



BIG Learning - ROCK Solid Understanding

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School Handbook

Home of the Badgers

Foothills School Division Mission Statement

Each learner, entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...explore them ...develop them...and celebrate them!

Administrative Procedures

School division policies and administrative procedures guide the work that we do at Big Rock School. They are located on the Foothills School Division website <http://www.fsd38.ab.ca>. It is the primary written source of administrative direction for the Division. It is designed to be consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This manual may reference other detailed administrative documents that have been developed to provide specific guidelines on selected matters. There are five categories in which administrative procedures are organized in the manual: 100 General Administration, 200 Instructional Programs and Materials, 300 Students, 400 Personnel and Employee Relations, 500 Business Administration.

School Profile and Mission: BIG Learning – ROCK Solid Understanding

At BIG ROCK we think, act and dream BIG! We have BIG goals and BIG ideas. Our enthusiasm and energy for learning is BIG and Understanding ROCK-solid! Our school is a caring, positive and supportive environment that empowers everyone to do their best and be involved, where individuals are compelled to step forward and not back when things need to be done. Our school has a family-like atmosphere and is a place that cares. By caring we preserve and respect the traditions of our school while pursuing growth, change and improvement. It is important to learn from the past, live in the present and plan for the future. We are dedicated and committed to improving student learning and demonstrate this in our words and actions. There is a climate of high expectations and success for all students. There is heart and soul in everything that goes on at our school and it is the students, staff, parents and community that nurtures this.

Badger Pride

Big Rock Students are very proud of their school! They take great pride in being a Badger and proudly wear the school colours of burgundy and grey. All of our students are *Big Rock Ambassadors*. They exhibit the qualities, characteristics and behaviours of responsible learners and school spirit promoters. We have many reasons for being proud and we celebrate them at every opportunity. It is for this reason we have *Badger Pride Time*. Students participate in school wide, multi-aged Badger Pride activities to build school spirit and pride. These team building activities energize and engage our students to always do their best and represent themselves and their school in a Big Way. BIG ROCK BADGERS ARE: B (*Big on Learning*), A (*Academic and Athletic*) D (*Dynamic, Diverse and Determined*), G (*Goal Setters and Getters*), E (*Engaged and Enthusiastic*), R (*Respectful and Response-ABLE*), S (*Supportive, Successful and Strong*).

Our Big Rock Learning Community

A positive school is operated by positive influences within the school. Our positive influences include Engaged Students, Dedicated School and Division Staff, Supportive Parents, Committed School Council, Active and Involved Community, Visionary Board of Trustees and Alberta Education. We value and highlight the contributions of each member of our learning community. We are all advocates for Big Rock School, the Division and the Education System as a whole. Our Learning Community understands and supports Foothills School Division Vision of Leading and Supporting Learning. Our common goal is to improve learning for all students. The more we care to change something for the better, the more obligated we are to do whatever we can to make that happen.

Characteristics of a Responsible Learner

The Characteristics of Responsible Learners provides a description of students': Confidence, Respect, Independence & Leadership, Work Habits, Citizenship and Digital Citizenship. They contribute to the development of a child as a responsible learner and individual. When students understand and work on these characteristics, they are more engaged and achieve better academically.

Welcoming, Safe, Caring, Inclusive and Respectful Learning Environments

The Board of Foothills School Division believes everyone in the school community shares in the responsibility of creating, maintaining and promoting a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. This means that each and every person, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation, has the relevant learning opportunities and appropriate supports needed to be successful in school.

FSD is committed to measures that:

1. Ensure the staff and students have welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging.
2. Provide professional learning opportunities to build the capacity of staff to support diverse student populations.
3. Support students in establishing voluntary student organizations or to lead activities intended to promote welcoming, caring, respectful and safe learning environments that respect diversity and foster belonging.
4. Establish a Student Code of Conduct
5. Provide a continuum of supports and services for all students.
6. Use a progressive discipline approach using proactive and preventative approaches.
7. Discriminatory behaviours and complaints are dealt with in a timely manner.
8. All students and staff have equitable access to supports, services and protections.

Student Code of Conduct

Big Rock School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student well-being. We work with families and community partners to provide safe, caring, respectful, welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. We are committed to promoting a safe learning and working environment free from bullying, harassment, discrimination and violence. All those involved with the school including staff, students, parents, volunteers, and community members must share in the responsibility for eliminating these behaviours. Bullying and threatening behavior has an adverse effect on the learning environment and an investigation of allegations of such behaviours is conducted in a timely and respectful manner. A **threat** is a declaration or intention to punish or hurt, physically or psychological, an individual's reputation or property (directly or indirectly). **Harassment** is any behaviour that in effect or intent disparages, humiliates, or harms another person or class of persons and is a behaviour that denies dignity and respect, as well as, being demeaning and humiliating. **Discrimination** denies individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms and the Alberta Human Rights Act. **Bullying** is repeated and systematic harassment and attack on others by individuals or groups including physical violence, verbal taunts, name-calling and put-downs, threats and intimidation, extortion or stealing, or exclusion from peer groups.

Big Rock School reduces bullying and threatening behavior by developing a safe and supportive school climate, of which we are committed to maintain and communicate to our school community. We promote among

students communication, friendship, restorative practices and collaborative problem-solving in resolving issues and conflicts. We believe that if students have the skills to exhibit appropriate behaviours, they won't exhibit challenging behaviours. Students who exhibit challenging behaviours need support in learning and developing socially, emotional and behaviourally. Peer conflict is very different from bullying and happens when there is a problem, issue or disagreement between two or more individuals. In these situations it is important for individuals to develop skills to deal with these disagreements and to come to a resolution through a model of collaborative problem solving. Issues are defined, interests identified and solutions brainstormed by looking at the problem from different angles, viewpoints and perspectives. Options are evaluated, an agreement reached and a solution found. Students must work together to resolve conflicts and to "MAKE IT RIGHT". Teaching children to solve problems together takes longer – but lasts longer! Discipline is a learning process and not simply an event where consequences are applied. Positive Behaviour Support and Restorative Practices are about preparing children for choices they make and ensuring they are ready to handle them. Daily procedures and routines are established and practiced. Staff provide students with a framework to assess their behaviour, make appropriate choices and learn from their mistakes. When a student fails to give due regard to another individual, staff will direct the child to appropriate choices and conduct, as well as, provide students with strategies to avoid making the same mistake again. We strive to develop a community of responsible learners who are empathetic, and care, as well as, respect themselves, others and the environment. We establish a consistent set of behavioural expectations that promote the development of self-disciplined citizens, as well as, provide for a safe, positive and stimulating learning environment conducive to academic and social growth. This Student Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding. We ensure that students possess a strong connection to their school as welcoming, caring, respectful and a safe place that focuses on individual success.

Our Student Code of Conduct is reviewed annually and publicly available on the school's website. It establishes expectations, interventions and possible consequences for student behaviour and support provided for students impacted by inappropriate behaviour, as well as, for students who engage in inappropriate behaviour. Students are held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. We focus on encouraging and promoting positive student behaviour through a variety of programs and strategies. Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the student code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community. Prevention programs, interventions, supports and consequences to address inappropriate behaviour are outlined in our progressive discipline continuum and the development of positive student behaviour is a shared responsibility between students, staff and parents.

Student Responsibilities: Students have a responsibility to respect the rights and dignity of others. To become actively and productively involved in their academic learning and social growth, as well as, accept responsibility for their behaviour. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff is not able to control what students do outside of school, when the behaviour has a detrimental impact on the school environment, there may be consequences or interventions for inappropriate behaviour. In accordance with the *School Act* students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community. <http://www.qp.alberta.ca/documents/Acts/s03.pdf>

Students are expected to conduct themselves in accordance with the School Code of Conduct which includes (but not limited to):

1. Be ready to learn and actively engage in and diligently pursue your education
2. Attend school regularly and punctually
3. Cooperate with all school staff
4. Know and comply with the rules of the school
5. Be accountable to your teachers and other staff for your behaviours
6. Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members
7. Ensure your conduct contributes to a welcoming, caring, respectful inclusive and safe learning environment that fosters a sense of belonging
8. Refrain from, report and discourage bullying or bullying behaviour
9. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school
10. Always demonstrate behaviours that positively contribute to and honour your school and community

Examples of unacceptable behaviour may include (but not limited to):

1. Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions
2. Acts of bullying, harassment, or intimidation/discrimination
3. Acts of violence, physical aggression or threatening behaviour
4. Retribution against any person who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others
5. Illegal activity such as: possession or use of weapons; alcohol, drugs or other intoxicants or school property or at school related events and activities
6. Theft or damage of property

Regarding consequences or use of physical intervention:

- The use of corporal punishment is prohibited
- Use of restraint/holds shall only be used if a student is a danger to themselves or others. Depending on assignment, each school should ensure some staff members are trained in Non-Violent Crisis Intervention (NVCI)
- Violence Threat Risk Assessment training will be provided to school administrators, Family School Liaison Counsellors and other staff as required.

Examples of possible interventions or consequences as outlined in our Progressive Discipline Continuum that take into account student's age, maturity and individual circumstances include: social & emotional programming, behaviour & self-regulation strategies, restorative practices, collaborative problem solving, lagging skills assessments and strategic action plans, referrals for other supports and services, character education, coaching & counselling, student support groups/meetings, student/school/parent conferences, risk assessments and safety plans, mentorships, alternative learning spaces and modified recesses, loss of privileges, breaks & time outs, detentions, suspensions or expulsions.

Staff Responsibilities: Staff has responsibility for establishing a positive school climate in which structures, support and encouragement are provided to assist students in understanding the importance of education, developing a sense of self-discipline and responsibility while making positive contributions to society. We use proactive and preventive approaches to reduce the occurrence of unacceptable behaviours and maintain environments that are welcoming, caring, respectful, safe, conducive to teaching and learning including:

1. Consideration given to the safety and security of school community
2. Establishing learning environments wherein students, staff and parents feel safe, important and trusted in a climate of responsibility, self-motivation and mutual respect.
3. Appropriate behaviour is encouraged and reinforced.

- On-going and timely communication between staff and parents with opportunities for parental involvement in the education of their child/ren.

Parent Responsibilities: Parents are partners in respect to their child/ren’s education. They have a responsibility to take an active role in their in their educational success and should support them in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment including:

- Encouraging, fostering and advancing collaborative, positive and respectful relationships with teachers, administrators, staff and support services.
- Ensuring their child/ren attends school regularly and is punctual
- Being aware of and supporting expectations from the Student Code of Conduct
- Communicating and collaborating with school staff regarding Student Code of Conduct.

Big Rock School uses a Progressive Discipline Continuum: as noted below including such evidence-based practices as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, time-out, suspension and/or expulsion. Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour.

Big Rock: Progressive Discipline Continuum

Universal	Targeted		Individualized
	Classroom Based	School Based	
<ul style="list-style-type: none"> Our student code of conduct establishes expectations, interventions and possible consequences for student behaviour and support provided for students impacted by inappropriate behaviour as well as for student who engage in inappropriate behaviour. Character Education-CRLs and What it means to be a successful learner posted around school, discussed each day on morning announcements & part of classroom morning routines Student of the Month Assemblies – Students recognized for demonstrating CRLs & Students do presentations on CRLs CHEER Tickets-Students caught demonstrating the CRL Positive Behaviour Support, Collaborative Problem-Solving & Restorative Practices Monthly Student Self Assessment - CORL & SocEmotLearning Teacher assessments of CRLs Self Regulations (eg Superflex, Zones of Regulation) Badger Pride Time/T-shirts Badger Buddies/Mentors Communication Intramurals and Clubs Whole school activities/Events Pizza with Principal-surveys/voice/choice Monthly Student-Action Activities 	<ul style="list-style-type: none"> Visual Journals (soc-emot-self reflection) Self Regulation Strategies CORL (referenced, reviewed, assessed) Badger Buddies Morning+End of Day Routines Classroom Adaptations Differentiation (environ, product, process, content) Communication home Encourage & promote positive student behaviour through a variety of programs & strategies in the class. Positive Behaviour Support, Collaborative Problem-Solving & Restorative Practices Prevention programs, interventions, supports and consequences to address inappropriate behaviour Student behaviour is a shared responsibility between students, staff and parents. 	<ul style="list-style-type: none"> Badger Den Social Emotional RTI Student Support :YDC, FSLC, EA, Teacher, Admin) Weekly Student Support Mtgs (incl parents) Student Action Initiatives Staff-Peer Mentors Collab Prob Solving Loss of Privileges Detention Supported Recesses Alternate Learning Spaces Conference with school admin Communication with parents Encourage & promote positive student behaviour through a variety of programs & strategies in the class. Positive Behaviour Support, Collaborative Problem-Solving & Restorative Practices Prevention programs, interventions, supports and consequences to address inappropriate behaviour Student behaviour is a shared responsibility between students, staff and parents. 	<ul style="list-style-type: none"> Conferences Lagging Skills Assessment Collaborative Problem Solving Restorative Practices Individual Counselling, support & programing Support from extended Divisional team members & services Outside Agencies Utilized Loss of Privileges Detention/Time outs/Resets Supported Recesses Alternate Learning Spaces Conference with school admin Communication with parents Encourage & promote positive student behaviour through a variety of programs & strategies in the class. Mentorship Safety Plan Strategic Action Plan Detention Suspension Student behaviour is a shared responsibility between students, staff and parents.

Issues or Conflict Resolution

We are committed to the establishment of productive partnerships between parents and school staff in support of student learning. Staff, school and system administrators are expected to work effectively with parents to respond to expressed concerns and to deal with complaints in a fair, just and timely manner. If an issue or concern arises, it is expected that parents speak first with the staff member involved to try to resolve the problem and come to an understanding. If satisfactory resolution to the concern cannot be achieved, the next step is to discuss concerns with school administration. Advice and support will be given to ensure that the concerns of all parties are reviewed in an appropriate fashion and a resolution found.

Assessment, Evaluation and Reporting of Student Learning

Information on assessment, evaluation and reporting is made available to students and parents through school council meetings, Council of School Council meetings, parent/teacher conferences/interviews, information sessions, newsletters, learner profiles, and school/ division web pages. The *Learner Profile* is a vehicle for communication with parents regarding their child's learning. Teachers' understanding of best practices in assessment, means students and parents will be provided ongoing, timely descriptive feedback of student progress with the use of the *Learner Profile*. The *Learner Profile* acts as an important guide to assist students and inform parents on how their child is performing on grade level learning outcomes. The *Learner Profile* reports on Academic Achievement and the Characteristics of Responsible Learner (work habits, citizenship, respect, independence & leadership, confidence & digital citizenship). Academic Achievement indicates how a child is performing in relation to the course and grade level learner outcomes from Alberta Program of Studies using categorical grading: beginning, acceptable, proficient and mastery.

Education Plan

Planning in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Continuous improvement is expected of all schools. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Division and school plans outline priorities for student learning, form the basis for reporting on progress and achievement, outline goals and strategies and highlight successes and celebrations.

School Based Decision Making

The central focus of every school is improving learning for ALL students. Decision making is centred on the goals of each school, honours collaboratively developed beliefs of the board, utilizes distributed leadership, engages staff, school council, division administration, students and members of the community. Effective schools exercise significant autonomy within a framework of connectedness to community, other schools and operations within the division and Alberta Education.

Communication Plan

Communication between individuals can open doors and build trust. Open and frequent communication cultivates a climate of mutual respect that builds rapport and fosters relationships between students, staff, parents and community members. **Student Agendas:** Please check your child's agenda **daily and initial**. The school, teachers and parents use the agenda to communicate with each other including messages, classroom notes, school notices, information bulletins and newsletters. **Phone/email/e-blasts:** The school, teachers and parents will use these tools for communicating. **Class and School Newsletters and Notices:** Newsletters and notices pertaining to student learning and school activities and are distributed throughout the year. **School Website:** <http://bigrock.fsd38.ab.ca/> and follow us on **Twitter:** @bigrockbadger

School Council

“School councils are collective associations of parents, teachers, principals, staff, students and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning. A school council is a means to facilitate cooperation among all the concerned participants in the local school.” (School Councils Handbook 1999) School Councils can enhance student learning by engaging parents, staff and community members to advise the Principal and the Board on matters concerning school improvement planning. The Division views each School Council as a means for parents and community members to work together with the school to support and enhance student learning. Parents are welcome and encouraged to be involved, attend meetings and participate in school council activities. **Big Rock School Council Mission:** *Enhance student learning by engaging parents, staff and community members, and to advise the Principal on matters concerning school improvement planning.*

Volunteers

Big Rock School extends an invitation to our parents and community members to play a role in helping to create and sustain a learning community. Our learning community includes not only students and staff, but also volunteers drawn from parents, community members and local businesses. One of the main characteristics of effective schools is the significant involvement and active support of parents and the community. Students in schools with high levels of parent support and involvement do better academically, personally and socially. As a volunteer, you can help to make a positive difference. Ensuring a safe and caring environment for students is of primary concern and the Principal is responsible for approving, supervising and communicating with volunteers, as well as, establishing roles and responsibilities of volunteers within the school. Volunteers are required to complete an Application Form, a Criminal Record Check with the Vulnerable Sector Check completed, a Confidentiality Agreement and potentially the Respect in School/Sport program.

Transportation

The purpose of the school bus is to transport students safely to and from school. Students, parents and Foothills School Division have specific roles and responsibilities regarding transportation. Behaviour expectations are consistent with those expected at school and consequences for poor behavior are the same. Parental responsibilities include ensuring children arrive on time at the bus stop, children are dressed appropriately, children behave appropriately and drivers are contacted if children are not going to be on the bus. The board is not required to transport students involved in other activities. Parents of students who are enrolled in programs that require special equipment, tools or instruments are ultimately responsible for the transportation of these items. Large items cannot protrude into the aisles or above the seats. Anything students are carrying must be held on the students' lap or rest on the floor between the student's legs.

Attendance / Lates

Attendance plays a very important part in student success and achievement. A child's program can be severely affected by poor attendance and/or late arrival to school. Absences/ Lates may put a student at risk of not achieving the Academic Knowledge, Skills, and Attributes for their grade level and subjects. All pupils are expected to be in school and to attend all classes each day. A pupil may only be excused when their absence is defined as excusable by the School Act (medical reasons, etc.). When a child is going to be absent from school, parents/ guardians are requested to phone the school as soon as possible. If students are leaving early from school for any reason or have made other home time arrangements (pick up, transportation), parents must contact the office and their bus driver.

Extra-Curricular Activities, Special Events, Performances and Sports

At Big Rock School during performances, concerts, activities and events pictures and video recordings may be taken of those in attendance by students, staff, parents, community members and the media. Parents who are concerned by this, should choose not to have their child/ren participate in these activities. We are excited to

have a variety of extra-curricular activities, special events, performances and clubs that happen throughout the year. We also have an amazing intramural sports program for students of all ages that runs at lunch time and includes a variety of sports and activities depending on the season. Our senior classes make up the Big Rock Badger Sports Team which participates in a variety of sports and competes in tournaments and games, playing teams from other schools. We are very fortunate to have this program and the support of teachers and community members who help coach and volunteer their time. The hope is that all our senior students are involved whether that be playing the game or supporting the team. It is an extension of our physical education program and helps meet the guidelines of the Daily Physical Activity outlined by Alberta Education. The goal of this initiative is that all students develop active, healthy lifestyles and that they will participate in physical activity on a daily basis. Being on the Big Rock Badger Sports Team teaches the importance of fair play, healthy and active lifestyles and sportsmanship.

Lost and Found

Students and parents are encouraged to check for lost items regularly. Money, jewelry and smaller items are turned in to the office. At each break in the school year (Christmas, Spring and Summer), all unclaimed lost and found articles are donated to local charities.

Dress to Impress

Everyone is expected to dress in a manner that is appropriate to a school setting, learning environment and the weather conditions outside. Everyone should dress in a manner that shows respect and pride in oneself and the school, suits the weather conditions, and learning activities planned. Appropriate attire improves the learning environment, promotes positive behaviours, reduces discipline concerns, enhances school safety, promotes school spirit and develops confidence. Individuals who wear something considered not appropriate for a school setting, a certain activity or the weather conditions, will be asked to change. Please: No sleeveless shirts; No underwear showing; No tube tops, backless tops, halter tops or bikini tops; No short shorts or short skirts; No hats (except on special days). All students are expected to have indoor shoes that are also well suited for PE. Students in grades 4-6 are encouraged to change into a gym strip for PE which includes wearing a school T-shirt. Everyone is encouraged to show their school spirit and pride by wearing school colours and/or school T-shirt every Friday for Badger Pride Time.

Personal Property

Big Rock School is not responsible for lost, damaged or stolen property. Students are responsible for their own belongings and should keep their valuables secure at all times. A student who brings a personal technology device or any other valuable personal item to school shall do so at their own risk. No searches or investigations will be conducted for lost or stolen items. Please write student's full name on all personal items (ex. Coats, Shoes, Back Packs, Lunch Kits etc.)

Safety Procedures

The safety of all students and staff of Big Rock School is of great importance. We have established appropriate safety measures for the various situations that may occur and affect our students, staff and school visitors. To ensure everyone's safety, we need to be prepared should an emergency occur. Safety drills occur regularly throughout the school year. Fire drills occur 6 times a year and lock down drills occur twice a year. These drills are important to reinforce the skills needed to carry out the emergency procedures that are in place. All schools within the Foothills School Division have appropriate safety measures in place for various emergency situations. Principals and teachers shall provide a safe school environment and maintain order and discipline among students while they are in school and on school grounds. There may be situations where searches of persons, or personal property may be required to ensure safety of all students. Before conducting a search, there must be reasonable grounds that inappropriate student conduct has been committed; school rules or administrative procedures have been inappropriately breached; materials are visually offensive, illegal or restricted. Students'

consent to search of persons or personal property shall be sought and students shall be in attendance during the search, whenever possible. A student refusing searches of person or property shall be detained until students' parents/guardians or the police are contacted. Searches will be conducted in a sensitive manner with the minimum amount of intrusion whenever possible.

Student Services Information

Family School Liaison Counselor	403 938 6666
Learning Coaches & Student Support (Academic/Social/Emotional)	403 938 6666
Okotoks Health and Wellness Centre	403 995 2600
Alberta Mental Health Crisis Line	1 800 779 1557

Smoke, Alcohol and Drug Free Environment

All Division property shall be smoke free which is the non use of all tobacco products including chewing tobacco. All school sponsored activities must be smoke-free. Tobacco products are not allowed by students, staff, volunteers, parents or community members at any school or Division sponsored events. Possession and/or use of alcohol or illicit drugs on school property and at authorized student activities is prohibited. Persons under the influence of alcohol or illicit drugs are prohibited from being on school property or participating in school or student related activities.

Personal Technology Devices at School

Foothills School Division provides technology resources that support learning for students and staff or supports administrative operations. Network resources refer to all resources on the network of Foothills School Division. This includes, but is not limited to, Internet access, e-mail accounts, installed software, personal file storage and all hardware attached to the network. Networked technology is infused in the daily lives of students and its use as responsible citizens is reinforced. We welcome the use of personal technology devices at school for learning purposes, but bringing personal technology devices to school for personal purposes and use is discouraged. Possession of personal technology devices by a student at school is a privilege and students are expected to follow personal technology device etiquette at all times. Personal technology device etiquette means displaying courtesy, consideration and respect for others when using these devices. Use of this technology for learning purposes will be at the discretion of individual teachers and the administration of the school. Recording of events in class is not permitted unless consent is provided by the teacher. Use of devices for personal uses will be permitted before and after school and not during lunch or recess. Devices not being used appropriately or for intended purposes may be taken by the teacher or the administration and will be returned to the student/parent at discretion of the teacher/administration. Students who have been using devices inappropriately, may not be permitted to have the device at school and a parent conference may be required to retrieve the device and further disciplinary consequences taken. These devices may not be used for purposes which are found to be disruptive to the school environment. Students should not use these devices to record private, embarrassing or inappropriate conversations, behaviours or incidents such as violence, vandalism, fighting, bullying, pranks (real or staged). Students should not distribute these images among students through phones or posting on the internet. Sending of text messages that contain obscene language and/or threats is bullying and will be taken very seriously. Students receiving such text messages should ensure they keep the message and bring the matter to the attention of administration. Inappropriate personal technology device activities, include but are not limited to communication that contains inappropriate content, profanity, intimidation or threat to others, cheating and other forms of academic dishonesty, taking or showing inappropriate photos/video, communicating with groups or individuals in a manner that causes a disruption of the school environment and/or refusal to relinquish a device to persons of authority upon request will be taken very seriously and disciplinary action taken.

On-Line Privacy Tips for Students and Parents

The Office of the Privacy Commissioner of Canada stresses the importance of students and parents understanding their online footprints. Following are safety tips and for more information go to <http://youthprivacy.ca>.

11. Think before you click
12. Remember that everything you post can be permanent
13. Remember that things your post may not be private
14. Know who your friends are
15. Set your privacy settings
16. Don't tell people where you are when you're online
17. Don't share your passwords
18. Tell an adult if someone is being mean to you online
19. Tell an adult if you are worried about something you see online
20. Protect your privacy, and the privacy of others

If you have any questions or concerns regarding the information contained within our handbook, please don't hesitate to contact us to discuss further.