



**OILFIELDS HIGH SCHOOL**

# **Parent and Student Handbook**

**PO Box 430 , 511 3rd Street SW**

**Black Diamond, Alberta**

**PH: 403-938-4973 [Oilfields.fsd38.ab.ca](http://Oilfields.fsd38.ab.ca)**

**Get ready for the 2021-2022 School Year**

*“A Community of Learners Empowered for Life”*



Welcome to another year at Oilfields Junior / Senior High School! The Handbook is meant to support parents and students by identifying procedures, supports and important dates for the school year. If you have any ideas, questions or concerns with the Handbook that could further enhance the culture at Oilfields, as well as support student excellence, please contact Oilfields School via email [oilfields@fsd38.ab.ca](mailto:oilfields@fsd38.ab.ca) or phone 403-938-4973.

## Oilfields Schedule 2021-2022

<b>Monday/Wednesday</b>	<b>Tuesday/Thursday</b>
<b>Day 1</b>	<b>Day 2</b>
<b>A1</b>	<b>C2</b>
8:40 - 10:05 (O'Canada/Announcements - last 5 Min)	8:40 - 10:05 (O'Canada/Announcements - last 5 Min)
<b>FLEX 10:05 - 10:45</b>	<b>FLEX 10:05 - 10:45</b>
<b>B1</b>	<b>D2</b>
10:50 - 12:10	10:50 - 12:10
<b>LUNCH 12:10 - 12:40</b>	<b>LUNCH 12:10 - 12:40</b>
<b>C1</b>	<b>A2</b>
12:45 - 2:05	12:45 - 2:05
<b>5 min</b>	<b>5 min</b>
<b>D1</b>	<b>B2</b>
2:10 - 3:30	2:10 - 3:30
<b>Dismissal 3:30</b>	<b>Dismissal 3:30</b>

## Day 1 / 2 Friday Rotation

Semester 1		Semester 2	
Day 1	Day 2	Day 1	Day 2
	September 3	February 4	February 11
September 10	September 24	February 18	March 4
October 1	October 8	March 11	March 25
October 15	October 29	April 1	April 8
November 5	November 19	April 29	May 6
December 3	November 26	May 13	
December 17			May 27
January 3			June 10
January 21 (Jr. Only)	January 14		

**Staff:** The strength of our staff lies in their desire to learn and grow. The staff at OHS continues to be leaders, modelling commitment to designing learning and assessments to engage students in relevant and meaningful learning tasks that can Transfer. Our staff continues to meet regularly in their Professional Learning Teams to Design Learning that Transfers and work collaboratively to support all students to achieve excellence and their career and learning needs. This allows us to work collaboratively to personalize our instruction to meet the needs for each of our learners. We would like to welcome all new and returning staff members to the Oilfields Team for the 2021-2022 school year.

Ms. Ahearn - PE, Health and CaLM	Mr. Argento - Outdoor Ed. and Agriculture	Mr. Williams - Math and Science
Dr. Bailey - Math and Physics	Mr. Bretzlaff - PE, Health and Rec	Ms. Morris - ELA and Social Studies
Mr. Davis - Band, Guitar and Electronic Music	Ms. Crane - Math and Science	Ms. Quinlan - Math, Science and Options
Mr. Horembala-Vice-Principal	Ms. Smith - Art and Drama	Ms. Holt - Home Economics, Textiles and Hockey
Ms. Fitzpatrick - School Counselor and Off Campus Coordinator	Ms. Jewan - Math, Science and Options	Mr. Lavallie - Science and Indigenous Studies
Ms. Leavitt - Social Studies, French, Spanish, ELA, Learning Coach	Mr. Plouffe - Social Studies and ELA	Mr. Musgrove - Principal
Ms. Nixon - Social Studies and ELA	Ms. Tegler - First Nations, Metis, and Inuit Success Coach	Ms. Gawryluk - Educational Assistant
Ms. Aubrey - Math and Science	Ms. Smith - Educational Assistant	Ms. Henry - Youth Development Counsellor
Mr. Rawson - PE and Fitness	Mr. Sillito - Social Studies and ELA	Mr. Standen - Math and Science
Mr. Toews - Industrial Arts	Mr. Westworth - Photography and Digital Tech	Ms. Kail - Secretary

Ms. Hein - Office/Accounts Administrator	Ms. Gauzer - Office Data Facilitator	Ms. Watts - Learning Commons Facilitator
Ms. Dyck - Educational Assistant	Ms. Bruinsma - Educational Assistant	Ms. Williamson - Educational Assistant
Ms. Rutledge - Educational Assistant	Mr. Whiteside - Custodian	Ms. Sims - Custodian
Ms. Thiele - Family School Liaison Counselor	Ms. Richardson - Social Studies and Language Arts	Ms. Mounts - Educational Assistant

## **Respiratory Illness Prevention and Management in Schools**

AHS:

<https://open.alberta.ca/dataset/0721a26b-c4ce-4345-971f-4ff9da32052c/resource/328bf258-bb1a-459b-b705-16b525390240/download/health-guidance-respiratory-illness-prevention-and-management-in-schools.pdf>

Practices such as proper hand hygiene and respiratory etiquette, enhanced cleaning and disinfecting, ventilation and staying home when sick are routines meant to minimize the transmission of respiratory infections that include COVID-19, influenza and common colds.

Individuals should assess and manage their own personal risk, which may include using additional precautions such as continuing to use a face mask, in order to serve their individual needs. Individuals who choose to wear masks will be respected for their choice.

Before leaving home, staff, students and visitors should assess whether they feel well enough to attend school for any reason. Parents should continue to assess their child daily for any new signs or symptoms of COVID-19 using the [Alberta Health Daily Checklist](#).

Anyone with COVID-19 symptoms needs to fill out the [AHS Online Self-Assessment Tool](#) to determine if they should be tested.

**Mandatory Masking:** Masks are mandatory for all students, staff and visitors to the building. Please view the handbook for updated information in regards to masking protocols.

**Enhanced Cleaning:** Surfaces of high contact areas will continue to be cleaned regularly.

**Hand Hygiene:** Wash hands thoroughly and frequently with soap and water and use hand sanitizer regularly throughout the day. Hand Sanitizer will continue to be available and used as part of our strategy to minimize spread of COVID and other illnesses.

**Respiratory Etiquette:** Sneeze into the elbow or a tissue, discarding tissues immediately, and performing hand hygiene should continue.

### **Symptomatic Students and Staff:**

- Individuals experiencing COVID-19 core symptoms will be sent home until they are feeling well. Isolation is still required based on [AHS Isolation Information](#).
- [SEE APPENDIX B:](#) Management of Symptomatic Individuals

**For Updated Information, please visit the FSD Relaunch Handbook:**

[https://docs.google.com/document/d/1O1mLF00vTFxbQx\\_NQKmcE-hmHLN-jzQ0jbsDwSa0hcI/edit](https://docs.google.com/document/d/1O1mLF00vTFxbQx_NQKmcE-hmHLN-jzQ0jbsDwSa0hcI/edit)

## **Extracurricular Activities**

Extracurricular Activities are an important part of the school culture at OHS. These activities compliment the learning experience for students at OHS and are an excellent way to build culture, make connections, improve learning, and develop skills such as time management. Participation also builds a sense of school spirit and pride in our learning community. Based on the recommendations from Alberta Health Services, we will start the year with extracurricular events and activities such as sports, clubs and other events. Our staff will continue to minimize contact between grade level cohorts and recommend appropriate safety protocols as directed by AHS and FSD.

## **High Expectations for Personal Growth and Well-Being at OHS:**

Students are learning to manage their emotional, intellectual, physical, social and spiritual aspects of living and achieving excellence in school. ***Students are expected to take ownership and responsibility for all aspects of living and learning at OHS.*** The School Act outlines that students are expected too:

- 1.1.1 be **ready to learn**, and **actively engage in**, and **diligently pursue** their education;
- 1.1.2 **attend school regularly** and punctually;
- 1.1.3 **cooperate** with all school staff;
- 1.1.4 **know and comply** with the rules of your school;
- 1.1.5 **be accountable** to your teachers and other staff for your behaviours;

As part of their learning, students are expected to:

- Set and achieve goals;
- Explore opportunities for personal growth;
- Seek out people or opportunities to support personal learning and goals;
- Contribute to overall well-being and success;
- Make lifestyle choices to positively impact well-being;
- Ensure the safety of self and others;
- Listen with care and patience to understand and learn from others;
- Develop strategies to manage emotions and social skills;
- Approach challenges as opportunities to grow and improve;
- Work through challenges and setbacks to achieve goals.

## **Attendance:**

Attendance and punctuality is one of the most important parts of student success and achievement at school. Our goal in addressing attendance concerns is to provide assistance to students, and their parents/guardians, by addressing prevailing issues, thus enabling the student to attend school faithfully and regularly. A student's progress can be severely affected by poor attendance and punctuality. Any pattern of absences or being late may put a student at risk of not achieving curricular outcomes or successfully completing courses. In an effort to better inform you of your child's daily attendance, an automated call will be sent to parents of students whose attendance is unexcused in any of their courses. Calls will happen mid-day for morning class attendance and end of the day for afternoon class attendance. It is very important that parents acknowledge they have received the call, as the system will continue to attempt making contact until attendance is verified by the parent.

*We ask that parents call 403-938-4973 or email the attendance line [ohsattendance@fsd38.ab.ca](mailto:ohsattendance@fsd38.ab.ca) regarding any absences or appointments before 8:40 am on the day of the absence to avoid receiving a call for unexcused absences. As well, parents are asked to regularly monitor their child's attendance using their **Maplewood login**.* The attendance is live and can be accessed at any time. Please remind your child to sign in

at the office when entering or leaving the building during scheduled class time, as well as, when students arrive late to school.

If you are concerned about an absence, your child's overall attendance record, or would like to discuss further impact of attendance on your child's progress/success, please contact your individual child's teacher directly (names are on the website; [lastnamefirstinitial@fsd38.ab.ca](mailto:lastnamefirstinitial@fsd38.ab.ca)). Thank you for supporting your child's academic achievement through regular and consistent attendance and punctuality. **Sr. High** students are welcome to leave campus for lunch, while **Jr. High** need to remain on campus during this time. **This also includes the skate park and the outdoor arena.**

### **\*\*\*Attendance and Learning:**

*All students are **responsible** for staying current with learning and assignments that have taken place while absent from school.* They will have access to **GOOGLE Classroom** and can contact the teacher for additional work or information in regards to what they have missed. Students will need to use personal time to stay current with their learning and have an obligation to request additional support from their teacher when they encounter challenges.

### **Cell Phones:**

Students may use their personal technology devices (cell phones, tablets, computers) during class time for learning purposes as directed by the teacher. Use of this technology for learning purposes will be at the discretion of individual staff and the administration of the school. **Free time on cellular devices during class time will be very limited and at the teachers discretion.** Devices that are used inappropriately and/or distracting the learning of the student(s) will not be permitted. ***Devices not being used appropriately or for intended purposes may be taken by the staff or the administration and will be returned to the student or parent at the discretion of the teacher and administration.*** A parent conference may be required to retrieve the device and further disciplinary consequences taken. 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 demonstrating courtesy, consideration and respect for others when using these devices. Recording of events during school hours and activities is not permitted unless consent is provided by the teacher. 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 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.

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.

## **“Once a Driller Always a Driller” and Driller Athletics**

Oilfields students are very proud of their school! They take great pride in being Drillers and proudly wear the school colours of black and gold. All of our students are *Oilfields Ambassadors*. They are leaders and exhibit the qualities, characteristics and behaviours of responsible learners and school spirit promoters. We have many reasons for being proud of our students and we celebrate them at every opportunity. Having students actively participating in school events, activities, and sports builds school spirit and pride. Participation in these various activities energizes and engages our students, reminding them to always do their best and represent themselves and their school in a big way. **Oilfields Drillers Always Exhibit: D** (dedication), **R** (respect), **I** (integrity), **L** (learning), **L** (leadership), **E** (excellence), **R** (responsibility). Oilfields High school students participate in High School Athletic Association sponsored activities. These activities include football, volleyball, basketball, rugby, cross-country, badminton, golf, and track and field. You will be informed of dates, times and location of team tryouts through our website / newsletter. You should contact a member of the P.E. Department for complete details regarding a specific sport or event.

## **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 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. The School Council will meet each month to review the Education Plan and Division Learning Sessions.

## **Competencies for Successful Learners**

Oilfields students will be assessed on their application of the Competencies within each of their courses this year. This transition from the Characteristics of a Responsible Learner (CoRL) represents a shift in language that recognizes that students are the artists, scientists, thinkers, innovators and leaders of the future tasked with solving the problems of today, while imagining and creating a new tomorrow. The Competencies are critical for equipping students with the knowledge, skills and attitudes that they will need to reach their full potential as they successfully navigate their personal journeys for success in learning, living and working.

Students use and develop competencies when they encounter unfamiliar or challenging situations. Competencies help students draw and build upon what they know, how they think and what they can do. In school, students develop and apply competencies through subject-area content and learning experiences. Alberta’s curriculum promotes the development of the following competencies, which are a streamlined expression of the competencies identified in the Ministerial Order on Student Learning (#001/2013):

<b>Competency</b>	<b>Descriptor</b>
I am a <b>LIFELONG LEARNER</b>	Lifelong learning involves identifying, planning for, and following through on personal goals and aspirations with a focus on continual improvement..
I am a <b>COMMUNICATOR</b>	Communication involves expressing and receiving ideas responsibly and effectively through oral, written and/or non-verbal media.
I am a <b>COLLABORATOR</b>	Collaboration involves working effectively and respectfully with others to achieve a common goal that values all contributions.



I am a <b>GLOBAL CITIZEN</b>	Global Citizenship involves making choices that recognize, acknowledge and respect different contexts including personal, school, community and world perspectives.
I am an <b>INNOVATIVE PROBLEM SOLVER</b>	Innovative Problem Solving involves using reasoning to generate and apply ideas and strategies to create value and improve a given situation.

For more information, click on the link: [Alberta Government Competencies](#)

### **Administrative Procedures**

School division policies and administrative procedures guide the work that we do at Oilfields Jr/Sr High School. These procedures are located on the Foothills School Division website <http://www.fsd38.ab.ca/administrative-procedures>. 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.

[AP 205 Controversial Issues](#)

[AP 222 - First Nations, Metis and Inuit](#)

[AP 240 - Guidance and Counselling Services](#)

[AP 309 - Learning Environments that Respect Diverse Sexual Orientations, Gender Identities](#)

[AP 310 - Safety and Security of Students](#)

[AP 315 - Student's Health and Safety](#)

[AP 316 - Administration of Medication to Students](#)

[AP 317 - Severe Allergies](#)

[AP 350 - Student Code of Conduct](#)

[AP 353 - Searches of Students or Personal Property](#)

[AP 360 - Assessment, Evaluation, and Reporting of Student Learning](#)

### **Controversial Issues:**

Studying controversial issues is an integral part of student learning and is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides students opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments. Notice will be provided to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality. Where a teacher or other person providing instruction, teaching a course or program of study or using the instructional materials referred to previously receives a written request signed by a parent of a student that the student be excluded from the instruction, course or program of study or use of instructional materials, the teacher or other person shall, in accordance with the request of the parent, permit the student, without academic penalty and alternative arrangements will be made. This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials

[AP 205 Controversial Issues](#)



## **Severe Allergies**

The Division recognizes the responsibility that it shares with parents and students to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving them of normal peer interactions, or placing unreasonable restrictions on the activities of other students in the school.

[AP 317 - Severe Allergies](#)

## **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. The Education Plan is focused on three key areas; **Engagement** (*Engagement that is timely, meaningful and collaborative*), **Support** (*Learning environments that are welcoming, caring, respectful, safe and inclusive*) and **Success** (*Student growth and achievement with excellence in teaching, learning and leadership*). Available for viewing on the school website <http://oilfields.fsd38.ab.ca>.

## **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.

## **Student Organizations/Clubs**

Student organizations/clubs shall be established and approved by the school Principal. Areas of interest for student organizations/clubs may be brought forward and discussed to determine viability. These organizations/clubs are voluntary and promote a welcoming, caring, respectful and safe learning environment. Formation of organizations/clubs by a desired group of students must:

- 1) Not interfere with instruction
- 2) Be supervised by a staff member
- 3) Respect and adhere to the Canadian Charter of Rights and Freedoms and other relevant legislation/regulation and Division Policy 17.

## **Searches of Personal Property**

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 in which principals or teachers will be required to undertake searches of students or their personal property, including personal electronics.

The Division owns student lockers and desks. School Principals (or designate) have the authority to inspect school and Division property under their charge. The primary purpose for locker/desk inspection shall be for the protection of health, safety and general welfare of students, staff and school property.

Any searches must be based on reasonable grounds that inappropriate student conduct has been committed or that school rules or administrative procedures have been inappropriately breached or the locker contains materials that are visually offensive, illegal or restricted by legislation, regulation, Division, school or

administrative procedures. Searches of student property shall be carried out in a reasonable manner and are to be conducted in a sensitive manner with minimal amount of intrusion, whenever possible.

## AP 353 - Searches of Students or Personal Property

### **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. Every effort will be made to keep students and parents informed of student achievement, learning, important information, school events and activities through a variety of means of communication, including emails; phone calls, school webpage, school council meetings, notices and newsletters. Announcements are read daily informing students and staff of important events and weekly through our Driller News Network broadcasts sharing interesting stories about the school. For this purpose, we would like to include all parents in our communication, please ensure that the school has your current email information. If you have not done so, please provide your email address to the school office. Additionally, we will endeavor to maintain current information on our school website <http://oilfields.fsd38.ab.ca>

**Communication and Learning:** Parents should receive bimonthly communication from their teachers about learning within their child's subjects. You will receive information for each subject that highlights key learnings for the month, and opportunities for you to engage in conversations with your child about their progress. If you have concerns, questions or appreciation, please contact your child's teacher as soon as possible. Parents can also monitor their child's progress online through their maplewood login provided by the school.

### **CASL Consent: Extra News from Oilfields**

Communications (emails) that may include information about offers and promotions related to Division, school and school council activities such as:

- Offers to purchase goods, products and services such as school apparel, yearbooks, school photos, field trips and hot lunch programs
- Advertisements for school activities, events, programs and services for which there is a fee (e.g. field trips, fine arts performances, etc)
- School and school council fundraising activities that support our schools, students and programs.

In accordance with Canada's Anti-Spam Law (CASL), your consent to receive electronic communications described above is required. PLEASE NOTE: if you do not consent, you may have not received some important electronic communications, which may affect your child's involvement in some school activities.

**NOTE:** At Oilfields during performances, concerts, sports, 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.

### **Dress for Success**

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, may be asked to change, or a change of clothing may be provided.

### **School Appearance**

The staff, students and custodial staff at Oilfields have an excellent reputation for keeping our school clean through attention to not littering the halls, not writing on the walls, and keeping the grounds free from wrappers and other unsightly garbage. Please do your part.

## **STUDENT THREAT ASSESSMENT FAIR NOTICE AND PROCESS**

Date: September 28, 2020

Dear Parents and Guardians:

Foothills School Division and Oilfields School is committed to creating and maintaining school environments in which the emotional and physical safety of students, staff, parents and others is a priority. Schools cannot ignore any threat of violence. When threat making behaviors occur schools initiate a process called Threat Assessment.

Each school has a threat assessment team that is multidisciplinary. The team will include an administrator and school counselor, and may include RCMP, Child and Family Services Workers and Community Mental Health therapists.

### ***What is a Threat?***

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet or made by gesture. Threat making behaviours include, but not limited to, serious acts of violence, fire setting, threats to kill, bomb threats and possession of weapons (or replicas).

If your child comes home and reports threat making behaviours please notify the school administration immediately.

### ***The Threat Assessment Process***

When schools learn of threat making behaviours they activate the Threat Assessment Protocol. Once the process has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and to develop an appropriate response to the incident. Intervention and support plans will be developed with the threat assessment team and shared with parents of the student that made the threats.

To ensure the physical and emotional safety of everyone, it is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by the threat maker or parent / guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

Should you have further questions about the threat assessment process, please contact the school. Sincerely,

Mr. Musgrove  
Principal of OHS

### **Safety Procedures and Emergency School Closures**

The safety of all students and staff of Oilfields is of great importance. 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 / hold and secure 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. Announcements regarding emergency school closures or buses that have been cancelled, sent home early, or delayed until a storm abates, will be carried over the EAGLE 101.9 and 1140, usually by 6:30 am. Additional information regarding school closures and bussing changes can be found on the division's website <http://www.fsd38.ab.ca> and Twitter @fsd38. 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 the 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.

***Please be aware that Foothills School Division staff will ensure that every student threat will receive a reasoned and timely response. We will practice zero tolerance for not responding to student threats.***

### **Smoke, Alcohol and Drug Free Environment**

All School Division property shall be alcohol, vape, drug and smoke free. Being a smoke/vape free environment includes **all** tobacco products including smoking tobacco, cannabis, chewing tobacco and e-tobacco products (including vaping, etc). All School Division property (including buildings, vehicles and outdoor spaces) shall be smoke-free, as well as, all school-sponsored activities. 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. Attending school or a school activity under the influence of drugs or alcohol, being in part of a group affiliated with, or in the possession and the use of alcohol or drugs or drug paraphernalia at school or during school time is prohibited. Students who violate this will face disciplinary action, which may result in either a suspension or a recommendation for expulsion from school. Depending on the circumstances, the RCMP may be involved.

<https://www.alberta.ca/reducing-smoking-and-vaping-rules-and-enforcement.aspx>

### **Transportation: Bussing, Student Vehicles, Parking & Driving**

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 students arrive on time at the bus stop, ***students are dressed appropriately, students behave appropriately*** and drivers are contacted if students 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.*** Students are required to wear masks on the bus at all times.

**Driving a vehicle to school is a privilege.** Students park their vehicles on the school grounds at their own risk. Students may use their vehicles for the purpose of transportation to and from school, and on school property provided consideration is given to the following:

- Vehicles must not be used in a manner causing disturbance, such as noise or driving past windows, when classes are in progress.
- There must be free access to employee parking spaces at all times
- Vehicles should not be used for recreational purposes on school property at any time.
- Students parking in staff or visitor assigned spaces will be towed and *all* costs of towing will be borne by the student.

Students will be asked to leave the school parking lot and may lose the privilege of parking on School/FSD property if they do not follow any of the expectations outlined above.

### **Parental/Guardian Complaints or Concerns and Dispute Resolution**

The Education Act clearly outlines the responsibilities of students, parents and employees of the Board in ensuring that each member of the school community's conduct contributes to a welcoming, caring, respectful and safe learning environment. Staff, students and parents are expected to make every effort to resolve concerns in a collaborative, open and solution-focused manner. Concerns and complaints related to students are best resolved at the school level as close to the source of the concern or complaint as possible. Concerns and complaints are best resolved as close to the sources of the concern or complaint as possible.

- 1) When a complaint arises, the parent/guardian is requested to meet and speak first with the employee directly involved in an attempt to resolve the issue.
- 2) Concerns and complaints must be made in a respectful manner, at an appropriate time and place.
- 3) If satisfactory resolution to the concern is not achieved, the next step is to meet the employee's immediate supervisor (Principal or Director of Transportation).

[AP 151 - Parental/Guardian Complaints or Concerns and Dispute Resolution](#)

### **Reporting Student Behavior**

Occasionally, people make choices that put themselves and/or others' health and well-being at risk. School staff are not always able to witness these actions and we rely on students, parents, families and community members to ensure that we maintain a safe, caring, welcoming and supportive culture at Oilfields. Concerns can be shared with staff through phone conversations, email or the [PSST](#) link on the Oilfields website. Your timely and detailed information helps guide our support to find a positive outcome to these situations.

### **Vandalism, Destruction, Theft of School or Personal Property and Searches**

Vandalism of school property and theft of personal or Division property from schools, buildings or vehicles is against the law and unacceptable. Consequences will include action under a school behaviour's plan, and may include restitution and referral to the RCMP. Students/Parents will be responsible for the amount of the restitution determined by the School Division. The amount charged will equal the actual cost of repairing or replacing damaged property. Restitution will be paid to the School Division. Where criminal charges are involved, restitution may be determined by the courts. There may be situations in which principals or teachers will be required to undertake searches of students or their personal property, including electronics. In such circumstances, the Division requires school officials to follow the procedures outlined in *Administrative Procedure 353*. Oilfields 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(s) to school shall do so at their own risk.

### **Lost and Found**

Students and parents are encouraged to check for lost items regularly. Money, jewelry and smaller items are turned into the office. Larger articles are set outside the main office. Check with the school secretary or the custodians for lost materials. Students are responsible for their possessions at all times. Valuables may be turned in to the office or the P.E. instructor for safekeeping. **The school cannot be responsible** for students losing items that are left unattended or were not turned in at the office for safekeeping. **We ask that students DO**



**NOT leave valuables in the PE change rooms or unsecured locations.** At each break in the school year (Christmas, Spring and Summer), all unclaimed lost and found articles are donated to local charities.

### **Student Lockers**

Students will be provided with a lock and locker where items can be stored throughout the day. All locks must be provided through the school and administration reserves the right to enter a locker at any time for reasons related to student safety or suspected violation of Administrative Procedure 350 – Management of Student Behaviour, without advance notice to the student. Personal locks will be removed at the owner's expense.

[AP 353 - Searches of Students or Personal Property](#)

[AP 351 - Student Lockers](#)

### **Field Trips**

At any school activity, students are representing our school and their participation is governed under the school policies and guidelines in terms of acceptable conduct. These events are a privilege, not a right, and the school code of conduct will be enforced. You are reminded that the school code of conduct is in effect at any school-sponsored activity, regardless of whether or not it takes place on Oilfields' property. For individual field trips, Division Informed Consent/Permission Forms must be completed for students to participate. On a yearly basis, **walking field trip forms** will be sent home to be completed, returned to school and kept on file. These forms need to be completed for students to leave campus for short field trips close to school in any class, PE activities at the recreation centre/ice or curling rink and for photography/film studies. These walking field trips are outside of our school boundaries, but within walking distance of the school. These field trips will be done during the time span of one or two classes. These field trips are part of the regular learning within the context of a number of classes or simply occasional excursions in other classes. These trips are intended to enhance learning opportunities and experiences for students.

### **Visitors and Volunteers**

Our 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 visitors and 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, caring and inclusive 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*. All volunteers are governed by the same frameworks and expectations as School Division Employees. Visitors to the school must check in at the office and wear a visitor/volunteer name-tag while on campus. They are required to sign in at the office on their arrival and sign out when they leave.

### **High School Redesign**

We will continue on our journey of High School Redesign this year with the goal of engaging students, attaining high levels of achievement and ensuring quality instruction and teaching through Mastery Learning and Assessment. The primary purpose of this provincial initiative is to explore and institute changes to frameworks, processes and practices within the province's high schools in the following areas:

- Mastery Learning
- Rigorous and Relevant Curriculum

- Personalization
- Flexible Learning Environments
- Meaningful Relationships
- Home and Community Involvement
- Assessment
- Safe, Caring and Welcoming
- Educator roles and Professional Development

Teachers work with students in identifying who they are as learners and how they learn best. They provide opportunities and choice for students to be successful. We are developing learning competencies of literacy, numeracy, problem solving, personal growth & well-being, creativity & innovation, collaboration, managing information, critical thinking, communication, cultural & global citizenship.

## **Responsible Use of Technology** [AP 144 - Responsible Use of Technology](#)

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 connected to the network. Networked technology is infused in the daily lives of students and its use as responsible citizens is implied.

### **Principles of Use**

- Foothills School Division owns all network resources and has the right to monitor use of the network resources.
- All network resources are for educational use.
- Network resources are valuable resources and should be used responsibly.
- The use of network resources is subject to all legislation, regulation, policies and practices of both the division and the school related to technology, property or conduct.
- Access to network resources with personal devices is subject to the policies and practices of Foothills School Division.

### **Nine Elements of Digital Citizenship (ISTE 2009)**

- Be able to responsibly participate in a digital society provided to them when they access district network resources.
- Provide the self-protection required to buy and sell in a digital world.
- Digitally communicate safely and appropriately through multiple methods.
- Use digital technology collaboratively and demonstrate critical thinking in its use.
- Consider others when using digital technologies.
- Protect the rights of others and be able to defend their own digital rights.
- Consider the risks (both physical and psychological) when using digital technologies.
- Abide by the laws, rules, and district policies that govern the use of digital technologies.
- Be custodians of their own information while creating precautions to protect others' data as well.

### **Conditions of Use by All Users:**

- Use network resources for appropriate educational purposes only.
- Users will not publish on the Internet or in publicly viewed files personal information about themselves or others without the appropriate consent prior to posting.
- Report inappropriate material/content/social media to a staff member.
- Use assigned login in the manner intended.
- Be responsible for the security of access (login / password) to their network resources.
- Personal device access to the network requires permission from the school.



- Users will protect the network through responsible use.
- Inappropriate use of the networks resources could lead to consequences.

### **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>.

- a. Think before you click
  1. Remember that everything you post can be permanent
  2. Remember that things your post may not be private
  3. Know who your friends are
  4. Set your privacy settings
  5. Don't tell people where you are when you're online
  6. Don't share your passwords
  7. Tell an adult if someone is being mean to you online
  8. Tell an adult if you are worried about something you see online
  9. Protect your privacy, and the privacy of others

Other resources to maintain your child's safety on line can be found on the Foothills School Division Website:

- [Digital Citizenship and Online Safety Resources](#)

### **Designing Learning**

The staff at Oilfields Junior / Senior High School are working collaboratively to Design Learning that Transfers. Students build and connect increasingly complex concepts that are connected to meaningful and relevant contexts. Staff are developing units of learning that require students to ***Solve Problems*** that are meaningful and relevant to their lives through ongoing ***Communication, Collaboration*** and the ***Management of Information*** in a collective learning environment. Staff will use multiple forms of assessment (projects, tests, demonstrations, etc) that require application of their learning which transfers knowledge, skills and attitudes to other increasingly complex scenarios that are different or similar to their previous learning. This style of learning can include engaging community partnerships and support for student understanding of the content. The staff at OHS are currently working with Dr. Garfield Gini-Newman from the University of Toronto on a regular basis.

### **Student Supports**

It is the responsibility of the student to stay caught up with their learning and demonstrate their understanding of the learning outcomes in a timely manner. Students who require additional support with learning the outcomes can participate in our Flex Blocks as guided by the teacher to receive small group instruction to enhance understanding. These blocks of time will be reserved for students as a "one off" to ensure they are participating in their regular programming.

### **Progress Reports/Learner Profiles/Conferences/ Exam Periods & Open Houses**

<b>Semester 1 (September 1 – Jan 28)</b>	<b>Semester 2 (January 29 – June 29)</b>
October 12: Meet the Teacher Night	February 28: Meet the Teacher Night
Mid-term Learner Profile / Competencies: November 1 (Sent Home Nov 4)	New Student Open House: March 23
Learner Conferences November 9 & 10	Mid Term Learner Profiles / Competencies: April 4 (Sent Home April 7)
Last day of classes Jan 14 (Sr)	Learner Conferences: April 12 & 13

Last day of classes Jan 21 (Jr)	
Exam Period: Jan 17 – Jan 29 (Sr)	Last day of classes June 13 (Sr)
Exam Period: Jan 24-27 (Jr)	Last day of classes June 21 (Jr)
Term-End Learner Profile / Competencies: January 28	Exam Period: June 14 – 28 (Sr) Exam Period: June 22 - 28 (Jr)
Start of New Semester: Jan 31	Term-End Learner Profile / Competencies: June 29

## **Student Evaluation & Reporting Procedures**

### **[AP 360 - Assessment, Evaluation, and Reporting of Student Learning](#)**

#### **OHS Staff Critical Inquiry Question:**

*How can we make effective use of rich assessment tasks to drive learning, leverage real world design processes, and cultivate student agency?*

#### **Purpose of Assessment:**

The main purpose of assessment is to improve student learning and communicate achievement through responsive instruction (support needs of students). In order to ensure all students are progressing (growing and developing), assessments guide teachers in adjusting instruction, monitoring student progress, providing effective feedback (**Specific** to the outcomes/criteria, **actionable** so students understand the next steps, **timely** and **ongoing**), and assessing student progress towards mastery of the outcomes. Students and teachers are responsible for ensuring they have a clear understanding of *where they are going (learning)*, *where they currently are (assessment)*, and *what actions they need to take to get there*. Our staff are dedicated to supporting students and are available to provide extra support as needed.

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 Competencies for Personal Growth and Well-Being (Lifelong Learner, Communicator, Collaborator, Global Citizen, Innovative Problem Solver).

**Course Expectations and Evaluation:** Each teacher will provide the student with an outline of the course, the assessment and evaluation procedures, and how a final grade will be attained in the class. Assessment will be based on a student's Depth of Understanding and triangulate evidence of student learning using a combination of Products (Projects, Research, Tests, etc), Observations and Conversations (Checklists, Rubrics, Other Evidence).

**Reporting of student progress:** Student Progress Reports and Learner Profiles for each semester will be emailed home to students/parents.

**Learner Profiles:** Student learner profiles will be generated by Maplewood for grades 7 -12. In addition to the learner profile grade, academic comments regarding student depth of understanding of curriculum outcomes will be included (areas of strength, areas for improvement and/or next steps). Staff will also report on the Knowledge, Skills and Attitudes outlined in the Competencies. Students will be assessed as Not yet, Sometimes

and Consistently in the areas of being a Lifelong Learner, Communicator, Collaborator, Global Citizens, and an Innovative Problem Solver with areas of strength, areas of growth and/or next steps highlighted.

**Final Exams:** Final exams will be given in all core courses to all students at all grades and will be written as scheduled during the final exam period. An alternate day to write final exams will be provided for exam schedule conflicts and/or unusual/unforeseen circumstances of which a written letter of request to the administration of the school by the parents must be made. **No such accommodations can be made for Diploma exams.** The value of Grade 10-12 exams will be 30% of the students' final grade in the course. The Grade 9 final exams will have a weighting of 10% of the student's final grade and provide additional evidence for determining program placement in grade 10. In cases of Diploma Exam subjects, a school level final exam shall not be administered. Grade 12 Diploma Exams and Grade 9 Provincial Achievement exams will occur in both January and June of each school year.

## Diploma Exam Schedule:

### January 2022

Diploma exams **must** be administered according to the scheduled dates and times.

All diploma exams must remain SECURED before and during the administration. All diploma exams except those that are asterisked (*) must remain SECURED after the administration and returned to Alberta Education.		
Tuesday, January 11	9:00 A.M.–12:00 P.M.	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Wednesday, January 12	9:00 A.M.–12:00 P.M. 9:00 A.M.–11:30 A.M.	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Thursday, January 13	9:00 A.M.–12:00 P.M.	Français 30–1 Partie A French Language Arts 30–1 Partie A*
Wednesday, January 19	9:00 A.M.–12:00 P.M.	Français 30–1 Partie B French Language Arts 30–1 Part B
Thursday, January 20	9:00 A.M.–12:00 P.M.	Mathematics 30-1 Mathematics 30-2
Friday, January 21	9:00 A.M.–12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Monday, January 24	9:00 A.M.–11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Tuesday, January 25	9:00 A.M.–12:00 P.M.	Biology 30
Wednesday, January 26	9:00 A.M.–12:00 P.M.	Chemistry 30
Thursday, January 27	9:00 A.M.–12:00 P.M.	Physics 30
Friday, January 28	9:00 A.M.–12:00 P.M.	Science 30

## June 2022

Diploma exams **must** be administered according to the scheduled dates and times.

<b>All diploma exams must remain SECURED before and during the administration. All diploma exams except those that are asterisked (*) must remain SECURED after the administration and returned to Alberta Education.</b>		
Monday, June 13	9:00 A.M.–12:00 P.M.	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Tuesday, June 14	9:00 A.M.–12:00 P.M. 9:00 A.M.–11:30 A.M.	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Wednesday, June 15	9:00 A.M.–12:00 P.M.	Français 30–1 Partie A French Language Arts 30–1 Partie A*
Thursday, June 16	9:00 A.M.–12:00 P.M.	Français 30–1 Partie B French Language Arts 30–1 Part B
Friday, June 17	9:00 A.M.–12:00 P.M.	Mathematics 30-1 Mathematics 30-2
Monday, June 20	9:00 A.M.–12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Wednesday, June 22	9:00 A.M.–11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Thursday, June 23	9:00 A.M.–12:00 P.M.	Biology 30
Friday, June 24	9:00 A.M.–12:00 P.M.	Chemistry 30
Monday, June 27	9:00 A.M.–12:00 P.M.	Physics 30
Tuesday, June 28	9:00 A.M.–12:00 P.M.	Science 30

Tuesday, June 21, 2022 is National Indigenous Peoples Day—no diploma exams are scheduled.

All students are provided with up to double the official time noted above, if they require it.

### Provincial Achievement Test Dates:

#### January 2022:

- a) January 24: Social Studies

#### May/June 2022:

- a) May 9, 2022: ELA Part A



**b) June 17, 2022: ELA Part B**

**c) June 22, 2022: Math Part A and Part B**

**d) June 24, 2022: Science**

**Examination Policy:** All students are expected to complete a formal examination/assessment at the end of each semester. All classes are expected to have a final assessment. Final examinations must be written at the scheduled times. Students who miss a final examination for reasons other than illness or bereavement will need to meet with the teacher and administrator to decide on an alternative final evaluation or assessment. When the reason for absence from examinations is illness or bereavement, a final mark based on the term's work may be assigned or an alternate writing time may be scheduled depending upon the circumstances. A medical certificate or other verification may be requested. Teachers will only re-schedule missed in class examinations in cases where an absence is verified by a parent. Decisions on re-scheduling of examinations (other than a final examination), and the mark penalty for examinations missed for unexplained reasons are at the discretion of the instructor.

**Cheating on Examinations & Assignments:** If there are strong reasons to suspect that a student cheated on an exam or assignment, that student will meet with the teacher and parent. Consequences for this action and an alternative means of assessment will be decided upon.

**Copying or Plagiarism of Assignments:** Students who submit work that uses another person(s) ideas and information without acknowledging that specific person as the source is considered plagiarism. This may include copying another student's written work or submitting an assignment that is very similar to the sources used without acknowledgement. Student work that is copied or plagiarized will not be assessed and will require the student to resubmit an assignment that demonstrates the student's understanding of the outcomes. The teacher or principal may choose to have the student complete a different assignment that is dissimilar to the original work.

**Appeal Procedures:** If a student is not satisfied with a report card mark or a final mark, (s) he should:

- Consult with the teacher.
- If that is not resolved, a meeting with the principal is recommended. This must be done first in writing within five school days of the receipt of the written appeal.
- If not satisfied with the result of this appeal, an appeal can then be made in writing to the FSD Superintendent.
- If still unsatisfied, an appeal in writing can be made to the School Board.

**Diploma Appeals:** If a student wishes to appeal a Grade 12 Diploma Exam, they may do so by:

- requesting in writing to the Director of Student Evaluation Branch for the exam to be re-scored;
- re- writing the examination at a later date.

Application forms for rewrites are available in the office and students will be notified, through the bulletin, of the deadlines for applications. A student's transcript will show the school awarded mark, the diploma exam mark and the blended mark.

**Parent/Student Access to Maplewood Marks, Attendance and other related information:**

Parents and students are provided with individual password access to Maplewood beginning in September. Teachers must use Maplewood grade book software for entry of all assessments used for student marks. Marks should be updated **every two weeks**.

## "IN DANGER OF FAILING" Communication

It is expected that teachers communicate on a regular basis with students and parents regarding the student's progress. If the student is in danger of failing the class, this must be communicated on an on-going basis. This communication can be through a phone call, email and/or a written letter mailed home to the parent. Phone conversations between the parent, child and teacher should occur to create a plan for academic success. This plan should be monitored regularly by the parents, student and teacher. It is also expected that teachers make a phone call home to parents/guardians of students that have failed a course.

**NOTE:** The pass mark in all high school courses is 50%. When awarding report card grades, there should be no grades of 46 – 49%.

**Assessment and Maplewood:** We assess student depth of understanding (Using Rubrics/Success Criteria) of curricular outcomes using multiple assessments. The triangulation of a variety of types of assessments, ensures evidence of student learning and understanding are reliable and valid. Assessments used and reported in Maplewood are organized and listed by strand, general outcome, topic or unit of study depending on the subject area. Students and parents can access student progress anytime using their Maplewood logins and passwords that are sent out at the start of each year. There are periodic black out periods where student and parent access to mark books is blocked to give teachers a chance to make updates.

## Science is by unit of study: Science Exemplar

Unit A - Energy & Matter Exchange in the Biosphere							
	Biosphere Revi	Biosphere Quiz	Energy Flow &	Energy Flow &	Energy In the B	Energy In the B	Transpiration L
	Sep 28, 2016	Sep 29, 2016	Sep 30, 2016	Oct 05, 2016	Oct 06, 2016	Oct 11, 2016	Oct 12, 2016
	Summative	Summative	Summative	Summative	Summative	Summative	Summative
100   14	8   3	15   6	7   2	15   4	8   3.5	18   7	12   4
69.592	7	12	7	14	3	14	9.5
77.024	5	12	7	14	7.5	13	11.5
63.102	4.5	8	6	13.5	4	6.5	8
84.804	6.5	13	7	15	7.5	14.5	11.5
68.728	6	12	5	13.5	4.5	12	10

## Math is by strand: Math Exemplar

Mathematics 10		Topic: All		To: 2017-06-06		Done							
Mark													
<div><div></div><div>Algebra Review</div><div>Roots &amp; Powers</div><div>Relations &amp; Functions</div><div>Linear Functions</div><div>System of Equations</div><div>Factors &amp; Products</div><div>Trig</div><div>Measurement</div><div>Final Exam</div></div>													
<div><div></div><div>Quiz</div><div>Quiz 2</div><div>Unit Exam</div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>Sep 20, 2016</div><div>Sep 28, 2016</div><div>Oct 01, 2016</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>Summative</div><div>Summative</div><div>Summative</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>100   3</div><div>100   10</div><div>100   20</div><div>100   20</div><div>100   60</div><div>100   10</div><div>100   10</div><div>100   9</div><div>100   10</div><div>100   9</div><div>100   6</div><div>100   30</div></div>													
<div><div>47.879</div><div>88</div><div>44</div><div>43</div><div>15</div><div>54</div><div>47.6</div><div>40</div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>88.879</div><div>86</div><div>86.4</div><div>83</div><div>73</div><div>92</div><div>95</div><div>86.1</div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>72.545</div><div>70</div><div>82.8</div><div>95</div><div>67</div><div>84</div><div>67.9</div><div>67.7</div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>71.364</div><div>70</div><div>73.2</div><div>55</div><div>53</div><div>86</div><div>75.1</div><div>66.2</div><div></div><div></div><div></div><div></div><div></div><div></div></div>													
<div><div>57.061</div><div>54</div><div>55</div><div>63</div><div>50</div><div>54</div><div>78.8</div><div>38.3</div><div></div><div></div><div></div><div></div><div></div><div></div></div>													

## Social Studies is by topic: Social Studies Exemplar





students can email a course change request to Ms. Isberg with questions. At this point, no further changes will be made to maintain cohorts or until the second semester has started.

**Voluntary Withdrawal:** A student may voluntarily withdraw from a course with the approval of parents, teacher, and school counsellor, except those students in Grades 7-9. This will normally be possible only during the first two weeks of instruction in a course. Generally, Grade 10's should be carrying 40 credits per year. Grades 11's are encouraged to complete at least 35 credits per year. Students must be registered in a minimum of three courses each semester, to be considered a full-time student and eligible to participate in school events, activities and sports teams. If students in either grade drop below a 10 credit load, they may be advised to pursue other avenues in order to complete their education. In order to drop a course, students must see the school counsellor and fill out the necessary "course drop form" which includes reasons for dropping and signatures of approval from the subject teacher, school counsellor, parent(s)/guardian(s) and school administration. Students will not be permitted to drop courses past the mid-term of a semester and will be required to complete the course.

**Credits (Grade 10-12):** Diplomas are issued to students obtaining a minimum of 100 credits in prescribed programs of high school instruction (see Counselling Department for details). Generally, each credit is equivalent to 25 hours of instruction. Most courses are offered for 3 or 5 credits. Students are required to attain a minimum of 50% to be awarded credits.

**High School Diploma:** To earn an Alberta High School Diploma, a student must earn a minimum of 100 credits, complete and meet the standards of the following courses:

- 15 credits in English (including 30-1 **or** English 30-2)
- 15 credits in Social Studies (including Social Studies 30-1 **or** 30-2)
- 10 credits in Mathematics (including 20-1, 20-2 **or** 20-3)
- 10 credits in Science (including Science 20 **or** 24 **or** Biology 20 **or** Chemistry 20 **or** Physics 20)
- 3 credits in Physical Education (PE 10)
- 3 credits Career and Life Management - CALM 20
- 10 credits from career and technology studies (CTS) **or** Fine Arts **or** Second Languages
- 10 credits in any 30-level courses in addition to English and Social Studies

**NOTE:** Students wishing to go on to post-secondary education should have a minimum of five Grade 12 academic subjects. Students are advised to meet with the counsellor to discuss specific post-secondary course/program requirements.

## **Honour Roll**

### **Honour Roll Criteria: Grade 7-8**

#### **Honours with Distinction**

- Across all core subjects and option classes, students have achieved a level of proficient or higher.
- In addition, students have achieved a minimum of three mastery levels (Two in core subjects and one in a non-core subject.)

#### **Honours**

- Across all core subjects and option classes, students have achieved a level of proficient or higher.
- Students may have a maximum of one option class at a level of acceptable.

### **Honour Roll Criteria: Grade 9**

#### **Honours with Distinction**

- Achievement of an overall average of 85% or greater with no mark below 75%.

#### **Honours**

- Achievement of an overall average of 80% or greater with no mark below 65%.

## **Honour Roll Criteria: Grade 10-12**

### **Honours with Distinction**

- Enrolled in at least 30 credits, 15 of which are in grade level core classes
- Achievement of a credit weighted average of 85% or greater with no mark below 75%

### **Honours**

- Enrolled in at least 30 credits, 10 of which are in grade level core classes
- Achievement of a credit weighted average of 80% or greater with no mark below 65%

## **Grade 7-12 Subject Area Outstanding Student Criteria**

- Demonstrate a high level of academic achievement
- Consistently demonstrates exemplary skills in each of the Competencies:
  - Lifelong Learner
  - Communicator
  - Collaborator
  - Global Citizen
  - Innovative Problem Solver

## **First Nations, Metis & Inuit:**

Oilfields School would like to acknowledge the traditional territories of the people of the Treaty 7 Region in Southern Alberta and the Metis Nation of Alberta, Region 3.

Oilfields School is committed to providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff and community. We are also committed to improving the educational outcomes and creating opportunities for First Nations, Metis and Inuit students. This programming will operate in accordance with Alberta Education Policy, guidelines and regulations to ensure high quality inclusive and culturally respectful learning and teaching opportunities.

Student success is a shared responsibility that is best supported through collaboration with students, parents, school, Elders, and Knowledge Keepers, local leaders and community. OHS is committed to strengthening relationships and developing collaborative structures and systems with stakeholders to increase student achievement and create an inclusive culture of belonging.

At Oilfields we believe it is important to build a collective understanding of Indigenous culture and history with all students. First Nations, Metis and Inuit activities are a part of our culture and all students of OHS are able to participate when it is appropriate to do so. This creates opportunities for students to build relationships and have a better understanding of all cultures and backgrounds. ***At this point, many school based activities are on hold until further notice.***

### **First Nations, Metis and Inuit Programming includes:**

- First Nations, Metis and Inuit Success Coach
- Cultural Space
- CPIP Grant
- First Nations, Metis and Inuit Activities and Events
- Truth and Reconciliation Calls to Action
- Indigenous Studies Course
- Circle of Courage Course

[AP 222 - First Nations, Metis and Inuit](#)

## **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.

## **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.

## **Student Code of Conduct**

Oilfields High 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 wellbeing. Oilfields High School works with families and community partners to provide a safe, caring, respectful, and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. Oilfields High School is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence. All those involved with Oilfields High School including trustees, employees, students, parents, volunteers, and community members must share in the combined responsibility of promoting a safe and caring learning environment, and eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This *School 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 as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success. It will be reviewed annually and publicly available on the school's website. The *School Code of Conduct* establishes expectations, interventions and possible consequences for student behaviour. Students will be 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. Behavior may include use of electronic means (e.g. social media). Below are a list of statements that define the general expectations for conduct of all individuals that enter Oilfields High School. There are unique roles, responsibilities, and expectations for Students, Staff, Parents, and Guests that will be discussed more specifically later in this document, but the following statements encapsulate the fundamental expectations for all individuals entering our learning community.

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.

**Responsibilities of Students, Staff and Parents:** While the above is a general code of conduct for all individuals that enter Oilfields, the development of positive student behaviour is a shared responsibility between students, staff and parents. This section will better outline more specific roles of our various stakeholders.

## 1. Students

Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. 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 are not able to control what students do outside of school, when the behaviour has an 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 demonstrate acceptable behavior outlined by the *School Code of Conduct* and the *School Act*, developed by school leadership, staff, students and community. Examples of (but not limited to) **acceptable behaviour** for students include;

- 1.1.6 be ready to learn, and actively engage in, and diligently pursue your education;
- 1.1.7 attend school regularly and punctually;
- 1.1.8 cooperate with all school staff;
- 1.1.9 know and comply with the rules of your school;
- 1.1.10 be accountable to your teachers and other staff for your behaviours;
- 1.1.11 respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, socio-economic status, or appearance;
- 1.1.12 ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging of others in your school;
- 1.1.13 refrain from, report and discourage bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- 1.1.14 inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;
- 1.1.15 always demonstrate behaviours that positively contribute to and honour your school and

community.

Examples of **unacceptable behaviour** may include;

- 1.2.1 Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- 1.2.2 Acts of bullying, harassment, or intimidation/discrimination;
- 1.2.3 Acts of violence, physical aggression or threatening behavior;
- 1.2.4 Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others;
- 1.2.5 Illegal activity such as: possession or use of weapons; possession or use of alcohol, drugs, tobacco products, vapes or other forms of intoxicants on school property or at any other school related function (i.e. graduation, field trips);
- 1.2.6 Theft or damage of property.

**Examples of possible interventions or consequences as outlined in our Progressive Discipline Continuum that take into account the 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 lunches/breaks, loss of privileges, breaks & re-sets, detentions, suspensions or expulsions.

## **2. Staff: Supports, Interventions and Consequences**

A continuum of supports addresses how Oilfields High School creates a safe & caring culture of learning and respect to support ALL students. Students will receive support and encouragement through a variety of structures that will assist the student in understanding the importance of education and develop a sense of self-discipline and responsibility while making a positive contribution to society. In creating a continuum of supports staff consider:

- 2.1 Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.
- 2.2 When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- 2.3 Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- 2.4 There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- 2.5 Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- 2.6 On-going and timely communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

A continuum of supports addresses how Oilfields High School will support the learning, behavioral and social / emotional needs of the students. Support will be provided to students based on evidence-based practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, re-sets, suspension and/or expulsion.

## **3. Parents**

Parents are partners in respect to their child(ren)'s education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as



students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment. Oilfields High School believes that the role of the parent with respect to education, will:

- 3.1 Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;
- 3.2 Ensure that the child attends regularly and is punctual;
- 3.3 Be aware of, and support, the expectations from the *School Code of Conduct*;
- 3.4 Communicate & collaborate with school staff about any concerns regarding *Code of Conduct*.

**Respect:** To show regard or consideration for others.

**Harassment:** Any behavior that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behaviour that denies dignity and respect, and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student's well-being and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

**Discrimination:** The denial of individual rights and freedoms in a manner which contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

**Bullying:** According to Alberta Education (2016) bullying is a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

**Bullying behaviours are a form of aggression and can be:**

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, put-downs or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages or social media.

**Continuum of Supports:** Is a whole school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviour. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

[AP 350 - Student Code of Conduct](#)

[AP 170 - Bullying and Threatening Behavior](#)

## References

*School Act, Alberta Education (June 2015).*

*Welcoming, caring, respectful and safe learning environments. Developing an Effective Code of Conduct (2015); The Society for Safe and Caring Schools and Communities (ASBA)*

*Nova Scotia Provincial School Code of Conduct (2015)*

*Ontario Ministry of Education, 2009*

<b>School-Wide Behavior Expectation Matrix</b> <u>Combined with the Competencies for Personal Growth and Well-Being</u>			
<b>School-Wide Behavioral Expectations</b>	<b>At Oilfields</b> (Classroom, Common Areas, Hallways, Change/Washrooms, Cafeteria, Gym, School Field Trips and Property)	<b>Learning</b> (Social Emotional Learning Competencies)	<b>Teaching</b> Building and reinforcing student life skills over time
<b>Respect</b>	Being kind to others  Use Appropriate Language  Maintain Personal Boundaries - keep hands, feet and belongings to self (Ask to use, or touch others' property)	Have goals and a plan to achieve them  Listen - Be attentive and ready to learn  Be quiet during work times to allow myself and others to concentrate and work	Define Respect - What does it look like? Sound like? Feel like?  Use exemplars (Recognize/celebrate it with specific actions n the moment, gratitude/appreciation to those who demonstrate, phone home)  Model Respectful Behavior - Correct / Redirect negative behaviors when occurring (Hold able)
<b>Responsibility</b>	Attend Regularly and On Time  Follow directions of <b>ALL</b> staff  Demonstrate consideration, courtesy and respect for personal, school and others property  Dress for Respect  Use Cell Phones and Technology Responsibly	Complete assigned work with a focus on excellence  Have resources and materials for class (text, paper, pencil/pen, binder, calculator, gym strip, etc....)  Advocate for self appropriately  Remain on task (Cell phone parked, mind on topic)	Define Responsibility - What does it look like? Sound like? Feel like?  Review / Re-hearse / Redirect  Use exemplars (Recognize/celebrate it with specific actions n the moment, gratitude/appreciation to those who demonstrate, phone home)  Teach what dress for respect means  Engage collaboratively in Problem Solving
<b>Well-Being</b>	Stay within the designated areas or boundaries  Report, discourage, and refrain from bullying behavior  Refrain from use of Physical Intimidation or aggression, violence, or threatening behavior	Ensure your actions have a positive impact on the behavior of others  Consider and respect the ideas and opinions of others  Contribute to building a safe and caring school community	Define Well-Being - What does it look like? Sound like? Feel like?  Review / Re-hearse / Redirect  Use exemplars (Recognize/celebrate it with specific actions n the moment, gratitude/appreciation to those who demonstrate, phone



	Refrain from directed name calling, use of vulgar or derogatory language, verbally aggressive intimidation		home)
<b>Citizenship</b>	<p>Walk quietly on the right side of the hallway</p> <p>Encourage a sense of belonging for all</p> <p>Be Honest and Tell the Truth</p> <p>Clean up after yourself</p>	<p>Cooperate with school staff by complying to directions (behavior &amp; academics)</p> <p>Be Accountable to School Staff for your behaviors e.g. Accept feedback and discipline from staff by listening, asking questions, and following directions</p>	<p>Define Well-Being - What does it look like? Sound like? Feel like?</p> <p>Review / Re-hearse / Redirect</p> <p>Use exemplars (Recognize/celebrate it with specific actions n the moment, gratitude/appreciation to those who demonstrate, phone home)</p> <p>Model Pro-social Skills/Citizenship</p>