

# **ASHMONT SECONDARY SCHOOL**

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## **HANDBOOK**

**2016-2017**

St. Paul Education Regional Division No. 1

Geographically and demographically, the St. Paul Education Regional Division #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 4,169 students (K-12) in eighteen definable school sites staffed by some 269 FTE teaching staff and approximately 360 support staff (includes secretaries, instructional 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 25% of the student population is educated through federal tuition agreements with Aboriginal Affairs and Northern Development Canada (AANDC). These students are bussed in from Frog Lake, Saddle Lake, and Goodfish Lake First Nations.

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. Current trustees are:

Christopher Cook	780-615-2081
Rhonda Lafrance	780-645-7125
Rh�a Looy	780-645-6710
Deb Pederson	780-366-2533
Ruven Rajoo	780-657-2210
Heather Starosielski	780-726-2289
Lorne Young	780-724-3542

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 teacher, principal and/or superintendent before approaching a trustee.

More information on St. Paul 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).

# **COMMON BELL SCHEDULE**

## **Student Support Learning**

### **8:39-8:42 Registration**

8:44-9:34	Block 1
9:36-10:26	Block 2

### **10:26-10:33 BREAK**

10:35-11:25	Block 3
11:27-12:02	Tutorial

### **12:02-12:34 LUNCH**

12:36-1:26	Block 4
1:28-2:18	Block 5

### **2:18-2:25 BREAK**

2:27-3:17	Block 6
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# ST. PAUL EDUCATION REGIONAL DIVISION NO. 1

August 2016						
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			

September 2016						
S	M	T	W	T	F	S
				★	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	X	27	28	29	30	

October 2016						
S	M	T	W	T	F	S
						1
2	3	4	5	6	X	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	25	26	27	28	29
30	31					

November 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	X	11	12
13	X	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
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	30	X				

February 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	X	X	18
19	20	X	22	23	24	25
26	27	28				

March 2017						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	X	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	X	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
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	X	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
S	M	T	W	T	F	S
				1	2	3
4	X	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	X	X	X	

July 2017						
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
30	31					



## SCHOOL CALENDAR

2016-2017

### Important Dates

- Aug. 30 Teacher P.D. Day
- Aug. 31 Teacher P.D. Day
- Sept. 1 First Day of School
- Sept. 5 Labour Day
- Sept. 26 Teacher P.D. Day
- Oct. 7 Teacher P.D. Day/Local ATA PD Day
- Oct. 10 Thanksgiving Day
- Oct. 24 Teacher P.D. Day
- Nov. 10 Teacher P.D. Day
- Nov. 11 Remembrance Day
- Nov. 14 In-lieu of Reporting Day
- Dec. 23 Early Dismissal - 2:00 p.m.
- Dec. 26 to Jan. 6 inclusive - Christmas Break
- Jan. 31 Teacher P.D. Day/
- Jan. 31 Faith Development Day for Mallaig, Racette, SPECS
- Feb. 15 Early Dismissal - 2:00 p.m.
- Feb. 16 & 17 - Teachers' Convention
- Feb. 20 Family Day
- Feb. 21 Teacher P.D. Day
- Mar. 13 Teacher P.D. Day
- Mar. 27 to Mar. 31 - Spring Break
- Apr. 14 Good Friday
- Apr. 17 Easter Monday
- Apr. 18 Teacher P. D. Day
- May 19 Teacher P.D. day (may be used in-lieu)
- May 22 Victoria Day
- June 5 Teacher P.D. Day
- June 28 Last Day of School
- except for students writing Physics 30 & Science 30 diplomas
- June 29 Last Day of School for Physics 30 & Science 30 students
- June 29 & 30 Teacher P.D. Days
- one of which may be used in-lieu
- one of which may be used as a full day exchange for Aug. 29 PD

School Year	Instructional Days
179.5(180.5) Instructional Days	89.75 Semester I (Aug. 30-Jan. 31)
17.5 Teacher Days	89.75(90.75) Semester II (Feb. 1-June 30)
197 Total Operational Days	179.5(180.5) Total Instructional Days

**LEGEND**

- Holiday
- Teacher Day - No Students
- Early Dismissal
- First/Last Day of School

DIPLOMA EXAMS - January 16, 17, 18, 20, 23, 24, 25, 26, 27, 30  
 ACHIEVEMENT TESTS - January 19, 20, 23, 24, 25, 26, 27

May 9, 11 June 15, 16, 19, 20, 22, 23, 26, 27, 28, 29  
 June 20, 22, 23, 26, 27

# Ashmont Secondary School Teaching Assignment

## 2016-2017 School Year

<b>Darrel Kachmarchyk</b>	Principal
<b>Yvette Moisey</b>	Assistant Principal
<b>Tim Yakiwchuk</b>	Assistant Principal, Athletic Director, PE
<b>Corina Idzan</b>	Coordinator of Student Supports
<b>Juanita Amero</b>	Alberta Distance Learning
<b>Glen Briggins</b>	Science 9, 10, 24
<b>Cory Christianson</b>	Fantasy & Science Fiction, Social 9, Science 14
<b>Anna Clementino</b>	Leadership, Cosmetology, English, Health
<b>Gloria Half</b>	Cree, Options 7
<b>Kellie Handford</b>	Science, Math, Chemistry, Student Supports
<b>Byron Johnson</b>	Outdoor Education, Social 7, Science 7
<b>Irene Kachmarchyk</b>	Fashions, Foods, AR, Foods 7, 8, 9, Remediation Plus
<b>Cory Pawliuk</b>	Social 9, 10, 20,30, Work Experience, Photography
<b>Michelle Scott</b>	Math 9, 10, Parenting, CALM
<b>Al Songer</b>	Industrial Arts, Mechanics, Art
<b>Trevor Stepp</b>	Language Arts 8, 9, Social 8
<b>Lyndon Suntjens</b>	Physical Education, Aboriginal Studies
<b>Tim Jaffray</b>	English 20-2, 30-2, Drama, Rock n' Pop, Social 20-2, 30-2
<b>Deziree Warholik</b>	Grade 7 Core subjects, Rock n' Pop
<b>Kristyn Werenka</b>	Science 8, Math, Science 14
<b>Rosalind Weston</b>	English, Language Arts 9
<b>Terry Zilkie</b>	Grade 8 Core Subjects, Math 9





## **Ashmont Secondary School**

### **Vision Statement**

**We believe students and their learning come first.**

**We believe all of our students can learn, progress and succeed.**

**We believe positive relationships between student(s), parent(s), teacher(s) and support staff create powerful learning environments. These learning environments help students become respectful, caring and responsible citizens.**

**We believe field trips enhance our school, communities, and society as a whole.**

**We believe in the importance of professional development for life-long learning.**

### **Philosophy of Ashmont Secondary:**

The basic goal of education is to help students learn the knowledge, skills, attitudes and behavior demonstrated by responsible citizens living in a democratic, technological and multicultural society. The philosophy of Ashmont Secondary School is that optimal learning occurs in a safe and secure environment in which the dignity of each individual is respected. This philosophy is a reflection of St. Paul Education Regional Division # 1 Policy Administrative Procedures (AP).

#### Statement of Student Rights and Responsibilities

1. Students have a **right** to learn in an environment based on values of responsibility, determination, imagination, believing in themselves, and understanding.
  - Students have the **responsibilities** to be in class during class time, and to cooperate fully with teachers, substitute teachers, teaching assistants, and other adults employed by the St. Paul Regional Division Number #1.
  - Students have the **responsibility** to come to class on time with all necessary books and materials needed for class.
  - Students have the **responsibility** to avoid bringing to class all items of clothing, print and electronic material, and personal property that are distracting to the learning environment and/or are vulgar in nature.
  - Students have the **responsibility** to obey all school signs and regulations.
  - Students have the **responsibility** to avoid behavior that is distracting and interferes with the rights of others to learn.
  - Students have the **responsibility** to demonstrate the ability to solve problems, predict consequences, and make appropriate choices.
2. Students have the **right** to be in an environment that is clean, safe and caring.
  - Students have the **responsibility** to report problems and concerns dealing with personal safety and/or the safety of others to a teacher, administrator or counselor.
  - Students have the **responsibility** to avoid littering and defacing property.
  - Students have the **responsibility** to secure their personal and school property by storing these items in a secured locker.
  - Students have the **responsibility** to respect the dignity and rights of all others, regardless of their abilities and circumstances.
  - Students have the **responsibility** to respect the educational process through the display of appropriate language, attitude and behavior.
  - Students have the **responsibility** to respect and honor the rights of other students to learn in an environment free of intimidation or harassment.



School rules reflect and support the values upon which students rights and responsibilities are based. Once a teacher has exhausted traditional discipline methods and the teacher's assigned consequences seem to be ineffective, the school will contact the parent(s) or guardian(s) to inform them of the reoccurring problems. If the problems persist, the discipline cycle will take effect.

### **Management Plan**

Revised June 2016

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.

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## 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. Mandatory Tutoring (Optional)      | (Teacher Detention) |
| 6. Out of desk without permission     | (Teacher Detention) |
| 7. Incomplete homework                | (Teacher Detention) |
|                                       |                     |
| 8. F word                             | (Common Room)       |
| 9. Late for class                     | (Common Room)       |
| 10. Late for Registration             | (Common Room)       |
| 11. Inappropriate Forms of Affection  | (Common Room)       |
| 12. Form Not Signed                   | (Common Room)       |
| 13. Overdue Library Books             | (Common Room)       |
| 14. Finishing ISS                     | (Common Room)       |
| 15. Not Following Signed Instructions | (Common Room)       |
| 16. Disruptive for Substitute         | (Common Room)       |
| 17. Skipped teacher detention         | (Common Room)       |

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.

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### **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. First Level 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 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: sports, field trips, dances, and spectator for after school events until they again reach Level Two.

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## 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)

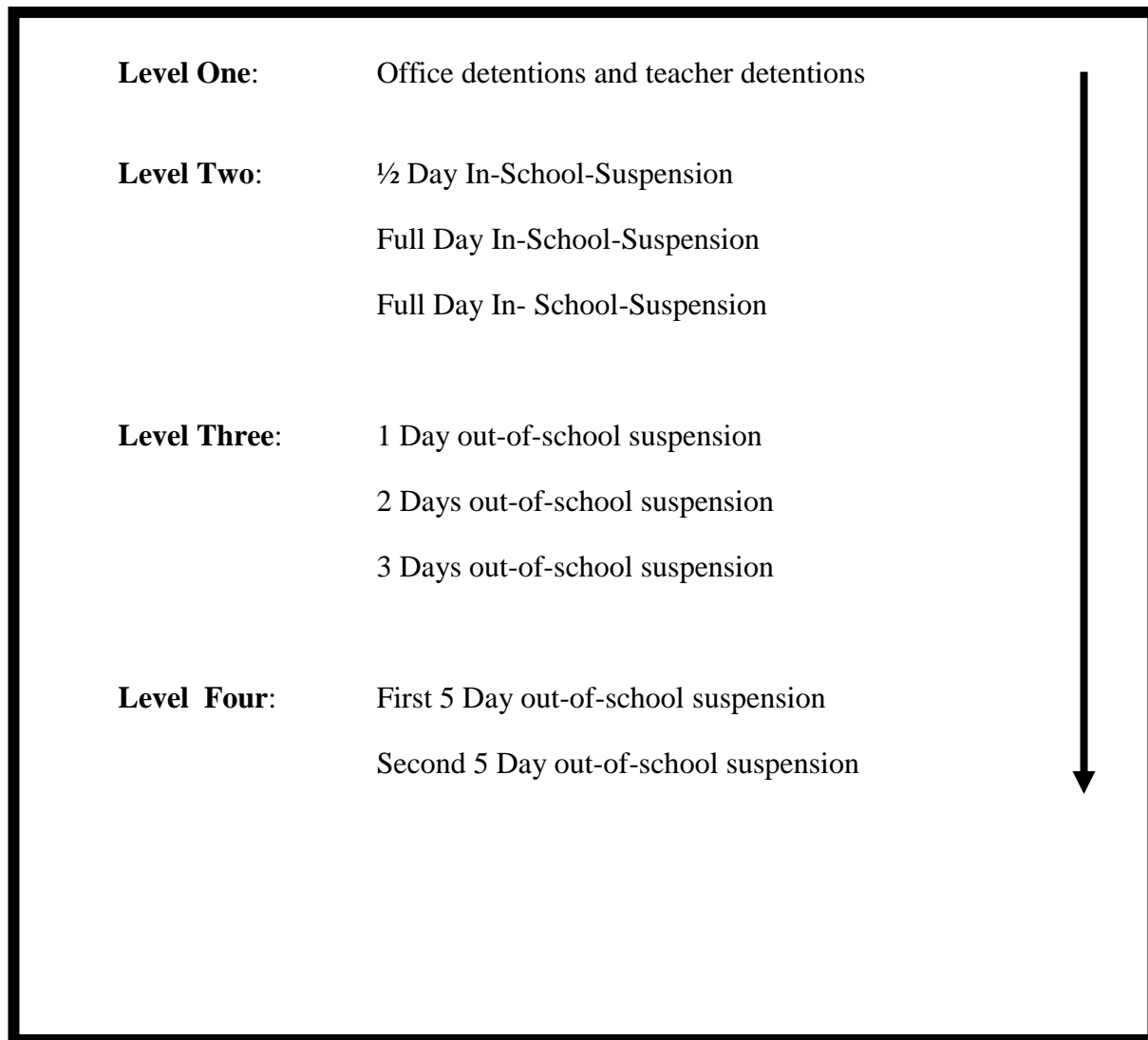
\*Board of Education requires a suspension (see St. Paul Education Regional Division # 1 Policy IGD).

## 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***



## **\*\*\*Cell Phone Policy\*\*\***

**Cell phone use is not allowed in the classroom unless the teacher gives permission.**

**Cell phones are allowed in the hallways during recess and lunch.**

### **\*\*\*Consequences for Using Cell Phones In Class\*\*\***

**1<sup>st</sup> Offence: Teacher gives a warning and requests the cell phone to be put away.**

**2<sup>nd</sup> Offence: If the student continues to use the cell phone, the teacher requests it and returns the phone to the student at the end of class.**

**\*\*\* If the student refuses to give the phone to the teacher, the student is referred to the office where the phone will be requested. \*\*\***

**(If the cell phone is given to the office in the morning, the student will receive it back at the end of the day).**

**(If the cell phone is given to the office in the afternoon, the student will receive it back the next morning.)**

**\*\*\* Refusal to give the phone to administration is a 1 day out of school suspension. \*\*\***



# **CLASSROOM PROCEDURES**

## **Start of Class**

- Students will be greeted when they enter.
- From the moment they enter the classroom, students will not have their phones visible unless invited.
- When the bell rings, students will be seated in their assigned seats with necessary materials ready to learn.

## **End of Class**

- Students will only pack up when invited to do so by the teacher.
- Students will stay seated until the bell rings.
- Students will only put up chairs after the bell rings.

# STUDENT ASSESSMENT

## A. Foundational Statements

We believe assessment practices are at the foundation of teaching and learning.

We will use division-wide assessment practices as outlined in this document.

We acknowledge that curricular outcomes drive planning, instruction, and assessment.

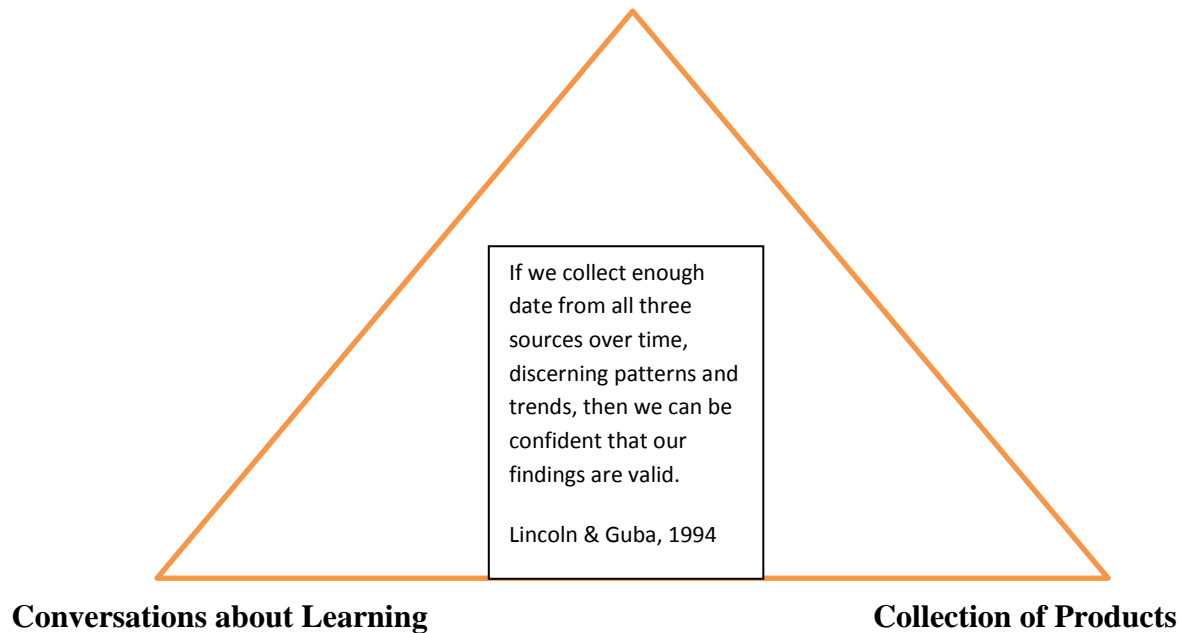
We assess student achievement based on key learner outcomes using clear, consistent, and pre-determined standards (grading scales, rubrics, exemplars, etc).

We acknowledge that daily formative assessment is vital to the learning process.

We use summative assessment, in addition to professional judgement, to report on student learning.

We will help students, parents and each other interpret and understand student progress and achievement as they relate to learner outcomes and personal growth.

### Observation of Process



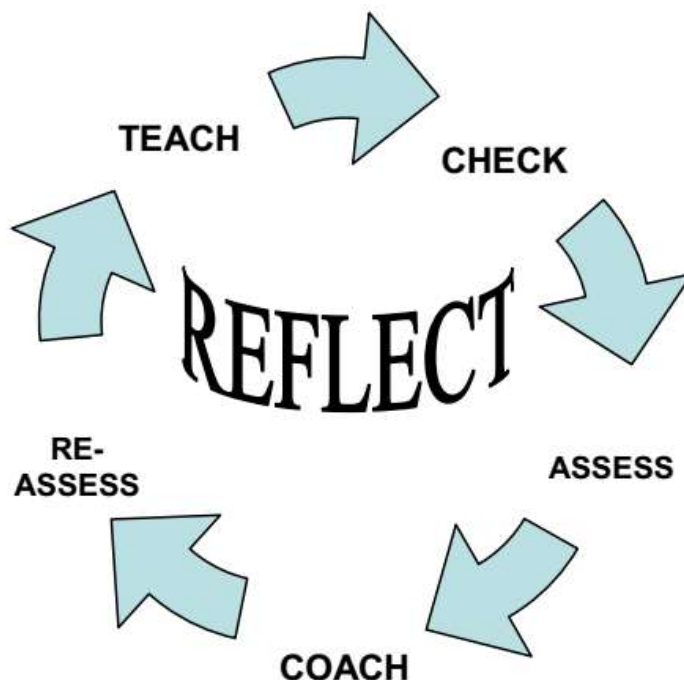
## B. Principles of Assessment

1. The Principal shall ensure school-wide accuracy, fairness, and consistency in assessment.
2. The Principal shall ensure all school procedures and classroom policies (Ex: late assignments, cheating, skipping, plagiarism, behavior, attendance, etc.) support sound assessment and reporting practice as outlined in this document.
3. All concerns with student behavior as listed above shall be addressed through the school/division pyramid of interventions.
4. In the assessment cycle teachers and students, as partners in learning, shall:
  - State and share learning outcomes
  - Illustrate/demonstrate learning goals (exemplars, rubrics, criteria, etc)
  - Engage in learning activities for practice
  - Check for learning of outcomes in a number of ways (questioning, class dialogue, etc)
  - Give feedback and identify next steps for learning (self and peer assessment)
  - Take next steps to strengthen learning and provide accommodations and/or modifications as needed
  - Gather evidence of learning (assessment of learning)
  - Reflect on learning (on what was learned and how)

**Shifting away from:**



**Shifting toward:**



## 5. Formative Assessment

Formative assessment occurs during instruction to inform students about their achievement and areas for growth. It is also used to inform, guide and modify teacher practice. This type of assessment refers to information not used for grading purposes although it may inform professional judgment. Specific and descriptive feedback provided by teachers is used by students to improve the quality of their work.

a) Formative assessment is used in daily lessons to adjust instruction and improve learning and it:

- i. includes clarifying, sharing, and illustrating learning goals to students
- ii. involves effective classroom discussions, questions, and tasks that elicit evidence of learning
- iii. includes feedback that moves learners forward
- iv. includes opportunities for self-assessment and peer-assessment
- v. engages students as owners of their own learning (metacognition)

b) Formative assessment may include the use of the following:

- |  |                                     |                                      |
|--|-------------------------------------|--------------------------------------|
| • “I can” statements                                   | • effective questioning (wait time) | • criteria checklists                |
| • sharing outcomes                                     | • exit slips                        | • goal-setting                       |
| • setting criteria                                     | • classroom discussion              | • learning logs                      |
| • rubrics  | • ‘do-nows’                         | • traffic light reflections          |
| • scoring guides                                       | • find the errors and fix them      | • error classification               |
| • all student response systems (popsicle sticks, etc.) | • match to the sample               | • homework help board                |
| • ‘no hands up except for questions’ policy            | • plus/minus/equal                  | • ‘two stars and a wish’             |
|  | • feedback slip                     | • group-based end of topic questions |

## 6. Summative Assessment

Summative assessments are used by teachers to determine a number or achievement level.

### a) Summative assessment:

- i. is the sole responsibility of the teacher providing instruction in the classroom
- ii. is designed to assess learning outcomes from curriculum
- iii. is used to determine a student's achievement in a course
- iv. checks what has been learned to date for reporting purposes
- v. provides an opportunity for a shared understanding between teacher and student of the basis for the evaluation and the fairness of the judgment
- vi. compares a student's learning to standardized criteria (not to other students)
- vii. can be used for improving learning and achievement on further summative assessments
- viii. uses a collection of evidence and considers the most recent/relevant evidence gathered to report student progress

### b) When designing summative assessments, teachers shall:

- i. represent clusters/outcomes from Alberta Education programs of study
- ii. ensure that the assessment is fair, accurate, and valid
- iii. ensure that all critical elements of the assessment are performed under the supervision of a teacher
- iv. ensure they are given after the students have had time to practice
- v. ensure that the focus is on quality, not quantity
- vi. ensure that students can be evaluated individually
- vii. consider that some students may require multiple or varied opportunities to demonstrate what they know and can do
- viii. ensure that a variety of performance assessments and evaluation practices are included to determine student achievement (e.g., written response, demonstration, projects, portfolios, observations, selected response, personal conversations, etc.)

### **C. Expectations for School Policies and Classroom Practices**

#### **1. Unless specified in the curriculum, behaviors (skipping, plagiarism, cheating, misbehaviour, non-attendance, etc.) are reported separately:**

- \* No marks will be taken off
- \* There will be non-academic consequences and no assessment penalties for these behaviors

For final exams, every effort will be made to ensure that good assessment practices are adhered to. In extreme cases, professional judgement may be used with the approval of administration.

#### **2. Classroom Expectations:**

##### **\* Test Preparation:**

- Reminder boards in all junior and senior high classrooms (possible exceptions for high school CTS)
- Advance warning for all summative tests (no surprise summative tests)
- Possible considerations for school assessment plans: test formats (e.g., practice writing multiple choice, etc.), giving students an overview of what's going to be on the test, study guides should be checked for completeness and accuracy, providing review sessions prior to a test

##### **\* Posting objectives**

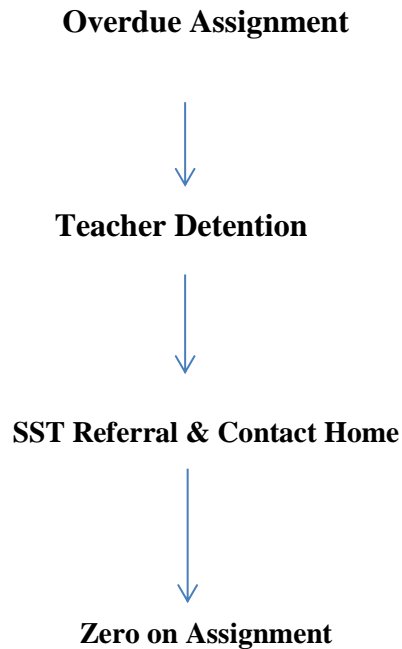
- Clearly communicated (Posted on the whiteboard in the class for the students to see)

#### **3. Assessment and Reporting**

- \* A summary statement of student performance is based on a variety of assessments and professional judgment.
- \* Second chances – teachers will provide second chances to student; school assessment plans will reflect school guidelines and procedures for second chances; the highest mark/level of achievement will be recorded.
- \* Bonus marks – **no bonus marks** given
- \* Group work – no group marks, group work must include a mechanism to report individual student performance in a group.
- \* Homework – **no marks assigned for homework**; homework is for practicing or extending previously learned material.
- \* Weighting – should reflect the relative worth of curriculum outcomes. Final exams are capped at 30% for high school courses (not diploma courses) and 20% for junior high (expectations may be granted in consultation with administration).

- \* Reporting to parents – in Grades 7 to 12 marks will be posted for parent view **within 48 hours** of the assessment being returned to the students.
- \* Interim Reports – reports to be given to students on the **first Monday of each month**
- \* Late penalties – **no deductions for late assignments** or exams; school assessment plans will reflect procedures for work not handed in.
- \* Reluctant zeros – students receive opportunity and support to complete assessments; school assessment plans will reflect procedures for reluctant zeros. (See Ashmont Secondary School's Protocol for Assigning a Permanent Zero on Student's Summative Assignments)

## **Ashmont Secondary School's Protocol for Assigning a Permanent Zero on Student Assignments**





## Student Records

The Board recognizes that student records, which contain all the information that affects the decisions made about the education of the students, will be maintained. The purpose of these records is to assist the staff in maintaining an accurate account of the vital statistics of each student, the program followed, his/her achievement and promotion, special services provided and attendance. Student records can be reviewed according to the School Act Section 23.

## School Office Hours

The main office is open from 8 a.m. until 4 p.m. All visitors to the school are asked to report to the main office when they first arrive in the building. Students who see visitors in need of help should provide them with assistance.

## Leaving School Property

All students attending Ashmont School are not permitted to leave school property, or designated instruction areas without a parent's or 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.

## School Bus Rules

Inappropriate, unsafe or disruptive behavior will not be tolerated on the school bus. Violation of bus rules may result in suspension from the bus and/or school. Students must also:

- Be at pick-up designation on time. The bus will not wait.
- Respect private property. No part of the bus is to be damaged.
- Remain seated once the bus is moving.
- Wear clothing in keeping with the weather, and be prepared for an emergency. Any bus driver may refuse to pick up a student who is not suitably dressed.

## Smoking

Board policy states that smoking is not allowed on school property. The law states that it is illegal for students under the age of 18 to smoke or be in possession of cigarettes (includes chewing tobacco).

### **Discipline Action for students smoking on school property:**

1<sup>st</sup> Offense: Warning Letter or Phone Call

2<sup>nd</sup> Offense: 1/2-Day ISS

3<sup>rd</sup> Offense: 1-Day ISS

## Newsletters

Ashmont Secondary's *Falcon Flyer* is sent home with students on a regular basis. It provides information about school events, teachers, students, extra-curricular activities, exams and items of special interest.

## Appeals Procedures

Section 123 of the **School Act** provides that where a decision of a Board significantly affects the education of a student, the parent of the student, and in the case of a student who is 16 years of age or older, the student, or either of them, may within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the Board. Under Section 123, the failure of a person to make an appeal is deemed to be acceptance of a decision. If the parent is not satisfied with a decision made by a teacher, the parent may appeal to the Principal of the school. It is expected that the parents (student) will have discussed the teacher's decision with the teacher prior to contacting the Principal. If the parent is not satisfied with a decision made by a Principal, the parent may request that the decision be referred to the Superintendent who will review the circumstances and decide whether to uphold or change the decision. If dissatisfied with the Superintendent's decision, a parent may appeal the decision to the Board.

## Substitute Teachers

A replacement teacher will normally be provided whenever a regular teacher is absent. These teachers may be unfamiliar with Ashmont Secondary School students, our classroom equipment and some of the procedures at our school. As a result, it will be expected that they be treated as we would any special guests to our school, receiving full student courtesy and cooperation at all times.

## **Physical Affection**

Visible signs of physical affection such as kissing, embracing and fondling are not acceptable forms of public behavior within a school environment. Students are asked to demonstrate discretion and self-control while in school and during school-sponsored events. Inappropriate forms of affection will result in an office detention. Repeated violations of this policy may result in ½ day ISS as well as a phone call to parents/guardians.

## **Visitors**

For the safety of all, visitors, parents and other relatives of students are required to come to the office to inform office staff of their presence. Parents are required to “sign-out” their son or daughter.

## **Parking**

Students parking on school property may only use the student parking lot. Students may not sit in cars after arriving at school, or at any time during the school day. The speed limit on school property is 15 km/h. The school is not responsible for damages to cars in the school parking lot.

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

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 3-day suspension for the offending student(s). Whenever a fire alarm sounds, all students and staff must leave the building by the nearest exit in an efficient, calm and orderly manner. Exit routes are posted in each classroom. Students are asked to listen carefully to their teacher’s directions and assemble well away from the school with their homeroom class where attendance will be taken. Students must wear indoor footwear at all times in the event of a fire drill, a fire or an evacuation.

## Head Lice

In cases where head lice are found, the school liaison will contact the parent(s)/guardian(s). The primary responsibility for treatment of head lice is the parent (guardians). Where a child has head lice, the child **should not** return to school until appropriate treatment has commenced

## Lost and Found

The Lost and Found Department is maintained by the general office. All clothing, books, shoes, etc. turned in to the office are put into our lost and found table. Items turned in will be held for at least 3 months before the items are donated to community networks. All clothing, books, shoes etc. should be marked so that they can be easily identified. Students with calculators and other equipment should record the serial numbers and make sure that their name is on these items.

## Use of Intercom and Telephone

Students are allowed to use the office phone with approval from office staff during a break or with written permission from a staff member during class time. Students are not allowed to leave classes to answer telephone calls. They will be given messages on an immediate basis only if an emergency occurs. The Intercom System is not used, unless absolutely necessary, when classes are in session. Announcements are made twice daily during a scheduled morning and afternoon period.

## Home Rooms

Each student is assigned a classroom which will be his/her homeroom for the year. Students are to be present in their period one class at 8:40 a.m. for registration each day. All teachers are interested in their student's welfare. Students should feel free to discuss any concerns with the homeroom teacher, other teachers, school administrators, or the Counsellors. Afternoon registration takes place in the class following lunch recess in the first month of school.

## Sports

- Students that participate in a scheduled sport activity are responsible to complete all work that they have missed that day.
- 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 or expulsion from the school team as well. Poor attendance or failure to meet academic obligations may also result in suspension or expulsion from the team.
- Selections for school teams are made equally on the basis of ability, commitment to practice, past and present attitude and teamwork. Although we do like to win, our school success should not be accomplished at the expense of good sportsmanship or proper behavior.
- 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.

## 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. Please note the following:

- parents are requested to phone the school whenever absences or lateness is unavoidable.
- attendance is taken in all classes.
- 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.
- absences from school should only occur for valid reasons.
- Random parent contacts are used to validate reasons for absence.
- upon returning to school after being absent, it is requested that students bring a note signed by the parent/guardian to the main office 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 blocks to arrive on schedule.

## Student Activities

### Student Union:

- The Junior and Senior High School students have their own Students' Union. The executive members are selected from school committees. The elected positions are: President, Vice-President, Secretary, Treasurer, and Sports Reps.
- The Students' Union sponsor major activities each year. Some of the activities are: School Dances, Wake a Thon, MayDay, Jail n' Bail

## 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

## 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 Chemistry 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 be officially graduated from Ashmont Secondary School until he or she has successfully completed all the requirements for an Alberta High School Diploma.

## **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

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5 credits in

- 30-level Registered Apprenticeship Program (RAP) course

**Student Services**

<http://www.ashmontsecondarieschool.ca/>

It is important that students have access to a broad range of counselling services in high school. Ashmont Secondary offers a wide variety of counselling functions

**Educational Services**

- course selection
- changes in course registration
- diploma requirement information
- registering new students
- orientation programs
- study skills information

**Career Services**

- post-secondary programs
- general career descriptions
- apprenticeship opportunities
- interest testing
- letters of reference
- application forms

**Personal Counseling Services**

Helping students with concerns:

- peers and family
- self-concept - student loans
- drug/alcohol problems
- test anxiety
- depression
- referrals to other agencies

**Financial Information**

- awards
- scholarships and bursaries

