



# **Parent–Student Handbook**

## **JUNIOR HIGH**

### **2023–2024**



# PARENT-STUDENT HANDBOOK 2023-2024

## GENERAL SCHOOL INFORMATION

**Superintendent:** Mrs. Joanne Higgins

**Principal:** Mrs. Michelle Riddick

**Assistant Principals:** Mr. Bob Ackerman

## STEM Innovation Academy

Junior High Campus: 1204 96 Ave SW, Calgary Alberta, T2V 0Y1



## WELCOME

We are excited to welcome to all families to STEM Innovation Academy. As communication between teachers, parents, and students is vital, this handbook has been carefully prepared and is designed to help our families understand the policies, procedures, and expectations of STEM Innovation Academy. You are encouraged to keep this document in a convenient location for reference throughout this school year.



The STEM Innovation Academy embodies a vision for education our province needs more than ever – one that inspires students to be technology creators and innovators, not just technology users. We welcomed 415 junior high students in August 2021 to start an exciting and successful inaugural year. In the Fall of 2022, we continued to build our junior high with 450 students and we welcomed 120 Grade 10's to our high school site in NW Calgary. We are thrilled to continue to build our high school welcoming 400 Grade 10 & 11 students to our brand-new campus at the Charter Hub located in the University Innovation Quarter. We are a public charter school that is unique in Alberta. We believe every student can be successful in STEM and should have the opportunity to learn about cutting edge science and technology topics.

## **Mission & Vision of STEM Innovation Academy**

### ***Our Mission***

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Inspiring the next generation to be knowledgeable creators, innovators, and responsible leaders.

### ***Our Vision***

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STEM Innovation Academy will be the premier learning community for the design and advancement of innovative Science, Technology, Engineering, and Mathematics education.

### ***Key Foundations***

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#### **Preparing Future Ready Leaders**

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Our ever-evolving future will require innovative and adaptable leaders. Students at STEM Innovation Academy are inspired to be technology creators and innovators, not just technology users. We engage students with real-world problems, expose them to possibilities for post-secondary and future careers, and develop them as critical thinkers and responsible citizens.

#### **Excellence in Teaching and Learning**

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We believe a student's education should be well rounded. We use evidence-based, research informed instructional practices. Knowledge is the core foundation for the skills and mindsets we seek to develop in students. Students make connections between the knowledge they are learning and real-world experiences, current events, and/or their daily lives. Students are engaged and active participants in their learning. Our students are resilient - we challenge them to persevere and to not give up.

### **Design Teaching, Thinking and Learning**

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Creative and critical thinking occurs in a meaningful way with a strong foundation built on knowledge and skills outlined in the Alberta Program of Studies. On top of this foundational learning, students use a design process to strive meaningfully and intentionally to develop creative solutions to unique problems in all subject areas. Teachers collaboratively create the conditions for student curiosity, creativity, leadership, and critical thinking.

### **Data to Inform and Drive Instruction**

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We ensure all students are supported to have a strong academic experience in ALL subject areas at our school. Teachers use best educational practices, including direct instruction through explanation and modelling, to ensure a rigorous and engaging program. Formal and informal assessments inform teachers, students, and parents about student progress and determine next steps in learning.

### **Industry Partnerships and Global Focus**

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STEM Innovation Academy is part of a local and global innovation ecosystem. Collaborative partnerships with post-secondary institutions and industry experts enrich and inspire powerful life-long learning for students and faculty. Through connections with internationally recognized STEM organizations, we ensure students develop an awareness of global challenges and solutions while acquiring the knowledge and skills necessary for future success.

### **Parents as Partners in Learning**

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Parents are the primary educators of their children and important stakeholders in their education. Through collaborative relationships and open communication, we work together with families to support success for all students.

### **Character, Community and Curiosity**

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Staff at STEM IA facilitate a positive social and emotional learning environment. Respect is an integral part of our culture. We honor the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong, inclusive community. Members of our learning community treat each other with mutual respect, kindness and empathy. Students are inspired to be curious about each other and the world around them.

## **STEM INNOVATION ACADEMY JUNIOR HIGH SCHOOL**

### **STAFF 2023-2024**

**Founder, COO, Secretary Treasurer:** Lisa Davis

**Superintendent:** Joanne Higgins

**Principal:** Michelle Riddick

**Assistant Principals:** Bob Ackerman

**Administrative Secretary:** Lisa Cormier

**Office Secretary:** Cindy Kurucz

**Staff List:**

<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>TEACHING ASSIGNMENT</b>
Acheson	Evan	Humanities, Options
Antsey	Kayla	Humanities, Physical Education
Bretner	Janessa	Math, Science, Options
Butler	Connor	Math, Science, Physical Education
Campbell	Andrew	Humanities, Options
Celis	Isaac	Humanities, Options



Christiansen	Tyler	Options, Physical Education
Christiansen-Fordham	Cheyenne	Humanities, Options
Davies	Sarah	Humanities, Ignite, Student Services Team Lead
Davies	Melissa	Math, Science, Options
Donaldson	AnnaMaria	Humanities, Physical Education
Fuzessy	Tracy	Humanities Team Lead, Humanities
Gille	Caitlin	Math, Science, Options
Hoffman	Ken	Science, Options
Jackson	Amanda	Resource, Math Supports
Joseph	Dave	Science Team Lead, Science
Keilback	Kelsey	Math, Science, Physical Education
Manuel-Jones	Stephen	Humanities, Physical Education
McWilliam	Dan	Option Coordinator, Options
Ochitwa	Rebecca	Humanities, Options
Seib	Tara	Math Team Lead, Math, Science
Shyiak	Stacey	Learning Supports, Ignite
Suffron	Sydney	Math, Science, Options
Vergie	Kelly	Athletic Director, Physical Education, Health & Life Skills
Wong	Donna	Physical Education, Health & Life Skills
Wood	Ben	Options



# JUNIOR HIGH SCHOOL CALENDAR – 2023–2024



## 2023-2024 School Calendar

STEM Innovation Academy is closed on the days shaded in grey	
August 22-25	Non-instructional days
August 28	First day of classes
September 4	Labour Day
September 29	Truth and Reconciliation Day in lieu of September 30
October 6	Non-instructional day
October 9	Thanksgiving Day
October 20	Non-instructional day
October 26-27	Parent Teacher Conferences
November 9	Non-instructional day
November 10	Fall Break
November 13	Remembrance Day in lieu
November 14	Fall Break
December 8	Non-instructional day
December 22	Last day of classes
January 8	Classes resume
January 26	Non-instructional day Junior High School
January 29	Non-instructional day Teachers' Convention
February 15,16	Teachers' Convention
February 19	Family Day
March 7,8	Parent Teacher Conferences
March 21	Last day of classes – Friday Schedule
March 22	Non-instructional day
April 9	Classes resume
April 26	Non-instructional day
May 17	Non-instructional day
May 20	Victoria Day
June 7	Non-instructional day
June 26	Last day of school – Friday Schedule
June 27,28	Non-instructional days

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**Mission**

Inspiring the next generation to be knowledgeable creators, innovators, and responsible leaders.

**Vision**

STEM Innovation Academy will be the premier learning community for the design and advancement of innovative Science, Technology, Engineering, and Mathematics education.



## JUNIOR HIGH BELL SCHEDULE 2023-2024

Monday - Thursday	
Period length: 57 mins	
Warning Bell	8:38 AM
STAND UP	8:40 - 8:48
Period 1	8:50 - 9:47
Period 2	9:49 - 10:46
Period 3	10:48 - 11:45
Lunch	11:45 - 12:20
Warning Bell	12:20 PM
Period 4	12:23 - 1:20
Period 5	1:22-2:19
Period 6	2:21-3:18
Buses Leave	3:30 PM

Friday	
Period length: 40 mins	
Warning Bell	8:38 AM
STAND UP	8:40-8:45
Period 1	8:45-9:25
Period 2	9:27-10:07
Period 3	10:09-10:49
BREAK	10:49-11:14
Warning Bell	11:14 AM
Period 4	11:15-11:55
Period 5	11:57-12:37
Period 6	12:39-1:19
Buses Leave	1:30 PM

## GENERAL INFORMATION

### EXPECATIONS OF STUDENTS

- Students are expected to behave responsibly in and out of school and to consider themselves as representatives of the school from the time they leave their homes in the morning until the time they return home at the end of the day.
- All school property and other student/staff property is to be respected. Student personal property is their own responsibility. Please ensure personal belongings including laptops and valuables are always attended or locked up for safe keeping.
- Manner's matter! Students are expected to respect and be kind to each other, all staff members, and visitors to the school.
- Students are expected to be punctual and present for all classes.
- The completion of all schoolwork assigned is the responsibility of the student. This means being organized, making good use of class time, completing all assigned homework, asking for help when necessary and completing any missed assignments due to being absent.
- While on school property, students must remain in designated areas, as determined by staff members





- Students are expected to always wear the school uniform meaning STEM gear must be always visible. See Appendix 1 for more details.
- Students are expected to move in a safe manner in the school. Walk, not run, in hallways and classrooms.

## **ATTENDANCE**

Regular attendance and punctuality are an important component of the learning process. All teachers will keep attendance in every class.

Parents must call into the school if a child is going to be late or absent for any reason. Prior to the start of the day, please call 403-259-4211 (Junior High) and press the appropriate number for the attendance line to report the absence.

Students arriving late or leaving school early must report to the main office to sign in or out. Parents will be required to call in to excuse a late or early departure.

### **Extended Absence:**

- Parents are expected to consult with administration regarding any need for regular early departure from class.
- If an absence is required for greater than 3 consecutive days, students and parents must complete an extended absence form available in the main office a minimum of 1 week before leaving.
- Long term absences are not encouraged unless for unavoidable causes. Regular attendance and engagement in learning are critical to student learning and success.

### **Attendance for Unit and Final Exams:**

- Final exams will be held in core subjects at the midterm and year end (January/June). Provincial Achievement Tests (PATs) for Grade 9's will occur in May and June.
- Exam regulations require that students write exams on the specified date and time. Please make plans based on the final exam schedule posted on the school website. Students missing final exams for personal reasons, such as



vacation, may forfeit the opportunity for a final assessment and receive a grade of zero.

- ***Final exams will not be rescheduled to accommodate family vacations during final exam periods.***
- PAT exams must be written on the scheduled dates at the scheduled times.
- Please contact the Assistant Principal well in advance of the exam period regarding extenuating circumstances that may prevent a student from taking an exam. (i.e., surgery)
- If a final examination is not written due to illness or injury, a parent/guardian must contact the Assistant Principal no later than the morning of the examination explaining the reason for the absence and providing a medical certificate, where appropriate.

## **SCHOOL UNIFORM ('STEM GEAR') POLICY**

To support STEM Innovation Academy's culture of excellence, all students are required to always wear 'STEM Gear' while at school and engaging in school sponsored events.

### **Dress Code Requirements**

At STEM Innovation Academy, we have a "light" dress code that treats all genders and students the same. In general, "Modest and Positive" is what we expect:

- While at school, students are expected to **always** have STEM Innovation Academy's uniform tops (STEM Gear) visible as an outer layer. For example, if a student has a STEM gear sweatshirt on and wants to take it off, they must have a STEM t-shirt on underneath and vice-versa.
- Students need to be prepared daily with clean long sleeved and short-sleeved shirts as temperatures can fluctuate in the school.
- STEM gear tops need to be worn as intended with arms in sleeves and over entire torso.
- All shirts for all genders need to touch the waistband of their pants/shorts.
- Students may wear bottoms of their choosing, keeping in mind they must be appropriate and functional for learning.
- All under-garments for all genders must be covered.
- Students in Phys. Ed. And/or extracurricular activities may be given different expectations as laid out by their teachers/coaches.
- At any point based on safety demands, administration may alter the dress code.



- STEM gear is to be purchased online at entripyshops.com and not customized outside of store specifications. (i.e: no extra logos or tie-dying the shirts)

***Please see Appendix 1 for full STEM gear policy***

## **PHYSICAL EDUCATION**

All students are required to change for PE. Students must wear non-marking running shoes in the gymnasium. Students must also wear the STEM Innovation Academy physical education t-shirt that will be provided to students the first week of school. Families will be invoiced accordingly. Students are free to wear athletic shorts, leggings, or sweatpants as bottoms. Students will be required to change for PE and then change back at the end of the class before returning to their other classes.

## **ARRIVAL AND DEPARTURE**

The safety of our students and managing the morning and afternoon traffic flow is a priority at STEM Innovation Academy. Driver cooperation, common sense, and courtesy to fellow parents, bus drivers, and staff will contribute to a harmonious and safe beginning and ending to your child's day at school. Please remember, safety over convenience.

We ask that all parents and student drivers drive sensibly and with an awareness of the increased traffic flow in the neighbourhood/parking lots surrounding our school. Please obey all speed limits when driving through the residential streets surrounding our school. Watch for pedestrians, park only in designated areas and refrain from idling in nearby driveways or laneways. School parking lots are for staff parking and not for student pick up and drop off. Visitor parking is available for scheduled visitors to the school in the SE lot at the Jr High. Visitors for the high school must use pay lots adjacent to the school.

**Junior High:** The area directly in front of the school on 96<sup>th</sup> Ave is designated



for charter busses only. As most of our students take this transportation to school, we must keep this area clear to allow the charter busses to maintain their tight schedules. Pick up and drop off should take place along 12 St SW or Haddock Road SW.

**Students should not be dropped off at school prior to 8:00 AM unless they are involved in a prearranged activity under the direct supervision of a teacher.** Students should also be picked up no later than 3:45 PM on Monday – Thursday and by 1:30 PM on Fridays. If parents require an earlier drop off due to work commitments, please contact administration.

## **CHARTER BUS CONDUCT**

Students riding the First Student Canada charter buses are responsible to the bus driver and the school staff for their behaviour. We have the same behaviour expectations for students on the bus as we do for any student in or around the school. Safety is paramount on our buses. Bus drivers will report student misconduct to the school staff. Appropriate discipline measures will be taken and may include suspension from the bus. In addition, it is expected students will:

- Sit according to the driver's seating plan
- Always remain seated
- Be respectful of other citizens and drivers while on the bus
- Behave in a way that does NOT distract or interfere with the bus driver

## **MEDICAL CONCERNS**

At the beginning of each school year, any health problems or medication requirements must be recorded on the medical form by a parent. Parents are also required to inform the classroom teacher of all health concerns. Parents are expected to keep administration updated regarding any serious medical condition or other circumstances which may significantly impact a



child. Students taking medication on a regular basis must have this documented on their medical form and parents must notify the homeroom teacher. Please ensure that no more than a daily dosage of a prescribed medication is sent with your child. Staff are not allowed to administer any medications to students.

## **COMMUNICATION**

At STEM Innovation Academy we believe in open and honest communication between the school and families. Student success is our number one priority. We also believe parents and teachers are key partners in this success. Parents should read email updates and check Schoology regularly to keep in tune with what is happening at the school and in their child's classes.

At any time if you have a question or concern, we encourage you to contact the school.

- For all questions regarding your child's learning and/or progress, please email your child's teacher directly. Teachers will respond to messages as soon as possible within 24 hours during school days.
- Parents are asked to use email to contact their children's teachers. A phone call may be requested through email.
- If the parent and child feel the issue is unresolved after working with the teacher, parents may contact administration.
- If, after working together with administration, a resolution has still not been reached, families may reach out to the superintendent.
- For any emergency situations or concerns, please contact the office directly.

Weekly emails will be sent out from administration providing important information about school events and general school news. Please ensure the school has your correct email address. We encourage regular checks of the school website to stay informed of updates to our program and important documents and publications. Core teachers will also send out weekly updates to families.

As our office staff is very busy, we ask that phone calls with messages to students be



kept to a minimum. Please refrain from messaging or phone your child's personal cell phone during class hours as phones will be in lockers. If there is an emergency and you are needing to reach your child, please phone the main office. The phone inside the main office is for students' use before and after school and at lunch.

## **STUDENT MOBILE DEVICES**

STEM IA students are required to keep mobile devices in their lockers during all instructional time. ***Please see Appendix 2 for STEM IA Cell Phone Policy.*** It is the sole responsibility of each student to care for personal items. The school is NOT responsible for lost or stolen items.

## **SCHOOL SUPPLIES**

All students are responsible for purchasing personal school supplies. Student supply lists were emailed to all families. Additional supplies may be requested by teachers throughout the year.

## **COMPUTER/TECHNOLOGY EQUIPMENT USE**

All students at STEM Innovation Academy are required to bring their own digital learning device. Ideally these devices are laptops capable of downloading programs such as Microsoft Word along with downloading and storing documents. Students will be responsible to always keep this device with them in their backpack. At all times students are to use their technology for educational purposes and demonstrate digital citizenship. **Technology use is a privilege, not a right, and the expectation is that it will be used in a responsible, efficient, ethical, and legal manner.**

STEM Innovation Academy will have a small number of student laptops available for sign out daily. These laptops are not guaranteed to be always available to students. The school laptops are not able to be signed out overnight and are for temporary usage.



All school computers and equipment are used by students and staff for educational purposes and to advance their technology knowledge and skills. Technology in our labs is shared, and all users are asked to follow the user policy for everyone's benefit.

- The school's technology resources should be used for school-related tasks.
- School computers will be used by students under supervision of a staff member.
- Inappropriate computer use will result in loss of computer and/or network privileges, temporary or permanent, depending on the gravity of the offence.

**Students are not permitted to:**

- Bring food or drinks into any computer labs. Also, there should be no food or drinks around any other school computer or technical equipment.
- Change or alter computer settings without permission of the supervising teacher.
- Access any files, programs, drives, or archives without teacher authorization.
- Access or use another person's account or share their personal login information.
- Trespass in another person's folder, work, or files.
- Send or display offensive messages, pictures, or artwork.
- Use or view obscene language.
- Harass, threaten, or insult others. This includes on school networks as well as on social media channels used outside of school.
- Knowingly degrade or disrupt equipment or service, performance, or vandalize the data of another user.
- Violate copyright laws (plagiarism).
- Post or pass on personal communication without the author's prior consent.



- Attempt to bypass computer security.
- Download games, illegal or offensive material.
- Record (photography, audio, video, etc.) another person, unless a student has explicit permission.

## **FEES**

STEM Innovation Academy is a public charter school and as such, all school fees are aligned with Alberta Education. Early in September, parents will receive an electronic fee invoice stating school fees and a separate invoice for transportation fees (if the student rides charter bus). All fees are due prior to September 30 of the current school year.

## **LUNCH**

Students eat lunch in the HIVE or in supervised classrooms that may be hosting clubs or extra-curriculars at lunch. STEM Innovation Academy is a nut aware environment to create a safe and equal environment for all students. Students are encouraged to bring nut alternatives as snacks and in their lunch.

Students will be allowed to leave the campus at lunch time (Monday-Thursday) with the understanding they are representing STEM Innovation Academy in the community. Students are expected to be respectful of neighbours, property, and business owners in our community. Students must keep track of time and return to school by 12:20 PM to be ready for their afternoon learning blocks. Leaving the campus at lunch is a privilege and may be revoked if abused.

## **LEARNING SUPPORT**

Communication between parents and teachers is very important when students are struggling with the curriculum or when student's work ethic and motivation





are problematic. STEM Innovation Academy endeavours to support all students. Teachers provide extra help individually or in small groups whenever possible, before and after school and in the classroom during regular school hours. It is important for students to self-advocate with their teachers if they are not feeling confident in their learning.

## **ACADEMIC INFORMATION**

All students in grades 7–9 will receive daily instruction in core classes Humanities (English Language Arts and Social Studies), Mathematics, Science, Social Studies, and Physical Education for the entirety of the school year. In addition, students will have the opportunity to explore 2 complementary STEM courses each semester.

Our school year is divided into 2 semesters. Semester 1 (August 28–January 25) and Semester 2 (January 30 – June 26). Students will have midterm and final evaluations in academic core courses.

## **AGENDA PLANNERS**

All students are expected to use a tool (such as calendar on their laptop or a hard copy of an agenda) as a student planner. This planner is designed to keep track of daily homework, assignments, tests, school events and notices. It is also a communication tool for teachers and parents. All students are encouraged to develop the habit of using the agenda effectively.

## **ASSESSMENT & REPORTING**

At STEM Innovation Academy, we are committed to excellence in all we do, this includes student success. One of the ways we can help all students be successful is by examining assessment data and then being responsive to student needs to inform instruction and next steps.

**We believe:**

- The purpose of assessment is to improve each student's learning, growth, and development.
- Assessment of work habits, effort, and behavior is to be distinct from assessment of academic achievement.
- All students can achieve success albeit at different rates and in different ways.
- Assessment is to be fair and transparent.
- In outcome-based teaching, learning, assessment, and reporting.
- Assessment needs to reflect a balanced body of evidence.
- Consistency in assessment within a department is critical to support all learners in our classrooms.
- Reporting needs to be meaningful, timely, and visible to students and parents. It is an ongoing conversation between students, teachers, and parents.

***Please see Appendix 3 for detailed Assessment and Reporting Guide***

**TESTS AND EXAMS**

Students will receive ongoing and timely feedback from teachers. Schoology will be used by teachers to post all learning materials as well as to give updates and feedback to students. Parents and students are asked to check Schoology regularly to monitor upcoming tasks and student progress. At any time, parents are encouraged to contact teachers regarding their child's progress.

Parent-teacher conferences will be held in October and March. Formal report cards are shared with students and parents in January and June. All subjects will be given a percentage grade reporting on the Alberta



Program of Studies outcomes for each subject.

Students in all grades will write midterm and final assessments in courses. Parents are asked to plan vacations around these exams. In addition, Grade 9 will write the Provincial Achievement Tests (PATs) in May and June. The exam schedules will be distributed to students and parents well in advance; attendance is crucial at these times. Any students missing an exam must contact their teacher in advance. All students will have regular learning checks as well as common, summative unit exams throughout the year.

## **STUDENT CODE OF CONDUCT**

STEM Innovation Academy is a safe, caring, and inclusive learning environment. By promoting respectful relationships, responsible citizenship, and personal excellence we will ensure a positive school climate and sense of belonging for all.

STEM Innovation Academy's behaviour policies have been developed from the Alberta Education Act and STEM Innovation Academy's Administrative Policies 409 Welcoming, Safe, Caring & Respectful Learning Environment; 411 Student Code of Conduct, and Administrative Procedures 413 Student Discipline, and 414 Suspension.

### **Alberta Education Act**

Section 12 of Part 1 of the School Act of Alberta reads:

"A student shall conduct himself so as to reasonably comply with the following code of conduct:

- be diligent in pursuing the student's studies;
- attend school regularly and punctually;
- co-operate fully with everyone authorized by the board to provide educational programs and other services;
- comply with the rules of the school;



- account to the student’s teachers for the student’s conduct; and
- respect the rights of others.
- ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means.
- positively contribute to the student’s school and community.”

Section 27(1) of Part 1 of the Alberta Education Act reads, in part:

“No person shall:

- disturb or interrupt the proceedings of a school.
- loiter or trespass in a school building or on property owned by the Board.”

### **STEM Innovation Academy Student Behaviour Expectations:**

Students have a responsibility to respect the rights and dignity of others and to become actively involved in their own learning and growth.

Acceptable behaviour for students includes (but is not limited to):

- Demonstrating behaviours that positively contribute to the school community.
- Following school expectations on any school-based activity outside of school and/or school hours including on school bus.
- Using all technology for learning purposes.
- Responsible digital citizenship (including social media both inside and outside of school hours).
- It is the responsibility of all students to ensure that someone else does not use their work. Keep assignments secure and protect work from prying eyes during a test.
- Informing a trusted adult in a timely manner about incidents of bullying, harassment, intimidation or other safety concerns about the school.

Unacceptable behaviour includes (but is not limited to):



- Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions.
- Any behaviour that discriminates based on age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status.
- Any bullying behaviour (physical, verbal, social, cyber) that intentionally hurts (physically, socially, or emotionally) another person. Bullying is defined as a repeated and hostile or demeaning behaviour intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.
- Acts of violence, physical aggression or threatening behaviour.
- Retribution against any person in the school who has intervened to prevent or report bullying, harassment, or stop an incident that might cause harm to others.
- Illegal activity such as: possession or use of weapons, possession or use of alcohol, drugs, or other forms of intoxicants on school property or at any other school related activity (i.e., athletics, field trips)
- Theft or damage of school or personal property.

### **Consequences for Unacceptable Behaviour:**

Staff will address unacceptable behaviour we are aware of. We are committed to supporting students impacted by unacceptable behaviour as well as supporting those students who engage in unacceptable behaviour. Two guiding principles will apply to all consequences:

1. Discipline means to teach;
2. Consequences take into consideration age, maturity, and individual circumstances.

Appropriate school response to Tier 1 student behaviours (those behaviours that are responded to by the teacher witnessing the behaviour/reported to by student).

Teacher will talk with students:

- Verbal reminders/cues/redirection
- Model expected behaviour



- Offer choices and consequences of the choices
- Time out

Appropriate school response to Tier 2 student behaviours (those behaviours that are repetitive and responded to by the teacher/may involve administration).

Teacher will talk with parents:

- Home contact
- Peer mentoring/support
- Parent meeting
- Natural consequences
- Loss of privilege
- Restitution

### **STAFF RESPONSIBILITIES:**

Under the leadership of the principal, staff is responsible for:

- Establishing a positive school climate that is welcoming, caring, respectful and safe
- Building positive relationships
- Encourage, model, and reinforce respectful and responsible behaviour

### **PARENTS/GUARDIANS RESPONSIBILITIES:**

Parents/guardians are partners in respect to their child's education. They have a responsibility to take an active role in their child's education success and will support their child in complying with their responsibilities as students.

Parents/guardians are responsible for:

- Ensuring their child attends regularly and punctually
- Encouraging and fostering positive and respectful relationships with teachers, administration, and other school staff
- Being aware of, and support, the behavioural expectations from the



## School Code of Conduct

- Communicating and collaborating in a timely manner with school staff about any concerns regarding the School Code of Conduct.

***If you see something, say something. We will do something.***

## APPENDIX 1

### JUNIOR HIGH SCHOOL UNIFORM ('STEM GEAR') EXPECTATION

- To support STEM Innovation Academy's culture of excellence, all students are required to always wear 'STEM Gear' while at school and engaging in school sponsored events.
- Research shows school uniforms provide the following benefits:
  - Provide cohesion and equality.
  - Promote group Identity and pride in one's school.
  - Allow for increased safety for students and staff.
  - Encourage dress code equality.
  - Reduce potential for bullying and discrimination.
  - Streamlines morning preparation for students.
  - Provide a less distracting learning environment.

### DRESS CODE REQUIREMENTS

At STEM Innovation Academy, we have a "light" dress code that treats all genders and students the same. In general, "Modest and Positive" is what we expect:

- While at school, students are expected to **always** have STEM Innovation Academy's uniform tops (STEM Gear) visible as an outer layer.
  - *For example, if a student is wearing a STEM hoodie and decides to take it off, they must be wearing a STEM underlayer.*
- Students need to be prepared daily with clean long sleeved and short-sleeved shirts as temperatures can fluctuate in the school.
- STEM gear tops need to be worn as intended with arms in sleeves and over entire torso.
- All shirts for all genders need to touch the waistband of their pants/shorts.
- Students may wear bottoms of their choosing, keeping in mind they must be appropriate and functional for learning.
- All under-garments for all genders must be covered.



- Students will be required to change into their STEM IA gym strip shirt for Phys Ed. class.
- STEM gear is to be purchased online at entripyshops.com and not customized outside of store specifications. (i.e.: no extra logos or tie-dying the shirts)

## CONSEQUENCES OF NON-COMPLIANCE

If a student is not properly and visibly wearing STEM gear during school hours, STEM Innovation Academy staff have an **obligation** to carry out the consequences as outlined below:

### 1<sup>ST</sup> INSTANCE –

Staff member speaks to student and asks them to put on their STEM gear properly. If the student does not have STEM gear, they are required to go to the main office (at an appropriate time in class) to borrow a loaner top or be asked to wear a loaner top from class, to be worn for the remainder of the day. The first instance is entered by staff member as a log entry in PowerSchool.

### 2<sup>ND</sup> INSTANCE –

Staff member speaks to student and asks them to put on their STEM gear properly.

#### **AND**

Staff member checks log entries to see if student has previous reminder at any point during the school year. If more than one instance, student sent to main office. Main office staff emails parents, and copies referring staff member, to alert parents their child is not following uniform policy expectations. Student given a loaner top to wear the rest of the day. Log entry entered PowerSchool by main office.

### 3<sup>RD</sup> INSTANCE –

Staff member speaks to student and asks them to put on their STEM gear properly.

#### **AND:**

Staff member checks log entries to see if student has previous reminder at any point during the school year. If two log entries are present, student is sent to the office and administration calls parents to advise them their student is not following the STEM gear expectation, and to bring STEM gear if student does not have it. The student remains in the office, out of class until they have STEM gear to put on. No loaner top will be given for a third instance.





After the third instance, administration calls parents to alert them to the non-compliance and to bring STEM gear if student does not have it. The student remains in the office for the remainder of the day (in school suspension) and a parent meeting will be scheduled in which further disciplinary action may result.

***\*Parents, we need your support to ensure students are wearing their STEM gear each day when they leave for school.***

## **APPENDIX 2**

### **STEM IA JUNIOR HIGH STUDENT CELL PHONE EXPECTATION**

#### **PURPOSE**

STEM Innovation Academy's student cell phone expectation is to **protect instructional time, promote positive in-person interactions, and safeguard psychological well-being** while at school.

#### **CORE TENET**

Student cell phones are not permitted in classrooms or in backpacks during instructional time. They must be powered down and left in student lockers.

The only exception to this expectation is a pre-planned lesson or activity where the teacher determines a laptop does not satisfy the requirements of the lesson, and cell phone technology will better suit the activity.

Classroom teachers will advise a time at the start of class when students can get their phones and then return to class. Students may then use their cell phone during the directed activity and will be required to return their cell phone to their locker at the end of the class in which it was used, under the supervision of the teacher.

Cell phone use is permitted before STAND UP, at lunch, and after school.

If parents need to communicate with their child during school hours, please call the office.

#### **BACKGROUND**

Student cell phone use in schools has been correlated with increases in cyberbullying, academic dishonesty, and poor mental health (Beland & Murphy, 2016). Support for restricting student access to cell phones at school is significant. Wilmer et al. (2017) concluded that studies on this issue, *"generally support the conclusion that poor academic performance can be predicted by higher levels of smartphone use, instant messaging, media multitasking, and general electronic media usage"* (p. 11). With respect to academic performance, studies note that merely having a cell phone accessible impedes a student's ability to concentrate on school tasks (Beland et al.,



2016; Glass & Kang, 2019; Kuznekoff & Titsworth, 2013; Stothart et al., 2015; Thornton et al., 2014; Wilmer, 2017). Further, student cell phone use in schools increases instances of cyber-bullying and encourages deviant behavior (Boer et al., 2022; Li et al., 2022). Allowing student cell phones use in schools, in any capacity, has shown to increase teenage anxiety, amplify negative self-image, and stunt social interactions (Nesi et al. 2023; & Fioravanti et al., 2022; Orben & Blakemore, 2019).

## REVIEW PERIOD

The School Principal will annually review.

## TERMINOLOGY

The term “*cell phone*” is understood to include any personal mobile device that is not school issued or specifically required by the school (i.e., student laptop).

## DETAILS

Before STAND-UP begins at the start of the day, students must:

- 1. Power down their cell phone.**
- 2. Put their cell phone in their locker.**

The cell phone is to remain off, and in their locker until the end of class time.

Powering down the cell phone refers to turning it completely off. If a cell phone is being used for an instructional activity pre-planned by teachers, there may be an exception.

Each school year, parents and students are to read, sign and date the ‘STEM Innovation Academy Cell Phone Form’ indicating they acknowledge and will adhere to it. This form will be uploaded in each parent/guardian’s, ‘School Soft Forms’ account by mid-September.

## CONSEQUENCES OF NON-COMPLIANCE

If a student is in possession of a cell phone during instructional times, STEM Innovation Academy staff have an obligation to confiscate the cell phone, label with a stickie/post it with the students first and last name and bring to the office.

### 1<sup>st</sup> INSTANCE-

Staff member confiscates the cell phone and turns it into the office. The staff member may bring the phone to the office or send the student to the office to drop the phone off. The student may collect the cell phone at the end of the school day, after a discussion with administration and a review of the expectation. The confiscating staff member will enter the instance in PowerSchool as a log entry.



## 2<sup>nd</sup> INSTANCE –

A staff member confiscates the cell phone and turns it into the office. The staff member may bring the phone to the office or send the student to the office to drop the phone off. The confiscating staff member will enter the instance in PowerSchool as a log entry. The student's parents/guardians will be notified by the main office via email, and the student may collect the cell phone at the end of the day after a discussion with administration.

## 3<sup>rd</sup> INSTANCE –

A staff member confiscates the cell phone and turns it into the office. The staff member may bring the phone to the office or send the student to the office to drop the phone off. The confiscating staff member will enter the instance in PowerSchool as a log entry. Parents/guardians will be notified via a phone call from administration and are then required to attend an in-person meeting after which the phone will be returned to the parents.

Following the in-person meeting, if issues persist, the student may be asked to leave their cell phone at the main office upon arrival at school or leave their cell phone at home. Students may be subject to further disciplinary action such as: educational assignments concerning responsible use of personal mobile devices, loss of in-school privileges, suspension, etc.

***Students who refuse to hand over their cell phone upon request from any STEM Innovation Academy staff member (i.e., teacher, support staff, administrator, guest teacher) will immediately be sent to see administration and parents/guardians will be contacted by phone.***

## EXCEPTIONS

Exceptions are granted only in exceedingly rare circumstances (*i.e., medical reasons such as glucose or heart rate monitoring through a smart phone app*). Any requested exceptions, either temporary or long-term, must be supported by a letter from an attending physician or by providing other sufficiently detailed medical documentation to support the request.

In these situations, on a case-by-case basis, administration will work with the family to develop an alternative cell phone mitigation plan that takes into consideration the students' medical needs. Administration then ensures all staff are aware of any granted exceptions and have written copies of the established plan.

## HOW TO REQUEST A MEDICAL EXEMPTION:

Requests for exceptions, due to a diagnosed physical medical condition, must be made, in writing, directly to the School Principal via email. The email must be from



the students' parents/guardians and include attachments of medical documentation to support the written request. Whenever possible, please email the request and accompanying documentation prior to the start of the school year. Please note: A diagnosis of anxiety and/or depression, ADHD, or other similar emotional or behavioral conduct disorders, does not qualify an exemption under this expectation unless there is a secondary diagnosis of a physical medical condition.

## STUDENT APPEALS

Any STEM IA student who wishes to appeal the consequence enforced against them as outlined in this expectation may do so, in person, to school administration. **Please note:** The consequence for the student remains in effect until the appeal is heard by administration or it expires. Parents/guardians are notified of the outcome of an appeal.

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## APPENDIX 3 – Assessment Guide

At STEM Innovation Academy, we are committed to excellence in all we do, this includes student success. One of the ways we can help all students be successful is by examining assessment data and then being responsive to student needs to inform instruction and next steps.

### We believe:

- The purpose of assessment is to improve each student’s learning, growth, and development.
- Assessment of work habits, effort, and behaviour is to be distinct from assessment of academic achievement.
- All students can achieve success albeit at different rates and in different ways.
- Assessment is to be fair and transparent.
- In outcome-based teaching, learning, assessment, and reporting.
- Assessment needs to reflect a balanced body of evidence.
- Consistency in assessment within a department is critical to support all learners in our classrooms.
- Reporting needs to be meaningful, timely, and visible to students and parents. It is an ongoing conversation between students, teachers, and parents.

### What is assessment?

In this guide, we use the term assessment to describe the process of determining what students have learned, and how well they have learned it. **Assessment is not just about tests and grades.**

Assessment means gathering information about what students know, understand, and can do based on the Alberta Programs of Study (curriculum) and/or their Individualized Program Plan (IPP). Teachers cannot base grades/marks on a student’s behaviour, effort, and work habits unless those behaviours are outlined in the Alberta Programs of Study for a specific subject.

To determine where a student is at in their learning, teachers use many tools.



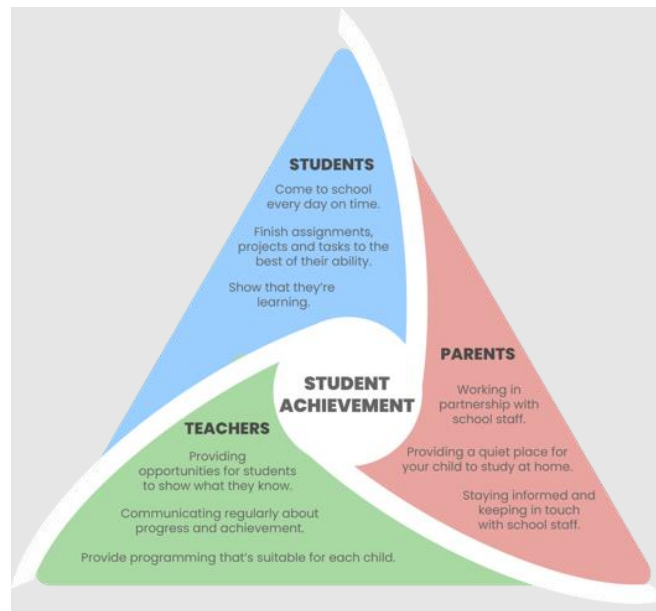
Conversations, observations, and student work are just some of the ways teachers determine students' strengths and where they might need extra help. These activities—conversations, observations, and the products students create—help teachers shape their lesson plans. They guide *how* they can help every student meet their learning goals. The activities also help inform the teacher's understanding when making decisions about grade level of programming, course recommendations or grades/marks.

The collection of observations, conversations, and student work allows teachers to give parents a clear and accurate picture of a child's progress in school.

*Assessment practices outlined in this guide are based on STEM Innovation Academy Administrative Procedure 314 – Student Assessment and Evaluation.*

## Supporting Student Success

Student success stems from a partnership between school staff, parents, and students. It is critical that all work together throughout a child's educational journey to support a positive path to success.



### **Parents Role:**

*Parents are expected to:*

- Work in partnership with school staff reading regular communications and reaching out if you have any questions.
- Check Schoology on a weekly basis:



- Be aware of what is being learned during the week.
  - Help your child prepare for any assignments or upcoming assessments by setting a calendar and helping to keep them on track.
  - Regularly check any marks that have been updated.
  - Support your child to get assignments done that are overdue as soon as possible as teachers are moving on to new content.
- 
- Help your child build a strong study/homework routine
  - Provide a distraction-free space at home.
  - Ensure your child is attending class regularly and does not miss large periods of instructional time.
    - Teachers cannot replicate the learning that takes place during class time, therefore every effort to regularly attend class should be made.
    - If your child is ill, they need to be checking Schoology, emailing their teachers, and staying as up to date as possible.
    - If students/families are away for extended periods of time, it is the responsibility of the parent to provide appropriate learning opportunities. Teachers may provide an overview for student learning; the ultimate responsibility lies with the parents/guardians.
  - Encourage your child to build independence and self-advocacy by encouraging them to keep track of their own learning opportunities and to reach out to teachers when they are struggling.

### **Teacher's Role:**

*Teachers are expected to:*

- Provide programming that is suitable for students aligned with Alberta Program of Studies.
- Provide many opportunities and different ways for students to



show what they know.

- Hold high expectations for each student in their class.
- Provide students who have missed important assessments and activities the opportunity to complete the work within a reasonable timeline.
- Clearly explain the expectations to students in all courses and how student work will be graded/marked (i.e.- course outline, rubrics, etc).
- Provide timely, accurate, and actionable feedback to students in order to improve learning and offer opportunities to show learning at a future time.
- Provide ongoing communication with parents regarding student progress and achievement via Schoology, weekly updates, and emails/phone calls when there is a concern.

### **Students' role:**

*Students are expected to:*

- Take responsibility for their own learning.
- Attend school every day and on time.
- Complete all assignments, projects, and tasks to the best of their ability and on time.
- Show academic integrity when completing assignments and assessments.
- Regularly check Schoology for daily plans as well as marks on evaluated assessments.
- Use feedback from teachers to inform and improve learning.
- Promptly complete any missed tasks or assessments.
- Ask for help from teachers when not understanding or unsure about a task.
- Attend homework club (jr. high) or tutorial time (high school) if work is not complete and/or extra support is needed.

### **Reporting Student Progress**

There are many ways teachers will inform students and parents about their





learning throughout the year. We encourage parents to be active participants in their child's learning by reviewing the reporting provided.

### **Reporting Periods:**

- Semester 1: August - January
- Semester 2: February - June

### **Report Cards:**

Formal student report cards will be issued after each semester. Report cards can be accessed on the parent [PowerSchool portal](#). Parents are responsible for printing their child's report card.

### **Individual Student Progress:**

Student feedback and up to date grades can be accessed at any time by parents and students through [Schoology](#). Parents are encouraged to check gradebooks regularly for marks and feedback as well as any overdue assignments. Parents can contact their child's teacher if they are having any issues logging into Schoology with their parent account.

### **Student-Parent-Teacher Conferences**

There are two formal conference sessions held throughout the year, one in October and one in March. Parents are encouraged to book appointments and attend conferences with their child to learn even more about their child's progress.

### **Individualized Program Plans (IPPs)**

Formal reporting and communicating of student progress and achievement for students with [Alberta Education Special Education Coding](#) is done through the student's Individualized Program Plan (IPP) and report card. Individualized Program Plans target the areas unique to a student to be an independent, successful learner and identify strategies and supports necessary for that student's success.

The purpose of accommodations is to ensure that each student has the



opportunities and support they need to learn.” ([Alberta Education: Individualized Program Planning](#): Chapter 6: Selecting Accommodations and Strategies, p.1). Typically, accommodations will span all subject areas and instructional settings in which the student is engaged and include assessment and instructional accommodations, and/or specialized equipment. **For students identified with an Alberta Education Special Education Code, accommodations are recorded in their IPP.**

Accommodation described in the IPP should include only strategies and support that differ from what is typically provided in the classroom. Students will have access to these significant accommodations on an ongoing basis so they will be eligible to receive these same accommodations during provincial assessments.

For students who need specialized services and support, the IPP is a student’s working document that is developed within the first two months of the school year. It is a record of a student’s progress in relation to specific goals and strategies. It provides confirmation that your child’s needs are being addressed and provides determines accommodations and supports a student needs to succeed. The IPP is designed at the beginning of the year in collaboration with students, parents, and teachers. IPPs goals will be reported twice a year at the same time as report cards.

	<b>Adapted Programming</b>	<b>Modified Programming</b>
<b>What</b>	“Adapted programming means programming that retains the learning outcomes of the Programs of Study and where adjustments to the instructional process are provided to address the special education needs of the student.” ( <a href="#">Alberta</a>	“Modified programming means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the students’ special education needs.” ( <a href="#">Alberta</a>



	<a href="#">Education: Standards for Special Education</a> , p.3).	<a href="#">Education: Standards for Special Education</a> , p.4).
<b>WHY</b>	Teachers differentiate instruction so that each student in the classroom has the best opportunity to learn according to his or her needs and abilities. “Many accommodations and instructional strategies included in IPPs are typically routine components of the differentiated instruction that many teachers incorporate daily in their classroom.” ( <a href="#">Alberta Education: Individualized Program Planning</a> , Chapter 1: Working Through the IPP Process, p.16)	“Even with accommodations, differentiated instruction and learning strategies, not all students with special education needs are able to meet all of the requirements of the regular programs of study.” ( <a href="#">Alberta Education: Individualized Program Planning</a> , Chapter 6: Selecting Accommodations and Strategies Individualized Program Planning, p.12)



## **Determining Student Grades**

At STEM Innovation Academy, we determine grades/marks in a variety of ways. Formal grades are entered and reported as percentages. In high school, students are required to get at least 50% in a course in order to receive Alberta course credits for the course. Teacher recommendations for course placement should be strongly considered when registering for courses for the student to best find success at the next level.

## **Formative Assessment**

Throughout the year, students will work on many activities that help them increase what they know, understand and are able to do. These activities show a student's teacher how they are doing, what their strengths are and where they can improve in relation to the Alberta Programs of Study. This is called formative assessment. Formative assessment is meant to inform instruction; it is low stakes assessment. Some examples of formative assessments are 'learning checks' at the beginning of class, diagnostics at the beginning of the year or at the start of a unit, and practice tests.

Teachers use this information to adjust their teaching, provide feedback to help students improve and prepare for times when they will receive grades.

## **Summative Assessment**

During the school year, students will have a chance to demonstrate what they have learned in relation to the Alberta Programs of Study. Using their judgment as professionals, teachers make decisions and determine grades that describe how a student is achieving. They base these decisions on what they've seen (observations), discussions they've had with the student (conversations) and the work that has been completed (products). Typically, summative assessments are final, high stakes assessments on curricular outcomes. Some examples of summative assessments are in class assignments, unit tests, midterms, reading comprehension tests, presentations, projects, and different forms of



written assignments such as essays.

### **Missing or Incomplete Student Work**

Completing assigned tasks promptly and on time is an important part of student success. When work is not completed on time, teachers are unable to properly provide feedback and indicators of success as there is insufficient evidence of learning. Teachers, students, and parents must work together to ensure work is completed. When it is not, the following will occur:

- The incomplete task will be given an exception code in the Schoology gradebook as follows:
  - **Incomplete** – to be used in the following circumstances:
    - If the child did not hand in or complete the assignment/assessment by the due date, this code is used for one week until the child has been reminded and given a chance to complete the work in class, tutorial, homework club, or at home.
    - Student has excused absence for more than one week
    - to be used if an extension or rewrite has been granted in advance of due date- exemplary circumstance.
    - This code does not count as a zero in the gradebook overall average
  - **Missing** – to be used in the following circumstances:
    - Student has been given one week to complete missing assessment/assignment but has not done so; in this case, an email must be sent home to parents notifying them of missing work
    - This code is calculated as a zero into the gradebook overall average.
    - This code is given as a placeholder zero until work is completed.
  - **Excused** – used when a student will not be required



to make up missing work at any time. This code is used only in exceptional circumstances and given in discussion with student services and/or administration.

- In the case of 'missing' work or assessments, teachers will:
  - Talk to the student if one assignment is missing and coordinate a time to complete the work. Mark as 'incomplete' in gradebook. Students MUST go to homework club (jr high) or tutorial (high school) to catch up on that assignment and continue to attend until the assignment is completed.
  - If after one week, the assignment/assessment has not been completed, an email will be sent home to parents and the exception code will be changed to 'missing' in Schoology
  - If 2 assignments are missing, an email will be sent to parent(s) to inform them of the missing assignment.
  - If 3 assignments are missing, teachers will phone home and discuss a plan to recover the learning and hold the student accountable.
  - No late marks will be taken off an assignment handed in past the due date.
- Students who have missed a summative assessment such as a unit exam will be required to write the exam soon after they return from their absence. This assessment may be a different version than the original one covering the same learning outcomes. Students missing major assessments may lose the opportunity to show their learning in another way due to missed assessment (ie: rewrite the test, do corrections, etc.).
- There will be a final deadline for all summative assignments and assessments; typically, this is 30 calendar days after the original due date. Once this deadline has been passed and all attempts have been made to have the student complete the task, a permanent mark of zero will be assigned.



## **Rewrites or additional opportunities to show learning:**

- At STEM IA, our expectation is that students come prepared to learn and are demonstrating that learning to the best of their ability on a regular basis.
- Teachers will offer multiple opportunities for feedback for students to know what they need to improve on during their learning. Students need to take advantage of these opportunities and do their best on each assignment/assessment by following guidelines laid out.
- Teachers in their professional judgement may offer an additional opportunity for a student to show their understanding of learning outcomes by offering a 'redo' of an assignment or minor assessment.
- Not all assignments will be allowed to be redone; it is up to the subject/grade level teams to determine when rewrites are allowed.
- Only one 'redo' is allowed per assignment/assessment as determined by subject/grade level guidelines.
- Rewrites will not be allowed on large summative assessments such as unit exams, mid-year assessments, or final exams.

## **The Role of Homework**

- Homework is meant to:
  - Support student's learning.
  - Reinforce what students learn during the day in school.
  - Provide additional practice.
- Students are expected to complete any unfinished assigned work at home.
- The amount of daily homework is determined by the professional judgement of the teacher and will be dependent on student grade level and subject.

## **Curriculum Summaries**



### **Academic Integrity**

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, stealing tests or assignments, and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own as well as taking work from the internet and claiming it as their own.

If your child is suspected of plagiarism or cheating, school administration will meet with them and act in accordance with Administrative Procedures #310 – Student Code of Conduct and #312– Student Discipline.

### **Grades/Marks Appeal Process**

To appeal the grade/mark your child has been given, first contact the classroom teacher. If you are unable to resolve the appeal with the teacher, contact the administration with your concerns. After meeting a resolution will be found. Note: As set out in the [Education Act](#), the principal's decision is final.

There will be a day to contact the school to appeal final marks. When this date is set, we will communicate it to you.

### **Course Recommendations (High School)**

Grade 9 - 12 teachers will be recommending the next level of academic courses for their students. Teachers, in their professional judgement and experience, understand the skills and knowledge that are necessary for a student to find success in the next course sequence. It is strongly recommended that parents and students adhere to the course recommendations of the teacher. There are multiple pathways through high school that will lead to student success and graduation. Together with teachers and school counsellors, students will be guided towards the path that best suits their current learning needs.



