



Parent – Student Handbook 2024-2025



Table of Contents

EDMONTON ACADEMY	4
Director Of Education/Principal's Message	4
Background	4
Belief Statement	4
Vision Statement	5
Mission Statement	5
Our Philosophy	5
Our Goals	5
Reconciliation and Land Acknowledgement	6
Our Staff	6
Our Students	6
Safe And Caring Inclusive School	7
ADMINISTRATION & STAFF	8
Administrative Staff	8
Education Staff:	8
SCHOOL SCHEDULE AND HOURS	9
Edmonton Academy School Calendar	9
Grade 3-9 Timetable	11
High School Timetable	11
School Hours – Arrival And Dismissal	12
Friday Early Dismissal	12
Extracurricular Activities	12
SCHOOL POLICIES, EXPECTATIONS AND ROUTINES	13
Health, Safety Policies and Routines	13
Annual Parent-Student Consent Forms And Information	13
Arriving And Leaving During School Hours	13
Parent/Visitor Entrance And Exit	14
Illness Or Injury At School	14
Safe & Caring School Policies	14
Code Of Conduct	15
Edmonton Academy's Discipline Cycle	16
Understanding Behaviour And Social Relationships In School	17
Digital Citizenship – Social Media Use	18

Student Attendance Policy (New)	19
Bicycle Storage/Skateboards/Scooters	21
Staff Parking	21
Student Drivers and Student/Visitor Parking	21
Pickup and Drop-Off Locations	22
Scent Sensitivity	22
Severe Allergies and Food Sharing	23
Lunch Break	23
Off-Campus Lunch Privileges	23
Dress Code at School and for Physical Education	24
Care of School Property and Materials	24
Personal Items and Medications	24
Off-Campus Learning - Field Trips	25
Parent – Student – School – Communication and Collaboration (NEW)	25
Homework Expectations	26
Standards For Technology – Student Use Of Personal Device and Social Media Policy (New)	27
School Phone Use	31
Lockers	31
SCHOOL PROGRAMMING & ASSESSMENT	32
Elementary Courses/Junior High School Courses	32
Student Evidence Of Learning – Assessment And Evaluation	34
Student Assessment & Evidence Of Learning Grades 3 - 9	35
High School Marking Schemes	36
High School Exams	37
Academic Integrity And Plagiarism	37
High School – Grade 12 Valedictorian Award Criteria	37
High School – Grade 12 Rutherford Scholarship	38

EDMONTON ACADEMY

Director Of Education/Principal's Message

Dear Students and Parents/ Guardians:

We are pleased you have chosen Edmonton Academy for your child's education this school year. This handbook will provide you with some general and specific information as a stakeholder invested in our school. In our efforts towards continuous school improvement, this handbook is updated annually with significant changes identified as "NEW" within this resource to support areas that should be read carefully.

Our school provides assurance to our community through the process of planning and results reporting. For the 2024-2025 school year, Edmonton Academy has identified the following key priorities in our Education Plan:

- ❖ **Quality Teaching and Learning**
- ❖ **Literacy and Numeracy**
- ❖ **Citizenship and Social Responsibility**

Please take the time to read this handbook and highlight important aspects with your child as well as use it for future reference. If you have any questions or concerns, please do not hesitate to contact us.

Wishing you all the best for the 2024-2025 school year,

Jill Melnyk
Director of Education/Principal

Background

The Edmonton Academy was founded in 1983 as a private school specializing in the education of students with learning disabilities. The primary function of the Edmonton Academy is to provide a high standard of specialized teaching to meet the needs of its students. As such, Edmonton Academy recognizes that student progress, whether it be academic, social, or emotional, is the ultimate measure of the school's ability to meet its students' needs.

Belief Statement

The individual who is learning disabled can learn, be educated, has a right to that education and accommodation that will allow them to reach their potential. Edmonton Academy recognizes the importance of the whole child by also fostering their psychosocial development.

Vision Statement

Every child will have an education designed for their individual needs that will prepare them to be a productive citizen.

Mission Statement

To provide a specialized educational environment for students with learning disabilities, enabling them to become successful learners.

Our Philosophy

Edmonton Academy believes that each student deserves to fulfil his or her academic potential and to enjoy confidence in the ability to achieve. Teaching which is governed by the needs of the individual child is essential for the student with learning disabilities and is often not possible in conventional schools. Previous failure in school need not be permanent.

Our Goals

We aim to restore student confidence and to make it possible for each student to progress steadily toward academic success, using special teaching methods. We do this by:

- raising self-esteem, confidence, and independence
- teaching strategies and tactics which help each student minimize the effects of his/her learning disabilities
- developing independent work and study habits
- encouraging personal discipline and a sense of structure for each student
- providing the approved Alberta Education academic curriculum

Our ultimate objective is to help our students return to a non-specialized community school to continue his or her education.

Our School

Edmonton Academy has provided students diagnosed with a specific learning disorder (learning disability) an alternative educational experience for over 40 years. Designated as a Special Education Independent School by Alberta Education, we provide programming specifically for students with specific learning disorders in reading, written expression and mathematics which are the primary need of the student and the focus of the student's instructional support plan (ISP).

To ensure success and continuous improvement, Edmonton Academy utilizes data and feedback to set priorities and goals. As new insights and priorities are identified, the school team is intentional while determining the solutions. For educational related areas, the criteria are to ensure that decisions are aligning with educational research related specifically to learning disorders, where possible. Other decisions are made thoughtfully to ensure high quality instruction while optimizing resources. Our students' academic, social, and emotional growth and improvement is the ultimate measure of Edmonton Academy's success. To support this, we prioritize building a strong school community that includes all of our students, staff, parents, and stakeholders.

Reconciliation and Land Acknowledgement

As inspired by the recommended calls to action from the Truth and Reconciliation Commission, Edmonton Academy acknowledges that our school is located on the southside of Edmonton within treaty 6 territory and the homeland of the Metis Nation, Region 4. This land is the traditional territory of the Cree, Saulteaux (So-toe), Blackfoot, Metis, Dene (De-nay) and Nakota Sioux (Sue).

Our Staff

Edmonton Academy staff members are selected based on their education, previous work experiences, professional competence as well as for their personal qualities of empathy, patience and sincere interest in teaching students who have diverse ways of learning. All staff member participation in ongoing professional development to implement the Alberta curriculum and to use effective instructional practices and interventions tailored to the needs of our student population

Our Students

The students at the Edmonton Academy are bright, healthy, children/students that have neurodiversity which has led to their underachievement in one or more academic areas. As such, their parents have made a commitment to their child's success in learning by supporting their attendance at Edmonton Academy. Therefore, developing a strong home-school relationship with ongoing communication is critical in working together and to reach the goal of student's success.

All students have participated in specialized assessments to determine their learning profile and often lead to diagnoses that provide information on the learning and programming they should receive. Often the strategies or recommendations are difficult to receive in traditional school settings. Our students have learning disorders in reading, written expression and/or mathematics; however, many students also have other factors that contribute to their lagging skills. Therefore, knowing and understanding each child's specific learning profile is necessary for planning their program.

Safe And Caring Inclusive School

The Education Act requires that schools ensure an inclusive, welcoming, safe, and caring environment for all staff and students. At Edmonton Academy, we encourage an environment where students can openly talk about their strengths and areas for growth, their similarities, and their differences.

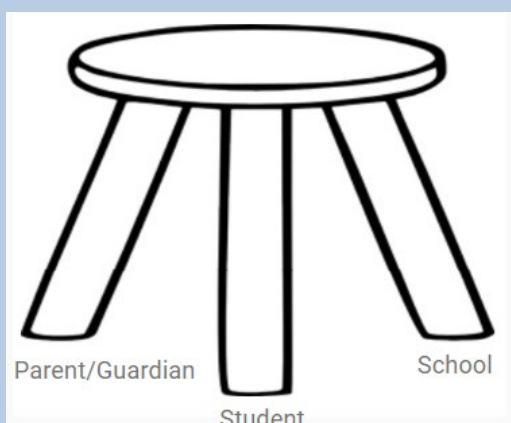
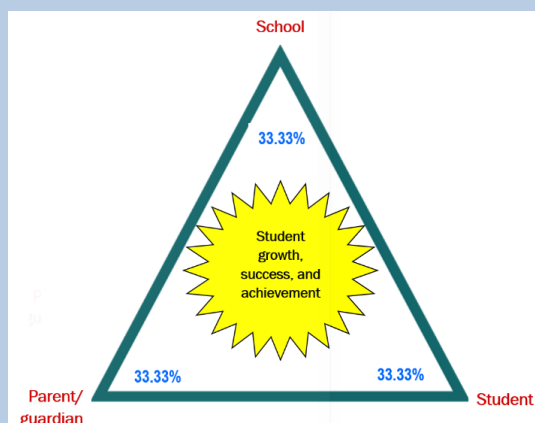
Edmonton Academy uses the evidence-based practice of using a school-wide positive behaviour support approach to ensure our safe and caring school community. We actively teach and reinforce the meaning and skills in the three areas of showing respect, responsibility and building relationships, so that all our students will be successful at meeting our expectations.

- **Relationships**
- **Respect**
- **Responsibility**

Respect: All of us need to understand how to be respectful of ourselves, others and to our environments. Respect is taught and reinforced explicitly through rules, routines, and processes. The school community endeavours to demonstrate respect as we work and learn together for the benefit of all our members.

Responsibility: Responsibility is about 'having duty over something'. At Edmonton Academy, our staff's primary responsibility is to promote and support our students' growth and learning. Our students have the responsibility to follow school and teachers' directions, expectations, and they are responsible for their learning, behaviour, and care of our school environment. We ask our parents to be responsible to encourage and support their child to be successful in learning by participating in their education.

Relationships: We all need relationships to be connected in our daily lives. When we develop strong and positive relationships within our school community, we all benefit. Building a positive teacher and student relationship is essential for learning. Building relationships between students support both the learning and the social-emotional well-being of all students. The collaborative home and school relationship fosters and supports our students to be successful in their learning. Students will grow academically, socially and can build resiliency when we work in triangulation between the parent/guardian, the student and the school are balanced in their efforts and responsibility.



ADMINISTRATION & STAFF

Administrative Staff

Director of Education/Principal	Mrs. Jill Melnyk
Executive Director	Mrs. Victoria Morisbak
Vice Principal	Ms. Mackenzie Bruce
Administrative Assistant	Mrs. Brenda Wiebe

Education Staff:

Homeroom Grade $\frac{3}{4}$ - Mrs. Madison Perreault

Homeroom Grade 4/5 - Ms. Jessica Robertson / Ms. Taryn Mayko

Homeroom Grade 5 - Ms. Madison Chambers

Homeroom Grade 6 - Ms. Jaeyoung Park / Ms. Terynn Jensen

Homeroom Grade 7 - Mrs. Trish Larsen

Homeroom Grade 8 - Mr. Haydon Nash

Homeroom Grade 9 - Mr. Chris Molstad /Mrs. Cara Perozok (for Keeley Richter)

Homeroom Grade 10 - Mr. Dylan Leaney / Ms. Madeline Tremblay

Homeroom Grade 11 - Mrs. Katrina Schoepp / Mr. Marcus Godfrey

Homeroom Grade 12 - Mrs. Lindsey Birrell / Ms. Lujia Cai

Art Teacher - Ms. Pamela Ollenberger

High School Science Teacher - Mr. Brad Steinbring

Physical Education Teacher - Mrs. Victoria Leaney

High School Program Coordinator 10-12 - Mrs. Lindsey Birrell

Resiliency Support Teacher - Mr. Brian Lien

Educational Assistant - Mrs. Chelsea Magnusson

SCHOOL SCHEDULE AND HOURS

Edmonton Academy School Calendar

Edmonton Academy School Calendar 2024/2025

School Hours		Office Hours	
Monday – Thursday	8:15 – 3:30	Monday – Friday	8:00 – 4:00
Friday	8:15 – 2:15		
Lunch Break:	11:30 – 12:10		

Legend

First & Last Instructional Day	Parent/Teacher Conferences	School Breaks	Operational Days (No students)	Professional Learning / Team Planning Days (No students)	Provincial & High School Exams	Statutory & Approved Holidays	School Special Event
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August							5 Heritage Days (school closed) 22-23 Professional Learning Day – All Staff Required (no school for students) 26-27 Operational Day – All Staff Required (no school for students) 28 1 st Day of School for Students
S	M	T	W	Th	F	Sa	
				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	
September							2 Labour Day (school closed) 12 Community Building - Staff and Student Retreat Welcome Back PAC Supper – Meet School Community – 5:30 pm 20 Student Education Program Planning (IEP) (no school for students) 30 National Day for Truth and Reconciliation
S	M	T	W	Th	F	Sa	
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						
October							2 Lifetouch Picture Day 10 * Mid-term summaries Available to Parents 10 Evening Learning Team Conferences - IEP (4:00 pm – 8:40 pm) 11 Morning Learning Team Conferences - IEP (8:00 am – 11:40 am) (no school for students) 14 Thanksgiving Day (school closed) 31 End of Term 1
S	M	T	W	Th	F	Sa	
		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			
November							1 Professional Day (no school for students) 5 Immunizations Grades 6 + 9 7 Lifetouch Picture Retakes 8 School Observance of Remembrance Day 11 Remembrance Day 12-15 Fall Break (school closed) 22 *Report Cards – Terms 1 26 EA – Annual General Meeting 28 Christmas Extravaganza
S	M	T	W	Th	F	Sa	
					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	
December							6 Community Building – School Gift of Giving (all students attend) 12 Evening Learning Team Conferences - (4:00 pm - 8:40 pm) 13 Morning Learning Team Conferences – (8:00 am–11:40 am) (no school for students) 13 *IEP - Mid-term summaries Available to Parents 25 Winter Break (school closed) 26 Christmas Day (school closed) 31 Boxing Day (school closed) New Year's Eve (school closed)
S	M	T	W	Th	F	Sa	
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					

January							1-3	New Year Day (school closed)/Winter Break (school closed)
S	M	T	W	Th	F	Sa	6	First day of School in 2025
			1	2	3	4	14	English 30-2 Diploma (8:45) + H.S. (Written) Exams (no school for other students)
5	6	7	8	9	10	11	15	Social Studies 30 Diploma (8:45) /H.S. (Written) Exams (no school for other students)
12	13	14	15	16	17	18	20	English 30-2 Diploma (8:45) Part B – M/C - (regular classes for other students)
H.S. Exam Days 22 – 28 th							21	Social Studies Diploma (8:45) Part B – M/C (regular classes for other students)
19	20	21	22	23	24	25	22-28	Exam week - (HS students attend for exams/ regular classes for other students)
26	27	28	29	30	31		29	End of Term 2/Turn Around Day – School Ski Trip
							30	2 nd Semester / Term 3 Classes Begin
February							7	*Report Card Issued – Term 2
S	M	T	W	Th	F	Sa	14	Association of Independent Schools & Colleges in Alberta – Teachers' Conference (no school for students)
						1	17	Family Day (school closed)
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			
March							7	*IEP - Mid-Term Summaries available on-line
S	M	T	W	Th	F	Sa	20	Evening Learning Team Conferences - (4:00 pm – 8:40 pm)
						1	21	Morning Learning Team Conferences – (8:00 am – 11:40 am) (no school for students)
2	3	4	5	6	*7	8	24-31	Spring Break (school closed)
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31							
April							1-4	Spring Break (school closed)
S	M	T	W	Th	F	Sa	11	End of Term 3
		1	2	3	4	5	18	Good Friday (school closed)
6	7	8	9	10	11	12	21	Easter Monday (school closed)
13	14	15	16	17	18	19	25	*Report Card Issued – Term 3
20	21	22	23	24	*25	26		
27	28	29	30					
May							6	Immunizations Grades 6 + 9
S	M	T	W	Th	F	Sa	19	Victoria Day (school closed)
				1	2	3	23	*IEP - Mid-Term Summaries available on-line
4	5	6	7	8	9	10	28	Grade 6 Provincial Achievement Testing (PAT) Lang Arts Part A (Written) (No school for other students)
11	12	13	14	15	16	17	29	Grade 9 Provincial Achievement Testing (PAT) Lang Arts Part A (Written) (No school for other students)
18	19	20	21	22	*23	24		
25	26	27	28	29	30	31		
June							6	Operational Day / Awards Night – Graduation Evening Event (no school for students)
S	M	T	W	Th	F	Sa	11	English 30-1 Diploma Exam – Part A (Written) 8:45 (regular classes for other students)
1	2	3	4	5	6	7	12	Grade 6 and 9 English PAT – Part B (regular classes for other students)
8	9	10	11	12	13	14	13	Grade 6 and 9 Mathematics PAT – Part A (regular classes for other students)
15	16	17	18	19	20	21	13	Last day of regular instruction (except for school and provincial exams)
							16-25	School Exams/Provincial Tests/Diploma Exam Administration with Accommodations
22	23	24	25	26	27	28	17	Grade 6 and 9 Mathematics PAT – Part B / Mathematics 30 ½ Diploma
29	30						18	Grade 6 and 9 Social Studies PAT / English 30-1 Diploma Exam Part B (M/C) 8:45
							19	Grade 6 and 9 Science PAT
							20	Biology 30 Diploma Exam 8:45
							21	National Indigenous Peoples Day
							23	Chemistry 30 Diploma Exam 8:45
							25	Science 30 Diploma Exam 8:45 – Last Day of exams for students
							26	Operational Day (no school for students) / Report Cards & Year-End Reports - school closes at 3:30 pm
School closed for other students when staff are required to provide all students with their exam accommodations and for supervision purposes								

Grade 3-9 Timetable

Timetable 2024 – 2025

Grades 3 – 9

Time		Monday	Tuesday	Wednesday	Thursday	Friday1	Friday 2
8:10	Warning Bell						
8:15 - 9:00	Block 1 (45 minutes)					Block 1	Block 5
9:00 - 9:45	Block 2 (45 minutes)					Block 2	Block 6
9:45 - 10:00	Break (15 minutes)	Recess - Grade 3 – 9 Students					
10:00 - 10:45	Block 3 (45 minutes)					Block 3	Block 7
10:45 - 11:30	Block 4 (45 minutes)					Block 4	Block 8
11:30 - 11:50	Break (20 minutes)	----- Recess (Grade 3 - 6)-----					
		----- Lunch (Grade 7 - 9)-----					
11:50 - 12:10	Break (20 minutes)	----- Lunch (Grade 3 - 6) -----					
		----- Break (Grade 7 - 9) -----					
12:10 - 12:55	Block 5 (45 minutes)					Option Class #1 (12:10 – 1:05)	
12:55 - 1:40	Block 6 (45 minutes)						
1:40 - 1:45	Break (5 minutes)					Option Class #2 (1:05 – 2:00)	
1:45 - 2:30	Block 7 (45 minutes)						
2:30 - 3:15	Block 8 (45 minutes)					2:00 - 2:15 Daily Monitoring/Homeroom	
3:15 - 3:30	Daily Monitoring	Grade 3 – 9 – Homeroom class for daily program monitoring routine					Staff Meetings and Collaborative Planning (2:30 – 3:45)
3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal		
3:30 - 4:00	Tutoring/Meetings (As requested/needed)						

High School Timetable

Timetable 2024 – 2025

Grades 10 - 12

Time		Monday	Tuesday	Wednesday	Thursday	Friday1	Friday 2
8:10	Warning Bell						
8:15 - 9:00	Block 1 (45 minutes)					Block 1	Block 5
9:00 - 9:55	Block 2 (45 minutes)					Block 2	Block 6
9:55 - 10:00	Break (15 minutes)						
10:00 - 10:45	Block 3 (45 minutes)					Block 3	Block 7
10:45 - 11:30	Block 4 (45 minutes)					Block 4	Block 8
11:30 - 12:10	Break (40 minutes)	-----Grade 10 – 12 Lunch Break-----					
12:10 - 12:55	Block 5 (45 minutes)					Block 5	Block 1
						(12:10-12:40)	
						Block 6	Block 2
						(12:40-1:10)	
12:55 – 1:40	Block 6 (45 minutes)					Block 7	Block 3
						(1:10-1:40)	
1:40 - 1:45	Break (5 minutes)					Block 8	Block 4
						(1:40-2:10)	
1:45 - 2:30	Block 7 (45 minutes)					2:10 - 2:15 Daily Monitoring/Homeroom	
2:30 - 3:15	Block 8 (45 minutes)					2:15 Dismissal	
3:15 - 3:30	Daily Monitoring	High school student's homeroom for study/academic support program monitoring routine					Staff Meetings and Collaborative Planning (2:30 – 3:45)
3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal		
3:30 - 4:00	Tutoring/Meetings (As requested/needed)						

SCHOOL CALENDAR

Our school calendar is developed with reference to several local school board calendars. Where there are commonalities, we endeavour to keep ours aligned when possible. However, our school has complexities such as high school exam days which impact the calendar creation.

Edmonton Academy's calendar exceeds the instructional hours as per Alberta Education guidelines due to our long days. This also allows for additional holidays; therefore, we encourage our parents to take family vacations during breaks, where possible. Finally, at times, there may be minor adjustments from the calendar due to unforeseen circumstances, however, notice will be given as soon as possible.

School Hours – Arrival And Dismissal

The school office hours are **8:00 a.m. until 4:00 p.m.**, Monday through Friday. Supervision is provided starting at 7:50 a.m. outside the school in the front area and the doors are open at 8:00 a.m. All students are encouraged to arrive before 8:10 a.m. to be ready to start class at 8:15 a.m.

Our school does not have after-office hour staff on the premises. As staff have commitments and responsibilities after 4:00 p.m., we require students to be picked up on time. If you have an emergency resulting in you being late, please phone the school at 780-482-5449 as soon as possible and consider if your emergency contact persons could support you in this situation.

Friday Early Dismissal

Fridays are early dismissal for our students at 2:15 pm to facilitate staff meeting time for collaboration on student programming/planning and professional development.

Extracurricular Activities

Our staff volunteer to run various clubs after school from 3:30 – 4:00 pm. Clubs are listed in our newsletters. Please be punctual to pick up your child at 4:00 pm when they are released.

Tutoring Assistance

Tutoring is available Monday-Thursday from 3:30 – 4:00 pm for students requiring additional support in core subjects (below 60%). The purpose of tutoring is to provide additional remediation on specific learning outcomes and can be arranged with the subject matter teacher. High school students often use the Science lab until 4:00 pm for peer collaboration on challenging science coursework.

SCHOOL POLICIES, EXPECTATIONS AND ROUTINES

Developing school policies, expectations and routines are very important for our school to be an effective work and learning organization. As a staff, it is also our goal for our students to develop strong executive and social-emotional skills with increasing independence. We consider that these skills and abilities are foundational to their future either in post-secondary school or in the workforce. We ask that parents support these areas to the highest degree possible.

Health, Safety Policies and Routines

Our school has a responsibility for the health and safety of all our staff and students, therefore policies, expectations and routines are described throughout this handbook. Our school has six fire drills per year, as per fire regulations and several lockdown drills. Our school doors remain locked throughout the day, and our administrative procedures require that we have an ongoing record of the number of persons in the building at any time. Therefore, our attendance records and sign-in procedures are very important.

We have parents who volunteer for Parent Advisory Council activities and fundraisers. However, any volunteer that works directly with students are required to complete a volunteer screening process with the Director of Education/Principal which includes criminal record and child intervention documentation.

Edmonton Academy has identified staff members with first aid training in our building who function as our emergency response team. If an emergency occurs, parents/guardians will be notified regarding the situation as soon as possible.

Annual Parent-Student Consent Forms And Information

The Edmonton Academy Annual Parent-Student Consent Forms and Information Package has been sent home with your child/student. Please ensure that you read the entire package and fill in the information and signatures that pertain to your child/student. This information is important for us to be able to respond appropriately to your child/student's learning, personal protection, safety and health needs. Please return this completed package as soon as possible.

Arriving And Leaving During School Hours

If a student is arriving or leaving the school with parental permission during school hours, they must report to the Administrative Assistant in the front office and sign-in or sign-out (i.e., dentist or doctor appointment). **This is mandatory and necessary for us to accurately follow school fire safety policies.**

Parent/Visitor Entrance And Exit

All visitors and/or parents enter and exit the school through the school's front door. Our entrance has an automatic locking door with a camera and doorbell system for security purposes. All visitors are screened to determine their purpose for entering the school. Any visitor or parent that will be in the school for more than 15 minutes, will be required to sign in with the office for safety and record purposes.

Illness Or Injury At School

We recognize that our school environment is a healthier environment for all students and staff when contagious people stay home. When students become ill during school hours, depending on the seriousness of the illness, the student may be directed by their teacher to report to the front office where in most cases parents will be called and arrangements made for the student to go home. If a student is well enough and granted permission by the student's parent(s)/guardian(s), the student may sign out and leave the school on their own.

Students injured during school hours will be treated and/or arrangements made to transfer them to the hospital, depending on the injury. Parent(s) will be notified of the incident as soon as possible. If an ambulance is required, the parent/guardian will be responsible for the cost incurred. Incident reports are completed by staff when for serious injuries Parents are generally not notified for minor scratches or cuts that occur by the nature of students age and involvement in regular school activities. e.g., paper cuts, scrapes, slivers, etc.

Safe & Caring School Policies

RESPECT - RESPONSIBILITY - RELATIONSHIPS are the overarching expectations that all students of Edmonton Academy must adhere to. The Education Act provides specific criteria that all students in Alberta are expected to follow. These fall within our three school-wide expectations as outlined below.

RESPECT means all students
<ul style="list-style-type: none">• Demonstrate actions, words and behaviours that promote a welcoming, caring, respectful and learning environment that respects diversity and fosters a sense of belonging. (<i>Education Act Section 31c</i>)• Respect the rights of others in school. (<i>Education Act Section 31d</i>)
RESPONSIBILITY means all students
<ul style="list-style-type: none">• Attend school regularly (<i>Education Act Section 31a</i>)• Take ownership of your learning and engage in classroom lessons. (<i>Education Act Section 31b</i>)

- Refrain from, report and **not tolerate bullying** or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means (*Education Act Section 31e*)
- **Comply** with the rules of the school and the policies of the board. (*Education Act Section 31f*)
- **Be accountable** to teachers and other school staff for the **student's conduct**. (*Education Act Section 31h*)

RELATIONSHIPS means all students

- **Cooperate** (*comply*) with everyone authorized by the board to provide education programs and other services. (*Education Act Section 31g*)
- **Positively contribute** to the student's school and community (*Education Act Section 31i*)

Code Of Conduct

To establish and maintain a safe and caring environment required by the Education Act, we also abide by the **Alberta Human Rights Act** where “*all persons are equal in dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.*”

All students, staff and school community members are expected to follow all the Welcoming, Safe and Caring School Policies. Therefore, each person must demonstrate behaviours which respect everyone's human rights which includes the right to a safe and caring school and work environment. In order to demonstrate respect, responsibility and to build positive relationships following are unacceptable behaviours and against school policy:

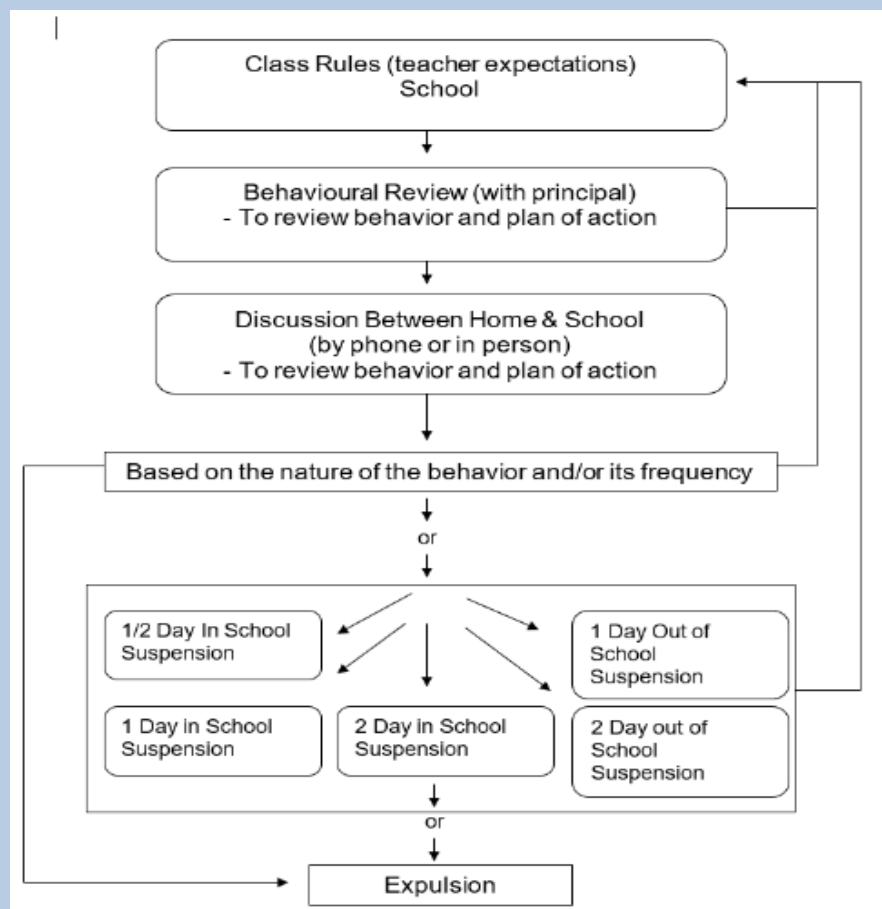
- ❖ *Behaviours that interfere with the learning of others and/or the school environment or creates conditions that are physically or mentally unsafe.*
- ❖ *Acts of bullying, harassment, or intimidation.*
- ❖ *Acts of Physical violence.*
- ❖ *Retribution against any person in the school who has intervened or reported unsafe/bullying or rule breaking behaviours.*
- ❖ *Illegal activities; possession or distribution of illegal or restricted substances, weapons, or theft/damage to property*
- ❖ *The use of offensive or discriminatory language or actions e.g., swearing, inappropriate innuendos, racial, stereotypical, or culturally insensitive words or action.*
- ❖ *Disrespectful actions or language towards any student, staff, or community member.*

Edmonton Academy's Discipline Cycle

Edmonton Academy focuses on providing specialized academic support. All students are screened upon entry to ensure their primary need is for academic program and that they demonstrate cooperation without a history of ongoing disruptive or externalizing behaviors.

We recognize that some students face challenges with impulse control, attention, focus, and social skills. To support their development in these areas, we employ various strategies. This is common at our school, and we believe that "kids do well when they can."

We endeavour to teach appropriate behaviour and identify the root causes for behaviour using evidence-based positive behaviour support strategies. However, in instances where school resources and/or student behaviour is adversely impacting the school and learning environment, then action needs to be taken. When students are uncooperative or violate the school's code of conduct, do not attempt to correct their behaviour, refuse responsibility, or if the behaviour is severe, frequent, or significant, the discipline cycle outlined below will be followed.



Understanding Behaviour And Social Relationships In School

Although we have school-wide expectations for fostering relationships, being respectful and learning to take responsibility for themselves and their learning, we understand that most students need support to develop social skills and positive behaviour. We also recognize that conflict is a natural part of all relationships and that our students have varying degrees of skills in learning how to manage conflict and/or how to build positive relationships. For this reason, it is important for our students, staff, and families to understand the differences between peer conflict, mean behaviour, and bullying/harassment behaviours.

Peer Conflict

Conflict between and among peers is a natural occurrence in relationships. It often tells us that something needs to change or is changing between the individuals. A telltale sign of normal peer conflict is when the individuals usually hang out and choose to be together, have an equal say in the relationships, are equally upset and are both interested in working at finding a solution. They may not demonstrate their 'best' behaviour during the conflict, but it is important for us to support them through it. As parents and teachers, we can respond by helping them learn how to 'talk it out' and see other's perspectives. This is often referred to as conflict resolution.

Mean Behaviour

It is common at times for children to try out some behaviours that are considered mean and hurtful. They may be doing this for multiple reasons, but it is serving a purpose for them. If it is mean behaviour, usually it is more spontaneous, more random at who it is impacting and when confronted the child typically feels bad about their actions. When we see mean behaviour, we should respond quickly and firmly to stop the behaviour and let them know that it does not align with our school expectations. We should also investigate further to consider the possible reasons why a student may be engaging in these harmful behaviours to support the student.

Bullying/Harassment Behaviour

Bullying and ongoing harassment are serious and have three key features that must be present to be considered bullying/harassment: *power imbalance*, *intention to harm* and *repeated over time*. At times, the bullying behaviour may go unnoticed if we have not properly taught students to come forward and seek our help when bullying is occurring.

When bullying/harassment behaviours occur, we will immediately meet with the student and possibly the parents to talk about the behaviours in question and explain that the behaviour must stop. We will attempt to understand what is going on for the students who are bullying others. At the same time, we will reassure the bullied student that we care about their safety, and that we are resolving the issue. The student should come to us immediately if there are any further incidents. With ongoing monitoring and support, we will determine if further disciplinary steps need to be taken in response to any further instances of the behaviour.

Digital Citizenship – Social Media Use

As the use of technology in our society and schools grows, the importance of teaching digital citizenship has grown. The value of technology, particularly for our students, is immeasurable. However, as we increase our technology use, we also need to teach our children and students how to be responsible and respectful with technology and how to navigate the digital world. Alberta Education provides support and guiding documents for us to use, and we recommend that parents look at this resource to support this learning with your child. <http://mediasmarts.ca/parents/digital-citizenship-guide- parents>

For the safety of students, schools are expected to become involved when social media contains evidence of an individual's intent to self-harm, threaten others and if there has been ongoing cyberbullying. This is taken very seriously, and the students and parents are responsible for this online behaviour.

The Edmonton City Police have resources available online to support parents to ensure that their children and teens are being safe and being responsible with technology and in the online environment. Parent supervision is strongly encouraged to ensure that children and teens are safe. Also, it is important to note that during the teenage years the brain is rewiring so the 'risk and reinforcement' system can be impacted. Teens and even young adults may not always be safely evaluating the risk of some choices to receive a reward (e.g., peer approval, thrill seeking, etc.).

Typically, teens are highly skeptical of parental involvement and questions, and will swiftly leap to the classic phrase, "It's none of your business." Rest assured that it is your business! While teens can feel ready to take on the world, their brains are still developing and they are not yet at a place where they can properly deal with all situations on their own. Your involvement is very important.

From: https://protectkidsonline.ca/app/en/info_monitoring_online_activities

We are encouraging parents to consider setting clear boundaries for social media usage and designating 'tech time' when it is being used for entertainment. Of course, it is easier if you start at a younger age, but it is never too late. With evidence of acceptable and appropriate use, parents can slowly release their support for their children, and they demonstrate responsibility as they grow up. If they are struggling to manage the technology appropriately at any age, there are ways to again increase monitoring and support as needed. For support in how to do this and ensure your child is safe, please go to:

<http://www.edmontonpolice.ca/CommunityPolicing/FamilyProtection/ChildProtection/InformationForParents>

Student Attendance Policy (New)

POLICY

Edmonton Academy affirms the critical importance of regular attendance in ensuring that students can reach their full potential and benefit from instructional time. While Edmonton Academy implements universal, targeted, and specialized strategies to support student attendance, it is expected that all students will attend regularly and punctually. The primary responsibility for meeting these expectations lies with the student and their parent(s)/guardian(s). As an educational organization, we require parents' support to create the daily habit of punctual attendance.

BACKGROUND

Education Act - In accordance with Section 7 of the Education Act, any individual who: (a) is a resident of Alberta and has a parent who is a resident of Canada; (b) is at least 6 years of age as of September 1 in any given year; and (c) is younger than 16 years of age, is legally required to attend school. The Education Act specifies the following as excused absences:

- Illness or other unavoidable circumstances.
- Observance of a religious holiday recognized by the student's religious denomination.
- Suspension or expulsion.
- Exemption from compulsory attendance granted by the Board for a specified period.

Alberta Education - Edmonton Academy adheres to the five strategic areas outlined by the Government of Alberta's *Every Student Counts* initiative, which include:

1. Evaluating and tracking student attendance.
2. Ensuring student engagement.
3. Increasing successful transitions.
4. Promoting positive connections.
5. Creating collaborative partnerships.

PROCEDURES

1. In cases of planned or unplanned absences, parent(s)/guardian(s) are required to notify the school via a brief phone message or email to the Administrative Assistant.
2. In accordance with the Government of Alberta's *Every Student Counts* initiative, student absences will be categorized into three types:
 - **Can't attend:** Absences due to illness, injury, family emergencies, etc.
 - **Won't attend:** Absences due to avoidance/ refusal resulting from underlying issues such as due to anxiety, peer conflict, feelings of being overwhelmed, etc.

- **Don't attend:** Absences due to a lack of perceived value in education, involvement in alternative activities, or nothing stopping them from being absent. There is a perception that the relationship to school is optional.
3. Whether or not an absence is excused or unexcused will be determined by the Director of Education/Principal or designate in accordance with the parameters outlined in the Education Act Section 7.
 4. Extended absences, including vacations during the school calendar year, will be recorded absences. Parent(s)/guardian(s) who choose to withdraw their children for such periods must assume responsibility for any adverse academic impacts.
 5. Teachers are not obligated to provide lesson materials or work for students who are absent without an excuse as defined by the Education Act. Students are responsible for accessing and completing any missed content or assignments within a reasonable time frame. It is important to note that Edmonton Academy's tutoring sessions, held from 3:30-4:00 pm Monday through Thursday, are not intended to compensate for missed content or work due to unexcused absences. These sessions are reserved for students academically at-risk as identified by the teacher that require additional support and should be used to enhance or supplement instruction, not to replace it.

Chronic Absenteeism

1. Edmonton Academy will track all student absences and determine when a student is considered to have chronic absenteeism. Chronic absenteeism will be addressed as follows:
 - After 5% **unexcused** absences from a year-round (8 classes), semester (4 classes), or term-based (2 classes) course, the teacher/designate will contact the parent(s)/guardian(s) to notify them of these absences.
 - After 10% **unexcused** absences from a year-round (16 classes), semester (8 classes), or term-based (4 classes) course, the teacher/designate will notify the appropriate Programming Support Coordinator, who will then contact the parent(s)/guardian(s) to discuss the absences and any required actions.
 - After 15% **unexcused** absences from a year-round (24 classes), semester (12 classes), or term-based (6 classes) course, the student and parent(s)/guardian(s) will be required to meet with the learning team to develop an action plan, which may include the possibility of removal from the course and not continuing at Edmonton Academy in future school years.
2. If a students' **excused** absences number has been determined to be disruptive to the learning environment of others, a meeting may be held with the learning team to develop an action plan.

Punctuality

1. Students are expected to arrive on time and be in class at the time that the bell rings/attendance is taken.
2. In high school, attendance will be taken per class and in grades 3-9 attendance is taken during the first period and the fifth period of the day.

3. When a student has accumulated three instances of tardiness, this may count as one absence, which will then be addressed according to the chronic absenteeism plan outlined above. Tardiness not only affects the individual student but also disrupts the learning environment for others.
4. Teachers may deny entry to late students until a scheduled break (e.g., recess) to minimize classroom disruptions.

Sign-In/Sign-Out Procedures

1. All students who arrive late or leave the school during instructional hours must sign in or out with the Administrative Assistant at the front desk. This information is crucial for emergency situations as we must always account for the number of people within the building.
2. The sign in/out process is also used to verify attendance. However, signing in or out by the student does not constitute an excuse for an absence. Parent(s)/guardian(s) must still inform the Administrative Assistant of any absences.

REFERENCE

The Education Act

Alberta Government: *Every Student Counts: Make the Attendance Connection: A School Reference Guide for Student Attendance*

Implementation Date/Review Date:

September 2006/August 2015/ August 2024

Next Review Date:

August 2028

Bicycle Storage/Skateboards/Scooters

There is a bicycle rack located near the front door of the school for any students who have ridden their bike to school. It is highly recommended that they use a solid lock to lock up their bicycle for the day. As our school has grown and at capacity there is no longer the ability to make exceptions that allowed students to store their bikes indoors.

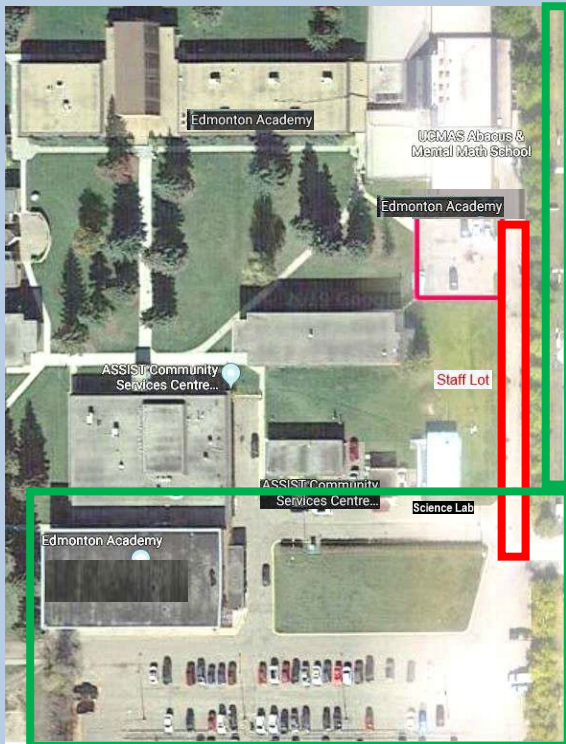
Skateboarding/ scootering on school property is not permitted. Students can store their skateboards/ scooters (daily) in the front office area or space designated by staff.

Staff Parking

The front parking lot, which has signs indicating BLUE ZONE, (shown in red below), is closest to the school and the lane along the side of the road entering the parking lot is reserved for staff parking ONLY. We have 25 staff members therefore all parking spots are needed.

Student Drivers and Student/Visitor Parking

Edmonton Academy is located on a shared campus with other tenants. As such, our student drivers are entering the premises as a client of our school and therefore must follow all the safety laws required of them legally as a driver in Alberta, including adhering to pedestrians and following speed requirements. Students/visitors driving cars to school must park in the large parking lot, highlighted in green (below) which is south of the science lab.



Pickup and Drop-Off Locations

When picking up and/or dropping off students, please use either the back-parking lot (ASSIST) or the area that runs along the street/sidewalk. Please do not pull into or use the staff parking lot for pickups or drop-offs as it is highly congested. Please see picture above for better understanding; Red Zone – Restricted, Green – Approved for pickups and drop-offs.

As we are a grade 3-12 school, we encourage our students to become increasingly independent in school, our routines and organization. Teachers will support students as needed in the arrival and departure routines. We ask that parents help us by waiting outside until this is completed. Younger students and based on student needs will be handed directly to the parents. Otherwise, we have staff supervision during these times.

Scent Sensitivity

Many individuals are hyper-sensitive to various smells, and this can trigger negative effects on their regulation. For this reason, we ask that staff and students to please minimize the level of scent to their bodies. We also request that perfumes, colognes, and hair spray products only be applied at home. Deodorant use before or after gym is permitted and encouraged.

Smoking Bylaw and School Policy

Edmonton Academy is within the City of Edmonton limits and therefore must follow Edmonton's

bylaw as a non-smoking environment. Smoking of any tobacco product and electronic cigarettes (vaping) is **not permitted in school, or anywhere on the campus** which is private property and where the school is located. This includes the parking lots and back fields. If students bring or use smoking paraphernalia on the premise where the campus is located the school disciplinary cycle will be applied.

Severe Allergies and Food Sharing

Staff are aware of students with severe and anaphylactic allergies in our school and are ready to respond to students as needed. Nuts are a concern; however, we have students who have very restricted diets where parents struggle to ensure the proper nutrition of their child. To consider both nut allergies and student nutrition, we have a designated “**Nut Zone**” where students with nuts can eat foods with nuts in them. Students with nut allergies will never have to use the designated table as it is outside Mrs. Melnyk’s office.

Please remind your child that due to allergies, food sent to school should not be shared with other students and that any nut snacks/sandwiches must be eaten only in the ‘zone’. If our students are not able to consistently follow this rule, then a ban of nuts may be required for safety reasons. Please remind your child frequently when you pack their food.

Lunch Break

Lunch break is between 11:30 - 12:10 p.m. and most students stay at Edmonton Academy throughout the entire day. We have staggered students to optimize break time and social opportunities with peers. All students who remain in school during the lunch break will be supervised in the designated eating or break spaces by school personnel.

Off-Campus Lunch Privileges

Students in high school will be permitted to leave the school grounds. If you do not wish that your high school student leaves, please let them know. Otherwise, grades 8 – 9 students may **ONLY** be permitted to leave the school grounds during the lunch break (11:30 – 12:10) once parents have signed and returned an off-campus agreement consent. Parents must understand that even though these students are not under the direct supervision of Edmonton Academy staff, permission is conditional upon the following student expectations:

- Respect for the property and personal rights of others and the community including local businesses.
- Arriving back on campus in time for class.
- Students are restricted from transporting or socializing off campus with students that do not have off campus permissions.

Should the student act inappropriately while off campus by violating any of the expectations above or engaging in inappropriate or illegal conduct, then this privilege will be revoked.

Dress Code at School and for Physical Education

The dress of students contributes to a positive school atmosphere. It should be conducive to learning and facilitates rather than detracts from learning. Our students participate in health outcomes related to positive body image; so, we support our students to feel positive about themselves. We rely on the parents to set expectations as to if their child/student's clothing is appropriate for a public and educational setting where students attend from grades 3 – 12.

Footwear and shirts must always be worn. Students must refrain from wearing clothing that is offensive by promoting hate, discrimination, using profane language, or vulgar images. Students should not wear clothing that has references to drugs or alcohol.

Outdoor footwear, such as winter boots should not be worn in class, but rather left in the student's locker or boot racks. Students MUST always have clean inside shoes or slippers on their feet.

Most of our students participate in daily physical education and should be dressed in clothing that facilitates them to move effectively and safely. Students need to be able to run in footwear that is both safe and effective. Please remember that we are using the outdoors a great deal of the time for physical education classes. Layering of clothing is strongly encouraged.

Care of School Property and Materials

Edmonton Academy takes particular care of our resources for them to last and reduce our organization's costs. We teach and reinforce respect, and responsibility while learning and working at Edmonton Academy. At times students may demonstrate impulsive and/or reckless behaviour leading to damage of school property. Students must report all damage, accidental or intentional, found by students to their teacher(s). In some cases, based on the circumstances the parents of students who willfully cause damage to school property will be charged the cost of repair.

Students are required to maintain assigned lockers, books, and desks. If damage occurs, the student will be responsible for the cost incurred.

Personal Items and Medications

We strongly encourage that students' personal items are labelled, particularly for those of value such as technology (earbuds), water bottles and common clothing items. When students misplace valuables or leave any articles it is difficult to sort through who the item belongs to as many of our students own similar products.

Personal items brought to school should be for a useful or used for educational/programming purpose. Students must not bring any items that are distracting to their learning process and/or considered dangerous to other's safety. **Any sharp objects, such as knives, even pocketknives; are prohibited from being brought to school.**

Students cannot bring personal prescription medications to school which are to be on their persons and self-administered. If you require your child/student to take medications throughout the school day, please complete a medication administration form found in the consent package.

Off-Campus Learning - Field Trips

Field trips and participation in learning that is off our school campus support the learning of the curriculum and are an important extension of the classroom. For this reason, we expect all students to participate in these experiences. The rules and policies of Edmonton Academy will govern all field trips. We use our local community to enhance the learning for our students and our general consent form is completed for these purposes. If you have any concerns regarding this, please contact the school. All field trips involving transportation will be provided a separate parent consent form prior to the event.

Off-campus trips out of the province or country are approved by the Edmonton Academy Board of Directors.

Parent – Student – School – Communication and Collaboration (NEW)

Who?

All parents/legal guardians are required to be involved in the educational process unless a guardianship order states otherwise. Collaboration between students, parents, and staff is essential for optimizing student learning.

What?

Communication between staff, students, and families is crucial and occurs through various forms such as emails, phone calls, newsletters, reports, and meetings.

When?

Communication and collaboration take place throughout the school year to encourage active participation from all stakeholders in school programming.

Where?

Overall school policies and procedures are outlined in the Parent-Student Handbook, and ongoing updates are provided through the bi-weekly newsletter. Important, time-sensitive information is communicated via individual parent emails.

How?

General school communication via the Parent-Student Handbook and the bi-weekly newsletter.

Individual communication through emails or meetings, depending on the urgency and topic.

Teachers use personalized communication methods for homeroom or subject-based updates.

Parents, students, and teachers collaborate throughout the year through goal-setting meetings, strategy discussions, and progress reviews.

For questions or concerns, parents are encouraged to email, with a 24-hour response window during weekdays. Urgent matters can be addressed by phone via the school office, but teachers will not be interrupted unless it's an emergency. Appointments are required to speak with teachers directly due to their multiple responsibilities during school hours.

Parents are also encouraged to inform the school of any significant changes (e.g., family dynamics, health concerns) affecting their child's well-being to help staff provide appropriate support.

Homework Expectations

Homework assignments for designated courses will be at the student's independent level and therefore should be completed unassisted. If a student does not complete their homework satisfactorily, the teacher will assess the situation considering these expectations, and they may be required to go to Friday Afternoon Club (FAC) on Friday or remain at school from 3:30 – 4:00 to complete their work.

If a student is not using class time in any course wisely or is absent (particularly for unexcused reasons such as vacation), they are **required** to make up missed course content and work (not taking tutoring time). Students' process speed will be considered when making decisions regarding their use of time.

Grade	Practice Expectations	Homework Expectations	Study Expectations	Total Expected Minutes	Exceptions
3-4	10 minutes of nightly reading and/or math practice		5-10 minutes of studying before an upcoming assessment (quiz/test) as needed	10 minutes nightly - weekdays	Students on reduced course loads as approved by Programming Support Coordinator/ as noted on their ISP Students who have scheduled tutoring time for this due to behavioural factors at home
4-5	10 minutes of nightly reading	5-10 minutes of assignment completion/ review tasks (math-focused)	5-10 minutes of studying before an upcoming assessment (quiz/test) as needed	20 minutes nightly - weekdays	
5					
6					

7	10 minutes of nightly reading	10 minutes of assignment completion/ review tasks (across all core subjects)	10 minutes of course studying (across all core subjects)	30 minutes nightly - weekdays	Students on modified programming - as noted by the Programming Support Coordinator
8					Students on reduced course loads as approved by Programming Support Coordinator/ as noted on their ISP
9	15 minutes of nightly reading	15 minutes of assignment completion/ review tasks (across all core subjects)	15 minutes of course studying (across all core subjects)	45 minutes nightly - weekdays	
10-12	15 minutes of nightly reading	~15 minutes of assignment completion/ review tasks per core course		Dependent on student timetable	

NOTE: This can also be considered on average over the course of the week and could be spread into the weekends. As well, individual differences vary. Students are also learning how to manage time with their work /subjects. Typically, if over $\frac{3}{4}$ of the class can get an assignment done in class - and the rest could not - they can finish during study hall, FAC (grades 3-9) or at home.

We are open to conversations regarding the demands of work done at home if you feel it is too much. Please keep in mind that we cannot assess and give credit for work and achievement that has not been demonstrated to us.

Standards For Technology – Student Use Of Personal Device and Social Media Policy (New)

BACKGROUND POLICY

Technology is an ever-growing part of society and has become very accessible to people throughout their day. Edmonton Academy recognizes the educational potential of technology in a school setting. A wide variety of current, common-place technological devices, coupled with greater and more flexible Internet access, have opened the doors to many new learning tools and to remove barriers for individuals with disabilities. These improvements in technology facilitate the acquisition and transmission of information and provide opportunities for students, teachers, parents and community members to engage in collaborative learning.

As a school designated for students with specific learning disorders, the use of personal devices (laptops, tablets, smartphones, etc.) is common for **educational purposes** such as research, accessing assistive technology tools, educational software, online dictionaries, and encyclopedias, etc. The

purpose of this policy is to ensure that students use personal technology for learning while limiting other uses of personal devices and restricting access to social media, so as not to disrupt the learning environment at our school.

There are two types of technology that are commonly used in schools and learning environments. Educational technology is how technology is used to enhance learning for all students. For example, students that have access to the internet has opened them up to the world and a wealth of information. Educational technology has also changed how people participate, create materials and collaborate in their learning.

Assistive technology was created from the disabilities sector for the purpose of supporting people with medical, physical or intellectual disabilities. The goal of assistive technologies is to increase individuals' skills, independence, participation and/or access to material or environments. Technological devices such as laptops, chromebooks, cell phones, tablets and smartwatches all have functions that would be considered useful as educational technology and/or assistive technology within them.

The purpose of having students bring technology to Edmonton Academy is to enhance their learning through both educational and, more importantly, assistive technology. Students must use their personal devices in accordance with this policy.

DEFINITIONS:

- . “personal mobile device” means any personal electronic device that can be used to communicate with or access the internet, such as a cell phone, tablet, laptop, or smartwatch.
- . “school authority” any Alberta public or separate school board, Francophone regional authority, charter board, operator of private school (independent), or private early childhood services operator,

PROCEDURES

1. School Wi-Fi Access - Students may sign on to guest Wi-Fi on their own personal devices.
2. All students will be provided with an Edmonton Academy user profile to login to the school's system accounts which contains:
 - a. Username: firstname.lastname@edmontonacademy.com
3. Teachers/staff members will hold students accountable to follow this policy.
4. Teachers/staff members will teach and reinforce the Stoplight Protocol of technology use in their classes to all students. The default setting for personal use of devices is on **RED**. Which means during class time in all courses **students must assume RED until they are told otherwise by their teachers.**
 - **RED – INSTRUCTIONAL TIME – NO PERSONAL DEVICE USE** - Students personal devices must not be used and be **POWERED OFF OR ON SILENT AND OUT OF VIEW**. They must be

put in the designated location (shoe pocket, parking garage, student's lockers or backpacks) according to the teacher.

- **YELLOW – EDUCATIONAL/ASSISTIVE TECHNOLOGY WORK** Teachers will give individual students or the class permission to use their devices for accommodation /instructional purposes (music, text to speech, etc.). These accommodations must be determined to be effective for those individuals.
- **GREEN – ACTIVE LEARNING TIME** – For personal use

5. Technology Use During Instructional Time:

- Laptops and chromebooks – These devices are primarily the main technology used for learning and accommodation for our students and must be used for schoolwork only during class time.
- Executive Skill Accommodations - Cell phones/Laptop/Chromebook - Teachers can choose to implement and/or support students with the learning and management of cell phones with appropriate apps for the development and support of executive skills. If cell phones are allowed for these reasons, it does not mean students can be texting during class or using the phone for personal reasons.
- White Noise Accommodation – Cell phone or Laptop/Chromebook – In certain cases, specific students may be granted permission to use music/white noise as an accommodation to help focus during independent work. This must not be a distraction. Students using their cell phone for white noise must have a prepared playlist. Computers may be used with a music tab that is not adjusted.

6. Personal Device Use Restrictions - Students will demonstrate the respectful use of technology where they should not violate the school's code of conduct, be harmful to others, or infringe on privacy rights. Inappropriate behaviour, even off-site, will not be tolerated.

- Technology should be out of sight and never used in private spaces such as school washrooms.
- Pictures are only taken at school with the permission of staff members and the individual being photographed.
- Students may not access any social media (Facebook, Instagram, TikTok, Snapchat, Discord, X, Twitch, etc.) while on the school's Wi-Fi or on school devices.
- No phone use for calls, texts, games, or any other function outside of permitted times.
- Recording Devices: The use of camera phones or audio recording devices is strictly forbidden during school hours, on school grounds, or during off-campus activities. Camera phones are strictly prohibited in private areas (e.g., washrooms, classrooms, offices) at all times.
- Cell phone use during field trips or extracurricular activities is at the discretion of the supervising teacher, who will set rules and consequences prior to the trip.
- Any phone communication during the instructional day must be done on school phones with permission from office personnel, except in emergencies as deemed by the Principal.
- Parents must contact their children via the school phone during school hours.

- Students must turn off their cell phones and store them in their lockers before entering the classroom.

7. Cell Phone Use Restrictions – Cell phone use will be permitted to students based on the below restrictions:

Grade 3 – 7

No device used without teacher permission.

Grade 8 - 9

Permitted only during lunch and afternoon recess.

Not allowed during morning recess, homeroom times, brain breaks, transitions, or while attending tutorials, study hall or Friday Afternoon Club.

Grade 10-12:

Permitted during scheduled breaks: 8:00-8:15 am, morning break, lunch, afternoon break, and after 3:30 pm.

Not allowed during homeroom times, brain breaks, transitions, or while attending tutorials, study hall, or Friday Afternoon Club.

8. Disciplinary Measures

➤ Abuse It, Lose It Policy

- First Offense: Confiscation for a section of instruction (such as class or teacher change) and a conversation to reinforce rules and consequences. Teachers must communicate with the teaching team.
- Further Offenses: Phone will be confiscated for the rest of the day. Students can retrieve it from the school office at the end of the day.

➤ Repeated Violations

- Continued issues may result in the creation of an individual technology plan.
- If non-compliance persists, the privilege of bringing a cell phone to school may be revoked. A meeting with the Director of Education/Principal, student, and parents will be arranged to discuss further consequences.

9. Responsibility and Liability

- Students are solely responsible for the security of their technology devices including cell phones. The school assumes no responsibility for theft, loss, damage, or unauthorized use of devices.

10. Search and Privacy

- School personnel may access a student's technology and personal electronic device if there are reasonable grounds that school rules or policies have been breached.
- Students must not use recording devices (audio, video, camera) during school unless they have permission from a staff member and the individuals being recorded.

- The school administration may search a device's memory if rules are violated.

11. Parental Support

- Parents are encouraged to reinforce the technology and cell phone policy by reminding students the above policy requirements.
- In emergencies, parents should contact the school office instead of the student directly.
- Each student and family must sign the technology use agreement form.

REFERENCE

Education Act Ministerial Order (#014/2024) – Standards for the Use of Personal Mobile Devices and Social Media in Schools

Edmonton Academy Welcoming Safe and Caring - Student Code of Conduct and Disciplinary Action Policy

Edmonton Academy Parent Student Handbook

Implementation Date/Review Date:	October 2006/October 2010 / August 2015/ June 2020/August 2024
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Next Review Date:	June 2028
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School Phone Use

Students are permitted to use the school phone during school hours (8:00 a.m. – 4:00 p.m.) provided the student has permission from a staff member.

Lockers

Students are using lockers with some belongings kept in homerooms or classrooms. Students must demonstrate respectful use of the lockers by not writing or damaging (scratching) the inside or outside of the school lockers. The Director of Education/Principal may search student belongings if there is any reasonable expectation that school policies have been broken.

SCHOOL PROGRAMMING & ASSESSMENT

Elementary Courses/Junior High School Courses

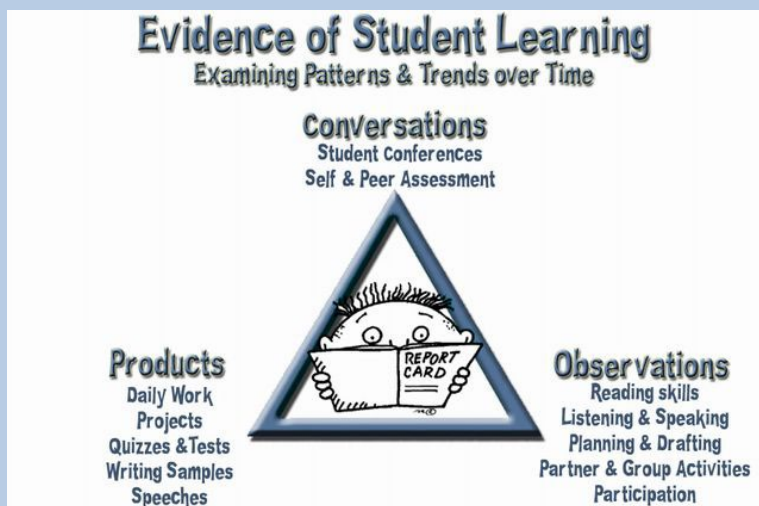
Grade 3 - 6
Course Name
<ul style="list-style-type: none">➤ Language Arts/Writing (double block)➤ Mathematics➤ Science➤ Social Studies➤ Learning Strategies (interventions to address specific areas of need)➤ Physical Education➤ Health/Art
Grade 7 - 9
Course Name
<ul style="list-style-type: none">➤ Language Arts/Writing (double block)➤ Mathematics➤ Science➤ Social Studies➤ Learning Strategies (interventions to address specific areas of need)➤ Physical Education➤ Health/Art

Grade 10		Grade 11		Grade 12	
Course Name	Credit Value	Course Name	Credit Value	Course Name	Credit Value
English 10-2	5	English 20-2	5	English 30-2	5
English 10-1	5	English 20-1	5	English 30-1	5
Math 10C/10-3	5	Math 20-1	5	Math 30-1	5
LCD Mathematics 15	5	Math 20-2	5	Math 30-2	5
Science 10/14	5	Science 20/24	5	Science 30	5
		Biology 20	5	Biology 30	5
		Chemistry 20	5	Chemistry 30	5
		Physics 20	5	Physics 30	5
Social Studies 10-1	5	Social Studies 20-2	5	Social Studies 30-2	5
Social Studies 10-2	5	Social Studies 20-1	5	Social Studies 30-1	5
Career & Life Management 20	3				
Phys. Ed. 10	3 or 5	Phys. Ed. 20	3 or 5	Phys. Ed. 30	3 or 5
Art 10	3 or 5	Art 20	3 or 5	Art 30	5
Vista Virtual CTS or Option Courses 1-5 credits per course					
Locally Developed Option Courses (LCD) 3-5 credit per course					
Varied Option Courses – 3-5 credits per course					

Please note that due to the exceedingly small number of high school students, creating a schedule in our school is complex. Options for courses will be offered to students where possible. Chemistry and Physics are offered on alternating school years. Also, the above courses may not all be offered every year.

Student Evidence Of Learning – Assessment And Evaluation

Edmonton Academy uses a comprehensive approach to assess students against the learning outcomes from the Alberta Program of Studies throughout the school year. In this approach we understand that evidence of learning and achievement comes in many forms and should include a triangulation of data.



This evidence is used for multiple purposes as described below:

- **Assessment For Learning** (formative assessment) guides and **informs our teaching and planning** to ensure we are responsive to the learning needs of our students in a timely manner.
- **Assessment As Learning** (formative assessment) is how we **involve the student** in the reflection, monitoring, and setting goals for their own progress.
- **Assessment Of Learning** (summative assessment) involves the teacher's use of evidence of learning that they gather from multiple sources through conversations (conferences with students, self, and peer assessment), products (daily work, projects, quizzes, tests, exams, samples), and observations (presentations, participation, group activities) **to make judgements about students' achievement**, which is communicated in report cards.

A report card is a summative collection of the data gathered over the specific time of the students' achievement using these multiple measures. The descriptors and criteria describe the level of achievement the student has met currently for grades 3-9 and the percentage for high school. The report card comments will highlight the students' areas of strength, areas of growth, and the strategies they could implement to support their improvement in their learning and achievement. All students of Edmonton Academy have a comprehensive Instructional Support Plan (ISP) that includes goals, outcomes, strategies, supports, and accommodations that enable them to access the curriculum and make academic progress which is reported in their report card. These marks

reflect the students' progress in a highly structured, small group environment with specialized teaching methods and a low student-teacher ratio.

A report card is the summative collection of the data that has been gathered over the specific term. Report card comments should frame where they are highlighting the student's areas of strength, areas of growth and steps and strategies for moving forward. Please follow the Edmonton Academy marking schemes

Student Assessment & Evidence Of Learning Grades 3 - 9

Grade 3-9 students will be graded using outcomes-based assessment. Teachers will provide students with a variety of assessment opportunities to demonstrate their learning and achievement of the Alberta Education curricular outcomes using the triangulation of data approach to determine their overall achievement for a period of time.

Descriptor and Criteria

Assessment Criteria

Exemplary- 80-100%	Proficient - 66 – 79%	Progressing - 50-65%	Limited - Below 50%
<ul style="list-style-type: none"> The student demonstrates an in-depth understanding of the learning outcomes from the program of studies. The student is able to apply the concepts and/or skills to a wide variety of learning situations and new contexts, independently and effectively. The student uses the required skills and strategies effectively. 	<ul style="list-style-type: none"> The student demonstrates a thorough understanding of the learning outcomes from the program of studies. The student is able to apply the concepts and/or skills to most learning situations independently and effectively. The student uses most of the required skills and strategies effectively. 	<ul style="list-style-type: none"> The student demonstrates a basic understanding of the learning outcomes from the program of studies, and may require additional time, support, and/or guidance. The student is able to apply the concepts and/or skills to some of the learning situations. The student uses some required skills and strategies appropriately. 	<ul style="list-style-type: none"> The student demonstrates a limited understanding of the learning outcomes from the program of studies, with or without accessing additional time, support, and/or guidance. The student requires a very high level of support to apply the concepts and/or skills to the learning situations. The student uses required skills and strategies with ongoing support.

Student growth and achievement will be evaluated using the teacher's professional discretion based upon all available evidence. This progress will be frequently communicated to students and guardians clearly to understand the students' areas of strength (meeting or exceeding grade level expectations), areas for growth (below grade level expectations) and strategies for improvement.

Note: Grade 6 and 9 Provincial Achievement Tests (PAT's) will be taken into consideration for the final term assessment. Also, due to various staff assessment styles, grades may not be inputted to Edsebli prior to reporting periods. Please email your child's teacher at any time with inquiries regarding their academic standing and/or result on assessments.

High School Marking Schemes

High school teachers will also use a triangulation of data to determine the student's overall achievement in percentages for a period of time.

Note: For Diploma courses, the school-awarded mark is worth 70% and the Diploma exam is worth 30% of the final course mark.

English 10 (-1/-2) 40% Write & Create 25% Read & Comprehend 20% Explore, Manage, & Collaborate 15% Final Exam	English 20 (-1/-2) 40% Write & Create 20% Read & Comprehend 20% Explore, Manage, & Collaborate 20% Final Exam	English 30 (-1/-2) 50% Write & Create 30% Read & Comprehend 20% Explore, Manage, & Collaborate
Mathematics 15 60% Exams 40% Quizzes/Participation	Mathematics 10C 50% Exams 35% Quizzes/Participation 15% Final	Mathematics 10-3/20-3 60% Assignments 30% Unit Tests 10% Quizzes
Mathematics 20 (-1/-2) 40% Exams 40% Assignments/Quizzes/Participation 20% Final	Mathematics 30 (-1/-2) 50% Exams 50% Assignments/Quizzes/Participation	
Social Studies 10 (-1/-2) In class work and interactions 30% Assignments 30% Unit tests and quizzes 30% Final Exam 10%	Social Studies 20 (-1/-2) In class work and interactions 30% Assignments 25% Unit tests and quizzes 25% Final exam 20%	Social Studies 30 (-1/-2) In class work and interactions 30% Assignments 35% Unit tests and quizzes 35%
Science 10 45% Assignments/Labs/Participation 30% Unit Tests 15% Quizzes and reviews 10% Final Exam	Science 20/Biology 20/ Chemistry 20 / Physics 20 40% Assignments/Labs/Participation 25% Unit Tests 15% Quizzes and reviews 20% Final Exam	Science 30/Biology 30/ Chemistry 30 / Physics 30 45% Assignments/Labs/Participation 35% Unit Tests 20% Quizzes and reviews
CALM 20 55% Assignments 20% Tests and quizzes 25% Participation /discussion /effort	Physical Education 10 / 20 / 30 30% Application of skill and knowledge 30% Cooperation, leadership, attitude, sportsmanship, self-esteem 30% Participation 10% Evaluation of history, terminology, strategy, rules	Art 10 / 20 / 30 80% Projects/ Assignments 20% Effort/ Participation

Locally Developed Courses

Marking schemes will be released with a course description.

High School Exams

Please note that high school exam schedules are made as soon as possible. Creating these scheduled are complicated and require a lot of effort to coordinate so that all of our students who require accommodations receive them. Therefore, we strongly recommended that parent avoid taking any holidays during high school exam weeks. In a case there an exam is reschedule, our ability to administer high school exams at any other day/time is extremely limited and we cannot guarantee that we can offer all student accommodations based on any date/time changes made.

Academic Integrity And Plagiarism

An important learning outcome is for students to learn about plagiarism and academic integrity. This is started at an elementary and junior level when starting to do quality research and recognizing sources. This is an ongoing learning process. However, once a student is in high school students are preparing for work and post-secondary education. Therefore, learning what plagiarism is and how to learn with academic integrity is more of a focus.

The school has the following policy to create a fair and engaging learning environment for all students. The use of materials and intellectual property/work of others must be cited using the methods taught by teachers. As well, our learning environment values genuine human interactions and nurtures critical thinking skills, the use of ChatGPT and other similar Artificial Intelligence technologies are not allowed in the classroom. We believe in the power of your unique perspectives and ideas to fuel meaningful discussions and foster personal growth.

Academic honesty is of the utmost importance, and therefore we expect absolute academic honesty from every student. All instances of cheating, plagiarism, or unfair use of Artificial Intelligence will result in the following consequences:

- **First offense:** Discussion with teacher; redo the assignment.
- **Second offense:** Discussion with administration; letter sent home to parent; receive a zero on the assignment.
- **Third offense:** Students will be removed from the course and will receive no credits for the course as a result.

High School – Grade 12 Valedictorian Award Criteria

The criteria at Edmonton Academy for the selection of class valedictorian are the following:

- Candidates must have one of the highest academic standings in the class in the following courses including:
 - **Both of** Social Studies 30-1 or 30-2 **and** English 30-1 or 30-2
 - **Two of:** Mathematics 20-1, Mathematics 20-2, Mathematics 30-1, Mathematics 30-2, Mathematics 31, Biology 30, Chemistry 30, Physics 30, or Science 30

- **One other 5 credit 30 level course** (including Locally Developed Courses, Career and Technology Studies (CTS), Options)

And the following behaviours and qualities:

- Candidates must be active members of Edmonton Academy's school community and role models where they demonstrate Respect, Responsibility and build positive Relationships within the school community.
- Candidates must possess and demonstrate a strong positive attitude during school.
- Candidates must have demonstrated exemplary behaviour for the previous two school years.

Selection process:

- Candidates will be nominated by staff and the successful candidate will be decided by staff 30 days prior to the annual Awards Night and Graduation ceremonies each school year.
- The successful candidate and parents will be notified by the Director of Education/Principal and the candidate will be awarded their plaque at the Awards Night and Graduation where they will be requested to provide a speech.

High School – Grade 12 Rutherford Scholarship

The Alberta Rutherford Scholarship is available for all Albertan students who have demonstrated academic achievement based on five designated high school courses. For more information go to: <https://studentaid.alberta.ca/scholarships-and-awards/alexander-rutherford-scholarship/#page2012>