



# **STUDENT and PARENT HANDBOOK**

**2021 - 2022**

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# GENERAL INFORMATION

## Message

Dear Students and Parents:

We are very pleased you have chosen Edmonton Academy for your child's education this school year. This handbook is updated annually as we endeavor to continue to progress our school, address student needs and communicate with our stake holders. Please take the time to read and review this handbook with your child and use it for future reference. It also can be found on our website under "Resources". If you have any questions or concerns, please do not hesitate to contact us.

Wishing you all the best this school year,

Jill Melnyk  
Director of Education/Principal

## Background

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.

## Our Philosophy

Edmonton Academy believes that each student deserves to fulfil his or her learning 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 a learning disability and it is often not possible in conventional schools. The previous experiences and failure in school does not need to 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 skills 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 either return to a community school or go on to post-secondary to continue his or her education.

## Edmonton Academy Staff

<b>Director of Education/Principal</b>	Mrs. Jill Melnyk
<b>Executive Director</b>	Mrs. Victoria Morisbak
<b>Vice Principal</b>	Mrs. Christa Farmer-Shave
<b>Administrative Assistant</b>	Mrs. Kristi Halverson

### Teaching Staff:

Mrs. Lindsey Birrell  
Ms. Mackenzie Bruce  
Mrs. Nadine El-Hajj  
Mr. Marcus Godfrey  
Ms. Trish Koning  
Mr. Dylan Leaney  
Mr. Brian Lien  
Mrs. Taryn Mayko  
Ms. Rachel McKeown  
Mr. Chris Molstad  
Ms. Pamela Ollenberger  
Mrs. Katrina Schoepp  
Mrs. Alison Spencer

# Edmonton Academy School Calendar

## Edmonton Academy School Calendar 2021 - 2022

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 Development Days (No students)	Provincial & High School Exams	Statutory Holidays	School Special Event - Observance
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<b>August</b>	2 Heritage Days - Public Holiday (school closed) 27 - 31 Operational Days (no school for students)																																																	
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<b>September</b>	1 Professional Development Day (no school for students) 2 1 <sup>st</sup> Day of School for Students 3 Student/Staff Retreat (Mandatory Attendance) 6 Labour Day – Public Holiday (school closed) 16 Open House Welcome Night (evening) 30 The National Day for Truth and Reconciliation Day																																																	
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<b>October</b>	1 Professional Day (no school for students) 6 Picture day 7 Evening Learning Team Conferences - IPP (4:00 - 5:30/6:30 - 9:00) 8 Morning Learning Team Conferences – IPP (8:00 – 12:00) (no school for students) 8* Mid-term summaries available online 11 Thanksgiving Holiday – Public Holiday (school closed) 29 Professional Day (no school for students)																																																	
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<b>November</b>	1 Picture Re-take Day 3 End of Term 1 5 Remembrance Day Observance in School 11 Remembrance Day (no school for students) 8 - 12 Fall Break (school closed) 19* Report Card issued – Term 1																																																	
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<b>December</b>	3 Gift of Giving (Mandatory Attendance) 9 Evening Parent/Teacher Conferences (4:00 - 5:30/6:30 - 9:00) 10 Morning Parent/Teacher Conferences (8:00 – 12:00) (no school for students) 10* Mid-Term Summaries available on-line 22 - 31 Winter Break (school closed) 25 Christmas Day 26 Boxing Day																																																	
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January								
S	M	T	W	Th	F	Sa		
						1		1-4 Winter Break (school closed)
2	3	4	5	6	7	8		5 First day of School in 2022
9	10	11	12	13	14	15		11 English 30-2 Diploma Exam Part A (Written) 8:45 (all students attend)
16	17	18	19	20	21	22		12 Social Studies 30-1/2-Diploma Exam Part A (Written) 8:45 (all students attend)
23	24	25	26	27	28	29		20 - 25 <u>Grade 9 -12 Exam Days (only students with exams attend)</u>
30	31*							19 End of Term 2
								20 Math 30-2/1 Diploma Exam 8:45
								21 English 30-1/2 Diploma Exam Part B (M/C) 8:45
								24 Social 30-1/2 Diploma Exam Part B (M/C) 8:45
								25 Biology 30 Diploma Exam 8:45
								26 Professional Day/Turn Around Day (no school for students)
								27 2 <sup>nd</sup> Semester / Term 3 Classes Begin
								31* <b>Report Card issued – Term 2</b>
February								
S	M	T	W	Th	F	Sa		
		1	2	3	4	5		18 School Ski-trip Day (no regular school for students)
6	7	8	9	10	11	12		21 Family Day (school closed)
13	14	15	16	17	18	19		22 Professional Day (no school for students)
20	21	22	23	24	25	26		
27	28							
March								
S	M	T	W	Th	F	Sa		
		1	2	3	4*	5		3 Evening Parent/Teacher Conferences (4:00 – 5:30/6:30 – 9:00)
6	7	8	9	10	11	12		4 Morning Parent/Teacher Conferences (8:00 – 12:00) (no school for students)
13	14	15	16	17	18	19		4* Mid-Term Summaries available on-line
20	21	22	23	24	25	26		21 – 31 Spring Break (school closed)
27	28	29	30	31				
April								
S	M	T	W	Th	F	Sa		
					1	2		1 Spring Break (school closed)
3	4	5	6	7	8	9		11 End of Term 3
10	11	12	13	14	15	16		15 Good Friday – Public Holiday (school closed)
17	18	19	20	21	22*	23		18 Easter Monday – Holiday (school closed)
24	25	26	27	28	29	30		22* <b>Report Card issued – Term 3</b>
								28 Evening Parent/Teacher Conferences (4:00 – 5:30/6:30 – 9:00)
								29 Morning Parent/Teacher Conferences (8:00 – 12:00) (no school for students)
May								
S	M	T	W	Th	F	Sa		
1	2	3	4	5	6	7		2 Grade 6 & 9 Achievement Testing (PAT) Lang Arts Part A (Written) (no school for students)
8	9	10	11	12	13	14		13 Operational PD/Awards Night – Graduation (no school for students)
15	16	17	18	19	20*	21		20* Mid-Term Summaries available on-line
22	23	24	25	26	27	28		23 Victoria Day – Public Holiday (school closed)
29	30	31						
June								
S	M	T	W	Th	F	Sa		
			1	2	3	4		13 English 30-1 Diploma Exam Part A (Written) 8:45 (all students attend)
5	6	7	8	9	10	11		14 Social 30-1/2 Diploma Exam Part A (Written) 8:45 (all students attend)
12	13	14	15	16	17	18		15 Last day of school for Elementary and Junior High (except for PATs)
19	20	21	22	23	24	25		16 – 28 <u>Grade 6, 9, 10-12 Provincial and School Exams – (no school for other students)</u>
26	27	28	29*	30				17 Math 30-1/2 Diploma Exam 8:45
								20 English 30-1 Diploma Exam Part B (M/C) 8:45
								21 National Indigenous Peoples Day – Observance
								22 Social 30-1/2 Diploma Exam Part B (M/C) 8:45
								23 Biology 30 Diploma Exam 8:45
								24 Chemistry 30 Diploma Exam 8:45
								27 Physics 30 Diploma Exam 8:45
								28 Science 30 Diploma Exam 12:47 – Last Day for Students (Exams)
								29 Operational Day (no school for students)
								29* <b>Report Cards &amp; Year-End Reports - School closes at 3:30 pm</b>

## School Floor Plan



- #1 - #12 - Classrooms
- #13 - Science Lab
- #14 - Front Entrance
- #15 - Back Offices & Storage
- #16 - Fitness Room
- #17 - Workout Room
- #18 - Server Room
- #19 - Staff Workroom
- #20 - Front Office
- #21 - Staff Room
- #22 - Executive Director's Office
- #23 - Director of Education/  
Principal's Office
- #24 - Learning Commons
- #25 - The Pit
- #26 - Female's Washroom
- #27 - Male's Washroom



# GENERAL GUIDELINES

## **(New) School Hours – Arrival and Dismissal**

The school office will be open from 8:00 a.m. until 4:00 p.m. Monday through Fridays. Students are encouraged to arrive at school before 8:10 as classes start at 8:15. The students will meet outside at their designated cohort waiting area and the staff member on supervision duty will stagger students into the building to go to their lockers and then straight to their homeroom class.

There will also be a staggered dismissal, with the elementary preparing for exiting the school whereby they can be picked up between 3:20-3:30. Junior high students will exit the school starting at 3:30 and high-school will exit starting at 3:35 from Monday to Thursday.

On Fridays, the time for pick-up will be 2:10 for elementary, 2:10 for junior high and 2:20 for high school.

Teaching staff need to be available for tutoring after 3:30 on Monday – Thursdays and all staff may have commitments and responsibilities after 4:00 pm. For this reason, we request that you make arrangements so that your child is picked up at the designated times on the schedule. If you have an emergency where you cannot make it to pick up your child, please phone the school as soon as possible.

## **Tardiness**

Students are expected to be on time for all classes. Students who are chronically late disrupt the learning environment for the other students. If late, please phone the Administrative Assistant so that are aware and can monitor for their arrival. A late student will first go to the front desk and the Administrative Assistant will change the student's absence entry to late and the reason into the system. The student will then be asked to go directly to their regularly scheduled class.

## **Absence – Excused Absences**

Please inform the school Administrative Assistant of absences, including the child's name, grade, and the reason for the absence. The school phone number is (780) 482-5449. The office hours are 8:00 a.m. - 4:00 p.m. Monday –Friday. If calling before or after office hours, you may leave a message on the voice mail.

Student attendance impacts their achievement. If a student is absent five times or more within a given term, the topic will be addressed during Parent-Teacher-Student interviews.

## **(NEW) Visitor Entrance and Exit**

Visitors (including parents) should enter and exit the school through the front door. We have added a doorbell and camera at the front entrance of the school. This is providing us with the added security to the building and can monitor all visitors to our school.

We request that anyone needing to meet inside the school with staff; arrange for an appointment. Once arriving, the doorbell will notify the office staff that someone needs to be let in. All visitors entering the building must wear a mask, use hand sanitizer upon entry, then proceed to the front desk to sign into the school. Visitors are also required to follow the health and safety protocols set out by the school, indicated by signage throughout the school.

It is our preference that non-emergent business with students and staff members be addressed at 3:35 p.m. Messages for students and staff can be phoned into the office (780) 482-5449 throughout the day and communicated as needed. We only interrupt instruction in emergency situations, otherwise messages are taken and delivered between class instruction.

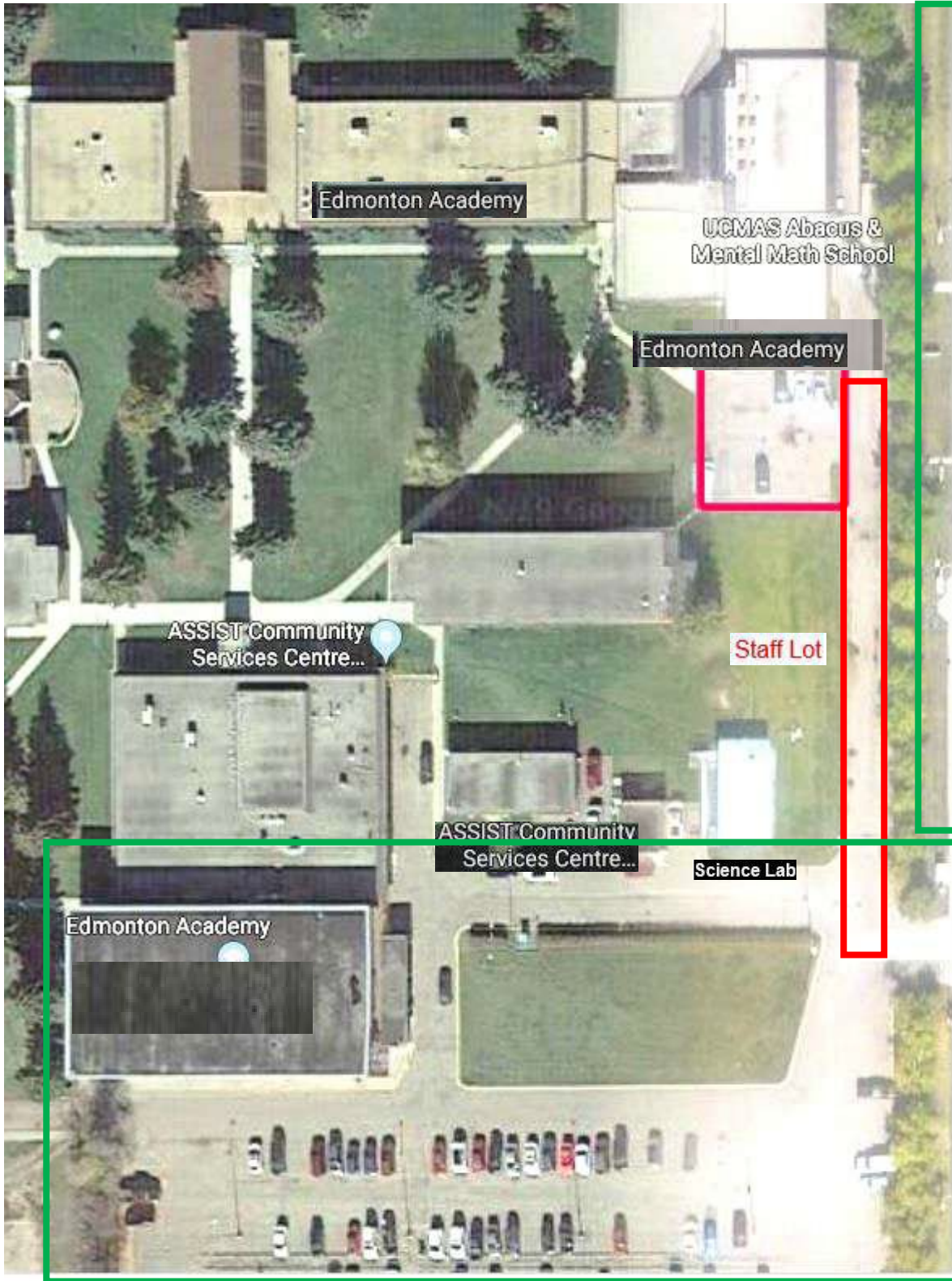
If the matter is deemed urgent, the Administrative Assistant will notify the student's teacher(s) and the student will be sent to the office to receive the visitor or information. Visitors wanting to see a teacher during school hours (8:00 - 4:00) please notify the Administrative Assistant and she will book an appointment based on the teacher's availability. All visitors are required to sign into the school and sign out upon leaving.

## **Student / Visitor Parking**

Students/visitors driving cars to school must park in the large parking lot, highlighted in green (above) which is south of the science lab. The front parking lot, have signs indicating BLUE ZONE, (shown in red above), is closest to the school and lane along the side of the road entering the parking lot is reserved for staff parking ONLY.

## **Pickup & 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 below for better understanding; Red Zone – Restricted, Green – Approved for pickups and drop-offs.



## **Arriving and Leaving During School Hours**

If a student is arriving or leaving the school with parental permission during school hours, he/she 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 health and safety protocols such as fire safety guidelines.

### **(New) Lunch Break**

Lunch break is between 11:30 - 12:10 p.m. and we have staggered our cohorts to ensure they have access to social opportunities with their peers. We have found that this time is particularly important for all of our students' mental health and social skill development. 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 grades 10 – 12 may be permitted to leave the school grounds during the lunch break (11:30 – 12:10). An off-campus agreement form has been sent home which requires the student and parent to agree to the health and safety requirements for the student to leave and return to our school campus during the day. This form must be signed by the parents and student for them to be allowed this option. Parents must understand that even through these students are not under the supervision of Edmonton Academy at this time, permission is also subject to the following conditions, as assessed by school personnel. This is a privilege and conditional upon the following expectations:

- Mature and responsible conduct while off campus and adhering to all the Covid restrictions/rules and regulations.
- Respect for the property and personal rights of others and the community.
- 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 or are from a different cohort group.

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.

Due to the pandemic protocols, all student in grade 3 – 9 will be required to stay on the school grounds during the school day at this time. Any change to this policy will be updated in a school newsletter.

## **Illness or Injury at School**

Once the COVID-19 health protocols are lifted, the following process will apply. Students who become ill during school hours, need to notify their teacher(s). At such time, depending on the seriousness of the illness, the student may be directed by his/her teacher to report to the front office (Administrative Assistant) and an administrator will follow up with the student's care. In most cases parents will be called and arrangements made for the student to go home. If well enough and granted permission by the student's parent(s)/guardian(s), the student may sign out and leave the school.

Students injured during school hours will be treated and/or arrangements made to be transfer them to the hospital, depending on the nature of the injury. Parent(s) will be notified of the incident as soon as possible. If an ambulance is required parent/guardian will be responsible for the cost incurred.

Parents are generally not notified for minor scratches or cuts that occur by the nature of their age and involvement in regular school activities. e.g., paper cuts, slivers, etc.

## **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.

As our students participate in health outcomes related to positive body image, it is our intent to support our students to feel positive about themselves. We rely on the parents to have conversations and set expectations as to if their child's clothing is appropriate for them to fully participate in school activities. Therefore, please discuss with your child what clothing would be 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, uses profane language, or vulgar images. Students should not wear clothing that has references to drugs or alcohol.

Outdoor clothing, such as winter boots are not to be worn in class, but rather left in the student's locker or boot racks upon arrival to school. Students **MUST** always have clean inside shoes on their feet.

Most of our students participate in daily physical education and should be dressed in clothing that facilitate 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 use the outdoors a great deal of the time for physical education classes. Layering of clothing is strongly encouraged.

## Personal Items

We promote students to label their items, particularly for those of value such as technology (ear buds), water bottles and common clothing items. When students misplace valuables or leave an article behind, and it is difficult to sort through who the item belongs to as many of our students own similar products. Please take the time to use a fabric pen or permanent marker to create identifiers will help us ensure students get their lost items back.

Personal items brought to school should be for a useful or educational/programming purposes. Students must not bring any items that are considered dangerous to other's safety. Any knives, even pocketknives are prohibited from being brought to school.

## Homework Expectations

Homework completion is necessary for the reinforcement of the content learned in class and for developing a student's independent work and study habits. Students are therefore required to satisfactorily complete all homework assignments. However, if a student does not understand an assignment, the student is encouraged to seek assistance from his/her teacher(s) at the next learning opportunity they have with the teacher.

Homework assignments for the most part will be at the student's independent level, and therefore should be able to be completed unassisted. If a student does not complete his/her homework satisfactorily the teacher will assess the situation considering these expectations, and they may be required to complete the work either on a Friday pm or remain at school from 3:30 – 4:00 to complete their work with the teacher's assistance. Parents can support their child/student by setting the homework rules and expectations early so that we can encourage a gradual progression of work habits. The long-term goal is to foster student success as well as ensure that they are prepared for the workload and expectations once they graduate from high school. For this reason, we will be attempting to facilitate the following expectations:

- Grade 3**      *10 minutes nightly - reading (including sight word practice) - with occasional other "at home minor tasks"*
- Grade 4-6**      *20 minutes nightly - 10 reading (discuss big ideas to build comprehension) - 10 minutes mathematics facts/fluency - with occasional other "at home minor tasks"*
- Grade 7-8**      *30 minutes nightly - which includes reading, daily review/studying for quizzes, exams, completing assignments*
- Grade 9**      *45 minutes nightly - reading, review of the material, complete daily assignments, study for exams/tests - complete larger projects (across subjects)*
- Grade 10**      *60 minutes nightly - reading, review of the material, complete daily assignments, study for exams/tests - complete larger projects (across subjects)*

**Grade 11** 90 minutes nightly - reading, review of the material, complete daily assignments, study for exams/tests - complete larger projects (across subjects)

**Grade 12** 120 minutes nightly - reading, review of the material, complete daily assignments, study for exams/tests - complete larger projects (across subjects)

*NOTE: This can also be considered on average over the course of the week - could be spread into the weekends. As well, student individual differences should be considered. 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 afterschool, at home, or during Friday Afternoon Club (FAC). 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 by the student.*

## **Tutorial Assistance**

When students are experiencing difficulties in a subject (below 60%), tutoring will be strongly recommended by the teacher at a mutually agreed upon time.

## **Off-Campus Learning - Field Trips**

Due to the Covid restrictions, all off campus learning and field trips will be determined based on the ability to successfully implement health and safety measures that mitigate the risk for transmission of the virus within our cohorts.

## **Care of School Property**

Edmonton Academy takes particular care of our resources for them to last and reduce our organization's costs. Therefore, all damage, accidental or intentional found by students should be reported to the student's teacher(s). 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.

## **Textbooks/Novels**

The students at Edmonton Academy will have their textbooks signed out to them upon a deposit being provided to our office. The textbook agreement and deposit information has been provided in the Edmonton Academy Annual Parent-Student Consent Forms and Information

Package that was sent home with your child.

All our textbooks that are used in specific classes, are for the most part, also available online through each teacher's online google classroom. If your child requires a physical copy, textbook deposits will have to be provided to the school prior to any student receiving a hard copy. Once the hard copy of a textbook is returned at the end of the school year, in same form as it was lent out, the deposit will be returned.

## **Technology Use in The School/Classroom**

Technology is an ever-growing part of society and teaching, as it increases access to information and makes learning interesting. However, for students with specific learning disorders/learning disabilities, technology makes learning possible. At Edmonton Academy our programming supports our students to learn how to use assistive technologies on their computers and phones. These assistive technology tools help to remove the barriers to their learning, daily functioning and support them to develop executive functioning skills.

**All students in grades 7 to 12 are required to bring their own charged computers to school to be used to support their learning daily.** We strongly encourage grade 6 students to consider having their own device as well. When they are using their own devices, we can show them how to customize and use accessibility features and programs that support their individual learning profiles.

While we leave the decision on what type of device to use up to the individual families, the device should; connect to the internet, have a keyboard, have a long battery life, be light enough to carry, and have a big enough screen for viewing, editing documents and presenting materials.

For students grade 3-5, we have a limited number of chrome books for us to begin to use these technologies to support their learning.

Each student and family will be required to sign our technology use agreement form which is included in the Edmonton Academy Annual Parent-Student Consent Forms and Information Package. Technology will be used to enhance skills and access learning such as audio books, read and write google; etc. however, our students must realize that using technology in a school setting is a privilege. The school and teachers set the guidelines so that we can protect the safety and learning for all students.

Most students today have cell phones for multiple purposes, and in our classrooms, they are primarily allowed to be used for instructional/learning purposes. Our stoplight and parking lot strategy support students and parents to know how and when technology can be used in our school. During class times the teachers will indicate which 'color' the phone or computer use is set at, see below:



**RED – INSTRUCTIONAL TIME** – Student must have their devices on silent and have them parked during this time or out of sight. Most of the classrooms have a hanging shoe pocket system and they are assigned a # to put their phone in. High school students are expected to either have their phone away or face down on the desk. **NO ONE IS ALLOWED TO USE THEIR CELL PHONES AND/OR TECHNOLOGY DURING THIS TIME!**

**ORANGE – INDEPENDENT WORK TIME** - Teachers can give individual students permission to use their devices for accommodation purposes (music, text to speech, etc.). These accommodations must be determined to be effective for those individuals. See white noise accommodation below.

**GREEN – ACTIVE LEARNING TIME** – The whole class will be needing technology for learning purposes (research, project work, google classroom, entering homework into calendars etc.). It is used for school purposes **ONLY!**

Teachers have the discretion to also allow ‘green – active’ technology free time with some restrictions for class breaks.

When students are non-compliant with our policies for cell phones or their computers, we will implement consequences.

Parents are also asked to reinforce our policy on cell phone use by remembering that the students are **ONLY** allowed cell phone for personal use during breaks. If you must communicate with your child, please let them know that you do not expect them to respond immediately or during instructional hours. In emergency situations, please call our front office and we will relay the necessary information to your child. We appreciate your support as we are reluctant to move to a full school out of classroom ban on cell phone use.

Music or White Noise Accommodation - In certain cases, a student may be granted permission by their teacher(s) to use a technology device for the purpose of listening to music or white noise during independent seatwork. This will be monitored to ensure it is a strategy that benefits the student to complete their work. If the use of this strategy is a distraction, the teacher will ask the student to discontinue using it. The strategy of music/white noise is not meant for music entertainment, but to drown out background noise and help the student focus on the task. Students are encouraged to create a school appropriate playlist ready to use so that they are not taking time setting this up in class. Parents are responsible for monitoring the suitability of the music their child brings to school.

## School Phone Use

Students are permitted to use the school office phone during school hours (8:00 a.m. – 4:00 p.m.) provided the student has permission from his/her teacher(s) or an administrator if it is during instructional time.

## **Bicycle Storage**

There is a bicycle rack located near the front door of the school where we encourage students to lock up for the day. Some exceptions may be made at the Principal's discretion where we allow bicycles to be secured in the school.

## **Skateboards**

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

## **Lockers**

Students will be using lockers this year to varying degrees based on the teachers' guidelines. Many students will keep some of belongings in their classroom in assigned learning area to support their ability to stay organized and for ease of access.

## **Off Limits**

Students are not permitted in the workout room, fitness room or science lab without a teacher being present.

## **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 allowed.

## **Edmonton Academy 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, and health needs. Please return this completed package to the school as soon as possible.

# SUPPORTING POSITIVE BEHAVIOUR FOR A SAFE & CARING SCHOOL

## 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 insure 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. We teach and reinforce to our students' what respect looks like, sounds like, and feels like. Respect is expected in all our school environments, and this is taught and reinforced explicitly through rules, routines, and processes.

**Responsibility:** Responsibility is about `having duty over something`. At Edmonton Academy, we have the responsibility 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 at school and 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.

**RESPECT - RESPONSIBILITY - RELATIONSHIPS** are the overarching expectations that all students of Edmonton Academy must adhere. 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.

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

<b>RESPONSIBILITY means all students</b>
<ul style="list-style-type: none"><li>• <b>Attend</b> school regularly (<i>School Act Section 31a</i>)</li><li>• Take <b>ownership of your learning</b> and engage in classroom lessons. (<i>School Act Section 31b</i>)</li><li>• Refrain from, report and <b>not tolerate bullying</b> or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means (<i>School Act Section 31e</i>)</li><li>• <b>Comply</b> with the rules of the school and the policies of the board. (<i>School Act Section 31f</i>)</li><li>• <b>Be accountable</b> to teachers and other school staff for the <b>student's conduct</b>. (<i>School Act Section 31h</i>)</li></ul>

<b>RELATIONSHIPS means all students</b>
<ul style="list-style-type: none"><li>• <b>Cooperate</b> (<i>comply</i>) with everyone authorized by the board to provide education programs and other services. (<i>School Act Section 31g</i>)</li><li>• <b>Positively contribute</b> to the student's school and community (<i>School Act Section 31i</i>)</li></ul>

## Code of Conduct

In order 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 demonstrate behaviours which respect everyone’s human rights which includes the right to a safe and caring school and work environment. There is an expectation to demonstrate respect, responsibility and to build positive relationships whereby the following are unacceptable behaviours:

- *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.*
- *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 innuendoes, racial, stereotypical, or culturally insensitive words or action.*
- *Disrespectful actions or language towards any student, staff or community member.*

## 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 is 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.

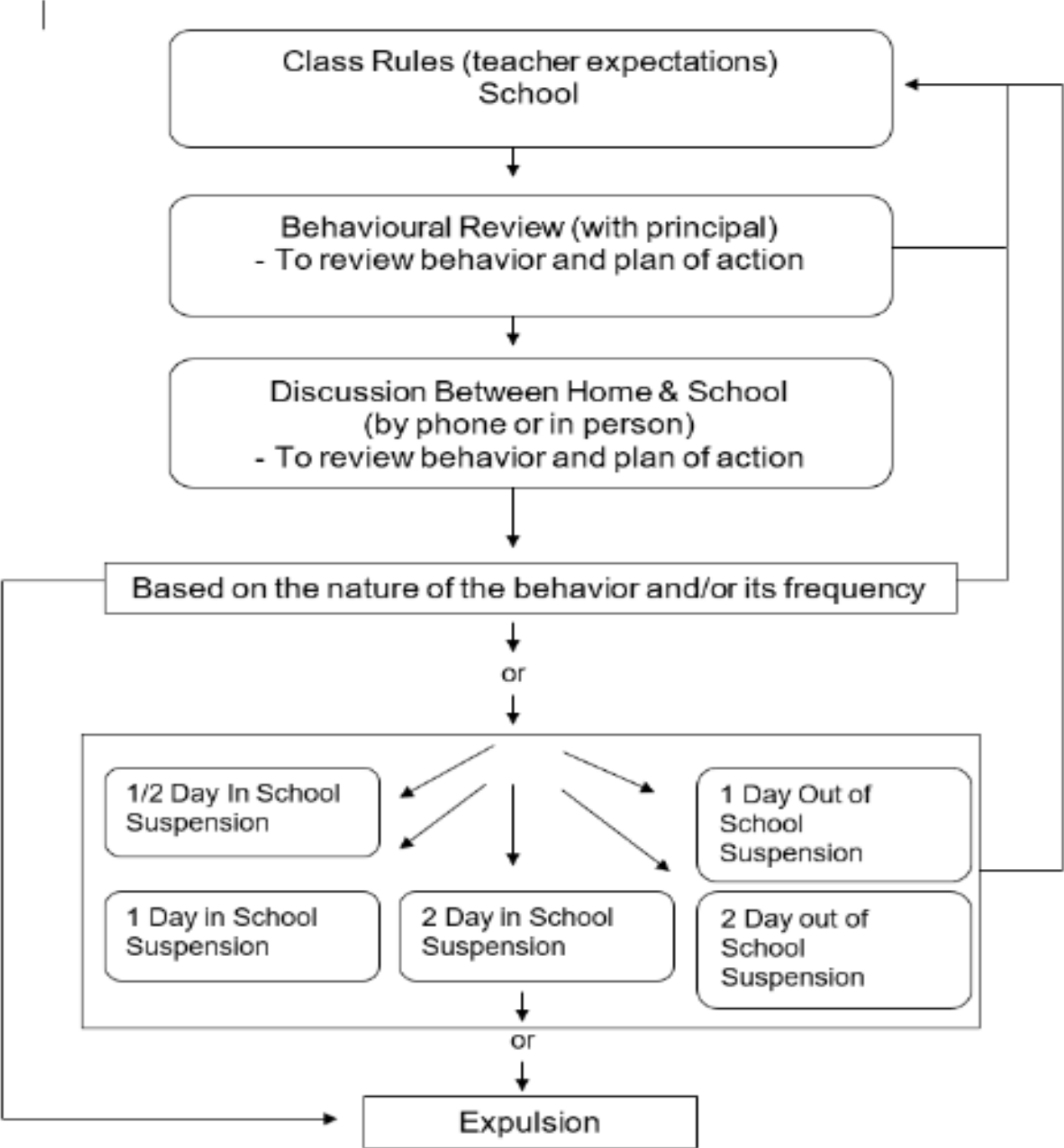
### **Edmonton Academy's Discipline Cycle**

The focus of Edmonton Academy is to provide specialized school program for students with specific learning disorders (learning disabilities). All students who attend Edmonton Academy are screened upon entry to ensure that student's primary need is for support to be successful with academic learning. To the best of our ability, we ensure that students are compliant with adults and do not have high externalizing behaviours. However, many of our students have conditions with symptoms where they have goals related to impulse control, attention, focus, etc. In these cases, we use many strategies to support their ability to develop these skills. This is quite common in our school. We believe that 'kids do well when they can'.

In the rare cases where students are not adhering with the code of conduct and our expectation at the school, the following steps will be taken to address these concerns. Staff will give students cues and opportunities to meet the school/classroom behavioural expectations. If the student is not making attempts to change the behaviour, or does not take responsibility for their

actions, they will meet with the principal for a behavioural review. The discipline cycle below will guide the process. Our process is to get to the root of the difficulty with meeting our expectations.

Our first approach includes a teaching process using multiple evidence based positive behaviour support strategies. However, there are times where due to the nature, severity and/or frequency of the behaviour the student will face disciplinary actions.



## 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 be teaching our children and students how to be responsible and respectful with the 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.).

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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.

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From: [https://protectkidsonline.ca/app/en/info\\_monitoring\\_online\\_activities](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>

## Non-Smoking Environment



Edmonton Academy is a non-smoking environment. Smoking is not permitted in school, or on school property. This includes electronic cigarettes (vaping). If students bring or use smoking paraphernalia on campus the school disciplinary cycle will be applied.

# COURSES AND STUDENT ASSESSMENT

## Elementary Courses/Junior High School Courses

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

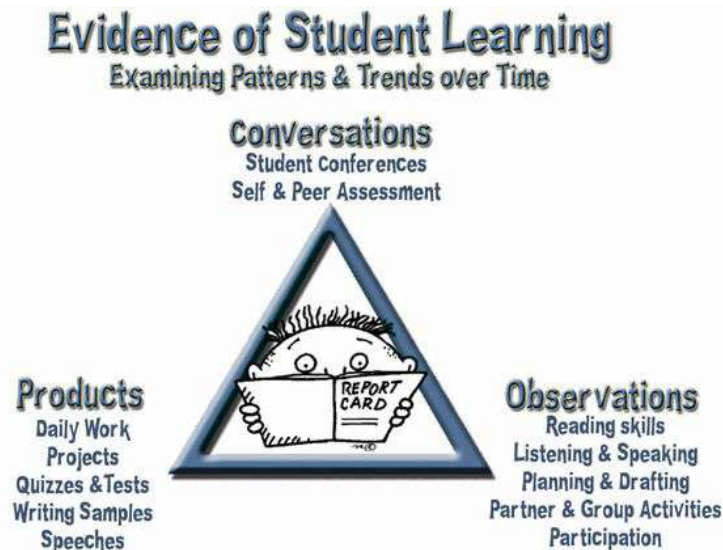
## High School Courses

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	5	Math 20-1	5	Math 30-1	5
Math 10-3	5	Math 20-2	5	Math 30-2	5
Science 10	5	Science 20	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 20-1	5	Social Studies 30-1	5
Career and 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
		CTS	1 credit	CTS	1 credit
		LDC	3-5 credit per course	LDC	3-5 credit per course

**NOTE: The above courses may not all be offered every year.**

## (NEW) Student Assessment & Evidence of Learning

At Edmonton Academy we use a comprehensive approach to assessment for learning (which informs our teaching and planning for our students) and assessment of the learning (report cards, individual program plan updates). In order to assess students in knowledge, skills, and attitudes we use assessment that comes in many forms to create a triangulation of data.



Our mid-term summary is the summative collection of the data that is *primarily* of the student's **products** (assessment of learning) gathered over the specific term (about 4-6 weeks). We share the data we have gathered from **observation** and **conversations** (assessment for learning) in other ways such as report card comments, home/school communication, and parent-teacher conferences.

The report card is the summative collection of the data that has been gathered over the specific term. Report card comments will highlight the student's *areas of strength, areas of growth and steps and strategies* for improvement. Please note the Edmonton Academy Marking schemes below for a break down of how courses are evaluated specifically.

This year we have made a change to our reporting system to become more aligned with the current research and practices related to student assessment and reporting. This system allows us the ability to consider all the diverse ways, mentioned above that students demonstrate their learning vs. the traditional evaluation of tests and exams. Not all outcomes in our curriculum can be measured appropriately using a test and exam, or to achieve an exact percentage, particularly in grades 3-9. For this reason, we are moving to a range of achievement, which is describe below.

Please note that our high school programming must be measured using a percentage-based system to align with the requirements to achieve credits and for post-secondary admissions.

## Edmonton Academy Assessment and Reporting of Student Progress – Grades 3 - 9

Edmonton Academy uses a comprehensive approach to assess students against the learning outcomes from the Alberta Program of Studies throughout the school year.

**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, 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 period of the students' achievement using these multiple measures. The descriptors and criteria below describe the level of achievement the student has met at this time. 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.

### Assessment Criteria

#### Exemplary- 80-100%

- 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.

#### Proficient - 66 – 79%

- 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.

#### Progressing - 50-65%

- 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.

#### Limited - Below 50%

- 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.

## Elementary Marking Schemes

Elementary 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. Some examples may include, but are not limited to:

- Conferencing
- Observations
- Reading Records
- Daily Assignments
- Discussions
- Projects
- Quizzes/Tests
- Anecdotal Records
- Checklists
- Group Activities

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 in clearly in order to understand the students' areas of strength (meeting or exceeding grade level expectations), areas for growth (below grade level expectations) and strategies for improvement.

### Physical Education (Grade 5/6)

- 30% Application Of Skill And Knowledge (A.S.K)
- 30% Cooperation, Leadership, Attitude Sportsmanship, Self-Esteem (CLASS)
- 30% Participation
- 10% Evaluation Of History, Terminology, Strategy, Rules

### Art (Grade 6)

- 80% Projects and assignments
- 20% Effort and Participation

NOTE: Grade 6 and 9 Provincial Achievement Tests (PAT's) will be taken into consideration for the final term assessment.

## Junior High Marking Schemes

### Language Arts/Writing

- 35% Minor Assignments
- 40% Major Assignments
- 20% Spelling/Vocabulary
- 5% Participation

### Mathematics

- 40% Daily work/ Assignments
- 30% Unit Tests/ Major projects
- 20% Quizzes
- 10% Participation/ use of strategies

### Integrative Subjects - Social Studies

- 35% Daily work/ Assignments
- 25% Unit tests
- 10% Quizzes
- 15% Current events
- 15% Participation / Discussions

### Integrative Subjects - Science

- 30% In Class work / Assignments
- 30% Unit tests/ Final projects
- 20% Quizzes
- 10% Labs
- 10% Discussions/ Participation

### Physical Education

- 30% Application of skill and knowledge (A.S.K)
- 30% Cooperation, Leadership, Attitude, Sportsmanship, Self-Esteems (CLASS)
- 30% Participation
- 10% Evaluation Of History, Terminology, Strategy, Rules

### Health

- 40% Tests and Projects
- 40% In-class assignments
- 20% Participation / Discussion

### Art

- 80% Projects and Assignments
- 20% Effort and participation

NOTE: Junior High January and June comprehensive exams in the core subject areas are each worth 10% of the student's final course mark. Grade 9 Provincial Achievement Tests (PAT's) are worth 10% of the student's final course mark (excluding Mathematics 9).

## High School Marking Schemes

### English 10-2/1 / 20-2/1 / 30-2/1

- 40% Major assignments (projects, written assignments, presentations)
- 25% Minor assignments (comprehension questions, vocab., etc.)
- 25% Quizzes and tests
- 10% Participation

NOTE: To determine the student's final mark in the English course, take the average of the report card marks (i.e., 2 terms) and take 80% of that mark and add 20% of the final comprehensive exam mark. With English 30 (Diploma) level course: to determine the student's final class mark (school-based mark) take the average of the report card marks (2 terms). The school mark is worth 70% of the student's final grade with the diploma exam makes up the final 30% of their grade.

### Mathematics - 10C/20-1/20-2/30-1/30-2

- 50% Comprehensive Exams
- 50% Assignments

NOTE: For Mathematics 10, both terms make up 85% of the mark with the remaining 15% coming from the final comprehensive exam. For Mathematics 20, both term marks comprise 75% of their total mark and the final 25% is from the final comprehensive exam. For Mathematics 30, the course work is worth 70% of the total mark and the diploma makes up the final 30% of their grade.

### Mathematics - 10-3/20-3/30-3

- 50% Chapter Tests & Cumulative Exams
- 35% Projects
- 15% Participation

NOTE: In Mathematics 10, both terms make up 85% of the mark with the remaining 15% coming from the final comprehensive. For Mathematics 20, both term marks comprise 75% of their total mark and the final 25% is from the final comprehensive exam. In Mathematics 30, the course work is worth 70% of the total mark and the diploma makes up the final 30% of their grade.

### Social Studies 10 - 1/2 / Social Studies 20 - 1/2 / Social Studies 30 1/2

- 50% Assignments and projects
- 30% Unit Tests
- 10% Quizzes
- 10% Participation / discussion

NOTE: For SS 10 1/2 - To determine the student's final mark in this course, take the average of the report card marks (2 terms) and take 80% of the mark and 20% of the final comprehensive exam mark. For SS 20 1/2 - To determine the student's final mark in this course, take the average of the report card marks (2 terms) and take 75% of the mark and 25% of the final comprehensive exam mark. For SS 30 1/2 - To determine the student's final class mark (school-based mark) take the average of the two report card marks. In SS 30, the course work is worth 70% of the total mark and the diploma makes up the final 30% of their grade.

### Locally Developed Courses (LDC)

- 60% Assignments/ quizzes
- 20% Major projects
- 20% Classroom participation/ Discussions and journal entries



**Science 10**

- 45% Assignments and labs
- 30% Unit Tests
- 20% Quizzes and reviews
- 5% Participation / discussion

NOTE: To determine the student's final mark in this course take the average of the report card marks (2 terms) and take 80% of the mark and 20% of the final comprehensive exam mark.

**Science 20 / Biology 20 / Chemistry 20 / Physics 20**

- 40% Assignments and labs
- 30% Unit Tests
- 20% Quizzes and reviews
- 10% Discussion/Participation

NOTE: To determine the student's final mark in this course take the average of the report card marks (2 terms) and take 75% of the mark and 25% of the final comprehensive exam mark.

**Science 30 / Biology 30 / Chemistry 30 / Physics 30**

- 40% Assignments and labs
- 30% Unit Tests
- 20% Quizzes and reviews
- 10% Discussions/ Participation

NOTE: To determine the student's final class mark (mark) take the average of the two report card marks which makes up 70% of their overall grade. The final 30% comes from the diploma.

**CTS and CALM 20**

- 55% Assignments
- 20% Tests and quizzes
- 25% Participation / discussion / effort

**Physical Education 10 / 20 / 30**

- 30% Application of skill and knowledge (A.S.K) - skill development and improvements
- 30% Cooperation, leadership, attitude, sportsmanship, self-esteem (CLASS)
- 30% Participation
- 10% Evaluation of history, terminology, strategy, rules

**Art 10 / 20 / 30**

- 80% Projects and Assignments
- 20% - Effort and Participation