



**JV Humphries
Student Handbook
2016-17**

JVH School Visioning

At JVH, we celebrate the development and evolution of learning opportunities in partnerships with students, families, staff, and community. We are privileged to be one of British Columbia's growing number of K-12 schools, and our learning community spans all ages, including early learners and adult learners. We intend to continue to develop learning experiences that are relevant, engaging, and rigorous and that help develop excitement and empowerment for life-long learning.

This handbook is designed to facilitate a positive learning environment for all. While we place a high emphasis on clarity through this document, we also know that strong relationships and ongoing conversations are instrumental in supporting optimal learning. Please contact our office with any questions, suggestions or concerns.

School District No. 8's Expectations for Learning

Our school district's Board of Education recognizes and promotes the idea that learning and success are not easily defined and are multi-dimensional. With this in mind, they have published the following framework to guide our support of student learning.

Academic Success

- All students will possess the knowledge, skills and attitudes required for academic success, and be effectively prepared for life, work and further learning.
- All learners will be challenged according to their individual potential.
- All students will develop a confidence to advocate for their personal learning needs.

Creativity and Imagination

- Each student will identify and actively develop individual gifts, talents and interests in order to be actively and meaningfully engaged in learning.

Citizenship

- Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global community—within the context of our diverse rural environment.

Resiliency

- Each student will learn responsible and effective means of self-advocacy.
- Each student will be aware of challenges to overcome and opportunities for growth.
- Each student will understand their own social, emotional, learning and mental health challenges, and articulate a means to seek support to mitigate these challenges.
- Each student will have the opportunity to identify with role models, and define who they want to become.

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Staff Contact List

Administration	Name	email
Principal	Mr. Dan Rude	drude@sd8.bc.ca
Vice Principal	Ms. Victoria McAllister	vmcallister@sd8.bc.ca
Elementary Teachers		
Primary-1	Ms. Debbie Ellard	dellard@sd8.bc.ca
Primary-2	Ms. Kristin Smith	kristin.smith@sdm.bc.ca
Intermediate-1	Ms. Kate Okros	kokros@sd8.bc.ca
Intermediate-2	Ms. Nancy Patience	nancyjo.patience@sd8.bc.ca
Intermediate-3	Mr. Cam Zuk	czkuk@sd8.bc.ca
Secondary Teachers		
Socials, Shop, PE, Math, Explorations	Mr. Steve Anderson	sanderson@sd8.bc.ca
Math, Science, Explorations	Mr. Ian Einer	ieiner@sd8.bc.ca
Humanities, English, Drama, Explorations	Ms. Jill Holland	jholland@sd8.bc.ca
Sciences, PE, Explorations	Mr. Greg Munby	gmunby@sd8.bc.ca
Art, Socials, HCE, Projects, Explorations	Ms. Rielle Oswald	roswald@sd8.bc.ca
Lakeside Learning Alt. School, Socials, Explorations	Mr. Shaen Patience	spatience@sd8.bc.ca
Counselling, Science, Socials, HCE, French, Explorations	Ms. Meleana Terlingen	mterlingen@sd8.bc.ca
Home Links Teacher	Ms. Sarah Keenan	skeenan@sd8.bc.ca
Support Staff		
Clerical	Ms. Trish Feeney	clerical.jvh@sd8.bc.ca
Library	Ms. Denise Fournier	dfournier@sd8.bc.a
Educational Assistant	Ms. Anita Early	aeary@sd8.bc.ca
Educational Assistant	Ms. Claire Dicken	cdicken@sd8.bc.ca
Educational Assistant	Ms. Liz Ingles	lingles@sd8.bc.ca
Child & Youth Care Worker	Ms. Marlene Thiessen	mthiessen@sd8.bc.ca
Educational Assistant	Ms. Rena Bens	rbens@sd8.bc.ca
Custodian	Mr. Bob Reimer	breimer@sd8.bc.ca
Custodian	Ms. Laura Fussey	lfussey@sd8.bc.ca
Operations	Mr. Kendall Cooper	kcooper@sd8.bc.ca
Bus Driver-Ainsworth Route	Ms. Carol Morton	cmorton@sd8.bc.ca
Bus Driver-North Route	Mr. Larry Lukacs	llukacs@sd8.bc.ca

JVH Code of Conduct

Our Belief System:

We believe that all members of our school have the right to learn, be safe and respected, and to be treated with kindness. Our discipline model is based around the rights and responsibilities of our students.

Our Motto:

“Be Kind – Be Safe – Be Respectful – Be a Learner”

Application of the School Code of Conduct:

All of the following expectations apply to behaviour in all school learning spaces, during school-organized or sponsored activities, as well beyond the school and online if it impacts the safe, caring or orderly environment of the school and/or student learning.

Rising expectations:

As students move from grade to grade it is expected that they have increasing personal responsibility and self-discipline.

Consequences & Interventions:

- School staff will consider the severity and frequency of unacceptable conduct of the student in determining disciplinary action.
- Consequences & interventions will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age, maturity, and any special considerations that apply to the student regarding special needs if he/she is unable to comply due to having an intellectual, physical, sensory, emotional or behavioural disability.
- Disciplinary action will focus on corrective rather than punitive measures and on the individual taking ownership of mistakes.
- The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).
- Students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

Potential consequences & interventions include:

- Conversation with student
- Clarity of Code of Conduct and expectations for behavior that is kind, safe, respectful, and supports learning
- Supervised time in order to fix mistake &/or give back to the school/community
- Involvement of family (parent/guardian)
- Student-involved plan to change behavior
- School or community counseling
- Conflict resolution meetings
- Student-parent/guardian-staff contract to change behavior
- Alternate supervised learning space

- Partial day school program
- Suspension (as per SD8 policy 300 - <http://www.sd8.bc.ca/policy/300%20-%20Student%20Conduct%20Discipline%20-%20Apr%201%202014.pdf>)

Notification:

School staff may, depending on the severity and frequency of unacceptable conduct:

- Have students inform parents/guardians directly about instances of unacceptable conduct
- Contact and inform parents/guardians directly about a student's unacceptable conduct
- Inform the parents/guardians of students who have been the victims of unacceptable conduct
- Inform school district officials as required by district policies
- Inform the police or other agencies as required by law
- Inform staff and the school community as deemed appropriate by the school and/or district administration

Consequences & Interventions Framework

1. Consequences/Interventions for behaviours that are disruptive to a positive learning environment, including, but not limited to:

- defiance
- lateness
- unexcused absence (skipping)
- teasing
- inappropriate dress
- profanity
- loudness/interruptions
- running in hallways, pushing, throwing objects
- littering
- unapproved use of technology

<i>Initial Behaviour</i>	<i>Developing Trend of Behaviour</i>	<i>Behaviour that is not being corrected</i>
<ul style="list-style-type: none"> • Conversation with student and potentially with parent/guardian • Clarity of Code of Conduct and expectations for behavior that is kind, safe, respectful, and supports learning <p><i>Staff member(s) involved will use personal discretion for when to get support from administration.</i></p>	<ul style="list-style-type: none"> • Supervised time in order to fix mistake &/or give back to the school/community • Involvement of family (parent/guardian) • Student-involved plan to change behavior • School or community counseling • Conflict resolution meetings <p><i>Staff member(s) involved will use personal discretion for when to get support from administration.</i></p>	<ul style="list-style-type: none"> • Student-parent/guardian-staff contract to change behavior • Alternate supervised learning space • Partial day school program • Suspension <p><i>Administration will be involved in all consequences/interventions at this level.</i></p>

2. The following will involve the administration immediately. This list may not be exhaustive.

- cheating/plagiarizing
- substance use/possession/trafficking
- harassment/Bullying
- property damage/vandalism
- assault/threats of abuse
- theft
- possession of a dangerous weapon or replica

Consequences & interventions will include a combination of the following.

- Conversation with student
- Clarity of Code of Conduct and expectations for behavior that is kind, safe, respectful, and supports learning
- Supervised time in order to fix mistake &/or give back to the school/community
- Involvement of family (parent/guardian)
- Student-involved plan to change behavior
- School or community counseling
- Conflict resolution meetings
- Student-parent/guardian-staff contract to change behavior
- Alternate supervised learning space
- Partial day school program
- Suspension (as per SD8 policy 300 - <http://www.sd8.bc.ca/policy/300%20-%20Student%20Conduct%20Discipline%20-%20Apr%201%202014.pdf>)

JVH Actions, Rights, and Responsibilities for All

<u>Actions</u>	<u>Rights</u>	<u>Responsibilities</u>
Everyone at JVH will...	I have the right...	I have the responsibility...
Be Kind	<ul style="list-style-type: none"> to a safe, supportive and positive school community 	<ul style="list-style-type: none"> to treat others with respect and dignity regardless of gender, race, culture, or beliefs. to deal with conflicts a compassionate and non-violent way. to get support when I need help with a conflict.
Be Safe	<ul style="list-style-type: none"> to a safe, clean and healthy physical environment 	<ul style="list-style-type: none"> to ensure that the school is free from litter, theft, and vandalism. to neither bring nor use tobacco, drugs, or alcohol. to keep the school free from dangerous materials (real or replicas). to keep the school free from threats, abuse and violence.
Be Respectful	<ul style="list-style-type: none"> to express myself appropriately and be listened to 	<ul style="list-style-type: none"> to care for myself and others. to take into consideration the opinions of others. to speak respectfully at appropriate times and to listen to others politely.
Be a Learner	<ul style="list-style-type: none"> to an education and to learn 	<ul style="list-style-type: none"> to meet school and classroom expectations. to be engaged in my learning and to give my best effort. to cooperate with others.

2016 / 2017 Elementary Calendar:

September	6	Opening Day, Grades 1 – 12 from 8:45-11:45 AM- morning only
September	23	Pro. D. Day (District Day) – no school for students
October	10	Thanksgiving Day - school closed
October	14	Elementary Initial communication with all families completed
October	21	Pro. D. Day (Provincial Day) no school for students
November	11	Remembrance Day - school closed
November	14	Pro. D. Day (School-Based) no school for students
November	16	Early Dismissal Day (one hour early) conferencing available
November	17	Early Dismissal Day (one hour early) conferencing available
December	5	Term 1 ends
December	9	Elementary Reports in MyEdBC
December	14	Elementary Winter Concert
December	15	Elementary Reports go home
December	16	Last Day of Classes Before Winter Holiday
January	3	School Re-opens
January	25-27	Elementary Interim Reports
February	10	Pro. D. Day (School-Based) no school for students
February	13	Family Day – school closed
March	8	Pro. D. Day, New Curriculum, District day- no school for students
March	13	Term 2 ends
March	15	Elementary Reports in MyEdBC 9AM (close turnaround due to March break)
March	17	Elementary Reports go home
March	17	Last Day of Classes Before Spring Break
April	3	School Re-opens
April	10	Pro. D. Day (District) no school for students
April	12	Early Dismissal Day (one hour early) conferencing available
April	13	Early Dismissal Day (one hour early) conferencing available
April	14	Good Friday- school closed
April	17	Easter Monday- school closed
May	22	Victoria Day - school closed
May	29	School Planning Day – students do not attend
June	21	Elementary Reports into MyEdBC
June	24	Grade 12 graduation Ceremony – To be confirmed
June	29	Last Day of Elementary Classes (1/2 day)
June	29	Elementary Reports Issued – Term 3 and final reports
June	30	Administration Day - no classes for students

2016 / 2017 Secondary Calendar

September	6	Opening Day, Grades 1 - 12, Morning only, 8:45-11: 45 AM
September	23	Pro. D. Day (District) – no school for students
October	10	Thanksgiving Day - school closed
October	14	Secondary Initial Communication with all Families completed
October	21	Pro. D. Day (Provincial Day) – no school for students
October	26	Secondary “Incomplete updates” due to office – sent from office to families
November	9	Semester 1-Term 1 Ends
November	11	Remembrance Day - school closed
November	14	Pro. D. Day (School-Based) – no school for students
November	15	Secondary Grades into MyEdBC 9:00 AM
November	16	Early Dismissal Day (one hour early) – conferencing available
November	17	Early Dismissal Day (one hour early) – conferencing available
November	18	Secondary Report Cards Issued
December	16	Last Day of Classes Before Winter Holiday
January	3	School Re-opens
January	16	Secondary “Incomplete updates” due to office – sent from office to families
January	27	Semester 1-Term 2 Ends (Provincial Exams January 23-26)
February	3	Secondary Grades into MyEd BC 9:00 AM
February	8	Secondary Report Cards Issued
February	10	Pro. D. Day (School-Based) – no school for students
February	13	Family Day – school closed
March	8	New Curriculum Preparation Day (District) – no school for students
March	9	Secondary Initial Communication with Families for Semester Two Courses
March	17	Last Day of Classes Before Spring Break
April	3	School Re-opens from Spring Break
April	7	Secondary “Incomplete updates” due to office – sent from office to families
April	10	Pro. D. Day (District) – no school for students
April	12	Early Dismissal Day – conferencing available
April	13	Early Dismissal Day – conferencing available
April	14	Good Friday (school closed)
April	17	Easter Monday (school closed)
April	20	Semester 2, Term 3 Ends
April	26	Secondary Grades to MyEdBC 9:00 AM
May	1	Secondary Report Cards Issued
May	22	Victoria Day - school closed
May	29	School Planning Day – no school for students

June	5	Secondary “Incomplete updates” due to office – sent from office to families
June	22	Last Day of Regular Secondary Classes: Semester 2-Term 4 Ends
June	23-27	Secondary Exams (including Provincial Exams) and work completion
June	24	Grade 12 Graduation Events and Ceremony (Tentative date – to be confirmed, based on parent and student feedback)
June	27	Secondary Grades into MyEdBC – 9:00 AM
June	29	Secondary Report Cards Issued, Awards Ceremony Date/Time to be announced
June	30	Administrative Day - no school for students

J. V. Humphries Daily Schedule – 2016-2017



Secondary Schedule

8:45	Warning Bell
8:47 - 9:51	1 st Class
9:56 - 11:00	2 nd Class
11:05 - 12:09	3 rd Class
12:09 - 12:49	Lunch
12:49 - 1:53	4 th Class
1:58 - 3:02	5 th Class
3:10	Bus Departure

Elementary Schedule

8:45 - 10:30	Morning session
10:30 - 10:45	Recess
10:45 - 12:10	Mid-morning Session
12:10 - 1:00	Lunch
1:00 - 2:52	Afternoon Session
3:10	Bus Departure

Bells will ring at:

8:45AM	
10:45 AM	Elementary Recess
12:40PM	Warning bell for secondary & eating bell for primary
3:02PM	

Details for Students

Attendance

A well-planned class provides a learning opportunity for the students every day. If a student is absent, he/she is the one who loses the educational benefits of a class. Often, it is impossible to make up the "missed" experience - at least in its entirety - and to gain from this learning experience to the same degree that students would through group involvement in regular classes.

For safety reasons, it is important for us to know where students are at all times.

- **Expectations & Protocols**

- It is expected that students will attend full classes every school day.
- All teachers will take attendance and keep a record of absences and lateness in MyEducationBC. Administration regularly analyzes absences and lates of individual students and will address any trends that emerge.
- **It is the responsibility of the parent/guardian of an absent student to contact the school for all absences. This is best done by emailing our secretary at clerical.jvh@sd8.bc.ca and including the specific teachers of all missed classes. (Teachers' email addresses are listed on the 5th page of this handbook.)**
 - For K-7 students, if the school does not receive a message regarding an absence, parents/guardians will be contacted that day by our secretary.
 - **For grades 8-12 students, teachers may contact a parent/guardian in the event of a questionable absence. Administration will also become involved if there is concern about an unexcused absence and if a trend in absences is developing for a student.**
- For an absence of three or more days, a parent/guardian is expected to contact the teacher, academic counsellor, and/or administration to develop a plan to support the student to complete missed work. During the planning for an absence, parents/guardians and students should understand that teachers likely cannot pre-teach the lessons, nor provide make-up assignments to cover all the learning that will be missed.
- Teachers will, within reason, attempt to provide make-up work for excused absences.
- Students who arrive late to school are expected to report to the main office for a "late admit slip". Students who are excused to leave early must report to the office to sign out.
- Students who are absent from any of their scheduled classes on the day of a co-curricular or extra-curricular activity (eg: a field trip, a sports practice or game, etc.) in which they are scheduled to take part may not be allowed to participate in that activity. Exceptions may be made for excused absences communicated through the office.
- Teachers will indicate due dates for work. The responsibility for timely completion of all make-up requirements rests with the student, with family support.
- If a school-related activity requires that students miss class time, students must inform the teachers of the classes they will miss in advance.

Bikes & Skateboards

- Bicycles must be parked in the racks provided. It is recommended that students bring and use bicycle locks. Students must wear helmets to and from school and during any bicycling activities organized by the school. We welcome student-organized bicycle days and will support the safe use of shared spaces. These days must be planned with staff in advance. Students are not to interfere with others' bikes, helmets or other equipment.
- Skateboarding on school property during school hours is not permitted, except under supervision, during pre-arranged times in identified locations. Helmets must be worn while skateboarding during these pre-arranged times. Skateboards are not to be taken to classrooms. If a student does not want to store his/her skateboard in a locker, it can be stored each day in the office. Skateboards on the bus must be enclosed in a bag.
- Skateboard wheels damage the flooring surfacing, even beyond what can be seen. We will address seriously any concerns that come up regarding skateboarding within the school building.

Bus Guidelines

To ensure safety, students who travel on school buses are expected to obey all rules, which will be explained by the bus driver. Infractions of bus rules may result in the suspension of bus privileges, and/or other disciplinary actions, which involve district level responses from our Transportation Coordinator.

Where students are found responsible for damage to busses, they and/or their parents/guardians or guardians, will be liable for the cost of repairs. These guidelines are for appropriate student conduct while under the jurisdiction of the school. This includes traveling to and from school, while at school and while at any school sponsored function whenever and wherever held. Buses are equipped with video surveillance.

Celebration of Learning

We are in the process of reviewing how we celebrate student learning and achievement across K-12. If you would like to be part of this conversation, please contact our administration.

Changing Courses

The school timetable is prepared on the basis of learning experiences that are required by the BC Ministry of Education, in combination with what students select. Generally, students will be placed into classes of their choice. This is not always possible and, in some cases, students may be placed in courses by the counselor to ensure a full program. Administration has full authority in the placement of students and will make final decisions in this regard. Where it is approved by teachers and the counselor, and where numbers permit, students may change courses with the counselor's approval *during a period of time that will be communicated to students*. After this time period, the counselor and/or administration will make decisions regarding possible changes in any course or program.

Cheating & Plagiarism

Cheating and plagiarism, in any form, will not be accepted. Any student involved with cheating and plagiarism will be referred to the administration for further action.

Counselling Services

- Academic counselling is available for elementary and secondary students. The academic counsellor assists students in planning their programs, working on portfolios, discussing post-secondary education, planning for scholarships, and developing good work/study habits.
- Social-emotional counselling is also available for elementary and secondary students to support them with personal concerns.
- The counsellors can also help students make contact with community agencies that can provide support and who also offer workshops to support the healthy development of our children and youth.
- Our counsellors are available during the school day and by appointment.

Dress

We understand that student dress is highly personal and an important form of self-expression and a controversial issue in schools. At the same time, we are a K-12 school and a public space with expectations for how we present ourselves.

We have begun a conversation with a representative group of secondary students to move forward with a respectful agreement between students and staff regarding expectations for dress.

Clothing needs to be safe for each learning space and free from any reference to alcohol, drugs, gangs, hate, obscenity, profanity, racism, discrimination, and sexual references. Students wearing clothes that are deemed by staff to be inappropriate or too revealing may be referred to administration for a respectful conversation.

For the safety of all students, students are required to wear shoes or rubber-soled footwear at all times both inside the school and on the playing fields.

Extra-Curricular Participation

JVH values the importance of extra-curricular activities as part of the learning that happens at school. Participation in extracurricular activities is encouraged for all. Nevertheless participation is a privilege earned through demonstrating behaviours that meet school policies and our Code of Conduct.

Students involved in extra-curricular activities are ambassadors for the school and have high expectations placed upon their behaviour. District policy 430 (<http://www.sd8.bc.ca/Policy/430ExtraandCoCurricularActivities.pdf>) outlines the expectations for all involved. Any student involved with alcohol or drugs while participating in a school sponsored activity may be immediately removed from all extra-curricular activities during that season of play and may be prohibited from further extra-curricular activities throughout the year.

A student's behaviours and/or work habits may result in not being able to participate in particular extra-curricular activities. Any concerns from staff regarding a student's participation will be brought to administration.

Each coach/sponsor will establish team/club rules in collaboration with administration. Team/club rules will be distributed and discussed with parents/guardians and participants prior to the beginning of the activity. Students are expected to comply with team/club rules and might forfeit their eligibility through noncompliance.

Board Policy prohibits the use of student-driven vehicles for school based activities. Any parent/guardian/community member who wishes to drive students on a school based trip must have a current driver's abstract, vehicle registration and insurance policy on file at the school.

All students are welcome to help organize, lead, and participate in intramurals, clubs, evening activities and are encouraged to speak with administration and/or a sponsor teacher for support.

Fees

Class	Cost per child	To Cover
Elementary (K to 7)		
Administrative Fee	\$15	School agendas, supplies, etc.
Secondary (Gr. 8-12)		
Administrative Fee	\$20	Lockers / supplies / projects (Note that we won't be collecting the \$25 book deposit this year.)

Administrative Fees for Elementary:

A \$15 fee to cover the costs of an Elementary agenda, paper, computer ink, photocopying etc. will be collected in the first week by the class room teacher.

Administrative Fees for Secondary:

A \$20 fee to cover the costs of Student Council activities, locker maintenance and repair, paper, computer ink, photocopying and other administrative costs will be collected by the TAG teacher.

Please note that students must provide a combination lock for their locker. Locks are available at the office for \$5.00

Provisions for financial hardship will be made through the office. Please contact us at school with any questions or concerns.

Final Exams (School-Based)

A schedule of final exams will be made available to all students two weeks before the end of a semester. Students must write their exams on the scheduled dates. If a student is excusably absent on the date of the scheduled exam, he/she must notify the school prior to the scheduled writing time of the exam. The school, in conjunction with the student, will reschedule the exam. (Note: The school cannot reschedule any provincial exams.)

Students must comply with the following rules governing final examinations. Any infractions will be referred to administration.

1. Know beforehand the date and time of the exam and the number of the room in which you are to write.
2. Be in the exam room at least five minutes before the examination is scheduled to begin.
3. Before entering the examination room, supply yourself with the necessary writing equipment and mathematical instruments where applicable.
4. Do not take books of any kind in to the examination room with you, unless otherwise directed by the teacher. Textbooks should be handed into the supervising teacher as you enter the room.
5. All personal electronic devices are to be turned off and given to the exam supervisor.
6. Students shall not make use of papers or notes other than those supplied by the supervisor.
7. Students shall not give or receive assistance of any type.
8. Students shall not speak or communicate in any manner with other students while writing exams, unless otherwise directed by the teacher.
9. Students shall not leave their seats without permission.
10. Students must interpret questions on the examination paper. The teacher supervising the exam has no authority to help with anything that appears on the examination paper.

Grade Appeals

Students are entitled to appeal their marks. Appeals begin with the classroom teacher. Students may appeal their final course mark to the principal if they feel that there has been an error or injustice.

Grading

The Ministry of Education is in the process of creating and sharing with us a new Reporting Order than may change some of the details below.

- **Kindergarten** – Progress in relation to expected learning outcomes is represented as:
 - Approaching Expectations
 - Meeting Expectations
 - Exceeding Expectations

- **Grades 1-3** – Progress in relation to expected learning outcomes is represented as:
 - Not Yet Meeting Expectations
 - Approaching Expectations
 - Meeting Expectations
 - Exceeding Expectations

- **Grades 4-7** – Progress in relation to expected learning outcomes is represented as:
 - A = Excellent or outstanding performance in relation to learning outcomes
 - B = Very good performance in relation to learning outcomes
 - C+ = Good performance in relation to learning outcomes
 - C = Satisfactory performance in relation to learning outcomes
 - C- = Minimally acceptable performance in relation to learning outcomes
 - I = No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period
 - F = No demonstration of minimally acceptable performance in relation to learning outcomes for the course

- **Grades 8-12** – Progress in relation to expected learning outcomes is represented as:
 - A = 86%-100% Excellent or outstanding performance in relation to learning outcomes
 - B = 73% - 85% Very good performance in relation to learning outcomes
 - C+ = 67% - 72% Good performance in relation to learning outcomes
 - C = 60%-66% Satisfactory performance in relation to learning outcomes
 - C- = 50% - 59% Minimally acceptable performance in relation to learning outcomes
 - F = 0% - 49% No demonstration of minimally acceptable performance in relation to learning outcomes for the course
 - I = **Incomplete:** No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period

- TS = **Transfer Granted:** standing is granted based on records from an institution other than a school
- SG = **Standing Granted:** acceptable level of performance though normal requirements not completed
- W = **Withdrawal:** student has withdrawn from the course
- RM = **Requirements Met:** for use with Graduation Transitions only

- **Work Habits – Within each course, teacher assesses student work habits in relation to *Responsibility, Cooperation, and Independence.***
 - Excellent (E)
 - Good (G)
 - Satisfactory (S)
 - Needs Improvement (N)

Graduation Program

Graduation requirements are currently based on the 2004 B.C. Graduation Program, with significant adjustments made in 2016. We expect further changes to the graduation program soon. For detailed information, see <https://curriculum.gov.bc.ca/graduation-info> and talk with our academic counsellor.

These are the **minimum requirements** for a Secondary School Graduation Diploma. Many courses have prerequisites that should be completed before the next course can be attempted. Students planning for post-secondary admission are advised to see our academic counsellor to determine entrance requirements for specific programs and institutions.

It is important to note that the province of B.C. is involved in a process of transforming our Graduation Requirements to be more current. Please see <https://curriculum.gov.bc.ca/> for details.

Guests at the School

Parents/guardians are welcome to visit the school. Please arrange with individual teachers for the best time to visit a class. **All guests** are expected to register at the office prior to proceeding to other areas of the school. Unregistered guests will be asked to leave the building. Student guests are permitted on an occasional basis as long as such visits do not disrupt normal school routines. As with other guests, student guests must sign in at the office. Student guests are permitted to attend a class only with permission from the office, and with each teacher's permission.

Harassment or Bullying of Students

The staff of J.V. Humphries believe that students, whether at school or participating in a school-sponsored activity, should be made to feel welcome and positive about the school and its activities. Harassment and bullying issues will be responded to and will be addressed through our 'Process for Dealing with Reports of Bullying'. See *Appendix B*.

Health Care and Student Accident Procedures

Except in cases of emergency, students who become ill or who have suffered a minor injury at school will be cared for at the school. Parents/guardians will be contacted when the illness necessitates the student missing class or when medical attention is required. Where there is an immediate concern for a student's health, the school will summon an ambulance or take the student immediately to the hospital. In emergency cases, parents/guardians will be contacted while the student is transported to the hospital. Each year, students will be asked to provide the office with updated health information, including name(s) of doctor(s), dentist(s), and any health concerns (eg: allergies). Medications are not administered to students by school staff, unless a health protocol has been formalized. Members of school athletic teams are advised to have a routine medical examination at the start of each season. Coaches or administrators may require students to have a medical examination prior to participation.

'Kids Plus Accident Insurance' is available each year for purchase. See www.kidsplus.ca for more information.

Interim Reports and Incomplete Forms

Interim reports and/or Incomplete work will be communicated between official report card periods to parents/guardians. This may take various forms, including paper-based reports, emails, phone calls, and/or in-person conversations.

*Any student who is at risk of failing will receive an "In progress or Incomplete" report prior to receiving a failing grade on the report card.

Lockers and Locks

Lockers should be kept locked at all times. The purpose is:

1. To prevent theft from lockers.
2. To prevent abuse of and vandalism of the lockers.
3. To maintain a respectable hallway appearance.

Each student will be held responsible for the locker assigned, and any damage or defacement of the locker will be rectified by the student concerned.

Lockers will be assigned at the beginning of the school year. Students are expected to use only the lockers assigned to them. Locks may be purchased at the office for \$5. Items that are very valuable, including money, should not be kept in lockers under any circumstances. The office will assist you in storing items of this nature, including skateboards.

All lockers are the property of the school. Where a student is suspected of keeping in the locker items, articles, or materials contrary to those permitted by the school or by the Criminal Code of Canada, the administration retains the right to search lockers.

All lockers must be emptied on the last day of the student's final class. Unclaimed items will be donated to charity or discarded.

Lost and Found

The school's main "Lost & Found" is located at the front entrance to the school. The primary "Lost & Found" is located at the primary end. Students are cautioned not to bring large sums of money or valuables to school. These items can be stored, if necessary, at the office. Students are responsible for the care and safety of all their personal belongings. The school cannot accept responsibility for lost or stolen articles. Any and all items remaining in the "Lost and Found" at the end of each school year will be donated to a local charity or discarded.

JVH – 2016-17 Secondary Timetable 2.4 – Semester One – 08Sep16

	Monday	Tuesday	Wednesday	Thursday	Friday
8:47-9:51	Block 3 <ul style="list-style-type: none"> • PE 8 – GM • HCE/Media Arts 9 – RO • English 10 – JH • Math 11 PC, F – IE • Math 11 AW – SP • Math 12 PC, F – IE • Lakeside course 12 • Activate Your Learning project 12 • DL course 12 • Peer Tutoring 12 • Work Experience 12 	Block 6 <ul style="list-style-type: none"> • Socials 8 – MT • Socials 9 – SA • Math 10 FPC – IE • Math 10 AW – SP • Socials 11 – RO • English 12 – JH 	EXP – A <ul style="list-style-type: none"> • Shop 8 – SA • Drama 9-12 – JH • Hockey 9-12 – SP • Music 9-12 – RO • Outdoor Science 9-12 – IE 	Block 4 <ul style="list-style-type: none"> • HCE/French 8 – MT • English 9 – JH • Science 10 – GM • Biology 12 – IE 	Block 5 <ul style="list-style-type: none"> • Science 8 – MT • Science 9 – GM • PE 10 – SA • Physics 11 – semester one (Physics 12 – semester two) – IE • Phys. Ed. 11/12 – SA • Lakeside course 11/12 • Activate Your Learning project 11/12 • DL course 11/12 • Peer Tutoring 11/12 • Work Experience 11/12
9:56-11:00	Block 4 <ul style="list-style-type: none"> • HCE/French 8 – MT • English 9 – JH • Science 10 – GM • Biology 12 – IE 	<ul style="list-style-type: none"> • Assembly • Incomplete work • Study • Social & Physical Activities 	EXP – A <ul style="list-style-type: none"> • Shop 8 – SA • Drama 9-12 – JH • Hockey 9-12 – SP • Music 9-12 – RO • Outdoor Science 9-12 – IE 	Block 5 <ul style="list-style-type: none"> • Science 8 – MT • Science 9 – GM • PE 10 – SA • Physics 11 – semester one (Physics 12 – semester two) – IE • Phys. Ed. 11/12 – SA • Lakeside course 11/12 • Activate Your Learning project 11/12 • DL course 11/12 	Block 6 <ul style="list-style-type: none"> • Socials 8 – MT • Socials 9 – SA • Math 10 FPC – IE • Math 10 AW – SP • Socials 11 – RO • English 12 – JH

				<ul style="list-style-type: none"> Peer Tutoring 11/12 Work Experience 11/12 	
11:05-12:09	Block 5 <ul style="list-style-type: none"> Science 8 – MT Science 9 – GM PE 10 – SA Physics 11 – semester one (Physics 12 – semester two) – IE Phys. Ed. 11/12 – SA Lakeside course 11/12 Activate Your Learning project 11/12 DL course 11/12 Peer Tutoring 11/12 Work Experience 11/12 	Block 1 <ul style="list-style-type: none"> Math 8 – SA Math 9 – IE Planning 10 – RO English 11 – JH Grad Transitions 12 – ½ year – Terms 	EXP – B <ul style="list-style-type: none"> Drama 8 – JH Shop 9-12 – SA Art 9-12 – RO Music or Media Arts – GM Foods 9-12 – MT 	Block 3 <ul style="list-style-type: none"> PE 8 – GM HCE/Media Arts 9 – RO English 10 – JH Math 11 PC, F – IE Math 11 AW – SP Math 12 PC, F – IE Lakeside course 12 Activate Your Learning project 12 DL course 12 Peer Tutoring 12 Work Experience 12 	Block 4 <ul style="list-style-type: none"> English 8 – JH PE 9 – DR Science 10 – GM Biology 12 – IE
12:09-12:49	Lunch	Lunch	Lunch	Lunch	Lunch
12:49-1:53	Block 1 <ul style="list-style-type: none"> Math 8 – SA Math 9 – IE Planning 10 – RO English 11 – JH Grad Transitions 12 – ½ year – Terms two & three 	Block 2 <ul style="list-style-type: none"> English 8 – JH PE 9 – DR Socials 10 – SP (at JVH) Physics 11 – semester one (Physics 12 – semester two) – IE Activate Your Learning project 11/12 DL course 11/12 Peer Tutoring 11/12 Work Experience 11/12 	EXP – B <ul style="list-style-type: none"> Drama 8 – JH Shop 9-12 – SA Art 9-12 – RO Music or Media Arts – GM Foods 9-12 – MT 	Block 6 <ul style="list-style-type: none"> Socials 8 – MT Socials 9 – SA Math 10 FPC – IE Math 10 AW – SP Socials 11 – RO English 12 – JH 	Block 3 <ul style="list-style-type: none"> PE 8 – GM HCE/Media Arts 9 – RO English 10 – JH Math 11 PC, F – IE Math 11 AW – SP Math 12 PC, F – IE Lakeside course 12 Activate Your Learning project 12

					<ul style="list-style-type: none"> • DL course 12 • Peer Tutoring 12 • Work Experience 12
1:58-3:02	Block 2 <ul style="list-style-type: none"> • English 8 – JH • PE 9 – DR • Socials 10 – SP (at JVH) • Physics 11 – semester one (Physics 12 – semester two) – IE • Activate Your Learning project 11/12 • DL course 11/12 • Peer Tutoring 11/12 • Work Experience 11/12 	EXP – A <ul style="list-style-type: none"> • Shop 8 – SA • Drama 9-12 – JH • Hockey 9-12 – SP • Music 9-12 – RO • Outdoor Science 9-12 – IE 	EXP – B <ul style="list-style-type: none"> • Drama 8 – JH • Shop 9-12 – SA • Art 9-12 – RO • Music or Media Arts – GM • Foods 9-12 – MT • 	Block 1 <ul style="list-style-type: none"> • Math 8 – SA • Math 9 – IE • Planning 10 – RO • English 11 – JH • Grad Transitions 12 – ½ year – Terms two & three 	Block 2 <ul style="list-style-type: none"> • HCE/French 8 – MT • English 9 – DR • Socials 10 – SP (at JVH) • Physics 11 – semester one (Physics 12 – semester two) – IE • Activate Your Learning project 11/12 • DL course 11/12 • Peer Tutoring 11/12 • Work Experience 11/12

Smoking and Vaping

The Board of Education of School District No. 8 prohibits smoking and the use of other tobacco products and electronic smoking devices in all district facilities, grounds and vehicles. Therefore, smoking, or the use of any other tobacco products is prohibited at J.V. Humphries Secondary/Elementary School, anywhere in the building or on the school grounds. Students caught smoking in prohibited areas will be referred directly to the administration. Violations may be reported directly to the home and repeated offences may result in suspension from school.

Snowballs

We welcome student-organized snow event days and will support these events, provided safety precautions are developed and followed. These days must be planned with staff in advance. Otherwise, the throwing of snowballs on school property or adjacent to school property is prohibited. This includes the parking areas.

Student Parking and Transportation

Student parking is allowed only in the back parking lot. The main school parking lot in front of the school is reserved for visitors. Students who drive to school are expected to obey posted speed limit, traffic laws and regulations stipulated in the Motor Vehicles Act. Failure to do so may result in the loss of parking privileges, and referral to local police. The school is not responsible for damage to or theft from vehicles parked at the school.

All drivers are expected to follow the speed limit designated for a school zone.

Students Suspended from School

The administrative officers may suspend students for up to five school days for infractions of the school rules. Students under suspension are denied the privilege of attending school and all school-sponsored functions, and are not to appear on the school property for the duration of the suspension. A parental/guardian interview will be required before the student is allowed back to school. A student who is under suspension from school or from class is responsible for maintaining regular class work in an up-to-date manner. A student who is suspended from one class must attend all other classes on his/her schedule.

Substance Use and Possession

The Board of Education does not condone student use or possession of illegal drugs or alcohol. The Board recognizes that drug and alcohol abuse by students while in attendance at school or a school sponsored function requires discipline as well as support and guidance. The details of policy 300.1 will be followed. (<http://www.sd8.bc.ca/policy/300.1%20Use%20of%20Illegal%20Drugs%20and%20Alcohol.pdf>)

Technology Use

The tools available today empower us all to become global creators of value, co-creators in real time, sharing, learning and growing from and with each other – across the age spectrum and across the globe. Our district is currently in the process of developing practices and modernizing equipment in order to “...*use technology to create powerful learning experiences that meet the needs of this generation of learners.*”

The Provincial Learning Network (PLN), which provides access requires that students and staff abide by the following polices:

- Do not access internet radio or video streaming services, unless permission is given for learning purposes
- Do not play online multi-player games
- Do not download music or video files
- Do not use file-sharing programs
- Do not open email attachments before virus scanning them

The following rules apply to all digital technology activity:

- Keep your password protected and do not allow others to use it
- Use the internet in a responsible, ethical, and appropriate manner
- Never use any other person’s account to access the internet
- Use and treat the digital technology at JVH responsibility and respectfully

Students are expected to follow classroom procedures for use of technological devices. Any student not respecting these procedures in any class will be referred to administration.

Textbooks and Library Books

We have a school-based budget that has to be managed carefully and so need everyone to be respectful and careful with our resources, including textbooks and library books. Textbooks will be issued by, and are returned to, the library, the classroom teacher or the office. Books that are lost or damaged must be paid for. The cost to the student for a lost or damaged textbook or library book is its replacement value.

Tutors

Students may need extra help with their schoolwork. Staff may be able to help students find a peer tutor from within the school or a tutor in the community who can help them with their work. Students interested in tutoring are encouraged to talk our academic counsellor or with administration. There are also various online tools and services that may be recommended to students.

Weapons and Knives

Possession of, or use of, any weapon or replica of a weapon by students is contrary to Board policy and is illegal. Violations may result in suspension from school; the matter may also be referred directly to the District Superintendent and RCMP.

Students are expected to not be carrying knives at school. In the event that a student has a pocket knife, it is expected to be turned in to the office for the day.

Withdrawal From a Course or From School

Before any student withdraws from a course or from school, he/she must have permission from his/her parent or guardian to do so, and a school form must be completed (obtained from the counselor). All books and school materials must be returned and accounts cleared before the student may withdraw.

APPENDIX A – ‘Celebrating of Learning Outside of School’ form – Version 1.0

We recognize and celebrate that learning is everywhere for all of us. We’d like to start to use this form as a platform to help us better get to know our students and their families. This will also help us learn more about potential learning opportunities that match students’ interests, curiosities, and passions.

What I’m learning outside of school:

How I started learning about this:

The other people who are involved in my learning (My ‘Learning Network’):

Other resources I use in my learning other than people:

When and how often I participate in this learning:

APPENDIX B – JVH Elementary-Secondary School Process for Dealing with Reports of Bullying – Version 1.0

1. Principal/Vice-Principal will meet with student(s) with potential bullying behaviours and victim(s) to:
 - a. Identify where on the Peer Conflict –Mean Behaviour – Bullying Behaviour continuum the behavior is currently and historically at;
 - b. Specify which of type(s) of bullying are potential involved (*physical, verbal, social/emotional/relational, and cyber*)
 - c. Review our school’s Code of Conduct; and
 - d. Understand the details involved in the current challenging relationship.
2. From conversation above, Principal/Vice-Principal will determine who else needs to be involved in a conversation to gather more information. This could include other students, staff, parents, and community members.
3. Principal/Vice-Principal will develop an *Action Plan* for each student, according to the template attached. Each student will be involved in developing his/her plan and will meet regularly with the Principal/Vice-Principal for follow up. ‘School Based Team’ and ‘Child and Youth Care’ meetings take place regularly and will address *School Climate*, including following up on details of student action plans.

Knowing that each student has a different history with a diversity of needs and challenges, specific details of each *Action Plan* could include:

- a. Increased direct supervision
- b. Referral to counselling
- c. Referral to social skills groups with counsellors
- d. Ongoing conversations with Principal/Vice-Principal
- e. Ongoing conversations with parents
- f. Conflict resolution sessions
- g. Student missing activities where there is a safety concern

Actions in our school to address building a positive school culture and potential bullying behaviours:

- Ongoing development of a *Naturally Open System*, where information about behaviours flows to the Principal/Vice-Principal from students, staff, parents, and community members;
- Ongoing relationship building among students and adults so that each student has at least one significant and trusted adult he/she can go to for help;
- Building self-efficacy and social skills through Health and Career Education programming and Individual/Group Counselling;
- Daily and ongoing group sharing sessions in elementary classes with a focus on developing empathy and self-regulation;
- Implementation of programs that support social-emotional development, such as MindUP the Friends program
- Ongoing School-Based Team meetings for/with specific students;
- Ongoing Child and Youth Care meetings involving community support organizations;
- Individual Education Plan meetings for/with specific students;
- Ongoing meetings amongst staff in relation to challenging behaviours;
- Ongoing development of learning experiences that engage learners, build on strengths, foster curiosity, and challenge our student to grow.

JVH Elementary-Secondary School Process for Dealing with Reports of Bullying

Action Plan for: _____

Description of situation...

Determination of where this situation currently fits on the Peer Conflict – Mean Behaviour – Bullying Behaviour continuum (see attached document for details) and which potential type(s) of bullying may be involved...

Actions student intends to take to help fix this situation

Actions student would like others to take to help fix this situation

Description of how this situation has changes since last check-in

Peer Conflict – Mean Behaviour – Bullying Behaviour Continuum – Version 1.0

Peer Conflict	Mean Behaviour	Bullying Behaviour
<p>If it's peer conflict you will be aware that these children:</p> <ul style="list-style-type: none"> • Usually choose to play or hang out together; • Have equal power (similar age, size, social status, etc.); • Are equally upset; • Are both interested in the outcome; and • Will be able to work things out with adult help (after calming down). 	<p>If is mean behavior, usually:</p> <ul style="list-style-type: none"> • It is not planned and seems to happen spontaneously or by chance; • It may be aimed at <u>any</u> child nearby; • The child being mean may feel badly when an adult points out the harm they've caused. 	<p>Bullying has three key features – all three must be present for the situation to be considered bullying:</p> <ul style="list-style-type: none"> • Power imbalance – One child clearly has power over the other(s), which may be due to age, size, social status, and so on. • Intention to harm – The purpose of the bullying behavior is to harm or hurt other(s) – it's intended to be mean and is clearly not accidental. • Repeated over time – Bullying behavior continues over time, and gets worse with repetition. There is a real or implied threat that the behavior will not stop, and in fact will become even more serious. <p>The effect on the child who is bullied is increased fear, apprehension, and distress. Often by the time adults find out about what is happening, the child has tried many ways to stop the bullying but cannot do so on his/her own.</p> <p>Adults must address the bullying behavior and ensure the safety of the student who has been targeted. They also need to reassure the children who may have witnessed the behavior that the adults are taking care of it.</p> <p>When schools respond to bullying, staff will also help the child who has been bullying others to take responsibility for their actions, and change their behavior. They will monitor the situation to ensure the bullying stops, and will support the child who has been bullied to regain confidence and a sense of safety. Staff may follow up with the students who observed the behavior to help them learn what to do when they see bullying.</p> <p>The “conflict resolution” style of bringing the children together is not recommended in bullying situations, until considerable time has gone by and all children are feeling safe enough to talk about what happened so that relationships can be healed.</p>

From 2012-13 Social Responsibility & Diversity Team – Vancouver School District #39