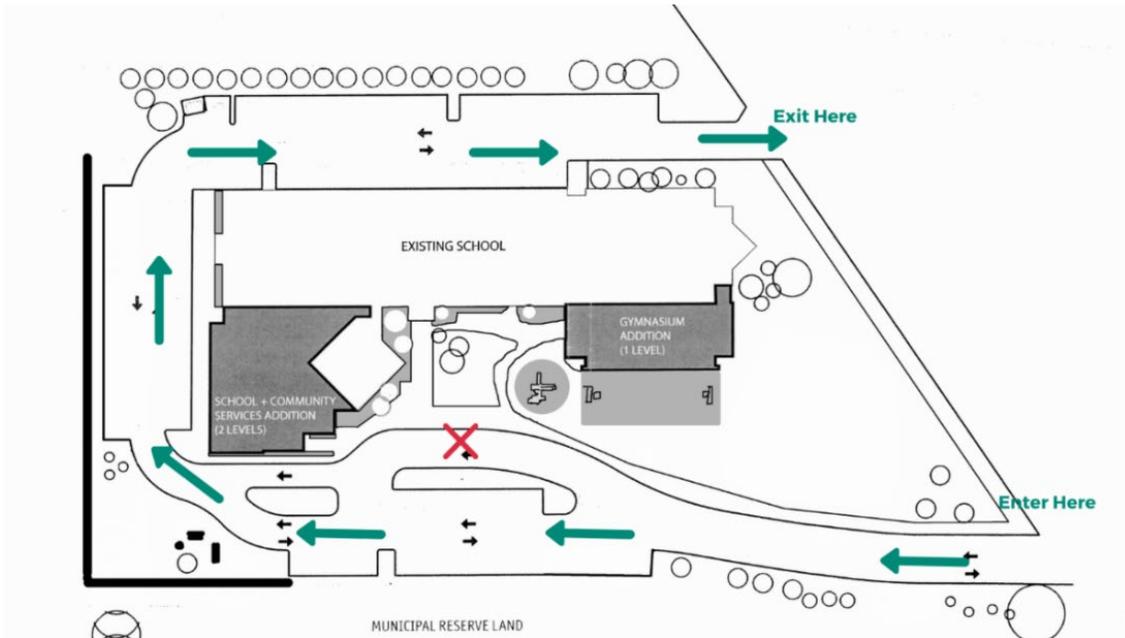


Figure of the One-Way flow direction of traffic in and out of the school grounds.

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.
 - 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.
 - 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 km/ph. 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:
 - No running in the parking lot.
 - Looking both ways before crossing the parking lot.
 - No running out from between parked vehicles, especially the buses.
 - Using the designated crosswalk.
 - Outlining the conditions that permit the use of the field across the parking lot.

Team 3 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.

8. **SCHOOL MERIT**

Senior School students are given merit at the start of every year. By doing this the school recognizes that every one of our population is capable of being and maintaining a status as an upstanding member of Foothills Academy. A Merit Student is entitled to extra privileges from the school program. By holding Merit they are eligible for off-campus privileges throughout the year.

Merit status is maintained by adhering to the following criteria:

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

If a student encounters an incident that jeopardizes any of the criteria above, the student's homeroom teacher and member of administration has the option of placing the student on a two-week probation. If another incident occurs within those two weeks, The student's homeroom teacher and administrator will remove the student's Merit privileges, contacting parents to inform them of the change.

To reacquire Merit, a student will need to pass the two-week probation period without serious incident. These referrals from teachers and/or educational assistants will validate outstanding behaviour reflective of the criteria for merit. The administration will give final approval for Merit and parents will be contacted to inform them of the change in status.

Privileges

Off-Campus Privileges:

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

- 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 at the beginning of the school year for this purpose. Signed forms will be kept on file.
- Students who wish to leave the school grounds at lunch will do so at 12:10 p.m.
- Prior to leaving the building at 12:10 p.m., students will check in with their homeroom teacher, stating where they will be going during the

lunch period. It is the expectation that students who are off grounds will return by the time classes begin in the afternoon.

Any student who fails to follow the above procedures will receive a warning and parents will be contacted. If there's a second infraction, the student may lose the privilege of leaving the grounds.

Off-Campus Privilege during Exams:

Merit Students may leave the school grounds once they have completed a mid-term or final exam. The above procedure will be in effect. Students must be back for their review, and sign in with their homeroom teachers 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. Merit Students may use the phone in the upstairs hallway before and after school and during lunch hour.

AWARDS AND RECOGNITION

SCHOOL ACHIEVEMENT THROUGHOUT THE YEAR

While each staff member identifies student successes within their homeroom and subject classes each day, Foothills Academy also hosts opportunities to recognize student achievement weekly and monthly among the School Teams. Below are examples of the ways the school recognizes nonacademic based achievements throughout the school year.

Team One: Echo Awards

Echo Awards occur once a month for students in grades 3 to six. Each month, student's homeroom teacher will give out specific awards to students highlighting individual actions that best exemplify the five categories listed below. Not everyone will receive an award each month, but for every ceremony, different students will be chosen. The purpose of the ceremony is to celebrate individual strengths, and how wonderful our Foothills students are! The awards are as follows:

Friendship Award- for being a caring and kind friend to everyone.

Extraordinary Effort Award- for consistently trying his/or her best.

Participation Award- for raising his/her hand and always willing to share his/her thoughts.

Gratitude Award- for having a positive attitude and being appreciative.

Resilience Award- for never giving up even when something is hard.

SCHOOL MERIT

Senior School students are given merit at the start of every year. By doing this the school recognizes that every one of our population is capable of being and maintaining a status as an upstanding member of Foothills Academy. A Merit Student is entitled to extra privileges from the school program. By holding Merit they are eligible for off-campus privileges throughout the year.

Merit status is maintained by adhering to the following criteria:

- (4) Being a good school citizen.
 - No behavioral problems.
 - Respects others (students and staff).
 - Respects school property/the property of others.
- (5) Taking personal responsibility.
 - Completes homework and keeps up with studies.
- (6) Demonstrating positive leadership to other students.
 - Shows fairness, responsibility, respect for others and school property.

If a student encounters an incident that jeopardizes any of the criteria above, the student's homeroom teacher and member of administration has the option of placing the student on a two-week probation. If another incident occurs within those two weeks, the student's homeroom teacher and administrator will remove the student's Merit privileges, contacting parents to inform them of the change.

To reacquire Merit, a student will need to pass the two-week probation period without serious incident. These referrals from teachers and/or educational assistants will validate outstanding behaviour reflective of the criteria for merit. The administration will give final approval for Merit and parents will be contacted to inform them of the change in status.

Student of the week and Student of the month

Each week Staff working with students in grades seven and eight nominate youth in specific homerooms for student of the week. Staff determine students who best exemplify the following attributes, either through leading from example or overcoming difficulties to reach an achievement in an area within the criteria below:

Initiative	Organization	Self-Regulation
Caring for self and others	Problem solving	

One student is recognized from each of the homerooms highlighted for the week.

At the end of the month, a draw is made from the month's student of the week recipients. The winner receives a prize and recognition from the staff and their peers.

Team Three: Above and Beyond

Each month, teachers working with students in grades nine through twelve nominate a young adult youth who has gone "above and beyond" in exhibiting actions that best exemplify one of the areas that our population can develop to see success as they transition to their post-secondary pursuits. Each nomination is recognized once a month and the student receiving the most nominations is identified as our student of the month for their grade. The categories considered are listed below:

Perseverance	Diligent	Engaged
Motivated	Independent	Resourceful
Flexible	Creative	Respectful
Resilient	Courteous	

SCHOOL AWARDS CEREMONIES

For students in grades seven to twelve, Foothills Academy hosts an afternoon award ceremony recognizing academic achievement, perseverance, citizenship, fine arts and participation in sports. This event is celebrated at the end of every school year.

IN CASE OF EMERGENCY

SCHOOL CLOSURE

School closures can occur as a result of extreme weather, vulnerabilities with our school building's infrastructure or any event that could pose the potential of harm to students or staff. Provincial alerts, media announcements, administrative judgement, and collaboration with other Independent Schools, will be ways in which we determine to close the school for weather related issues or other emergencies. In the event of a school closure, the following steps will be taken:

- Families will be systematically notified from staff members by phone.
- School administration will follow up with an email to families and staff outlining the event that occurred/is occurring and a justification of the decision by administration to close the school and an estimated timeline for further communication.
- Families will receive an email from school administration once a date and time is determined, where students can return to school when it is deemed a safe environment for learning.
- If deemed safe for staff, school administration will be present at the school to inform any students or families that may not have received notification and have arrived at the school in error.

The most probable cause for a school closure is due to extreme temperatures and a large accumulation of snow during the winter months, making travel treacherous for students waiting at their bus stop and our bus drivers. The decision to call a school closure on account of extreme winter weather is a result of one or all of the following factors:

- Extreme temperatures including a wind-chill that would cause the potential for students to be unsafe commuting to or from school
- A large accumulation of snowfall resulting in road closures

Should this occur in the morning, the following procedure will take place:

- Families will be notified by phone between 6:00am and 7:00am
- An email will be sent by the school administration confirming the closure and a second will follow identifying a return date and time.
- School administration will be present at the school to inform any students or families that may not have received notification and have arrived at the school.

If a similar event occurs during school time, the following procedure will take place:

- Families will be notified by phone with a time that buses will arrive to transport students home or if alternate transportation is required.
- An email will be sent by the school administration confirming the closure and a second will follow identifying a return date and time.

- School administration will be present at the school until students and staff have safely evacuated the building.

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.

FIRE

Foothills Academy has regular fire drills to evaluate the best practices for evacuation in the event of a fire. Different evacuation scenarios are tested during different drills, and the expediency of students and staff leaving the building is measured for future improvement and most effective and safe practice.

PHYSICAL EDUCATION AND EXTRACURRICULAR PROGRAMS***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.

P.E. CURRICULUM SPORTS PROGRAMS

Sports covered during the year may include:

- soccer;
- pass-ball;
- flag rugby;
- volleyball;
- basketball;
- badminton;
- floor hockey;
- ringette;
- cooperative games;
- ultimate frisbee;
- European handball;
- dance;
- basic gymnastics/wrestling;
- kickball;
- track and field
- fitness
- slo-pitch baseball;
- orienteering; and
- football.

A number of extension activities may also take place during the year. These may include:

- swimming – Team 1
- curling – Team 3
- in-line skating – all Teams; and
- wall climbing – Team 2.

TEAMS AND CLUBS

Some Foothills Academy teams/clubs hosted in previous years have included:

- golf;
- volleyball;
- running;
- basketball;
- badminton;
- curling;
- floor hockey;
- archery;
- track and field; and
- intra-mural program at lunch time.

Foothills Academy has had students attend City finals in track and field several years. 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.

TECHNOLOGY AND LIBRARY SERVICES

TECHNOLOGY

The use of technology tools at Foothills Academy places an active role in supporting our students in their educational journey. Every classroom has an interactive Smart or LOFT board which provides our students with an opportunity to share and participate in the instructional process. Additionally, all students are loaned a personal device (laptop, iPad or Chromebook) to use at school for the duration of the school year. These devices are fine-tuned with many installed programs, apps and extensions to personalize and assist in the student's learning.

Google Workspace for Education

Foothills Academy has fully adopted Google Workspace for Education with every student and staff member having their own individual account. This includes:

- Google Drive
 - Docs
 - Sheets
 - Slides
- Sites
- Mail
- Calendar
- Classroom

The benefits of this suite include real-time collaboration/feedback between student and teacher; instant backup of material; and increased student engagement.

Google Workspace for Education accounts also include **Read&Write for Google Chrome** which offers a range of support tools to help students with reading, writing, studying and research. This program is embedded into all Google Drive documents; making these helpful tools readily available web-based, the transition between school and home is seamless.

General behaviour expectations are expected to be followed by our students in the use of their Google Workspace for Education account. This includes respecting other student's data or shared data, protecting their login information, for school related work only, and treating others respectfully.

STUDENT ACCESS TO DRIVE AND EMAILS

To access their Google Drive account at home, students can go to www.gmail.com; enter their user name ([firstinitiallastname@foothillsacademy.org](mailto:firstname.lastname@foothillsacademy.org)) and enter their personal password.

Students are to use their school provided email address for school related communication only. Foothills Academy email addresses should not be used to

sign up for unrelated school activities; example, gaming sites, newsletters, social media, etc. In those cases, a personal email address should be used.

ASSISTIVE TECHNOLOGY

Foothills has a full time Assistive Technology Specialist. The specialist's role is to provide students with technology as well as provide training and follow-up support throughout the year. This role also involves staying aware of the ever-changing technology available.

Currently, Dragon NaturallySpeaking and Anywhere (speech to text), Google voice typing (speech to text), Read&Write (text to speech), SmartPens [for note taking], C-pens (text to speech) and various assistive apps on iPads are available to students.

These programs are provided on laptops, Chromebooks and iPads throughout the school. Grades 3 through 6 students use iPads. Each classroom has their own class set providing all students with a 1:1 experience. Apps for LA, social studies, science and math as well as assistive apps such as Dragon anywhere and Read&Write are used daily. Students in grades 7 and 8 are provided with a Chromebook or iPad for Dragon Anywhere, Google Voice typing and Read&Write according to their needs. Generally, Grade 7 through 12 students use laptops. However, within this framework, there are exceptions as students in all grades are provided devices, whether it be a laptop, Chromebook or iPad according to their individual needs.

SOCIAL MEDIA AND DIGITAL CITIZENSHIP

We strive to ensure that students have the appropriate skills and attitudes to responsibly use technology at all levels. Just as we promote a safe and caring environment within the physical realms of the school, we promote an equally safe and caring environment within the virtual technological world of social media. All communications, discussions, posts (text or image) must be appropriate and respectful, in line with the expectations bestowed upon students on any given school day. Student use of social media must be appropriate and adhere to these respectful expectations at all times, whether in school time or not. It is also expected that students privy to unacceptable behaviour contravening these rules will report the events to school staff as soon as they possibly can. The same appropriate standards are also expected of all staff and parents, who are representatives of Foothills Academy. To help guide students to make appropriate choices around device use, students and families are requested to complete and return Foothills Academy's technology use agreement provided after our technology team presentation to homerooms at the start of each year. The next page provides a copy of the agreement that is sent home for families to review.

Foothills Academy Technology Use Agreement

The use of technology is an integral part of a student’s experience while attending Foothills Academy and is used to support and enhance daily learning. Technology provides opportunities for collaboration, research and the development of literacy and numeracy skills.

Each student is provided with a Foothills Academy device for their use while at the school. The proper care of equipment is outlined with the students at the start of the year. All IT equipment remains the property of Foothills Academy and is loaned to the student.

Students' devices are monitored both in their browsing history and use of their school provided Google Workspace for Education account. Content filtering is in place to ensure a safe learning environment. Students are expected to be considerate of others while using technology.

Great care should be taken with all school provided IT equipment (including laptops, iPads, headsets, C-pens, stylus, SmartPens etc.). Equipment should be used away from any liquids or food, carried appropriately and treated with care. Students are responsible for the device assigned to them and need to ensure that it is stored in the classroom tower when not in use and at the end of the school day.

- 1. Students will only use digital devices at school to help with their learning. Any content accessed needs to support their education.**
- 2. Students will keep their personal information secure and private.**
- 3. Students will tell their teachers right away if they come across any information that makes them feel uncomfortable.**
- 4. Students will respect others' privacy and keep each other safe online.**
- 5. Students will not respond to any messages that are mean or in any way make them feel uncomfortable. Students will let their teachers know right away so that they can contact the person or organization in question.**
- 6. Students will remember that all students at Foothills have different learning needs and may not access or use technology in the same way.**
- 7. Students will treat digital tools with care and will let an adult know immediately if something is not working properly.**
- 8. Students will keep their internet passwords secret and will only share their passwords with their caregiver or school staff.**
- 9. Student’s Foothills Academy issued email as a professional email account. This address should not be used to sign up for sites, apps or games for personal use.**
- 10. Students cannot download or install software.**

Students having difficulty upholding any of the expectations above will have their device use suspended

I _____, agree to the above:
 Print Name

 Student signature

 Parent Signature

THE LIBRARY / LEARNING COMMONS

The Library / Learning Commons at Foothills Academy is at the forefront of engaging students in literacy and collaborative learning. We have one library technician to support students. The library is open from 8:15 AM until 4:00 PM on school days. 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 librarian usually reads to these classes to encourage students to experience new and different types of literature that might be beyond the students' own reading abilities.

E-Book Collection

We have an extensive physical collection as well as an ebook collection. The platform we use for our ebook collection is Overdrive and is extremely easy to use with many features for students with learning disabilities. The ebook program pairs with the Calgary Public Library also, giving the students access to an abundance of titles.

In addition to scheduled classes, teachers book time in the library for their classes to use materials for research projects. 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. Our Library / Learning Commons has numerous collaborative spaces for students and staff, as well as a teaching space complete with a Smart Board.

Some special services offered by the Foothills Academy Library include:

- Obtaining materials requested by students. The librarian makes every attempt to source this material, particularly fiction titles that are of interest to individual students.
- Conducting reference and material searches.
- Assisting parents who want to obtain reading materials suitable for their child.
- Arranging author visits.
- Assisting Grade 12 students who plan to attend post-secondary school.

ESTELLE SIEBENS COMMUNITY SERVICES

Our *Estelle Siebens Community Services* assists individuals of all ages with Learning Disabilities and/or ADHD in the Calgary area and beyond. It is open year-round and provides an array of fee-for-service programs, through five departments:

DEPARTMENT	FOCUS	MANAGER
Psychological Services & Programs	Psycho-educational assessments; individual and family counselling; and group psychology programs	Melanie Reader
Read/Write & Math	Individual and small group remedial instruction(weekly <u>or</u> intensive)	Paige McDonald
Amicus Camp & Recreational Programs	Day and overnight camps for young people with LD and/or ADHD, as well as year-round recreation programs	Kathleen Gurski
Professional Development & Community Education	In-person workshops and online courses on Learning Disabilities and associated issues	Tanya Keto
Research	Advancing the knowledge of evidence-based practices for individuals with LD and ADHD	(<i>contact Dr. Karen MacMillan</i>)



Learning Disabilities & ADHD Network
CALGARY REGION

The *Learning Disabilities & ADHD Network* is a collaborative initiative of a broad group of organizations, which is operated through Foothills Academy. The strategic goal of the Network was identified as: ***Individuals with LD and/or ADHD will have the necessary support, resources, and opportunities within the Calgary region to be successful and thrive.***

The Network has created a website for the community which offers navigation and resources support specific to the Calgary region: <https://ldadhdnetwork.ca/>

PSYCHOLOGY IN THE SCHOOL

The *Psychological Services & Programs* department of Community Services operates as a Psychology training centre, and is staffed by Registered Psychologists, as well as Registered Provisional Psychologists and graduate students in Psychology who are under the Clinical Supervision of a Registered Psychologist. The staff group is comprised of an Assessment Team and a Counselling Team. This department operates as an independent clinic, operating under the standards of the College of Alberta Psychologists. While the *Psychological Services & Programs* department primarily serves the larger community, our goal is to also provide the students of Foothills Academy with the benefit of the psychological expertise within the building. There are two main ways in which psychological services are offered to the school:

A. CONSULTING TO THE SCHOOL STAFF:

The Psychology teams (Assessment and Counselling) will provide general training and consultations to the school staff, which may include:

- o provision of training sessions for teachers and educational assistants
- o assisting teachers in understanding student learning profiles (based on previous psycho-educational assessment reports on the student's file)
- o consulting with school staff about appropriate mental health counselling referrals
- o supporting the development of student IPP goals
- o collaborating with teachers to ensure evidence-based strategies, programming, and assessments are being offered in the classroom (such as the implementation of social-skills coaching in classrooms)

As these services will be offered as a general part of the school programming, we will **not** require your formal consent. However, we do want to ensure you understand what these services will be based on the following guidelines:

- Psychology team members will access your child's school file (which includes report cards and previous psycho-educational assessment reports) as required.
- Psychology team members will consult with school staff, as required, about needs and strategies for entire classrooms and/or specific students. This may involve observations within the classroom by psychology staff.
- In the event that further, direct services might be recommended, parents/legal guardians will be contacted and included in such discussions. Formal consent from parents/guardians will be required as well.

If you have any questions or concerns regarding these services, you are welcome to contact the Manager of *Psychological Services & Programs*, Melanie Reader, by email (mreader@foothillsacademy.org) or phone (403-270-9400 ext. 239).

B. PROVIDING MENTAL HEALTH COUNSELLING SERVICES TO STUDENTS

Through our Community Services at Foothills Academy the Counselling Team offer mental health counselling services to our school students based on the following guidelines:

- If a teacher and/or parent believes that a young person would benefit from ongoing mental health counselling, the student can be formally referred to the counselling team. Classroom teachers have the referral form and the application requires the support of both the teacher and parent(s)/guardian(s).

- The Counselling Team tries to accommodate as many students as possible, however, priority is given to issues which directly impact the student's presentation in the school.
- Depending on the availability of Counselling Team staff, there may be a wait-list. Once a spot is available, a member of the Counselling Team will speak with the student's teachers, review the student's school file, as well as contact the parents/guardians directly to complete paperwork for informed consent and set up a meeting (to gather background information and set goals) prior to beginning on-going counselling with the student.
- Mental health counselling works best when the student, and the people they live with, are in agreement about the issues of concern and are all willing to make efforts to affect change. Without a family commitment we are unable to support the student to the best of our abilities and we may need to discontinue services.
- The ongoing mental health counselling service for school students is free-of-charge and will provide approximately 8-12 sessions. Counselling services may be extended beyond this timeframe based on progress and need for services.
- The exception to the above procedures is if a Foothills Academy school administrator requests that a member of the Counselling Team meet with a student, if they feel a student is experiencing acute distress and would benefit from immediate support and/or an assessment of their safety.

The members of the counselling team regularly consult each other, as well as Melanie Reader (Registered Psychologist) who is the Manager of the *Psychological Services & Programs* department of Community Services.

If you have any questions about the Counselling Team services offered to Foothills Academy students, please contact the clinical supervisor, Dr. Karen MacMillan (Registered Psychologist), by email (kmacmillan@foothillsacademy.org) or phone(403-270-9400 ext 238).