



**Gleneagle Secondary
School**

2018-2019

Mr. K. Cober
Principal

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Vice-Principals

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**GLENEAGLE
SECONDARY
SCHOOL
COQUITLAM, BC**

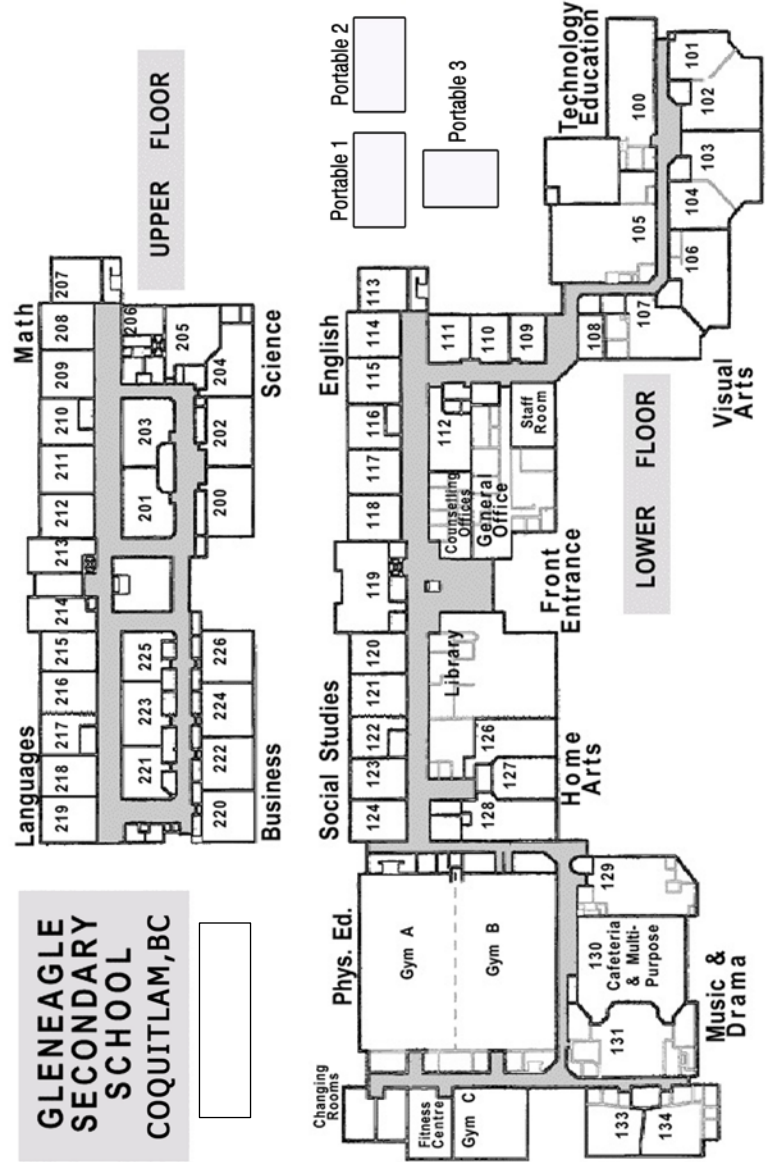


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SCHOOL SCHEDULE

SEMESTER SYSTEM

Most courses at Gleneagle Secondary School are offered on the semester system. Students in all grades will take four courses per semester for a total of eight classes in a year. Courses on the semester system will be completed in a five-month period and will be taken for 80 minutes each day.

Block	“Regular”	“Early Dismissal” Monday	Customized Learning (CL)	“Assembly Schedule”
1	8:00 – 9:20	8:00 – 9:10	8:00 – 9:13	8:00 – 9:05
2	9:25 – 10:45	9:15 – 10:26	9:18 – 10:31	9:10 – 10:15
CL			10:36 – 11:06	Assembly 10:15 – 11:30
3	10:50 – 12:10	10:31 – 11:42	11:11 – 12:24	Lunch 11:30 – 12:10
Lunch	12:10 – 12:50	11:42 – 12:22	12:24 – 1:04	Block 3 12:15-1:20
4	12:55 – 2:15	12:27 – 1:37	1:09 – 2:22	1:25 – 2:30
5	2:20 – 3:40	1:42 – 2:52	2:27 – 3:40	2:35 – 3:40
Y	3:45 – 5:05	3:55 – 5:05	3:45 – 4:58	3:45 – 4:50

ABOUT GLENEAGLE SECONDARY SCHOOL

The Gleneagle learning community is composed of a rich mix of students, staff, parents, and community members, which includes a substantive EAL population and an International program population of over 350 students. From its early beginnings in 1997, this school has offered a diverse range of curricular and co-curricular activities. Gleneagle is home to district ACE-IT culinary arts and hairdressing programs, the outdoor education program COAST, the gifted program TALONS, the grade 9 integrated arts program Jumpstart, a comprehensive Honours/Advanced Placement program, and the award – winning student newspaper: The Edge. Our school is noted district-wide for the excellence our students demonstrate in both the visual and performing arts, which provide all of our students with a wonderful opportunity to gain a well-rounded educational experience. Student-athletes also excel in a variety of sports at Gleneagle, with many of our athletes going on to post-secondary careers in their sport of choice.

Gleneagle ought to be a reflection of the community it serves and, therefore, it is fundamentally important that all parties not only communicate with each other, but also learn to listen to others' viewpoints and work as a team. This requires patience, commitment and above all, a focus on a common goal. Enjoy your year and become involved in your school. Memories are not made of letter grades but rather the interaction of academics with a range of other activities. We urge you to roll up your sleeves and immerse yourself in all that Gleneagle has to offer.

VICE PRINCIPALS

Vice principals are assigned a student load organized by alphabet (last name).

Ms C. Potter-Smith	A – H	cpottersmith@sd43.bc.ca
Mr. M. Chan	I – P	mchan@sd43.bc.ca
Ms. K. Cuellar	Q – Z	kcuellar@sd43.bc.ca

COUNSELLORS

Counsellors are assigned a student load organized by alphabet (last name).

Mr. K. Henry	A – H	khenry@sd43.bc.ca
Ms. V. Butterfield	I – P	vbutterfield@sd43.bc.ca
Ms. G. Duarte	Q – Z	gduarte@sd43.bc.ca

GLENEAGLE'S PARENT ADVISORY COUNCIL (PAC)

The purpose of the PAC is to facilitate communication between the parents, the students and the school on issues that will help us build a positive school culture and improve student achievement. Meetings are held approximately five times per year in the school's library and all parents/guardians of Gleneagle students are encouraged to attend and/or participate. There is also a PAC link on Gleneagle's website.

GLENEAGLE SECONDARY

2018-2019

WWW.GLENEAGLE.ORG

September	4	Opening Day for 2018-2019 School Year
	13	Senior Sail (Grade 12s)
	14	School Photos & Student ID Cards
	19	Parent Orientation/Meet the Teacher Night (7pm)
	21	District Professional Development Day – Students Do Not Attend
October	5	School Photos – Retakes
	8	Thanksgiving Day – Schools Closed
	11	INTERIM REPORT HOME
	17	Student/Parent/Teacher Interviews (4-7 pm)
	19	Provincial Professional Development Day – Student Do Not Attend
	24	Fall Music Concert 7 pm (MPR)
November	4-17	Grad Photos
	9	Curriculum Implementation Day – Students Do Not Attend
	11	Remembrance Day
	12	Remembrance Day Holiday – Schools Closed
	15	FIRST FORMAL REPORT HOME
December	19	Christmas Music Concert – 7 pm (MPR)
	21	Last Day of Classes before Winter Vacation
January	7	School Re-Opens after Winter Vacation
	18	End of Semester One
	24-25	Provincial Exams (English 12, Communications 12)
	21-25	Numeracy Assessment (Date to be determined)
	28	Semester Two Commences
	31	Semester One Report Cards go home
February	4	Grade 9 Immunizations
	8	Semester 2 Photos for new students
	11	Grade 9 Immunizations
	15	District School Not in Session – Students Do Not Attend
	18	Family Day – Schools Closed
	22	District Professional Development Day – Students Do Not Attend
March	8	INTERIM REPORT HOME
	13	Spring Music Concert - 7pm (MPR)
	13	Student/Parent/Teacher Interviews (4-7 pm)
	15	Last Day of Classes before Spring Vacation
April	1	School Re-Opens after Spring Vacation
	19	Good Friday-Schools Closed
	22	Easter Monday – Schools Closed
	25	THIRD FORMAL REPORT HOME
	26	District Professional Development Day – Students Do Not Attend
May	3	School Based Professional Development Day – Students Do Not Attend
	20	Victoria Day – Schools Closed
June	3	School Based Professional Development Day – Students Do Not Attend
	5	Awards Evening – 7pm (Gleneagle Gym)
	12	Year End Music Concert - 7pm (MPR)
	13	Athletic Banquet - 4 pm
	15	Commencement Ceremonies – 11 am at Queen Elizabeth Theatre
	21	Grad Dinner, Dance & After-Grad
	25-27	Provincial Exams (English 12, Communications 12)
	24-26	Numeracy Assessment
	27	End of Semester Two and Final Report Card Pick-Up at 11:00am
	28	Administrative Day – Students do not attend

2018-2019 GLENEAGLE CODE OF CONDUCT

I. INTRODUCTION

The purpose of this document is to provide a basic framework and common expectations for all schools. The guidelines reflect provincial standards for "Codes of Conduct" as stated below:

School boards and schools are entrusted through the School Act with authority to establish codes of conduct. While recognizing the autonomy of these bodies and acknowledging the efforts they have already undertaken to ensure school climates are as positive as possible, the provincial standards described below are provided to assist them in developing consistent and coherent policies and practices in their communities. Although most schools have codes of conduct in place, it is expected that all British Columbia schools will revisit existing codes and/or develop new codes of conduct reflecting the provincial standards. (Safe, Caring and Orderly Guide, page 15)

II. CODE OF CONDUCT: KEY ELEMENTS

1. Process

Each year the Gleneagle Community is involved in a process whereby all stakeholders (students, parents and staff) are given an opportunity to provide feedback and make recommendations to improve the Code of Conduct. Students are provided with a voice through Student Council, staff is involved through staff meeting time, and parents have the opportunity to contribute through the Parent Advisory Council.

2. Communication

Gleneagle Secondary School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). The Code of Conduct is reviewed annually to reflect the school's community needs, and to ensure that it is aligned with both district and provincial safety initiatives. The Code of Conduct is communicated to students, parents, school and district staff, coaches and visitors. The Code of Conduct is:

- Posted on the school website and intranet SharePoint site
- Included in the agenda app that is accessible to all students and parents
- Presented to students at grade assemblies at the beginning of each year and reinforced throughout the school year in various settings
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the school year via email
- Communicated to parents through school newsletters, the school agenda (an app as of September 2017), emails, and through the Parent Advisory Council
- Included in all Teaching Teachers on Call folders and CUPE sub books

3. Implementation

- The Code of Conduct is taught and communicated through various structures and events such as WINGS (homeroom), Grade 9 Orientation at the beginning of each year, grade wide assemblies, staff meetings, student council meetings, newsletters, and the school website
- The Code of Conduct is reviewed regularly through interaction with students as they connect with teachers, counselors and administrators.
- Staff members model the expectations of the Code of Conduct and guide students in decision-making and problem solving
- Student leaders in the school are asked to model behavior that reinforces the expectations laid out in the Code of Conduct. In addition, student leaders talk to new students about the expectations at Gleneagle in the first few weeks of school
- Students are encouraged to resolve conflicts through peaceful means such as mediation and to follow due process when resolving problems/challenges
- Staff are asked to review aspects of the Code of Conduct at select staff meetings and professional development sessions
- All school staff expect community members to adhere to the Code of Conduct everywhere on the school property
- The tenets of the Code of Conduct are evident in sports activities, both at home and away, where a commitment to sportsmanship and fair play prevail
- Parents are asked to review the Code of Conduct in the student planner with their son/daughter.
- Parent Advisory Council will have a role in the review of, and any modifications made to, the Code of Conduct

4. Monitoring and review

Student conduct and the school's Code of Conduct is monitored and discussed to ensure that the code reflects the current and emerging situations that contribute to school/student safety. The monitoring function is achieved through:

- Weekly school based team meetings attended by the administration team, counsellors, student services, teachers and the youth worker
- Administration meetings
- Department meetings and school leadership (DH) meetings
- Student based meetings such as through the school counsel and in leadership
- Parent based meetings such as PAC and SPC (once annually)

- Meetings between administration, counsellors, teachers, students and/or parents
- Communication with parents through report card comments (formal/informal), "in progress" forms and parent/teacher interviews

5. Alignment

The Gleneagle Code of Conduct is aligned with:

- District and Provincial policy
- Administrative procedures
- The Human Rights Act
- The School Act
- The Criminal Code Of Canada
- Schools within the community

6. Standards

Gleneagle Secondary School promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical or mental disability, sex, or sexual orientation - in service and facility in the school environment. (Ministry Order 6a)

a) Statement of Purpose

Gleneagle's Code of Conduct is in place to:

- Establish and maintain a safe, caring and orderly environment for a positive learning and teaching climate
- Encourage thoughtful and reflective citizenship
- Ensure a positive human rights environment that cherishes openness, diversity, fairness and equity
- Maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- Clarify and outline school expectations and acceptable student conduct at school, in the community and while acting as school ambassadors
- Address conduct beyond the school property/functions/activities negatively impacting the school environment

Conduct Expectations

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the environment of the safe, caring or orderly environment of the school, and/or school learning. As per Section 8 of the Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases.

Acceptable conduct

- Respect oneself, others, the school facility and the property of others
- Engage in responsible behaviour in all learning and school activities
- Be on time, attend all classes, and be ready to learn
- Be prepared for class and complete all assignments
- Use good manners and common sense
- Take ownership of the school facility by cleaning up after oneself and recycling wherever possible
- Practice acceptable use of technology on or off school grounds according to the district Digital Citizenship for Students policy (<http://www.sd43.bc.ca/Board/Policies/Administrative%20Procedures/Administrative%20Procedure%20140-2.pdf>)
- Wear suitable and appropriate attire for the school learning environment
- Help to ensure the school environment is a safe and caring place for all to learn
- Ask any visitors to report to the office (student visitors are discouraged at Gleneagle, unless they are on official business)
- Inform an adult of an unsafe individual, behaviour or situation
- Cooperate with school staff when investigating incidents
- Model respectful and responsible behaviour at school, in the community, and while acting as a school ambassador

Unacceptable conduct

The following behaviors are deemed unacceptable:

- Interfere with and/or compromise the learning and teaching environment of any school member
- Demonstrate academic dishonesty (cheating, plagiarism etc.)
- Demonstrate bullying, harassment, intimidation or exclusion (physical or verbal bullying such as put downs, name calling, gestures or actions; discriminatory behaviours such as verbal, written or gestured comments regarding a person's race, colour, ancestry, place of origin, political beliefs, physical or mental disability, gender, sexual orientation, physical appearance or health. All people have the right not to be touched, teased or humiliated)

- Acts of unkind words or hurtful behaviours towards others; bullying, harassment, or intimidation; physical violence or assault, retribution towards someone who 'reported' unsafe or violent incidents
- Demonstrate a lack of caring for oneself, others, the school facility and/or the school community
- Misuse any forms of technology or communication (cell phones, computers, iPods, gaming sites, Facebook, YouTube etc.)
- Are illegal acts such as
 - Possession or use of a weapon
 - Possession, use or trafficking of illegal chemicals, drugs, alcohol, or restricted substances
 - Theft, vandalism, graffiti, damage to school/other's property
 - Smoking cigarettes, including electronic cigarettes or vaporizers, on school property
 - Gambling for money, goods and/or services (Note: playing card games or other activities is acceptable without gambling for money, goods or service etc.)
 - Involve being in possession of and/or the use of e-cigarettes, vapes and other smoking devices whether or not drugs/nicotine is being consumed using the device'

Behaviours cited above are only some examples and not an all-inclusive list

In ensuring Gleneagle is a safe environment for all members, discrimination, intimidation, harassment and/or bullying will not be tolerated and should be reported.

A search by school officials of a student under their authority or a search of student property may be undertaken if the school has reasonable grounds to believe a school rule has been or will be violated, and that the evidence of that violation will be found in the location or on the person of the student being searched. Students know that their teachers and other school authorities are responsible for providing a safe learning environment and maintaining order and discipline at school. As a result, they must know that, where reasonable grounds exist, this may require searches of students, their lockers and their personal effects and the seizure of prohibited items.

Students should also be aware that the schools may collect, use and disclose personal information about students for the purposes of investigating and addressing student misconduct, safety and maintaining order and discipline in school. Such collection and use of student information may include information that is obtained from witnesses or collected from other secondary information sources (e.g. social media). All personal information of students collected by the school will be collected in compliance with and under the authority of the Freedom of Information and Protection of Privacy Act (ss. 26(a),(b), and(c)) and the School Act. Questions about the collection, use or disclosure of student personal information should be directed to the Associate Director of Information and Learning Technologies Stephen Whiffin, at swhiffin@sd43.bc.ca.

Discrimination (B.C. Human Rights Code): is an intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- Discrimination because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.
- Discrimination in accommodation, service and facility. A person must not, without a bona fide and reasonable justification,
 - (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
 - (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public

Intimidation (Ministry of Education – Developing and Reviewing Codes of Conduct, 2007): Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- Verbal threats: threatening phone calls, threats of violence against a person or property
- Threats through email, text messaging or other electronic means/any new social networking technologies in the future
- Physical threats: showing a weapon or replica, jostling, threatening to punch, stalking or following
- Defacing or stealing victim's property
- Daring or coercing victim to do something dangerous or illegal
- Extortion (demanding payment or goods for a victim's safety)
- Inciting hatred toward a victim
- Setting up a victim to take the blame for an offence
- Seeking retribution against a person who has reported incidents

Harassment (From Ministry of Education – Developing and Reviewing Codes of Conduct, 2007): any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment and are unacceptable:

- Condescending treatment that undermines another's self-respect, name-calling, teasing, disrespectful comments
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment
- Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship
- Repeated unwanted communication; unwelcome jokes, innuendoes, insults, or put downs; taunts about a person's body, disability, religion, attire, age, economic status, ethnic or national origin
- Insulting graffiti directed at an individual or group

- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient

Bullying Behaviour (Ministry of Education – Developing and Reviewing Codes of Conduct 2007): a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

- *Power* (involves a power imbalance): individuals who bully acquire their power through physical size and strength, through status within the peer group, and/or by recruiting support of the peer group.
- *Frequency* (repeated over time): bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
- *Intent to harm* (intended to hurt): individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

Rising expectations

As students progress through grades 9-12, behavioural expectations will rise so that:

- Student levels of maturity, personal responsibility and self-discipline will improve
- Discipline for unacceptable conduct in senior grades will likely result in more serious consequences
- Older students will model positive behaviours for their peers and younger students

b) Consequences

- Wherever possible and appropriate, the focus will be on consequences that are restorative in nature rather than punitive
- Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise
- Those in authority (adult supervisors, teachers and administration) will consider the severity and frequency of unacceptable conduct in determining disciplinary action
- Students, as much as possible, will be encouraged to participate in the development of meaningful consequences for violations of the established Code of Conduct
- Gleneagle Secondary School will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the Code of Conduct

Consequences could include but are not limited to:

- school or community counselling
- conflict resolution meetings
- restorative conversations and actions
- informal suspensions (at home or school)
- school/community service
- alternative to suspension meetings and/or programs
- behaviour plans
- Formal Suspension Level I, II or III as per the District Code of Conduct
- Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

c) Notification

School staff, depending on the severity and frequency of unacceptable conduct, may have a responsibility to advise other parties of serious breaches of the Code of Conduct:

- Parents/guardians of the student offender(s)
- Parents/guardians of the student victim(s)
- Police and other agencies as required by law
- All parents and/or staff when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it
- Coquitlam School Board officials as required by school district policy

The Gleneagle Secondary School Code of Conduct has used the structural set up, designated passages and terminology from the BC Ministry of Education Standards Department *Safe, Caring and Orderly Schools Document: The Guide* Publisher: National Library of Canada Cataloguing in Publication Data

Victoria, British Columbia: ISBN 0-7726-5120-5

*See Page 19 for the SD43 District Code of Conduct

GENERAL INFORMATION

ACADEMIC HONESTY

Gleneagle Secondary acts as a public education facility that promotes academic integrity and the quest for lifelong learning. This demands the highest standards of ethics and personal integrity from all participants. Violations of principles intrinsic to learning are violations of a mutual obligation characterized by trust, honesty, and personal honor. It is both the right and responsibility of the school to set out rules and regulations governing academic honesty, to impose sanctions against those who violate those rules, and to keep appropriate records of infractions. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student's own, except when properly credited to another.

Students who engage in such behavior will receive an "N" for work habit mark on that reporting term and will receive a formal letter home delineating the severity and consequences of such practice. They may also not be eligible for Honour Roll for that school year. This will be at the discretion of the administration.

PLAGIARISM & CHEATING

- Failure to cite or document quoted or paraphrased material from another source
- Submitting the same assignment more than once
- Submitting work which was acquired from another source, including the internet
- Cheating on an examination by either sharing material or using unauthorized course notes or any aids not approved by the instructor
- Submitting identical or virtually identical assignments unless authorized by the instructor

Any acts listed will involve counselors, administration, and parents.

ALCOHOL/SUBSTANCE ABUSE PROGRAMME

Gleneagle Secondary School has counselors and a youth worker who provide counseling services and information, as well as organizes events to help students become aware of the dangers of alcohol and substance abuse. Student seeking further support can also reach out to our on-site confidential SHARE counselor.

APPEALING MARKS (ADJUDICATION)

If a student's final standing in a course is appealed, the Principal, after due consideration of all relevant factors and consultation with the teacher involved (and perhaps with the department head), will make the final decision.

AWARDS PROGRAMME

The awards program at Gleneagle Secondary School is designed to acknowledge and reward student excellence and contributions in all areas of school life.

The following are some of the areas where students will receive recognition:

Academic Excellence: A grade point average of greater than 3.0 is required to qualify for the Honour Roll. Further, students must take a minimum of 8 Gleneagle courses in grades 9-11, and a minimum of 7 Gleneagle courses in grade 12 (not including Grad Transitions). Students who fail, drop courses after the withdrawal deadline or who engage in academic dishonesty, will not qualify for the Honour Roll. Final marks for Semester 1 and April marks for Semester 2 and linear courses will be used. Those students who achieve a grade point average of 4.0 will receive Honours with Distinction.

Service Awards: These awards are presented to students for significant contributions in service, citizenship and leadership that goes beyond the regular requirements of the classroom.

Subject Awards: These awards are presented by the various departments in our school to the top achieving students in each of the courses that are offered by that department in the school year.

Athletic Excellence: These awards identify the Most Valuable Players from different sports, Male/Female Athlete of the Year and others who make an important contribution to the athletic program.

In addition, Gleneagle presents three major awards at the Commencement Ceremonies at the end of each school year. These awards are the following:

1. Governor General Bronze Medal: This award is presented to the graduating student with the highest academic average in all grade 11 and 12 credit courses.
2. Eagle Award: This award is given to the top all-around student who, above all others, has given outstanding performance in a minimum of four out of five categories: Academics, Service in a number of school areas, Athletics, Visual or Performing Arts and Leadership.
3. Talon Award: This award is given to a student who, above all others, has provided outstanding service and demonstrated leadership to fellow students in a number of areas within the school community.

COURSE CHANGES AND WITHDRAWING FROM COURSES

Grade 9-12 students are given the opportunity to choose their courses in the second semester of the previous school year. At no time are these courses guaranteed; however, every attempt is made to enroll students in the courses they choose. In September, course changes may be necessary. During the first two weeks of September students have the opportunity to change courses based on a needs assessment done by the counselors. At the start of semester two, students have a similar two-week period to change courses. Withdrawing or failing courses will impact honour roll eligibility. Please see the "academic excellence" description for more information.

Withdrawing or dropping courses is not a policy at Gleneagle Secondary School; however, each student situation is unique. On a case-by-case basis, student withdrawals from any class will be evaluated by the administration. Withdrawals will not be reviewed after September 29 for semester one courses or after February 28 for semester two classes.

CAFETERIA SERVICES

A full cafeteria service is available to students from 8 a.m. to end of lunch. The daily "TALON TALK" displays the menu each day. All menu items are reasonably priced. Students are expected to clean up after themselves and to return trays and dishes to the appropriate racks. Trays and dishes must remain in the cafeteria.

CAREER RESOURCE CENTRE

The Career Resource Centre, located in the counselling office, provides information for students on careers, post-secondary educational opportunities (academic and vocational), and career and job search techniques. "Career Cruising", a computerized career counseling program is also available. This computerized career counseling program includes thousands of occupations and a new educational and training component has been added.

CO-CURRICULAR ACTIVITIES

We encourage you to get involved in the other half of education - the co-curricular activities. Gleneagle Secondary School will be offering a full slate of activities that will have something for every interest. They will be advertised early in September and throughout the year.

Some of the activities that we hope to offer are as follows: volleyball, field hockey, soccer, swimming, cross-country, basketball, wrestling, rugby, golf, tennis, track, dragon boat racing, drama, outdoor pursuits, student government, etc.

COMPUTER USAGE AND INTERNET ACCESS

Students have access to PC or Mac computers in several areas around the school. Students can obtain their password and user information from the librarian. Internet services and technologies offer valuable learning experiences for students, and sources of information for teachers. Students at Gleneagle Secondary are permitted Internet & computer access. They and their parents/guardians are asked to read the District's Digital Responsibility for Students policy listed in the SD43 Code of Conduct on page 19. If it is determined that a student has been searching or browsing an inappropriate site or engaging in cyberbullying, progressive, restorative discipline will occur and students may lose computer privileges if misuse continues. Parents or guardians will be notified if access at school has been suspended.

COUNSELLING SERVICES

The counseling approach at Gleneagle Secondary School is one of providing assistance for students, parents, and teachers within the educational milieu. Although students are assigned to specific counselors alphabetically, they may seek help from any counselor.

Counselling help is provided in the following areas:

- program and course selection, academic counselling and assistance with problem solving
- orientation to the school
- scholarships, post-secondary, vocational and career planning
- personal counselling and decision-making
- support in crises; referrals to community agencies

CUSTOMIZED LEARNING TIME (CL TIME)

Customized Learning (CL) is a period built into the timetable which allows students to have some choice and control over their own learning. It is a time for students to complete school work or to seek additional help from their classroom teachers. For the most part, students can choose how they want to use their time to improve their chances of being successful. Teachers will also work with students to ensure that students are making good educational choices about their use of CL time. Teachers will have the opportunity to use CL instructional time as an extension of their classroom learning activities; as well, teachers will use CL time as a resource when designing individual learning expectations for their students.

SOME COMMON UNDERSTANDINGS FOR STUDENTS

- CL is classroom instructional time
- Students **MUST BE** in a current teacher's classroom.
- Students **MUST** arrive on time and stay in a classroom for the full CL period.
- When the "LIBRARY FULL" sign is out, please respect it and go to a classroom. Students **MUST BE** working on school work or silent reading.
- During CL time the MPR will be an available learning space for a designated grade. This designation will rotate each week allowing each grade level an opportunity to work individually or in small groups on classroom learning activities. The MPR will be supervised by the administration and counselling team.

DAILY PHYSICAL ACTIVITY (DPA)

All students from K to 12 will participate in 30 minutes of physical activity per day. Physical activity may consist of either instructional or non-instructional activities. Daily Physical Activity is defined as endurance, strength and/or flexibility activities done on a daily basis. Grades 10-12: Students must document and report a minimum of 150 minutes per week of physical activity, at a moderate to vigorous intensity, as part of their Graduation Transitions Program.

For more information go to www.bced.gov.bc.ca/dpa

DRESS CODE

While Gleneagle does not regulate the specific clothes that students must wear and not wear, there is an expectation to dress appropriately for a business setting. This includes no hats or hoods within the school building. During the warmer weather months students are reminded that school is a professional workplace where appropriate clothing is warranted. Wearing muscle shirts, t-shirts with ripped off sleeves, or any clothing that is more appropriate for the beach is not considered acceptable for school.

DIGITAL LITERACY AND BRING YOUR OWN DEVICE (BYOD)

To help ensure our students are adequately prepared with appropriate 21st Century technology skills, Gleneagle is offering a Digital Literacy course that will be embedded within the curriculum. To ensure your son/daughter has access to the technology when needed, we are implementing a 1:1 Bring Your Own Device program. Our grade 9 students will **need to come to school with a personal device to be used in their classes**. All grade 9 students will participate in this

program and receive 4-credits towards their graduation program. We recognize this is an important family decision and wish to provide you with some guidelines to assist you in choosing your device.

SD43 and Gleneagle are committed to ensuring all students participate in this initiative. If you are unable to purchase a device due to financial constraints please contact Ms. Potter-Smith (last names A-H), Mr. Chan (I-P) or Ms. Cuellar (Q-Z) to discuss our loaner program.

These are the minimum requirements for our 1:1 BYOD program devices. Please keep in mind these requirements when choosing a device. (Note: All SD43 students have free access to Office 365)

Minimum Requirements for Devices:

1. Minimum 10" Screen
2. Must have a physical keyboard
3. Must have wifi access

Recommendations:

- Camera/Webcam for stills and video
- Minimum 8 hour battery life
- Minimum 16Gb of internal storage
- Protective case
- Offline functionality

Considerations:

- Touchscreen with stylus (*for students who like to write on the computer*)
- Lightweight (*students are expected to bring their device to/from school daily*)

Here are some examples of devices that are frequently asked about:

Acceptable Device for 1:1 BYOD	Unacceptable Device for 1:1 BYOD
iPad/Tablet with Keyboard	iPad/Tablet without Keyboard
Chromebook	iPhone, Samsung Galaxy, or any cellular phone
Laptop	

Questions about the device, please contact Roberto Ramogida (rramogida@sd43.bc.ca). Questions about financial assistance, please contact your child's vice-principal.

EMERGENCY DRILLS

In accordance with district policy, we will have fire, earthquake, and lockdown drills throughout the year. Staff will explain the procedures in more detail.

ESSAY FORMAT

S.F.U. as well as other secondary institutes, requires papers to be written using the American Psychology Association style manual. Our School District also recommends the APA style manual. ***In order to teach students an established method or style for producing research essays it is recommended that Gleneagle Secondary make the APA style the standard for school assignments.*** This will not only train them for future writing expectations, but also make plagiarism more difficult.

EXAMINATIONS

Examinations are an important aspect of students' education, and are written during regular class time as well as in formal settings. Students may not be allowed to make up missed classroom exams without a good reason, verified by a parent/guardian or doctor. Provincial Exams are being revised to encompass a literacy and numeracy assessment. Students in grade 12 will write the English 12 or Communications 12 Provincial Exam and a Numeracy Exam. Further information regarding literacy assessments will be communicated when available.

FEES

The \$45 student fee paid by all students in September is used to provide some support to extracurricular activities, school social functions and activities, school bus, clubs, student newspaper, awards and scholarships. It also helps provide each student with a locker and this student handbook. This fee is not to be confused with the year book purchase, workbook fees or athletic/club fees which will only apply to some students and will be collected separately.

In exceptional circumstances or in cases of need, parents and/or guardians may obtain a deferral of fees by requesting it from a school counselor, vice principal or the principal.

GRADUATION TRANSITIONS (GT)

All BC secondary school students who are enrolled in Grade 11 or 12 must demonstrate they have met the following requirements for:

Personal Health - maintain a personal health plan and participate in at least 150 minutes per week of moderate to vigorous physical activity.

Community Connections - participate in at least 30 hours of work experience and/or community service and describe what was learned.

Career and Life - complete a transition plan and present significant accomplishments.

For more information go to www.bced.gov.bc.ca/graduation/grad-transitions/

LEARNING CENTER

Gleneagle Secondary School learning center provides a variety of services, but especially it provides support to students who are experiencing difficulties with their course program. The Learning Centre is located in Room 119. Services include:

- tutoring in course work
- testing and analysis of skills
- individual help in writing, spelling, grammar, vocabulary, social studies, history, math, science, study skills, and scholarships
- tutoring for students who use English as a second language and are experiencing difficulty with their course work

LIBRARY SERVICES

Our library is a very pleasant and attractive place to study, complete homework, research, or just quietly browse through magazines and current fiction. The library is open and available to students throughout the school day from 8:00 a.m. to 4:00 p.m. **Food and drinks are not allowed. The library is also a "classroom"; therefore, students should be talking in a low voice and avoid talking on their cell phones.**

Students are encouraged to take advantage of the many and varied online resources the library has to offer by visiting the library website at www.gleneaglelibrary.org

A photocopier is available to students at a cost of 10 cents per page. Students may also use the library printer. When printing from library computers, the first copy of the day is free, additional pages are 10 cents each.

Your identification card doubles as a library card. If you don't have it when signing out a book, please have your student ID number memorized. Computer passwords are available from the library, which we suggest you save on your cell phone or student planner for future access.

LOCKS AND LOCKERS

Students will be assigned lockers and issued a lock when activity fees are paid. It is students' responsibility to take care of their lockers and to ensure their lock combinations are kept secret. Sharing of lock combinations causes great difficulty and is strongly discouraged. Students should be aware that lockers and locks are school property and are only on loan to the students. Both the locker and lock must be kept in good condition. To prevent scuffs and scratches do not sit on the lockers. Students will be charged for losses or damage that occurs during the year. The cost of a replacement lock is \$10.00. **In addition, students should be aware that, when and if necessary, school officials may enter student lockers without warning.**

Any student wishing to purchase an additional lock to secure their belongings in our PHE change rooms during Physical and Health Education Classes (PHE) can buy it at the office for \$10.00.

MEDICAL ALERTS

We are required to maintain a safe and efficient procedure for all students who attend school. If your child has not filled out the form regarding medical alerts and special medications, please visit our school website under "Parent E-Forms" for a "Medical Alert Form," which asks for any pertinent medical information that is necessary. Any special treatment procedures must be communicated to the counselors.

REPORTING AND GRADING

At Gleneagle Secondary School, reporting is done three times per semester. There is an informal interim report which is followed by two formal report cards. Reports will include letter grades, percentage, work habits, comments and attendance.

Achievement	Grade Point	Percentage Average
A excellent	4.00	86 - 100
B very good	3.00	73 - 85
C+ satisfactory	2.50	67 - 72
C satisfactory	2.00	60 - 66
C- satisfactory	1.00	50 - 59
I incomplete	(intervention needed to prevent failure)	
F fail	0.00	0 - 49

SCHOLARSHIPS

There are many opportunities for graduating students to win local, district, provincial and university scholarships. While information about scholarships will be provided to students starting in October of their Grade 12 year, students and parents must assume responsibility for researching possibilities and contacting the Career Resource person and counselors for information early in the school year.

SCHOOL APP

Gleneagle is now using an app to communicate school information to students and parents. Families and students can download the "My School Day" app for free through with the Apple App or Android App store. Once downloaded, please continue with the one time set up to identify Gleneagle Secondary as the home school.

SCHOOL DISTRICT APPEALS PROCESS

Our school district has a formalized Appeals Process. This process gives parents and students the right to appeal decisions or actions of teachers and administrators on issues concerning the education, health, and safety of students.

The appeals process involves discussing the issue with the person or persons involved in the initial action, and if it is not resolved there, moving to the next stage of appeal. The stages of appeal are as follows:

- discuss the issue with the teacher involved, or
- if it is the school administration's actions that are being questioned, start the discussion at this level,
- if still unresolved, appeal to the zone assistant superintendent
- if still unresolved, appeal to the superintendent
- if the matter is still unresolved, the appeal may be made to the elected School Board.

SMOKING AND VAPING

Students choosing to smoke or vape are reminded there is no smoking or vaping on school property at anytime in accordance with SD43 Administrative Policy 171. **(Tobacco and Vapour Products Free Environment – AP 171** - All school property is designated "tobacco and vapour product free". Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.) Additionally, students are prohibited from having vaping devices on school property at any time. Students not in compliance with this expectation will have vapes and vaping products confiscated and progressive discipline will occur. Students visiting businesses in the community are also reminded to not smoke or loiter outside businesses while smoking in compliance with city bylaws.

STUDENT ABSENSES

The office uses an automated calling system that informs parents if their child was not in class based on the attendance the teacher completed. Parents will be called the evening of the day the student was absent. This system only calls students who are absent without parental permission. Our goal is to ensure that the student is safely home, en route or at a legitimate appointment. Please reduce the number of required calls by informing the school of anticipated absences.

STUDENT COUNCIL

Gleneagle has a very active volunteer student council. All interested students are welcome to attend the well-publicized meetings of student council to join in planning the many events the group organizes for fellow students.

STUDENT PHOTOS

Student pictures will be taken Friday, September 14, 2018. Students wishing to purchase colour picture packs may do so at that time. Details will be provided in September by Artona, the photography company chosen by our school. At the same time students will have their pictures taken for their Gleneagle Identification Card at no charge. Replacement for lost ID cards will be \$5.00.

STUDENT SERVICES

It is the desire of Student Services to meet the learning needs of those who are experiencing difficulty. These needs may include, but are not limited to the following: gifted and talented, visual, hearing, physical or chronic health impairments, speech and language disorders, learning disabilities, English as a Second Language, as well as students with below average academic potential and/or social emotional difficulties.

Instructional methods are used according to the varied and individual needs of the student's learning style. Students receive accommodations for Adapted or Modified subjects. Educational goals are set according to each student's strengths within an Individual Education Plan (I.E.P.). Parents, students and staff participate in designing the I.E.P. Please note that Modified subjects relate to "learning outcomes" set in the student's I.E.P. Adapted subjects relate to learning outcomes in the Provincial Curriculum, but are taught using materials and methods best suited for the student's learning style. Referrals for Student Services support are made from school counselors to the School Based Team.

STUDENT VALUABLES

We believe that the safety and security of students and their valuables is a shared responsibility between the school and the student. However, students are strongly discouraged from bringing valuables including large amounts of money, cell phones, iPods, electronic devices, expensive shoes and clothing articles to school. Valuable items are brought to school at the owner's risk because the school is not able to cover losses if they are lost, stolen or broken. We try our best to maintain building security by locking classroom doors and reinforcing this message on a regular basis, however, despite our efforts, security cannot be guaranteed. Therefore, we recommend that all valuables be kept in the students lockers. For PE and athletic events, lockers are available in the change rooms to secure students clothes. No valuables should be left in the change rooms. Students must supply their own lock for PE classes which can be purchased in the school office for \$10.00 or at a local store.

TALON TALK

A daily bulletin which advertises important events, "TALON TALK", is published daily on TV monitors throughout the school, on the school app and on the school website.

TEXTBOOKS

Students are assigned various textbooks with specific number codes. Textbooks are issued by the classroom teacher who will record the condition of the book. Some textbooks are issued for the duration of the course; others are issued on a rotation basis.

The student is responsible for his or her textbooks. If a text is lost or damaged, a replacement cost charge will be levied. Students are expected to clear up their financial obligations to the school before they are issued a yearbook, report card or timetable.

INFORMATION FOR GRADUATION

GRADE 9 COURSE REQUIREMENTS

Students in grade 9 will complete eight (8) courses. Courses taken will include:

Compulsory Courses

1. English
2. Math
3. Science
4. Social Studies
5. PE

Elective Courses

6. Language or Elective
7. Elective
8. Elective

GRADUATION COURSE REQUIREMENTS – 2018-2019 GRADE 10 and 11 STUDENTS

In order to graduate with a Dogwood, every student on the Graduation Program is required to pass certain basic courses. The table below is an overview of what is required for graduation:

REQUIRED COURSES	
Subject Area	Minimum Credits
Two Career Education Courses	8
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Fine Art &/or Applied Skill 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4
	52 Credits
ELECTIVE COURSES:	
Students must earn at least 28 elective credits	Minimum Credits
Additional Grade 10 – 12 credits*	28 credits
OVERALL TOTAL:	80 credits
*Of the 80 credits for graduation, at least 16 must be at the grade 12 level, including a grade 12 language arts course.	

GRADUATION COURSE REQUIREMENTS – 2018-2019 GRADE 12 STUDENTS

In order to graduate with a Dogwood, every student on the Graduation Program is required to pass certain basic courses. The table below is an overview of what is required for graduation:

REQUIRED COURSES	
Subject Area	Minimum Credits
Planning 10	4
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
a Mathematics 10	4
a Mathematics 11	4
Fine Art &/or Applied Skill 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4
	48 Credits
ELECTIVE COURSES:	
Students must earn at least 28 elective credits	Minimum Credits
Additional Grade 10 – 12 credits*	28 credits
GRADUATION TRANSITIONS	
Students must earn 4 credits for Graduation Transitions	4 credits
OVERALL TOTAL:	80 credits
*Of the 80 credits for graduation, at least 16 must be at the grade 12 level, including a grade 12 language arts course. Others may be required or elective courses.	

VALEDICTORIAN

Each year, a grade 12 student is chosen from the graduating class of his or her peers. The chosen student prepares a speech that is given to the grade 12 graduating class at the Commencement Ceremonies. The following criterion determines a grade 12 student's eligibility for participating in the choosing of the Valedictorian:

- Be an Honour Roll student
- Be in a graduating position at the time of valedictorian nominations
- Be in academic good standing with respect to work habits, achievement and school citizenship.
- Receive two teacher signatures to participate in the valedictorian speeches.

ELIGIBILITY TO PARTICIPATE IN GRAD ACTIVITIES

Graduating Students:

In order to participate in the June Commencement Ceremony or Grad Activities, students must:

- Be eligible to graduate by the end of the 2018-2019 school year.
- Be registered in sufficient courses in Semester 2, so that if they are successfully completed, graduation will result. Students who are failing the courses required to graduate may be ruled ineligible to participate in the Commencement Ceremony. They will be required to meet with an administrator to discuss a graduation plan.
- **Have a History of Compliance** with Gleneagle Secondary and School District #43 codes of conduct

Guests:

To ensure the safety of all students at grad events, the administration uses strict criteria to determine the appropriateness of each guest. The administrative team reserves the right to approve or disapprove the participation of a potential guest based on the criteria. In order to participate in Gleneagle Secondary grad related activities, a guest must:

- Have a Gleneagle graduating student complete a guest approval form with references and picture ID by the specified due date.
- Have a history of compliance and upstanding citizenship at his/her previous school.
- Be approved by the administration and school liaison officer from the high school they currently attend/or recently attended.
- Upon request, meet with a Gleneagle Secondary administrator

ACTIVITIES ASSOCIATED WITH GRADUATION

The school and/or Parent After-Grad committee hosts three grad related events:

- the graduation Commencement Ceremony
- the graduation dinner and dance
- the After-Grad

Any other events such as ski-trips or S-trips or Breakaway vacations are NOT school sponsored events. In addition, grad pranks or crimes are not condoned and may result in suspension and/or loss of privileges including the ability to participate in other school or graduation activities

WEBSITE

Gleneagle's website has important links and postings that apply to both students and parents concerning policies and procedures, exam information, graduation information etc. It is regularly updated with announcements, information and term newsletters. In addition, an up to the minute calendar containing school closures and events is available. Please be sure to add the website to your list of "favourites" and check it regularly at: www.gleneagle.org

YEARBOOKS

We will be providing an opportunity for students to pay for their school year book early in the school year. There are other opportunities to buy a year book later in the year but the cost does increase. The purchase of a year book is not compulsory, but it does provide for an exciting record of the year's events. It is cherished immediately and grows in sentimental value as students grow older. The exact cost of the yearbook and arrangements for purchasing it will be outlined in September.



School District No. 43 (Coquitlam) - June 2018 Policies and Administrative Procedures Overview

Complete copies of the following policies and administrative procedures (APs) are available for your viewing at the school office and on the school district website: www.sd43.bc.ca under Board of Education / Policies Administrative Procedures

Note: All administrative procedures are currently under review. For the most up-to-date APs, visit the official Policies and Administrative Procedures webpages.

1. District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the district. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically

The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:

- be aware of and obey all school rules;
- attend classes punctually and regularly;
- work cooperatively and diligently at their studies and with home assignments;
- respect the rights of all persons within the school including peers, staff and parents;
- respect the legitimate authority of the school staff;
- respect the school's physical school facilities;
- respect the ethnic diversity of our school community;
- behave in a safe and responsible manner at all times; and
- not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
- not be in possession or under the influence of drugs and/or alcohol

2. Violence, Intimidation and Possession of Weapons - Policy 18

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence or intimidation.

Student Threat Assessment Protocol

A student threat assessment will be initiated by the school's multi-disciplinary Violent Threat Risk Assessment (VTRA) team when behaviour includes, but is not limited to serious violence, or violence with intent to harm or kill, verbal/written threats to harm/kill others, internet/social media threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire-setting.

3. Suspension of Students – AP 355

The effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. When student misconduct occurs, the school and district must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

4. Race Relations – AP 205

The district acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the district has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

5. Personal, Discriminatory, and Sexual Harassment – AP 356

The district recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment.

The district, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment, fear and discrimination.

6. Digital Responsibility for Students – AP 140-2

The district endorses the provision of district-wide network and Internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning.

When using technology, district electronic mail (email) services, social networking, collaboration, blogging, media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

7. Tobacco and Vapour Products Free Environment – AP 171

All school property is designated "tobacco and vapour product free". Therefore, every person, including a student, employee or visitor, is prohibited from smoking, using tobacco or vapour products of any kind, or holding lighted tobacco on school property at any time, including non-school hours.

8. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent or designate has authority, on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents are to be advised that schools are open. If parents believe the local conditions are unsafe, they may keep their child at home or arrange his/her early dismissal. If schools are to be closed before classes begin, an announcement will be made by 6:30 a.m. on the school district website and school websites. Announcements may also be made on SD43 social media and local radio stations. For more information visit www.sd43.bc.ca/NewsEvents/Pages/EmergencyInformation.aspx.

9. Resolution of Student or Parent School Concerns – AP 380

The district encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. Teacher or Classroom Level Problem

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201).
4. Unresolved matters may be referred to the Board as per Board Policy 13.

B. Principal or School Level Problem

1. Discuss directly with the Principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (see contact information above)
3. If not resolved, refer to the Board as per Board Policy 13.

It is expected that school district personnel will seek a resolution to the problem as quickly as possible.