



FOOTHILLS ACADEMY



STUDENT HANDBOOK 2018 - 2019

WELCOME

It is with great pleasure that we welcome you all to the new school year at Foothills Academy. The 2018-2019 school year holds extra significance, as we are starting the 40th year of Foothills Academy. You are walking in the footsteps of so many Foothills alumni who have moved on to great things in the world, but who have also experienced struggles and difficulties. The challenges we face in life are vast, but many of you have experienced a great deal, already in your lives. Foothills Academy aims to change that. Our role, as a school, is to ensure that we support you to become the incredible individual who we know you are (and who deep down, you know you are too).

You would not be at Foothills Academy if we were not certain that you have the potential to achieve great things. Your school program here should be able to challenge you to fulfil your potential. The teachers are here to ensure that you have the supports for success in the classroom. The Educational Assistants are here to do that extra mile and support you in your learning. Administration is here for you to make sure that you thrive at school, and that school life for you is appropriate, safe and welcoming. The back office staff is here at school for you to make sure we continue operating as a school. The custodial staff are here to ensure that your school is well maintained and looked after so that you have a pleasant environment in your school every single day. The counselling staff are here to support your emotional needs when necessary. The camp staff are here to support those of you in camp. The psychology team is here to provide support for you and staff when it comes to specialities in individualized learning. The volunteers in school are here to make sure that we keep functioning as a school with fundraising being a big part of their role – fundraising for you. Your families are here as part of our community to support you every step of the way.

In essence, we are all here in your school, for you. The enormous community that makes up Foothills Academy should be looked at as your second family, the Foothills Family; and like it or not, you're a part of this. This really is your school, so make the most of your time here. Whether you are in grade 3 or grade 12, this year could make all the difference for you.

So take this opportunity to acknowledge and thank those around you. Those who provide supports for you daily. We do this because we know how great you are; do you?

Feel free to drop by our offices and say hi, and let us know how you're getting on,

Our Warmest Welcomes to you all,



Mr. Simon Williams & Dr. Karen MacMillan
Executive Co-Directors of Foothills Academy.



Foothills Academy School Calendar 2018 - 2019

August 2018						
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February 2019						
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March 2019						
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April 2019						
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May 2019						
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June 2019						
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July 2019						
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Date	Event
20-Aug	Gordon Hoffman Golf Tournament
24-Aug	New Staff start date
27-Aug	Staff Professional Development begins
31-Aug	Staff Professional Development ends
3-Sep	Labour Day - No School
4-Sep	First Day Back for Students
11-Sep	Meet the Teacher & General Meeting
20-Sep	Parent/Teacher/Student
21-Sep	IPP Meetings - No School both days
8-Oct	Thanksgiving - No School
18-Oct	Inside/Out Student Conference
2-Nov	Fall Funtasia Gala
9-Nov	Staff Organizational Day - No School
29-Nov	Parent/Teacher/Student
30-Nov	Interviews - No School both days
14-Dec	Mid-Term Exams Gr 7 - 12 Start
20-Dec	Mid-Term Exams Gr 7 - 12 End
21-Dec	Last Day before Winter Break (noon dismissal)
24-Dec	Winter Break begins - No School
4-Jan	Last day of Winter Break - No School
7-Jan	First Day back from Winter Break
8-Feb	Staff Organizational Day - No School
14-Feb	Professional Development - No School
15-Feb	Professional Development - No School
18-Feb	Family Day - No School
28-Feb	Parent/Teacher/Student
1-Mar	Interviews - No School both days
18-Mar	Mid-Term Exams Gr 7 - 12 Begin
22-Mar	Mid-Term Exams Gr 7 - 12 End
22-Mar	Last Day before Spring Break (noon dismissal)
25-Mar	Spring Break begins - No School
5-Apr	Spring Break last day - No School
8-Apr	First Day back from Spring Break
19-Apr	Good Friday - No School
20-May	Victoria Day - No School
24-May	Grade 12 Graduation
26-May	Calgary Marathon
11-Jun	General & FAPA Meeting
18-Jun	Final Exams Gr 7 - 12 begin
25-Jun	Final Exams Gr 7 - 12 end
20-Jun	Awards Ceremony (Teams 2 - 4) 1 pm
21-Jun	National Indigenous People's Day
21-Jun	Last Day of Classes for Team 1
25-Jun	Last Day for Teams 2 - 4 (noon dismissal)
28-Jun	Last Day for Staff

DAILY SCHEDULE

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

Expectations for Recess, Lunchtime, and After-School

1. Following dismissal from fourth period class, students go directly to homeroom. 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 must 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.

Student Code of Conduct

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 the zero tolerance policy regarding use and/or possession of drugs and associated paraphernalia; it is an expellable offence.
- Act in a safe, mature manner in school and on the school bus.
- Comply with the rules of the school.
- 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 School 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 wilful 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 expectations as laid out in the school handbook.
- Sign the behaviour, conduct and expectations contract for student, and abide by the contract.

Where the code of conduct is 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 Program Coordinator(s), once all options have been exhausted by the teacher. Program Coordinator(s) 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 Program Coordinator(s) 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.

Province of Alberta (2015). School Act. Revised statutes of Alberta 2000 Chapter S-3. Alberta Queen's Printer, Edmonton.

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.

Detention Procedure

Detentions are never intended as a punishment, they serve as a natural consequence to essentially make up time for:

- 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 issuing the detention 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.

Assignment Related Detentions

It is important to consider the following questions:

- Did you clearly understand the expectations and content of the assignment?
- Did you understand how the assignment was going to be graded?
- Was a clear due date set and communicated on multiple platforms (classroom/homework page)?
- Did you see a strong exemplar and rubric?
- Was time provided in class to process the expectations of the assignment and ask for clarification?
- Were smaller deadlines set and communicated to you if the assignment was a lengthy piece of work?
- Have you checked in frequently with the teacher at intervals during a longer assignment.

- Were the consequences of a missed deadline clearly communicated to you?
- Did you clarify any misunderstanding with your teacher?
- Did you attend homework club for additional support?
- Did you contact your teacher prior to the deadline either in person or electronically to communicate your difficulties completing the work and advocate for an extension?

For PSP Related Detentions

Because the PSP does require that a student be removed from class, extra time for catch up needs to be provided. Because PSPs require contacting the parents, arranging a detention time can be done then.

If you can answer yes to all of these questions, then a detention is a next logical step for supporting the student. Detentions are to be issued and supervised by the teacher or staff member who issued the detention. For all related detentions:

- The date needs to be agreed on by the student and teacher supervising
- It should be served the same day it was issued either at lunch or after school and under extenuating circumstances can be postponed to no more than the following school day
- They should be no longer than 45 minutes
- Only one per assignment or incident
- Parents need to be informed as soon as a detention is given
- They all need to be kept on record
- There will not be any marks removed for overdue assignments
- First time detentions will be served Monday through Thursday
- If the student completes the work before their detention appointment, the time will still be maintained to review the assignment and provide additional opportunities for learning and review. Chances are, the work may be rushed through so a thorough edit is encouraged

Skipping Detentions

Should a situation arise where the student is absent from a set detention date, the following series of steps will be taken.

First detention missed: The teacher will conference with the student to determine the reason for the absence, a second date will be set and the parents will be notified.

If the 2nd established date is missed: The teacher will conference with the student and parent, either over the phone or in person to come up with a plan of action to complete the work and set a date for completion. Friday afternoons can be used to make up the time.

3rd established date missed: The student will meet with the teacher and administrator who will supervise the final detention. A parent/administrator/teacher student meeting will follow the detention completion and a review of strategies and plan of action for moving forwards will be created

Multiple Detentions in One Day

Any situation involving a student who has received multiple detentions within the day will serve with the teacher who has the least students serving that day, to allow for more individualized support time. Parents will need to be contacted and informed of the multiple incompletes given. If the student completes all of their work by the following day, it will be up to the discretion of the teachers concerned whether they will need to honor the other detentions issued.

Students who complete their work without any overdues over the course of the month will be recognized by their homeroom teacher and administration.

School Policies

Topic	Policy
Personal electronic devices	Students can use their devices before school, at lunch 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 G Suite log-in credentials for school 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, etc...).
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.

<p>Mobile phones</p>	<p>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.</p>
<p>Student Entrance</p>	<p>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 One students use the Team One doors at the east side of the building.</p>
<p>Physical Education</p>	<p>Students are expected to wear a supportive running/gym shoe, black shorts, black yoga pants or black track pants, and a white t-shirt. No devices are allowed in Phys. Ed unless students are excused from physical activity and the device is for school use.</p>
<p>Plagiarism/Cheating</p>	<p>Students who are found to have cheated on or plagiarized an assignment will be given a mark of 0 for that assignment; they will be required to complete another assignment. Cheating in an exam will result in a 0, and possible failure of the course. 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>
<p>Smoking/Vaping</p>	<p>Smoking or vaping is banned on school property and surrounding area. Families will be notified if it occurs and further action if deemed necessary.</p>
<p>Dress Code</p>	<p>Clothing must be modest and appropriate for 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 ● Shirts/tops must have shoulder straps ● Clothing cannot be revealing ● Underwear must be covered ● Skirts, dresses and shorts must be modest, of appropriate length and not revealing ● Hats may be worn on Fridays
<p>Timeliness to Class</p>	<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 Community Services.</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.</p> <p>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.</p> <p>It is equally important for you to promptly attend homeroom at the end of the day at 3:20pm.</p>
<p>Wifi Access</p>	<p>Wifi access is restricted to school devices. Unauthorized access to the school wifi will result in a loss of technology privileges.</p>

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 School 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 School 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 School Act.

16.1(1) 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

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), 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.

- (3) 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.
- (3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
- (4) 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 subsection (1), 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.
- (6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.
- The Program Coordinators) are responsible for ensuring that any notification respecting the student organization or activity referred to in section 16.1(1) of the School 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>

Province of Alberta (2015). School Act. Revised statutes of Alberta 2000 Chapter S-3. Alberta Queen’s Printer, Edmonton.

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

Suspension and Expulsion

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

A student may be 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(s). The Executive Director(s) will officially inform the Board of Governors of Foothills Academy Society of the 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.

We are proud of the general conduct demonstrated by the vast majority of our students and for the small minority of students who have difficulty in this regard, we believe positive change will result from:

- continuing communication and co-operation between home and school and/or
- application of the disciplinary measures noted above.

General

- Teachers are expected to deal with any concerns in the classroom on a day-to-day basis.

- Teachers as well as administrators will act on suspensions in a timely manner.
- In cases where the safety of students or staff is in question then emergency procedures will be instated and the staff notified accordingly
- If school deems that circumstances warrant it, Calgary police services or other community services will be notified.
- The teachers and school administration shall determine what constitutes behaviour requiring suspension or expulsion:
 - a. Open opposition to authority,
 - b. Willful disobedience,
 - c. Habitual neglect of duty,
 - d. The use of improper or profane language,
 - e. Behaviour seriously in breach of school expectations, including possession or use of weapons, alcohol, drugs or similar harmful article. The possession or use of drugs is an expellable offence.

Suspension

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

- 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.
- As deemed necessary a student's continued attendance may be contingent upon psychological counselling, or a behavioural contract or any other contingency felt necessary for the students involved to successfully make restitution or change their behaviour.

Expulsion

- School administration may recommend expulsion of a student to the Executive Director when such an action is warranted.
- School administration must notify the Executive Director(s), in writing, of the student expulsion.
- School administration shall notify parents in writing about the reasons for the expulsion.
- A parent and student may appeal an expulsion, in writing, to the Executive Director(s) within ten (10) school days of notification of the expulsion.
- 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(s).
- Any appeal conducted by the Executive Director(s) shall be based on fairness for all parties involved.
- A final appeal can be made to the Board of Governors, where the family and the Executive Director will present the situation. The decision made by the Board of Governors is final, and Foothills Academy recognizes the requirement to continue programming off site after September 30th, for any student for the remainder of the school year, should another suitable school placement not be found.

Foothills Academy Charter of Values Contract

- I understand that I have a right to learn in the classroom. It is my responsibility to listen to the teacher, work quietly, follow class rules and do my homework.
- I understand that I have a right to be heard in the classroom. It is my responsibility to respect others by raising my hand when I want to speak. It is my responsibility not to shout or interrupt others when they are speaking.
- I understand that I have a right to the respect of others in the class. It is my responsibility to respect and be compassionate towards others by not teasing them or hurting their feelings.
- I understand that I have a right to be safe at school. It is my responsibility not to hurt others by threatening or causing physical harm.
- I understand that I have a right to privacy and my own personal space. It is my responsibility to respect the privacy and personal property of others.
- I understand that I have a right to choose how I behave. It is my responsibility to act with integrity and to accept the consequences of my actions.

Together, we will work towards demonstrating the values of respect, responsibility, integrity, compassion and a positive attitude, as citizens of the Foothills Academy community.

Student _____ Parent/Guardian _____
Homeroom Teacher _____ Program Co-ordinator _____
_____ Date _____

Evaluation and Credits

Your teachers evaluate your work, so that they can help you to measure where you are doing well in class, and where you require more supports, to help continue to learn, grown and develop as a student. Evaluation also helps you see where you are doing well, and where you may need to ask for more help and support.

Evaluation takes many different forms in class:

- A teacher may just check in with you verbally to ensure you know the content of the lesson. Be sure to let the teacher know if you have questions, or if you are unsure about something.
- Your work may be graded using a clear rubric provided by your teacher. Be sure to ask for a copy of the rubric if you are unclear on the expectations for an assignment.
- Quizzes, tests or exams should have a percentage mark attached, as well as feedback about what you should do next time. The percentage score alone does not really help you to learn and develop as a student.
- Evaluation of your work should be prompt. It is not possible for teachers to get work back to you immediately, especially if the assignment being graded is long. However, if your work is not evaluated within one week of submission, you should ask your teacher for it.

- Evaluation is used for helping you to develop as a learner. Use the feedback given to you, and make sure that you ask for clarification on things you could do differently next time.

Typical Course Mark Breakdowns for Math and English

MATHEMATICS

	Team 1	Team 2	Team 3	Team 4
Homework	Assessments are evaluated and recorded. Marks are not split into categories. Numerical grades are not reported overall.	5%	5 - 10%	5 - 15%
Assignments (Projects)		20%	5 - 10%	5 - 20%
Quizzes		10%	15%	10 - 15%
Tests		25%	30%	15 - 25%
Notebook (Organization)		5%	5%	5 - 10%
Winter Exam		10%	10%	10%
Spring Exam		10%	15%	15 - 20%
Final Exam		15%	20%	20 - 30%



Course Mark Breakdown for English and Social Studies Subjects

Language Arts and Social Studies assessments for Grades 3-5

Assignments and tests are graded but overall achievement is reported based on skill and knowledge objectives found in Alberta Education's programs of study.

English and Social Studies Course Weightings for Grades 7-9

Assignments: 70%
Tests: 10%
Winter Midterm: 5%
Spring Midterm: 5%
Final: 10%

English and Social Studies Course Weightings for Grades 10-11

Assignments: 60%
Tests: 10%
Winter Midterm: 10%
Spring Midterm: 10%
Final: 10%

English and Social Studies Course Weightings for Grade 12*

Assignments: 70%
Tests: 10%
Midterm**: 10%
Final: 10%

** Alberta Education requires students in 30 level Social Studies and English courses pass a two part diploma exam to consider the course complete. As a result, the total in class mark will only be worth 70% of the total grade for the course, with the remaining 30% based on the results from the student's completed diploma exam.*

***Because English and Social Studies are semestered courses, there will only be one midterm for each course.*

Graduation

Students who attend Foothills for their high school career (grades 10, 11 and 12), completing all courses offered that comprise a full time school schedule are guaranteed to achieve enough credits to achieve a high school diploma. Alberta Education offers a chart listing the minimum course requirements for a high school diploma on their website and in the Guide to Education.

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL ¹ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) ²
CAREER AND LIFE MANAGEMENT (3 CREDITS) ³
10 CREDITS IN ANY COMBINATION FROM
<ul style="list-style-type: none"> • Career and Technology Studies (CTS) courses • Fine Arts courses • Second Languages ⁴ courses • Physical Education 20 and/or 30 • Knowledge and Employability courses • Registered Apprenticeship Program courses • Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses ⁵
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) ⁶
<p>These courses may include</p> <ul style="list-style-type: none"> • 30-level locally developed courses • Advanced level (3000 series) in Career and Technology Studies courses • 30-level Work Experience courses ⁷ • 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program courses • 30-level Green Certificate Specialization courses • Special Projects 30

- ❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on [exemption from the physical education requirement](#).
- ❸ See information on [exemption from the CALM requirement](#).
- ❹ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❺ Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- ❻ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❼ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

What if you don't finish work for it to be evaluated?

When you feel that you are unable to complete an assignment or other piece of work, you must speak to your teacher as soon as you realize that this is the case. This is your responsibility to advocate for. Teachers will attempt to check in with you frequently, and give you supports to help you **advocate**, but the sooner you ask for help, the easier it is to catch up.

The teacher should then be able to work with you to work out a reasonable plan about how and when to submit your work. This may include staying after school for help, and planning a schedule with your teacher to break down the steps of your work and making small deadlines for each part.

It is unacceptable for a student at Foothills Academy to fail handing in a piece of work; our job is to find ways to support you to make it possible for you to complete all parts of your work.

If necessary, school administration and your parents will be involved with work completion problems which escalate out of control.

The Importance of Homeroom

Your homeroom is your main connection and point of contact at school. You should feel welcome, safe and cared for in your homeroom (as in every classroom), but your homeroom allows you a space to ask questions that you may not have the opportunity to ask in other classes.

Your homeroom teacher will help to guide you through the school year. They will be there every morning for you:

- To help organize you with your plans for the day.
- To answer questions that you may have and be unsure who to approach.
- To help deal with worries or problems that you may be having at school with certain lessons.
- To help deal with worries or problems that you may be having at school with certain students.
- To help deal with worries or problems that you may be having outside of school.
- To support you in your ambitions and goals for the year.
- To help you create meaningful Individual Program Plan goals.
- To check in with you on your Individual Program Plan goals.
- To communicate with your parents for their input into school and to share successes.
- To share vital information that is very important for your school year.
- To provide a positive, friendly, and supportive atmosphere daily.
- To help you address problems with homework completion and submission.
- To help you with planning for your future after Foothills Academy.
- To share meaningful conversations about school and things out of school.
- To enrich your day with the knowledge that they care.

Self Assessment Checklist:

	Always	Sometimes	Rarely
Relate positively to students and staff			
Express my feelings in an appropriate manner			
Accept rules and routines			
Listen to others			
Follow instructions			
Participate in my learning			
Stay on task and complete assignments			
Engage in activities independently			
Responsible for having my tools			
Respect the property of others			
Complete homework regularly and for understanding			

Use this checklist during homeroom every week to assess where you are at and what areas you might want to ask for help with. Do this every Monday morning with the support of your homeroom teacher. If you have more than 3 checks in the 'Rarely' column, meet directly with your homeroom teacher to strategize ways to support your progress for the coming week; and then reassess next week.

Homework

Homework is a necessary part of school life at Foothills Academy, but it must be purposeful, effective, and manageable, whilst promoting learning, retention, practice, or growth.

Homework should be a routine part of each student's day, although it should be personalized to fit the student's needs. Homework should not be a redundant exercise, and it should not be too easy or too difficult. Homework is not self-directed learning at home, unless it is purposefully designed to be so by a teacher using a 'flipped classroom' approach.

Homework can show knowledge and understanding through a variety of option; writing, presentations, movies, art, music... (by providing such choice, research showed that assignments were generally longer, more in-depth, and more creative than traditional homework).

Homework Expectations

We know that all students at Foothills Academy are bright, capable learners, as well as effective and successful learners. With this knowledge in mind, we hold clear expectations when it comes to homework at Foothills.

As a general rule, the following times are what would roughly be expected of students in each team to spend on homework each night.

- Grades 3 to 6: 30 minutes
- Grades 7 and 8: 45 minutes
- Grades 9 and 10: 60 minutes
- Grades 11 and 12: 90 minutes

If no homework is given to a student, it is always a meaningful exercise for students to spend their time on organizing their notes, files, folders, and reviewing their school-work from the day.

Steps to be taken when homework is not completed

1. If a student struggles with their homework and cannot complete it, they must see the appropriate teacher first thing in the morning to discuss the homework and formulate a plan/resolution.
2. If a student fails to hand their homework in on time, the teacher and the student need to conference to arrange a new, reasonable deadline for submission (between one and three days).
3. If the student fails to meet the second deadline, the student must complete the homework in detention that night.
4. If the student still neglects to have the homework completed, school administration will work with the student to resolve the matter.

Regardless of standards and test scores, we cannot lose the idea that the essence of schooling should be to nurture curiosity, wonder, and the excitement of learning something new

Homework Supports

What Can School Staff Do?



Homework club runs from Monday to Thursday from 3:30pm to 4:15pm, and students are welcome to stay to complete homework and get assistance with homework assignments where possible.



Homework assignments are online at

<http://www.foothillsacademy.org/student-homework/>



Teachers and assistants should be able to help students create a homework schedule and organizer.

 Teachers and assistants should be able to work with the students to determine which strategies for homework and organization work best (reminders, schedules, timers, brain breaks, chunking work, mind maps, etc...). Teachers should also have reminders on screens and in classrooms about homework club supervision.

What Can Parents Do?

 Parents need to support their children with homework by helping to create a clear space, free from most distractions, for them to do their homework.

 Ensure that your child has had a break from school and had some physical activity (even a 5-minute walk around the block can help).

 Ensure that your child has had a drink and a healthy snack to fuel their mental effort and regulation.

 **DO NOT DO THE HOMEWORK FOR YOUR CHILD.** When parents think that they are helping their child by doing their homework for/with them, the teacher receives false feedback about the ability of that student, and this can seriously impact the academic progress of the student in the immediate and long-term.

What Can Students Do?

 When you get home, before starting work, you must have a healthy snack and a healthy drink.

 Try to get some exercise such as walking outside, throwing a ball around, riding a bike or jumping on a trampoline, before starting your homework.

 Ensure that your parents help you to find a quiet space, free of clutter and distraction at home, for you to spread out your homework.

 Have a timer in sight, so that you can clearly see how long you have been working for.

 Work for 15 minutes at a time, and take a break for 5 minutes to stand up, stretch, have a drink of water, and then start your timer again for 15 minutes. Older students may want to work in blocks of 20 minutes before taking a break, or even 30 minute or 45 minute blocks. Do

what works for you but be sure to break up the time with a drink and a stretch, and always have your timer visible.



Always have a PLAN.



Ask your teacher or another staff member to help you work on a plan for homework. They can help you to break the tasks down into measurable chunks, so you know how many times you have to set your timer.



Teachers can also help you to draw up a schedule (SEE TEMPLATE BELOW) and they can help you fill it in.



Teachers can also help you to put reminders into your phone, or have alerts on an app to remind you that you need to be doing your homework, and so that you don't forget deadlines.



Teachers can help you to work back from the final due date, to break down the homework task into steps, so that it is not too onerous.



Ask if you are unsure or need help.



If you haven't completed your homework, for whatever reason, go and speak to your teacher BEFORE they come and speak to you about it.

Template for creating a homework schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	AM	Saturday	Sunday	
5:00pm 6:00pm									
6:00pm 7:00pm									
7:00pm 8:00pm							PM		
8:00pm 9:00pm									
9:00pm 10:00pm									

Nb: When no homework is scheduled, it is imperative to stay in the routine of organizing files (on your computer or in your binder), and planning for the week, and reading notes from the day.

Who to Ask for Help

Foothills Academy is your school, and you should be able to feel safe and comfortable asking for help. It is not always easy to find the right people to talk to when you need help at school, and sometimes it is difficult to ask for help even when you do know who to approach.

Every single staff member at Foothills Academy is here for you, and you are able to approach any of them to get help. However, there are many different issues that you may need help or advice with, so we have broken down a list of some of the key areas where you may feel the need to seek out extra help...

Also, if you are struggling to approach an adult, try considering some of the following first:

- Always think of what you are going to ask for before talking.
- Make some cue cards with your key questions if you feel that you may get flustered.
- Always try to make eye contact when addressing someone for help or asking for advice.

Homework Help: Speak to the teacher who assigned the homework. Or speak to the teacher who is in Homework club the night you are there.

School Work: If it is a general question, approach your homeroom teacher or Educational Assistant. If it is about a specific subject, approach that teacher.

Assistive Technology: Speak with your homeroom or subject teacher about assistive technology in class, and arrange to meet with Mrs. Graveline our Assistive Technology Specialist for more supports with your technology.

A School Issue: Speak first with your homeroom teacher, and they will help; they may also suggest you speak to Mr. McClelland or Mr. Horton. This could also lead to a discussion about having a referral to psychological services to see a counsellor, occupational therapist, or speech language pathologist.

A Student Issue: Speak first with your homeroom teacher, and they will help; they may also suggest that you speak to Mr. Horton or Mr. McClelland. This could also lead to a discussion

about having a referral to psychological services to see a counsellor, occupational therapist, or speech language pathologist.

An Out of School Issue: Speak with your homeroom teacher, or with Mr. Horton or Mr. McClelland.

A Request to Join or Form a Team or a Club: Speak directly to the teacher who runs the club, or a teacher who you think would be interested in supporting you to start a new club.

Foothills Staff Information and Contacts

SCHOOL PROGRAM

Mr. B. McClelland: Coordinator, School Program-Staff Development
bmcclelland@foothillsacademy.org

Mr. S. Horton: Coordinator, School Program-Student Development
shorton@foothillsacademy.org

TEACHING STAFF

Team 1:

3/4 Ms. A. Kelly	akelly@foothillsacademy.org	
<i>*Mrs. P. Dalby</i>	pdalby@foothillsacademy.org	
4 Mr. D. White	dwhite@foothillsacademy.org	
<i>*Mrs. C. Quinn</i>	cquinn@foothillsacademy.org	
5A Ms. M. Henze	mhenze@foothillsacademy.org	Grade 5 Math/Science
<i>*Mrs. T. Roxborough</i>	troxborough@foothillsacademy.org	
5B Mr. D. Bullivant	dbullivant@foothillsacademy.org	Grade 5 L.A./Social Studies
<i>*Mrs. D. Dean</i>	ddean@foothillsacademy.org	
6A Mrs. G. Zimmerman	gzimmerman@foothillsacademy.org	Grade 6 L.A./Social Studies
<i>*Mrs. K. DeKluyver</i>	kdekluyver@foothillsacademy.org	
6B Mrs. E. McClelland	emcclelland@foothillsacademy.org	Grade 6 Math/Science
<i>*Mrs. T. Roxborough</i>	troxborough@foothillsacademy.org	

Mrs. V. Toffolo	vtoffolo@foothillsacademy.org	Phys Ed/Leadership
Mrs. B. Fasoli	bfasoli@foothillsacademy.org	Phys Ed/Outdoor Ed
<i>*Mr. M. Potts</i>	mpotts@foothillsacademy.org	
Mrs. J. Charney	jcharney@foothillsacademy.org	Library Specialist
Mrs. C. Graveline	cgraveline@foothillsacademy.org	Assistive Technology Specialist
Ms. H. Blackwell	hblackwell@foothillsacademy.org	Manager of I.T. Services

Team 2:		
7A Mrs. C. Cameron	ccameron@foothillsacademy.org	Language Arts/Art
<i>*Mrs. Y. Akkermans</i>	yakkermans@foothillsacademy.org	
7B Mrs. D. Manchak	dmanchak@foothillsacademy.org	Social Studies
<i>*Mrs. D. Shetty</i>	dshetty@foothillsacademy.org	
7C Mrs. B. Puri	bpuri@foothillsacademy.org	Science/Cosmetology
<i>*Mrs. J. Anton</i>	janton@foothillsacademy.org	
8A Mr. D. Williams	dwilliams@foothillsacademy.org	Language Arts/Foods
<i>*Mrs. Y. Akkermans</i>	yakkermans@foothillsacademy.org	
8B Mr. B. Weible	bweible@foothillsacademy.org	Math/Coding
<i>*Ms. G. Beebe</i>	gbeebe@foothillsacademy.org	
<i>*Mrs. M. Miller</i>	mmiller@foothillsacademy.org	
Mrs. C. Thompson	cthompson@foothillsacademy.org	Science/Study
Skills/Organization/Health/PE/Photography		

Team 3:		
9A Ms. J. Zhang	jzhang@foothillsacademy.org	Math
<i>*Mrs. D. Shetty</i>	dshetty@foothillsacademy.org	
9B Ms. A. McPeake	amcpeake@foothillsacademy.org	Social Studies/Art
<i>*Mrs. G. Brown</i>	gbrown@foothillsacademy.org	
9C Mrs. N. Hogervorst	nhogervorst@foothillsacademy.org	Social Studies
<i>*Mr. L. Reardon</i>	lreardon@foothillsacademy.org	
10A Mrs. S. Del Nero	sdelnero@foothillsacademy.org	Math
<i>*Mrs. D. Eberhardt</i>	deberhardt@foothillsacademy.org	
10B Mrs. K. Fladhamer	kfladhamer@foothillsacademy.org	English
<i>*Mrs. J. Anton</i>	janton@foothillsacademy.org	
10C Mr. D. Kanno	dkanno@foothillsacademy.org	Math/Drama
<i>*Ms.G. Beebe</i>	gbeebe@foothillsacademy.org	

Team 4:		
11A	Mr. C. Handforth chandforth@foothillsacademy.org	Biology/Chemistry/Physics/3D Printing
	<i>*Ms. T. Silbernagel</i> tsilbernagel@foothillsacademy.org	
11B	Mrs. L. Braun lbraun@foothillsacademy.org	CALM/Learning Strategies
	<i>*Mrs. G. Brown</i> gbrown@foothillsacademy.org	
11C	Mrs. A. Barber abarber@foothillsacademy.org	Science/Biology
	<i>*Ms. T. Silbernagel</i> tsilbernagel@foothillsacademy.org	
12A	Mr. L. Ethier lethier@foothillsacademy.org	Math/Physics/Photography
	<i>*Ms. D. Eberhardt</i> deberhardt@foothillsacademy.org	
12B	Mrs. A. Roberts aroberts@foothillsacademy.org	English
	<i>*Mr. L. Reardon</i> lreardon@foothillsacademy.org	
	<i>*Ms. K. Van Rooijen</i> kvanrooijen@foothillsacademy.org	

* Educational Assistant

