

# Ashmont School

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## Student/Parent Handbook

**2022-2023**

# Ashmont School Student/Parent Handbook 2022 – 2023

## Table of Contents

Welcome and Introduction.....	3
Mission, Vision, and Values.....	3
St. Paul Board of Education Information.....	4
School, Teacher, Parent and Student Responsibilities.....	5
School Programs.....	6
Agendas.....	7
Awards.....	7
Appeal Procedure.....	7
Attendance Policy.....	7
Bell Schedule/School Office Hours.....	8
Bus Policy.....	9
Cold Weather Policy.....	9
Dangerous Objects.....	9
Dress Code.....	9
Emergency Alarms and Evacuations.....	10
Extracurricular Sports.....	10
Field Trip Policy.....	10
Handbook.....	10
Health Regulations.....	11
Homework.....	11
Inappropriate Physical Affection.....	11
Inappropriate Websites/Use of Technology.....	11
Inclement Weather.....	12
Items Not Allowed in the School.....	12
Leaving School Property.....	12
Library Books/Public Library.....	12
Locker/Locks.....	12
Parent Advisory Council (PAC).....	13
Report Cards, Parent Teacher Interviews/Goal Sharing.....	13
School Fees.....	13
Student Records and Parent Rights.....	13
Tobacco, Vaping, Narcotics, Alcohol.....	13
Vandalism.....	14
Video Surveillance.....	14
Calendar.....	14
ECS - Grade 6 Discipline Policy.....	15
7 - 12 Discipline Policy.....	17
Homeroom Placement.....	20
Alberta Highschool Diploma Graduation Requirements.....	20
Alberta Highschool Certificate of Achievement.....	21
Ashmont’s Requirements in Order to Participate in Graduation.....	22
Valedictorian Criteria.....	22

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Principal:  
**Mrs. Corina Idzan**

Assistant Principals:  
**Mrs. Denise Warchola**  
**Mr. Tim Yakiwchuk**

## Welcome

The staff of Ashmont School welcomes you to another exciting year. Education is a life-long process that neither begins nor ends at school. It is very much a collaborative effort between students, parents, and school staff. We invite you all to work with us to make this a very successful year for everyone!

## Introduction

This handbook is designed to give parents and students a better understanding of the daily operation of Ashmont School. It is available in the elementary student agendas, and online on our website. All students in Jr. and Sr. High are given a copy in September.

This handbook is not an irrevocable contract. This handbook reflects the current policies which are subject to change. Although this is intended as a general source of information, there may be specific questions or concerns arising during the year. In such cases, please do not hesitate to call the school at (780) 726-3777.

## Mission Statement

At Ashmont School, we believe in holistic education that encompasses the physical, emotional, mental, and spiritual aspects of self. Our mission is to create an environment that enables all students to work toward achievement and to build quality relationships. We commit to a comprehensive system of support to promote student success.

## Vision Statement

We envision a unified school and community where everyone grows academically, socially, and morally.

## Values

Because students are the core of our school we value:

- Respect and we will nurture honesty, integrity, respect, and empathy in our school community.
- Collaboration and we will work together to create a positive learning environment that fosters academic achievement and development of the individual gifts we are given.
- Numeracy and Literacy and we will encourage the mastery of student literacy and numeracy strategies and skills.
- Balanced Healthy Lifestyle and we will promote the pursuit of excellence in the arts, athletics, technological competencies and life skills.
- Safe and Caring Environment and we will ensure every student is educated in an emotionally supportive and physically safe environment.
- Home - School Relations and we will encourage parental involvement to strengthen the partnership between school and community.
- Differentiation and we will recognize that each student has individual learning needs and use a variety of strategies to address those needs.
- Diligence and we will encourage students to become creative and critical thinkers who work hard and steadily in the pursuit of their goals and dreams.

## **St. Paul Education Regional Division No. 1**

Geographically and demographically, the St. Paul Education Regional Division No. 1 covers a large rural/urban area in Northeast Alberta. Population distribution is ‘pocketed’; in parts of the Division the student population is very sparse and in other parts there is a reasonably high concentration.

The Division serves approximately 3830 students (K-12) in nineteen definable school sites staffed by some 250 FTE teaching staff and approximately 325 support staff (includes secretaries, educational assistants, custodians, librarians, maintenance personnel, liaison workers, and technicians).

Although a majority of students attending schools are rural and require bussing services, there are a number of hamlets, villages, and towns within the Division: St. Paul (where the Division’s Central Office is located), Elk Point, Heinsburg, Myrnam, Derwent, Two Hills, Hairy Hill, Willingdon, Ashmont, and Mallaig.

Approximately 20% of the student population is educated through federal tuition agreements with Indigenous and Northern Affairs Canada. These students are bussed in from Frog Lake First Nation, Saddle Lake Cree Nation, and Whitefish Lake (Goodfish) First Nation.

It’s our job to ensure that you and all other children in this division receive a quality education. Specifically, the board’s responsibilities include:

- Communicating, informing and involving parents, staff and the community-at-large about school board decisions and activities. An example is attendance at School Council meetings throughout the year.
- Adopting an annual budget that achieves division priorities.
- Setting goals and priorities for the jurisdiction that achieve provincial education standards, meet the needs of students and reflect the community’s wishes.
- Making and enforcing policies that set out standards and expectations regarding the actions of administration, teachers and students.
- Lobbying the provincial government on education issues of importance to the jurisdiction.
- Adjudicating policy or decision appeals.
- Hiring and evaluating the superintendent.

The school board is made up of seven trustees elected every four years from six subdivisions and one ward in the jurisdiction. For contact information please visit [www.stpauleducation.ab.ca/](http://www.stpauleducation.ab.ca/) .

A key responsibility for trustees is to stay in touch with students, teachers and the community so that we understand, and reflect in our decision-making, what all citizens value and want for children living in this community. Examples of Board policies that are affected by community input include when schools will be open, and what happens when students misbehave at school.

Parents and students should always try to resolve concerns with their teacher, principal and/or superintendent before consulting a trustee.

More information on St. Paul Education Regional Division No. 1 school board can be obtained from the school office, the division office or from our website at [www.stpauleducation.ab.ca](http://www.stpauleducation.ab.ca). More information on school boards in Alberta can be found at the Alberta School Boards Association’s website at [www.asba.ab.ca](http://www.asba.ab.ca).

# School, Teacher, Parent, and Student Responsibilities

## **As a School, we are responsible for:**

- ❖ Providing children with a sound academic education in a safe and happy learning environment.
- ❖ Helping students to work towards becoming independent adults committed to learning and excellence.
- ❖ Providing opportunities for students to have input in decisions that affect them.
- ❖ Being a focal point for the home and community.
- ❖

## **Teachers are responsible for:**

- ❖ Providing subject area expertise.
- ❖ Facilitating learning.
- ❖ Challenging students and allowing them to take risks in a safe and caring learning environment.
- ❖ Providing a climate which fosters learning.
- ❖ Adapting the curriculum to meet individual needs and interests when necessary.
- ❖ Providing a variety of teaching strategies and learning experiences.
- ❖ Fostering mutual respect and dignity.
- ❖ Maintaining consistent expectations for student behavior to students and parents.
- ❖ Keeping accurate records of student progress.
- ❖ Communicating expectations for individual achievement and behavior.
- ❖ Engaging in professional development activities.

## **Parents/Guardians are responsible for:**

- ❖ Providing your child with adequate rest, proper nutrition, and a safe and loving home.
- ❖ Teaching your child/children to be responsible for their own behavior and actions.
- ❖ Stressing the importance of education.
- ❖ Communicating with the school whenever concerns arise about student progress or difficulties.
- ❖ Ensuring your child/children attend school on a regular basis.
- ❖ Informing the school of the reason for any absence from school.
- ❖ Signing your child's agenda each and every evening.

## **Students are responsible for:**

- ❖ Their own actions and making appropriate choices
- ❖ Obeying school rules, signs and regulations
- ❖ Acting in a safe manner at all times
- ❖ Acting in socially acceptable ways within a school setting through the display of appropriate language, attitude and behaviour
- ❖ Respecting the property of others and the school (including text books and library books)
- ❖ Respecting the dignity and rights of all others regardless of their abilities and circumstances
- ❖ Respecting the authority of all school staff members and bus drivers
- ❖ Attending school regularly and being on time with all necessary books and materials
- ❖ Being active participants in their own education
- ❖ Giving a conscientious effort in each class
- ❖ Avoiding all behaviours and bringing items to class that are distracting to the learning environment and/or are vulgar in nature
- ❖ Honoring the rights of other students to learn in an environment free of intimidation or harassment
- ❖ Seeking help when experiencing personal social and/or emotional difficulties
- ❖ Avoiding any illegal activity
- ❖ Securing personal and school property by storing these items in a secured locker
- ❖ Reporting problems and concerns dealing with personal safety and/or the safety of others to a teacher, administrator, or counsellor

# School Programs

## General Programs

- ❖ Alberta Core ECS to Grade 12 Curriculum
- ❖ Student Support Programming
- ❖ Full time ECS programming
- ❖ Cree Language and Culture Program (ECS to Grade 12)
- ❖ Music Program for ECS - Grade 8
- ❖ Physical Education for ECS - Grade 12
- ❖ Outdoor Education/Land Based Learning
- ❖ Chromebooks/iPad access for all students in all classes
- ❖ AR Reading Program
- ❖ Student Counseling
- ❖ Breakfast program for all students
- ❖ Access to Hot Lunch program and Cafeteria
- ❖ Student Council from Grades 4 - 12

## A Full program of Athletics

- |              |                         |
|--------------|-------------------------|
| ❖ Basketball | ❖ Cross Country Running |
| ❖ Volleyball | ❖ Track and Field       |
| ❖ Handball   | ❖ Golf                  |
| ❖ Badminton  |                         |

## Counseling Services:

Our FSLWs (Family School Liaison Workers and Success Coaches help our students with:

- ❖ Peers and family
- ❖ Self-concept
- ❖ Drug/alcohol problems
- ❖ Anxiety (test anxiety)
- ❖ Depression
- ❖ Referrals to other agencies

## Career Counseling Services:

- ❖ Diploma requirement information
- ❖ Post Secondary Programs
- ❖ Apprenticeship opportunities
- ❖ Scholarships and bursaries
- ❖ Application Forms and Resumes

## Community Advocates:

We have Community Advocates from both Saddle Lake and Whitefish Lake First Nations. These representatives are responsible for the liaison, report presentations and communication between the schools/school district and First Nation's Chief and Council, Community, and Education authority. The community advocates also promote, assist, and provide Cree culture programming within the assigned schools.

## **Agendas**

Ashmont School has implemented the mandatory use of Student Agendas from ECS to Grade Six. This will provide parents with a daily means of communication with the school. **Make sure to read your child's agenda every night, and ensure that your child has their agenda returned to school the following day.** This will ensure that you have the opportunity to view your child's homework, share in successes, and voice concerns. If your child loses his/her agenda, another one will be provided at no cost. All subsequent losses will be \$8.00 per agenda.

## **Awards**

The Ashmont School Annual Awards reflect the hard work and cooperative learning of the students. For Grades 1 - 6, awards are given out in classrooms; for Grades 7 - 9 an awards assembly will be held in the fall of the next school year.

## **Appeal Procedure**

### **Process of Appeal for School Based Decisions:**

An appeal by the parent (and/or a student who is 16 years of age or older) may be made through the following sequential channel:

- a. Contact child's teacher.
- b. Contact the school Principal.
- c. Contact the Superintendent of Schools.
- d. Contact the Board of Education.

The same levels need to be followed when a parent has a concern regarding an issue in the classroom or with a classroom teacher.

## **Attendance Policy**

Regular school attendance is a major factor contributing to student success. While the goal is to maximize student time in their courses, it does take into consideration that there will be times when students must be away. Absences from school should only occur for valid reasons. Please note the following:

- ❖ Parents are requested to phone the school whenever absences or lateness is unavoidable. If the school is not notified, phone calls home will be made daily
- ❖ Attendance is taken in all classes (a.m./p.m. for K - 6)
- ❖ Students who arrive late to school or must leave early due to illness or medical appointments must sign in or out at the main office.
- ❖ Upon returning to school after being absent, it is requested that students bring to the main office a note signed by the parent/guardian if phone contact has not already been made with the school. If a note is not brought forward, the absence will be treated as unexcused.
- ❖ The parent/guardian of a student who is repeatedly absent due to illness may have to meet with administration to discuss attendance matters.

The importance of attending on time cannot be over emphasized. Being on time ensures a clear understanding of the lesson at hand and reduces interruptions for both the classroom students and teacher. Students are provided with adequate time between classes to arrive on schedule.

# Bell Schedule

## Arrival Time at School:

Morning supervision begins at 8:25 a.m. Students who are bussed to school should not arrive before 8:25 a.m. If the bus arrives prior to 8:25 a.m. the students are kept on the bus until it is time to release them, since they are still the bus driver's responsibility. Students who come to school via their own transportation must not arrive at school prior to 8:25 a.m.

<u>Elementary</u>	<u>Secondary</u>
8:39 - 9:21 Block 1	8:45 - 9:23 Block 1
9:21 - 10:02 Block 2	9:25 - 10:07 Block 2
10:02 - 10:16	10:07 - 10:14
10:16 - 10:58 Block 3	10:14 - 10:56 Block 3
10:58 - 11:39 Block 4	10:58 - 11:40 Block 4
11:39 - 12:14	11:40 - 12:15
12:14 - 12:56 Block 5	12:15 - 12:59 Block 5
12:56 - 1:37 Block 6	1:01 - 1:43 Block 6
1:37 - 1:52	1:43 - 1:51
1:52 - 2:34 Block 7	1:51 - 2:33 Block 7
2:34 - 3:17 Block 8	2:35 - 3:17 Block 8

## EXTERIOR DOORS ARE LOCKED AT 9:00 a.m.

For those students/parents/visitors that arrive after 9:00a.m., please report to the office via the front entrance.

## School Office Hours

The main office is open from **8:00 a.m. until 4:00 p.m.** All visitors to the school are asked to report to the main office when they first arrive in the building. Parents/Guardians are required to sign out their child.

## Bus Policy

Student safety is of utmost concern. Inappropriate, unsafe, or disruptive behaviour will not be tolerated on the school bus. Violation of bus rules may result in suspension from the bus and/or school.

Transportation in this case would then become the responsibility of the parent. **Students should wear clothing in keeping with the weather, and to be prepared for an emergency.**

If your child is from Saddle Lake, please contact Saddle Lake Education (Leon Moosewah) at



780-726-3829 before putting your child on a Saddle Lake bus. If your child is from Goodfish Lake, please contact Daphne Favel at 780-227-5411 before putting your child on a Goodfish Lake bus. If your child is from the County of St. Paul, please contact St. Paul Education (Doug Fedoruk or Nicole Leroux) at 780-645-3323 before putting your child on a division bus.

You must notify the school in writing or with a phone call prior to 3:00 p.m. if your child is to ride on an alternate bus. Include the name of the new bus driver in the note or when phoning. In the absence of a note or phone call, your child will be sent home as usual.

**Students on Saddle Lake buses can transfer between Saddle Lake buses only. Goodfish Lake students can transfer between Goodfish Lake buses only. St. Paul Division buses require Central Office permission to transfer.**

## **Cold Weather Policy**

1. No students shall be requested to stay or go outside if the temperature and the wind chill factor are colder than  $-25^{\circ}$  Celsius.
2. Teachers and Supervisors shall check for appropriate apparel of students when the temperature conditions, and/or the wind chill factor are questionable.
3. Medical/physical conditions will be adhered to during inclement weather.
4. Students are expected to have proper coats, boots, toques and mittens for regular outside activities.
- 5.

## **Dangerous Objects**

If a child makes a threat with a dangerous object in school, the Division's RISK Assessment Protocol will be implemented. Actions regarding suspension will be decided with the Threat Assessment team. After the assessment, decisions will be made regarding the student returning to school.

## **Dress Code**

Summer tops for girls must have straps over the shoulders or around the neck. Shorts can not be too short and clothing with inappropriate comments is not allowed. Hats for K - 6 students are not allowed to be worn inside the school.

Students must have a pair of **inside shoes**, which are to be worn indoors at all times. We ask everyone to cooperate with us in this regard, as the cleanliness of our school is very important.

## **Emergency Alarms and Evacuation of the School**

Emergency procedures in the event of a fire, lockdown, or evacuation are practiced regularly throughout the year. Alarms are designed so that they cannot be accidentally set off. Pulling a fire alarm without good reason is an offence punishable by law and could result in a suspension for the offending student.

## **Extracurricular Sports**

- ❖ Students that participate in a scheduled sport activity are responsible to complete all work that they have missed that day.
- ❖ All team members are required to read and sign the Ashmont Athletic Guidelines and Rules document prior to joining the team.
- ❖ All team members are required to complete the Athletic Academic Form regularly throughout the season

- ❖ Students who are chosen for school teams are expected to set an excellent behavioral example during the school day as well. Misbehavior during class, at noon hour, at recesses or during the bus ride home may result in suspension from the school team as well.
- ❖ Selections for school teams are made equally on the basis of ability, commitment to practice, past and present attitude and teamwork. Our team's success should not be accomplished at the expense of good sportsmanship or proper behavior of an individual or team.
- ❖ It should be noted that playing on a school team is a privilege, not a right. All regular school rules apply while representing our school.
- ❖ Coaches volunteer for this duty, they are not paid extra. They give up many personal hours so those students may have the opportunity to play competitive sports. It is expected that these people should be given the students' and parents' respect, courtesy and cooperation.

## **Field Trip Policy**

Students from K to 12 regularly visit locations outside the school. Field trips are curriculum based and carefully planned to include many learning opportunities and to ensure that students are safe and well cared for. These trips are planned to destinations that support and enhance curriculum topics.

Field trips are an extension of classroom curriculum, however, the safety and well-being of all students and staff will be considered. It is imperative that students demonstrate responsibility, cooperation and self-discipline on a continuous basis, as these characteristics are crucial to the health, safety and welfare of all involved on any field trip, and therefore all school rules and expectations apply. **In addition, students must be nit and lice free to participate on any field trip.**

## **Handbook**

This handbook is not an irrevocable contract. This handbook reflects the current policies, but is subject to change. If any changes are made throughout the year, they will be made public knowledge through the Parent Advisory Council and published in the newsletter.

## **Health Regulations**

Parents are contacted and their child/ren are to be picked up from school if their child/ren have any of the following:

\* Pink Eye   \* Ring Worm   \*Scabies   \* Impetigo   \* Other Contagious Diseases

A **No Nit Policy** encourages each family to do its part at home with routine screening, early detection, accurate identification and thorough removal of lice and nits. Establishing consistent guidelines and educating the public about procedures in advance helps minimize outbreaks.

**Shampoo for head lice is the only proven method for treatment.** Any other form of treatment is ineffective and unacceptable. Your child's treated dead nits must be combed out and picked out by hand. All furniture is to be sprayed or vacuumed; clothing, towels, bedding and personal care items are to be washed and dried. **If these steps are not followed thoroughly, head lice will continue to thrive in your household.**

Administration of **medication** is done at the office for all students in **K - 6**. All medications must be handed in to the office with a note explaining administration procedures. Medication will not be kept in the classroom, lockers, school bags, or in person. A record will be kept in the office regarding specific administration procedures carried out. Medication should be sent in daily dosage form.

Administration of **medication** for students in 7 - 12 is left to the discretion of the parent/guardian. If it is to be administered at the office, please follow the procedure above.

**Illness** at school will be dealt with individually. Beds are available for immediate relief, and calls home will be made if required.

## **Homework**

Homework is assigned to all grades from time to time. Usually this consists of reading, finishing/reviewing assignments, and studying for quizzes/exams. Please contact your child's teacher if you have questions in regards to this.

## **Inappropriate Physical Affection**

Inappropriate physical affection such as kissing, and fondling are not acceptable forms of public behaviour within the school environment. Inappropriate forms of affection will result in an office detention. Repeated violations of this policy, may result in a suspension as well as a phone call to parents.

## **Inappropriate Websites / Use of Technology**

Students found accessing inappropriate websites or using technology inappropriately will have their computer privileges revoked for a time dependent upon the severity. Inappropriate sites can include, but are not limited to, sites that promote hate, violence, pornography, and topics not suitable for elementary children.

## **Inclement Weather**

The Division is concerned about the safe transport of students to and from school. In the event of inclement weather or hazardous road conditions, school bus transportation may be cancelled prior to school opening; early school bus dismissal from schools may occur during school hours; and/or during severe weather advisory conditions, a school or schools may be closed prior to and/or after schools are opened.

## **Items Not Allowed in the School**

Parents and students are reminded that the following items are not allowed at Ashmont School:

- |                 |                  |               |
|-----------------|------------------|---------------|
| ❖ Glass bottles | ❖ Rollerblades   | ❖ Skateboards |
| ❖ Wheelie shoes | ❖ Hard Toboggans |               |

Should students bring these items to school, they will either be sent home with the child, or be held until a parent/ guardian picks the item up.

**All electronic devices brought to school will be the sole responsibility of the student and parents (ipods, DSs, ipads, cell phones etc.). Students are not allowed to use these devices during class time unless under the direction of the classroom teacher.**

## **Leaving School Property**

All students attending Ashmont School are not permitted to leave school property, or designated

instruction areas without a parent/guardian's permission during school hours, **including the lunch break**. We are responsible for your children from 8:30 am to 3:17 pm, so to ensure student safety, we require a parent or guardian to *personally come into the building* to sign their child out.

## **Library Books/Public Library**

Students are charged for lost or misplaced books. Money is refunded if books are returned at a later date.

**The Public library** is in operation. We invite members of the community to drop in and visit. Our daytime librarians will be glad to give you assistance during the school day. **The evening librarian will be available to assist you on Tuesday and Thursday from 4:30 p.m. to 7:30 p.m., and Wednesday from 4:30 p.m. to 6:30 p.m. unless otherwise posted.**

## **Lockers/Locks**

Students will be assigned a locker for the school year. Students will be held responsible for the proper upkeep of the lockers. Random locker checks may be made from time to time throughout the school year. (The Principal or designate is empowered by the School Act to search any locker, desk, or school bag if deemed necessary).

### **Reminder for Locker Use:**

- ❖ **DO NOT LEAVE MONEY or VALUABLES** in your locker.
- ❖ Only school provided locks may be placed on lockers. Locks are provided for students in 7 - 12

## **School Council**

The School Council (Parent Advisory Council) is involved in doing many things that include: feedback and support of school programs and events, fundraisers for school equipment, sponsoring winter carnival, and field trip support. The School Council meets several times a year.

## **Report Cards**

Elementary: Outcome based Report Cards - November, March, June

Junior and Senior High - November, January, March, June

\*Full assessment policies can be viewed on our website.

## **School Fees**

### **The annual school fees are:**

ECS: \$100.00

Grade 1- 6: \$77.00

Music – Grade 4: \$8.00 (recorder)

Junior High: Up to \$256, depending on options

Senior High: Up to \$406, depending on options

\*Additional fees may be charged for field trips, activities, and sports

These fees are subject to change on approval by School Council and the Board of Education.

## **Student Records and Parent Rights**

Parents, you have the right to access your children's records: Cumulative files, Individual Program Plans, Portfolios, Provincial Achievement Test results, and classroom progress reports. Contact your child's teacher to set up an appointment. Student records can be reviewed according to the School Act Section 23.

# Tobacco, Vaping, Narcotics, Alcohol

Any student caught with tobacco, narcotics or alcohol will receive a suspension and sessions with an AADAC counselor. In accordance with Board policy, vaping, narcotics, and alcohol are forbidden on school property. Tobacco is forbidden unless it is being used in a ceremonial rite. If a vape is brought to school, parents/guardians will be contacted and it will be held in the office until it can be picked up.

## Vandalism

At Ashmont School, we take pride in our school and the things in it. Any student found deliberately damaging, defacing, or breaking items in the school will face severe consequences. Offending students will be suspended and charges may be laid with the RCMP.

## Video Surveillance

Ashmont School is equipped with video surveillance cameras inside and outside of the facility.

## Calendar

<b>August 2021</b> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>X</td><td>X</td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	X	X					<b>September 2021</b> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>X</td><td>★2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>X</td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S				X	★2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	X									
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St. Paul Education

REVISED  
SCHOOL CALENDAR

2021-2022

### Important Dates

- Aug. 30 & 31 Teacher P.D. Days
- Sept. 1 Teacher P.D. Day
- Sept. 2 First Day of School
- Sept. 6 Labour Day
- Sept. 30 Teacher P.D. Day/National Day for Truth & Reconciliation
- Oct. 8 Teacher P.D. Day/Local ATA P.D. Day
- Oct. 11 Thanksgiving Day
- Nov. 11 Remembrance Day
- Nov. 12 In Lieu of Reporting Day
- Nov. 15 Teacher P.D. Day
- Dec. 17 Early Dismissal - 2:00 p.m.
- Dec 20 to 31 Christmas Break
- Jan. 31 Teacher P.D. Day
- Feb. 1 Regular School Day  
(Catholic Education Faith Formation Day - Maitlag, Racette, SPECS)
- Feb. 16 Teacher P.D. Day
- Feb. 17 & 18 Teachers' Convention
- Feb. 21 Family Day
- Mar. 7 Teacher P.D. Day
- Mar 21 to 25 Spring Break
- Apr. 15 Good Friday
- Apr. 18 Easter Monday
- Apr. 19 Teacher P.D. Day
- May 20 Teacher P.D. Day (may be used in lieu)
- May 23 Victoria Day
- June 21 National Indigenous Peoples Day (no exams)
- June 24 Last Day of School
- June 27 Teacher P.D. Day
- June 28 Teacher P.D. Day (may be used in lieu)

School Year	Instructional Days
178.75 Instructional Days	89.75 Semester I
16.25 Teacher Days	89.00 Semester II
195 Total Operational Days	178.76 Total Instructional Days

### LEGEND

- ★ First Day/Last Day of School
- X Teacher Day - No Students
- ▨ Holiday
- ▧ Early Dismissal

DIPLOMA EXAMS - October 28, 29 November 2-5, 8-10 January 11-13, 18-21, 24-28 March 31 April 1, 4-8, 11, 12 June 13-17, 20, 22-24, 27, 28  
 ACHIEVEMENT TESTS - administration window - January 11, 14, 20-28 (Gr. 9) Dates determined by individual schools  
 ACHIEVEMENT TESTS - administration window - May 8, 11 & June 13-24 (Gr. 6 & 9) Dates determined by individual schools

Revised: August 26, 2021

## K - 6 Discipline Policy

The Board of Education supports the principle of zero tolerance in our attempt to create a school climate which reflects an atmosphere of safety, harmony, and respect for all students, staff, school facilities and property. The following procedures reinforce this principle and allow us to deal with behavioral concerns in a fair and consistent manner.

### Minor Offences:

Minor offences in class or on the playground will be handled “on the spot” by staff members as a part of their regular responsibilities. These minor offences may include the following:

- ❖ Non-compliance (minor) with general classroom or playground routines and directions.
- ❖ Failing to come into class on time, unprepared to work, or not cooperating with classroom activities.
- ❖ Inappropriate acts of rough play (e.g. running or jumping around the room and hallways, pushing).
- ❖ Littering, wearing wet or soiled footwear in school.
- ❖ Disruptive behavior (unnecessary noise, interfering with class learning).
- ❖ Inappropriate language (including name calling and put downs).

### Consequences for Minor Offences (Classroom):

A supervisor’s actions may include one or more of the following depending on the severity or frequency of the inappropriate behavior:

**Step 1:** Reminder or verbal warning.

**Step 2:** Discussion or review of student expectations.

**Step 3:** Classroom recess detention.

**Step 4:** In-class time out (5-15 minutes).

**Step 5:** Buddy Class time out (1 period)

### Consequences for Minor Offences (Playground):

Dealing with minor behavior problems:

**Step 1:** Warning.

**Step 2:** If behavior continues, the student is sent to stand by the fence for a time out. Supervisors use discretion for the amount of time.

**Step 3:** If behavior continues again, or if the student leaves the fence without permission, the Supervisor refers the student to the classroom teacher who may assign them to the “Learning Circle”. The Learning circle philosophy is based on “The Circle of Courage Resilience Model (Larry K. Brendtro, 2006). Youth need to feel a sense of **belonging**. They need to have many positive interactions with elders/adults to help guide them. A child needs to develop **Mastery**, the ability and desire to learn – academically, socially and emotionally. **Independence** comes when youth learn to become responsible citizens that show respect for themselves and others. **Generosity** is shown when youth help others around them, creating positive interactions that show concern and caring.

### Cumulative Effect of Minor Offences:

Once a student enters the minor cycle, the teacher maintains a standard discipline record form for him/her. The first office time-out is documented in the teacher’s classroom discipline record. On the second office time-out, the teacher notifies the parent. The third offence time-out puts the student into step one of the Major Offence consequence.

### Major Offences:

Major offences can be broken down into two main categories:

1. Severe conduct, which interferes with, or threatens the orderly functioning of the school, or adversely affects the well-being of others.
2. Severe conduct injurious to the safety and/or dignity of students or staff.

Some examples are, but not limited to:

- ❖ Continuous, disruptive behavior (repetition of an inappropriate behavior with no obvious attempt towards improvement).
- ❖ Disrespectful and abusive language.
- ❖ Open opposition to authority.
- ❖ Physical abuse (extreme physical assault).
- ❖ Possession of dangerous weapons or objects to inflict bodily harm.
- ❖ Stealing.
- ❖ Vandalism (damaging property of fellow students or school).
- ❖ Throwing rocks or snowballs.
- ❖ Skipping classes.

Major offences committed in the **classroom or during class time are dealt with by the classroom teacher through the use of I.S.S. (In School Suspension)** according to the outlined procedures and consequences. Students are assigned for one-half to three days depending on the severity and/or frequency of the disruptive behavior as well as the student's attitude and progress in the I.S.S. Students are disciplined by their isolation from their peers and regular class atmosphere, restricted periods of silence, and strict observance of other rules. As an alternative, an O.S.S. (Out of School Suspension) may be assigned depending on the severity of an incident.

### **Consequences for Major Offences (Classroom/Class Time):**

**Step 1:** (First Offence) – I.S.S. (In School Suspension) for one half day and a letter is sent home. This letter is sent home to be signed by the parent and student. It must be returned to the school the following day.

**Step 2:** (Second Offence) – I.S.S. for one day with parent notification by letter and an interview may be requested with the student, parent, teacher and administrator.

**Step 3:** (Third Offence) – I.S.S. for three days with parent notification by letter and the possibility of a case conference with the student, parent, teacher, and administrator.

**Step 4:** (Fourth Offence) – O.S.S. (out of school suspension) for three to five days with parent notification by letter and case conference with all concerned parties.

**Step 5:** (Fifth Offence) – O.S.S. and a referral to the Board of Education for expulsion or alternative placement.

Major offences committed **on the playground or during recess breaks are referred to the classroom teacher and dealt with in the LEARNING CIRCLE program.**

### **Consequences for Major Offences (Recess/Playground):**

Students in Learning Circle participate in a social skills program. Parents are notified.

**Step 1:** 3 recesses in the Learning Circle Program

**Step 2:** 3 recesses in the Learning Circle Program

**Step 3:** 3 recesses in the Learning Circle Program

**Step 4:** Student taken out of Outside recess and put into a supervised recess program (floor hockey, Inside Room)

**Step 5:** I.S.S. (1-3 days): Parents are notified by letter and if requested, an interview is held with the student, parents, teacher, and administrator.

**Step 6:** O.S.S. (1-5 days with parent notification): An interview with the parent, student, and administrator is scheduled.

**Step 7:** Referral to the Board for expulsion or alternative placement.

**\*Note:** When applicable, students may be given community service consequences for their actions. (To be carried out on school premises). Student ownership of all problems include thinking time, loss of privileges, and making proper restitution (replace, pay, apologize, etc).

**This policy is intended as a general outline, and may vary depending on the circumstances and severity of an incident and the needs of the individual student.** It is also important to note that communication with parents is an integral part of this procedure. Our goal is to work together with you and your child to bring about a positive change.

## 7 - 12 Discipline Policy

One of the most important lessons education must teach is discipline. While it does not appear as a subject, it underlies our education structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct, respect and consideration for other people.

We believe Ashmont Secondary School students shall show respect for:

- a) authority;
- b) others and their property;
- c) school property;
- d) ethnic, racial, religious, and gender differences;
- e) school attendance and punctuality;
- f) work habits, assignments and homework;
- g) textbooks and equipment;
- h) fire alarms and safety equipment;
- i) board policies about smoking, alcohol, drugs and inhalants.

All minor violations of classroom rules or hallway infractions are dealt with on the spot.

### Level 1

#### Students are expected to:

1. Show respect for the learning environment and school property
2. Be diligent in their studies
3. Show respect for classmates and staff
4. Bring all the necessary materials for learning
5. Remain in class until dismissed

The following consequences will occur for not meeting the above expectations:

1. disrespectful behavior (Teacher Detention)
2. Not being diligent in studies (Teacher Detention)
3. Leaving class without permission (Teacher Detention)
4. Unprepared for class (Teacher Detention)
5. Incomplete homework (Teacher Detention)
  
6. F word (Office Detention)
7. Late for class (Office Detention)
8. Late for Registration (Office Detention)
9. Inappropriate Forms of Affection (Office Detention)
10. Finishing ISS (Office Detention)
11. Not Following Signed Instructions (Office Detention)
12. Disruptive for Substitute (Office Detention)
13. Skipped teacher detention (Office Detention)

Once the teacher has exhausted traditional discipline methods and the teacher's assigned consequences seem to be ineffective, the school will be in contact with the parent(s) or guardian(s) to inform them of the reoccurring problems. If the problems persist, the discipline cycle will take effect. *Skipping a teacher detention results in an automatic office referral. Skipping an office detention results in the student entering the discipline policy at Level Two.*

### Level Two

- ❖ Repeated level one infractions.
- ❖ Inappropriate forms of affection.



- ❖ Second smoking offense.
- ❖ Leaving school property.
- ❖ Boarding a bus that was in motion.
- ❖ Violation of rules or actions by a student that, according to the principal or his/her designate make it impossible to maintain order and discipline in the school and on school property or during school activities sponsored by the school.
- ❖ Special Rules – From time to time the principal must make temporary special rules to maintain order and discipline in the school and on school property and during activities sponsored by the school. Consequences for violating these rules begins at Level Two unless otherwise directed.
- ❖ Skipping an office detention.
- ❖ When a student is removed from two or more classes, she/he may receive a full day in-school suspension.
- ❖ When a student is disruptive for a substitute teacher 3 times in a day, she/he may receive a full day in-school suspension.
- ❖ A student may be suspended for failure to reasonably comply with the following code of conduct as stated in Section 12 of the **School Act**:
  - a) be diligent in pursuing his/her studies;
  - b) attend school regularly and punctually;
  - c) cooperate fully with everyone authorized by the Board to provide education programs and other services;
  - d) comply with the rules of the school;
  - e) account to his/her teachers for his/her conduct; respect the rights of others.

### **Consequences of Level Two**

1. **First Level Two Offence** – ½ Day In-School-Suspension
  2. **Second Level Two Offence** – (within a two month period) – FULL DAY In-School-Suspension
  3. **Third Level Two Offence** – (within a two month period) – FULL DAY In-School-Suspension
- NOTE** – For any in-school suspension, if deemed necessary, one or more of the following may also be added: removal of privileges , increased assigned work, community service, counselling and payment for damages.
- NOTE** – A student who refuses to serve an in-school suspension may be suspended out of school for three days.

### **Level Three**

- ❖ Fourth Level Two offence in the last two months.
- ❖ Violation of rules or actions by a student that, according to the principal or his/her designate, make it impossible to maintain order and discipline in the school and school property during activities sponsored by the school.
- ❖ Discretion Offences – Offences deemed to be more serious than Level Two but not as serious as Level Four offences.
- ❖ Swearing at a teacher in a severe nature (automatic 1 Day out-of-school suspension )
- ❖ Any student leaving the community of Ashmont, due to safety considerations, could be suspended for three days at the discretion of the principal or his/her designate.
- ❖ Bullying

### **Consequences of Level Three**

1. **Three Offence** – 1 Day out-of-school suspension
  2. **Second Level Three Offence** – 2 Days out-of-school suspension
  3. **Third Level Three Offence** – 3 Days out-of-school suspension and, if deemed necessary, removal of privileges, community service, counselling or First Level restitution.
- Out-of-school suspension: Parents are notified by mail and telephone.**

**NOTE** – All students who are at Level Three could lose the following privileges at Ashmont Secondary School: field trips, dances, and spectator for after school events until they again reach Level Two

### **Level Four**

- ❖ Fourth Level Three offence in the last two months.
- ❖ Actions by the student that, according to the principal or his/her designate, make it impossible to maintain order and discipline in the school, on school property or during activities sponsored by the school.
- ❖ Possession or use of illegal drugs, alcohols, or inhalants.
- ❖ Neglect of duties.
- ❖ Weapons.
- ❖ Theft.
- ❖ Vandalism.
- ❖ Violence or threats of violence toward another student, anyone authorized by the board of education to provide education programs and other services; volunteers and guests.
- ❖ Illegal entry into a premise belonging to the board.
- ❖ Arson.
- ❖ Extortion.
- ❖ Sexual Harassment.
- ❖ Discrimination.
- ❖ Any Offence of a criminal nature.
- ❖ Any gang-related graffiti, attire, etc.
- ❖ Bullying (repeated)

\*Board of Education requires a suspension (see St. Paul Education Regional Division # 1 Policy IGD).

### **Consequences of Level Four**

May receive a Five Day out-of-school suspension, and when deemed necessary, removal of privileges, community service, counselling, referral to RCMP liaison or restitution. *Note: a student may be recommended for expulsion on the first offence if the student is deemed to be a danger to themselves and others or if continued attendance in school is deemed to be a detriment to the safe and successful operation of the school.*

**NOTE** – A student who does not receive any disciplinary action in a two month period will go down a level in the discipline cycle.

### **SUMMARY OF MANAGEMENT PLAN**

<b>Level One:</b>	<b>Office detentions and teacher detentions</b>
<b>Level Two:</b>	<b>½ Day In-School-Suspension Full Day In-School-Suspension Full Day In- School-Suspension</b>
<b>Level Three:</b>	<b>1 Day out-of-school suspension 2 Days out-of-school suspension 3 Days out-of-school suspension</b>
<b>Level Four:</b>	<b>First 5 Day out-of-school suspension Second 5 Day out-of-school suspension</b>

## **HighSchool Homeroom Placement**

1. A grade 10 student is any student not meeting the grade 11 requirements.
2. A grade 11 student in our school will have completed:
  - ❖ 35 credits minimum
  - ❖ English 10-1 or English 10-2 or English 10-4
  - ❖ Social 10-1 or Social 10-2 or Social 10-4
  - ❖ 5 credits in Science
  - ❖ 5 credits in Mathematics
3. A grade 12 homeroom student will have completed:
  - ❖ 65 credits minimum
  - ❖ English 20-1 or English 20-2 or English 20-4
  - ❖ Social 20-1 or Social 20-2 or Social 20-4
  - ❖ 10 credits in Mathematics
  - ❖ 10 credits in Science
  - ❖ CALM 20
  - ❖ PE 10

## **Alberta High School Diploma Graduation Requirements**

The following is a listing of the requirements to obtain a High School Diploma in Alberta. There are several options and categories to fill. Students should see their high school counselor to ensure they are taking the necessary courses to be successful. Students will require 100 credits in total by the end of grade 12. The credits must fall into the following categories:

1. 15 credits in English (5 in grade 10, 5 in grade 11 and 5 in grade 12)
2. 15 credits in Social Studies (5 in grade 10, 5 in grade 11 and 5 in grade 12)
3. 10 credits in Mathematics (5 in grade 10 and 5 in grade 11)
4. 10 credits in Science (5 in grade 10 and 5 in grade 11)
5. 3 credits in Physical Education (PE 10 minimum)
6. 3 credits in CALM 20 (Career and Life Management)
7. 10 credits in approved options
8. 10 credits at the grade 12 level (not counting English or Social Studies)
9. 24 credits in open options of the student's choice

The credits listed above are bare minimums. Students often acquire more than 100 credits. Approved options could include such courses as Cree, CTS, Art and Physical Education. Our school has a large choice of open options that students can choose from. These options allow students to explore different areas of interest while obtaining credits for graduation. The hardest category to fill is often number 8. Students should make sure that they are taking enough senior level courses to fill this requirement.

## **Alberta High School Certificate of Achievement**

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

## 80 credits

### Including the following:

- ❖ English Language Arts 20.4 OR 30.4
- ❖ Mathematics 10.3 OR 20.4
- ❖ Science 14 OR 20.4
- ❖ Physical Education 10 (3 credits)
- ❖ Career and Life Management (3 credits)

### 5 credits in

- ❖ 30-level Knowledge and Employability occupational course, or
- ❖ 30-level Career and Technology Studies (CTS), or
- ❖ 30-level locally developed course with an occupational focus

### AND

### 5 credits in

- ❖ 30-level Knowledge and Employability Workplace Practicum course, or
- ❖ 30-level Work Experience course, or
- ❖ 30-level Green Certificate course

### OR

### 5 credits in

- ❖ 30-level Registered Apprenticeship Program (RAP) course

## Ashmont's Requirements in Order to Participate in Graduation

In order to participate with the ceremony, a student must meet **all** of the following criteria:

- ❖ Have credit for English 30-1 or 30-2 or 30-4 as of April 30, 2017
- ❖ Have credit for Social 30-1 or 30-2 as of April 30, 2017
- ❖ Have credit in Chem 20 or Bio 20 or Physics 20 or Science 24 as of April 30, 2017
- ❖ Have Credit in Math 20 Pure or Math 20-2 or Math 24 as of April 30, 2017
- ❖ Have at least 3 credits in Phys Ed 10 as of April 30, 2017
- ❖ Have credit for Calm 20 as of April 30, 2017
- ❖ And the potential to complete the **minimum** required **100** credits as of **February 1, 2017**

No student will officially graduate from Ashmont Secondary School until he or she has successfully completed all the requirements for an Alberta High School Diploma.

## Valedictorian Criteria

The valedictorian is chosen based on an academic average in the following subjects:

- ❖ Math 30.1 or Math 30.2 or Math 31
- ❖ English 30.1
- ❖ Social Studies 30.1
- ❖ Highest mark in one of the sciences (Biology 30, Chemistry 30, Physics 30 Science 30)

**A minimum of 75% average in the above subjects must be attained in order for a student to be eligible to be valedictorian**

**In the case of several students achieving an average of 75% or higher the student with the highest average shall be named Valedictorian**