



OILFIELDS HIGH SCHOOL

Parent and Student Handbook

PO Box 430 , 511 3rd Street SW

Black Diamond, Alberta

PH: 403-938-4973

Oilfields.fsd38.ab.ca

Get ready for the 2022-23 School Year

“A Community of Learners Empowered for Life”



Welcome to another year at Oilfields Junior / Senior High School! The Handbook is meant to support parents and students by identifying procedures, supports and important dates for the school year. If you have any ideas, questions or concerns with the Handbook that could further enhance the culture at Oilfields, please contact Oilfields School via email oilfields@fsd38.ab.ca or phone 403-938-4973.

Schedule (SUBJECT TO Adaptations):

Oilfields Schedule 2022-2023

Monday	Tuesday	Wed	Thursday
Day 1	Day 2	Day 3	Day 4
A1	C2	A1	C2
8:40 - 10:05 (O'Canada/Announcements - last 5 Min)	8:40 - 10:05 (O'Canada/Announcements - last 5 Min)	8:40 - 10:05 (O'Canada/Announcements - last 5 Min)	8:40 - 10:05 (O'Canada/Announcements - last 5 Min)
B1	Support Block 10:05 - 10:45	Support Block 10:05 - 10:45	D2
10:10 - 11:30	D2	B1	10:10 - 11:30
LUNCH 11:30 - 12:00	10:50 - 12:10	10:50 - 12:10	LUNCH 11:30 - 12:00
C1	LUNCH 12:10 - 12:40	LUNCH 12:10 - 12:40	A2
12:05 - 1:25	A2	C1	12:05 - 1:25
5 min	12:45 - 2:05	12:45 - 2:05	5 min
D1	5 min	5 min	B2
1:30 - 2:50	B2	D1	1:30 - 2:50

Support Block 2:50 - 3:30 (PLT - 2:50 - 3:50)	2:10 - 3:30	2:10 - 3:30	Support Block 2:50 - 3:30 (PLT - 2:50 - 3:50)
Dismissal 3:30	Dismissal 3:30	Dismissal 3:30	Dismissal 3:30

Oilfields Schedule 2022-2023

Day 3 / 2 Friday Rotation

Semester 1		Semester 2	
Day 3 (Wed)	Day 2 (Tues)	Day 3 (Wed)	Day 2 (Tues)
September 9	September 16	February 3	February 10
October 14	October 7	February 17	March 3
November 4	November 18	March 10	March 24
December 2	December 9	March 31	April 21
December 16	January 13	May 5	May 12
January 20 (JR Only)		May 26	June 2
October 28		June 9	June 16 (JR Only)

2022-23 OHS Staff:

Ms. Carlson - EA	Ms. Barnert- EA	Ms. Leriger – Math and Science
Ms. Hein – Office Administrator	Ms. Gauzer – Office Data Facilitator	Ms. Williamson - EA
Ms. Bruinsma - EA	Ms. Mounts - EA	Ms. Tegler - First Nations, Metis and Inuit Success Coach
Ms. Gawryluk – Indigenous EA	Ms. Dyck – EA	Ms. Watts – Learning Commons
Ms. Henry - YDC	Ms. Thiele - Family School Liaison Counselor	Ms. Sims - Custodian
Mr. Whiteside - Custodian	Mr. Westworth - Photography and Digital Tech	Mr. Toews - Industrial Arts

Mr. Rawson - PE and Fitness	Mr. Sillito - Social Studies and ELA	Mr. Standen - Math and Science
Ms. Nixon - Social Studies and ELA	Ms. Pracic - Drama, Film, Science and Art	Mr. Musgrove - Admin and Hockey
Ms. Makinson – ELA and Social Studies	Ms. Leavitt – ELA, Social Studies and French	Mr. Lavallie - Science and Indigenous Studies
Ms. Fitzpatrick – School Counselor and Learning Coach	Ms. Quinlan – Foods and textiles	Mr. Horembala – Admin and Volunteerism
Ms. Henrichsen – Drama and Art	Mr. Davis – Band and Music	Ms. Crane – Math and Science
Mr. Argento – Outdoor Education and Agriculture	Ms. Aubrey – Math and Science	Ms. Morris – ELA, Social Studies and Learning Coach
Mr. Plouffe – ELA and Social Studies	Ms. Smith – PE and Math	Ms. Meyers – Psych, CALM and Focus
Dr. Bailey – Math and Science	Mr. Bretzlaff - PE	Ms. St. Clair - Secretary
Ms. Ellingson - EA	Mr. Toth - EA	Ms. Abraham - EA

High Expectations for Personal Growth and Well-Being at OHS:

Students are expected to take ownership and responsibility for all aspects of living and learning at OHS. The School Act outlines that students are expected to:

- 1.1.1 be **ready to learn**, and **actively engage in**, and **diligently pursue** their education;
- 1.1.2 **attend school regularly** and punctually;
- 1.1.3 **cooperate** with all school staff;
- 1.1.4 **know and comply** with the rules of your school;
- 1.1.5 **be accountable** to your teachers and other staff for your behaviours.

Attendance:

Regular attendance and punctuality leads to student **success** and **achievement** at school.

- Just **two absences** per month or **regular lates** can impact student progress academically
- Work collaboratively with students and parents/guardians to address and support regular attendance
- Automated calls for attendance will occur midday and afternoon
 - Acknowledging the call will prevent further calls

If your child will be late or absent, please report by:

- **calling 403-938-4973 or;**
- **emailing the attendance line ohsattendance@fsd38.ab.ca prior to 8:50 am on the day of the absence**
- **You can regularly monitor your child's attendance using your Maplewood login.**
- Students should sign in at the office when entering (late) or leaving the building during scheduled class time.
- Late students will be redirected to their classrooms (**Concession is not available when students are to be in class**).

- Any concerns about an absence, your child's overall attendance record, or would like to discuss further impact of attendance on your child's progress/success, please contact your individual child's teacher directly (names are on the website; lastnamefirstinitial@fsd38.ab.ca).

Attendance and Learning:

Students are **responsible** for staying current with learning and assignments that have taken place while absent from school. Strategies may include:

- Accessing GOOGLE Classroom
- Speaking with peers about missed learning
- Meet with your teacher
- Attend Support Block

Responsible Use of Technology [AP 144 - Responsible Use of Technology](#)

Foothills School Division provides technology resources that support learning for students and staff or supports administrative operations. Network resources refer to all resources on the network of Foothills School Division. This includes, but is not limited to, Internet access, e-mail accounts, installed software, personal file storage and all hardware connected to the network. Networked technology is infused in the daily lives of students and its use as responsible citizens is implied.

Principles of Use

- Foothills School Division owns all network resources and has the right to monitor use of the network resources.
- All network resources are for educational use.
- Network resources are valuable resources and should be used responsibly.
- The use of network resources is subject to all legislation, regulation, policies and practices of both the division and the school related to technology, property or conduct.
- Access to network resources with personal devices is subject to the policies and practices of Foothills School Division.

Nine Elements of Digital Citizenship (ISTE 2009)

- Be able to responsibly participate in a digital society provided to them when they access district network resources.
- Provide the self-protection required to buy and sell in a digital world.
- Digitally communicate safely and appropriately through multiple methods.
- Use digital technology collaboratively and demonstrate critical thinking in its use.
- Consider others when using digital technologies.
- Protect the rights of others and be able to defend their own digital rights.
- Consider the risks (both physical and psychological) when using digital technologies.
- Abide by the laws, rules, and district policies that govern the use of digital technologies.
- Be custodians of their own information while creating precautions to protect others' data as well.

Conditions of Use by All Users:

- Use network resources for appropriate educational purposes only.
- Users will not publish on the Internet or in publicly viewed files personal information about themselves or others without the appropriate consent prior to posting.
- Report inappropriate material/content/social media to a staff member.
- Use assigned login in the manner intended.
- Be responsible for the security of access (login / password) to their network resources.
- Personal device access to the network requires permission from the school.
- Users will protect the network through responsible use.

- Inappropriate use of the networks resources could lead to consequences.

Personal Technology Devices (Including Cell Phones):

- Personal Technology Devices (cell phones, tablets, computers) and communication tools (Email) are for learning purposes as directed by the individual teacher and school administration.
- Students focus is expected to be attending to their learning.
- Families and friends are asked to call or message during breaks. \
- Students and families are expected to follow personal technology device etiquette at all times;
 - Demonstrating courtesy, consideration and respect for others when using these devices.
 - Put devices away where they will not be disruptive to the school environment, class or the student's learning.
 - Recording of events in class is only permitted at the direction of the teacher.
- **Inappropriate personal technology use** may include (are not limited to):
 - Communication that contains inappropriate content, profanity, intimidation or threat to others, cheating and other forms of academic dishonesty, taking or distributing inappropriate photos/video, communicating with groups or individuals in a manner that causes a disruption of the school environment;
 - Recording of private, embarrassing or inappropriate conversations, behaviours or incidents such as violence, vandalism, fighting, bullying, pranks (real or staged) is **PROHIBITED**.
- Students may be asked to relinquish a device to persons of authority for a variety of reasons. Students not following this request may face disciplinary action.
- Students receiving texts / messages that contain obscene language and/or threats are encouraged to bring the matter to the attention of the school staff / administration.

[Parent Resources for Navigating a Digital World](#) (Links: Bottom of Page)

Driller Athletics

All of our students are *Oilfields Ambassadors* and represent our community, school and families. Student Athletes actively participating in school events, activities, and sports builds school spirit and pride. They are expected to give their best academically, athletically and socially at Oilfields School. Students have the opportunity to participate in football, volleyball, basketball, rugby, cross-country, badminton, golf, and track and field.

Severe Allergies

The Division recognizes the responsibility that it shares with parents and students to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving them of normal peer interactions, or placing unreasonable restrictions on the activities of other students in the school.

[AP 317 - Severe Allergies](#)

School Council and Driller's Fundraising Society

“School Councils are collective associations of parents, teachers, principals, staff, students and community representatives who seek to work together to promote the well-being and effectiveness of the entire school community and thereby to enhance student learning. A school council is a means to facilitate cooperation among all the concerned participants in the local school.” (School Councils Handbook 1999) Our Goal is to enhance student learning by engaging parents, staff and community members to advise the direction of the school. School Council Dates: **Sept 14**, Oct 5, **Nov 2**, Dec 7, **Feb 1**, Mar 8, **May 3**, June 7

Administrative Procedures

School division policies and administrative procedures guide the work that we do at Oilfields Jr/Sr High School. These procedures are located on the Foothills School Division website <http://www.fsd38.ab.ca/administrative-procedures>. It is the primary written source of administrative direction for the Division. It is designed to be consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This manual may reference other detailed administrative documents that have been developed to provide specific guidelines on selected matters. There are five categories in which administrative procedures are organized in the manual: 100 General Administration, 200 Instructional Programs and Materials, 300 Students, 400 Personnel and Employee Relations, 500 Business Administration.

AP 205 Controversial Issues

AP 222 - First Nations, Metis and Inuit

AP 240 - Guidance and Counselling Services

AP 309 - Learning Environments that Respect Diverse Sexual Orientations, Gender Identities

AP 310 - Safety and Security of Students

AP 315 - Student's Health and Safety

P 316 - Administration of Medication to Students

AP 317 - Severe Allergies

AP 350 - Student Code of Conduct

AP 353 - Searches of Students or Personal Property

AP 360 - Assessment, Evaluation, and Reporting of Student Learning

Controversial Issues: AP 205 Controversial Issues

Studying controversial issues is an integral part of student learning and is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides students opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

- Notice will be provided to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality. Where a teacher or other person providing instruction, teaching a course or program of study or using the instructional materials referred to previously receives a written request signed by a parent of a student that the student be excluded from the instruction, course or program of study or use of instructional materials, the teacher or other person shall, in accordance with the request of the parent, permit the student, without academic penalty and alternative arrangements will be made.
- This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials

Physical Education

- Students were able to choose the type of Phys. Ed class they wanted.
- Students are expected to change for PE at the direction of the PE Team.

Education Plan

OHS Education Plan is available for viewing on the school website <http://oilfields.fsd38.ab.ca>. The OHS Education Plan is based on three guiding principles to achieve optimum student learning found in [Foothills School Division Policy One](#):

Engagement: Increase stakeholder understanding of educational matters and problem solving through communication and collaboration to support student excellence with growth and achievement.

Support: Ensure collective efficacy of a culture of wellness and well-being through committed application of OHS continuum of supports that leads to optimum student learning and excellence.

Success: Critical Inquiry Question: “How do we effectively use assessment tasks to drive learning, leverage real-world design processes, and cultivate student agency?”

- *Students form conceptual understandings that Transfers*
- *Student are agents of their own learning*
- *Students live with complex problems over time*

Providing Assurance:

Our School’s effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o **Developing/updating** plans based on results, contextual information and provincial direction.
- o Incorporating **stakeholder input** based on engagement activities at various points throughout the process, as appropriate.
- o Implementing **research and practice-informed strategies** to ensure optimum student performance across domains.
- o **Monitoring** implementation and **adjusting** efforts as needed.
- o **Measuring, analyzing and reporting** results.
- o Using results to identify **areas for improvement** and to develop **strategies and targets** for the next plan.
- o **Communicating and engaging** with **stakeholders** about school plans and results.

Student Organizations/Clubs

- Organizations/clubs are voluntary and promote a welcoming, caring, respectful and safe learning environment.
- Formation of organizations/clubs by a desired group of students must:
 - 1) Not interfere with instruction
 - 2) Be supervised by a staff member
 - 3) Respect and adhere to the Canadian Charter of Rights and Freedoms and other relevant legislation/regulation and Division Policy 17.

Student Lockers

Lockers are available to store items for parts of the day. All locks must be provided through the school.

[AP 351 - Student Lockers](#)

Searches of Personal Property

[AP 353 - Searches of Students or Personal Property](#)

- Principals and teachers shall provide a safe, respectful, caring and welcoming school environment for all students.
- Searches of student property must follow AP 353 above.
- Lockers are FSD property and may be inspected in a reasonable and sensitive manner with minimal intrusion whenever possible by the School Principal (or designate) to ensure the protection of health, safety and general welfare of students, staff and school property.
- Any searches must be based on reasonable grounds that inappropriate student conduct has been committed or that school rules or administrative procedures have been inappropriately breached or the

locker contains materials that are visually offensive, illegal or restricted by legislation, regulation, Division, school or administrative procedures.

Communication Plan

- Strong communication practices and strategies are to support:
 - School responsiveness to local needs;
 - Increase stakeholder understanding and awareness of educational needs;
 - Improved collaboration, problem solving and decision making to support student and school growth and achievement.

CASL Consent: Extra News from Oilfields

Communications (emails) that may include information about offers and promotions related to Division, school and school council activities such as:

- Offers to purchase goods, products and services such as school apparel, yearbooks, school photos, field trips and hot lunch programs
- Advertisements for school activities, events, programs and services for which there is a fee (e.g. field trips, fine arts performances, etc)
- School and school council fundraising activities that support our schools, students and programs.

In accordance with Canada's Anti-Spam Law (CASL), your consent to receive electronic communications described above is required. PLEASE NOTE: if you do not consent, you may have not received some important electronic communications, which may affect your child's involvement in some school activities.

NOTE: At Oilfields during performances, concerts, sports, activities and events pictures and video recordings may be taken of those in attendance by students, staff, parents, community members and the media. Parents who are concerned by this, should choose not to have their child/ren participate in these activities.

Dress for Success - Check out AP under code of conduct for dress code - AP 350

It is recognized that there is a diversity of opinion in society as to what constitutes suitable dress for school activities. As such, school administration will collaborate with students, staff, and parents to inform the development of the school dress code. The Dress Code will be shared and reviewed by students, staff, and parents yearly. Students are required to follow standards of dress and grooming outlined in the Dress Code. Appropriate attire and grooming improve the learning environment, promotes positive behaviour, reduces discipline concerns, enhances school safety, promotes school spirit, and develops self-confidence. Dress and deportment affect how we relate to others and how others relate to us. Students are expected to be diligent and thoughtful in their efforts at being a learner and part of this is how students dress and behave. Students are required to dress appropriately for school. Students will not be allowed to attend class if, in the professional judgment of an adult, they choose a style of dress which detracts from the learning environment. Students not meeting the Dress Code will have a choice in changing into more appropriate attire, changing into a gym strip, or returning home to change into more suitable clothing. School administration is responsible for ensuring standards of dress and grooming in the Dress Code which will include:

- **appropriateness of attire for school**
 - Shirt/Top
 - Bottoms: pants/sweatpants, shorts, skirts, dresses, leggings
 - Footwear
 - No underwear as outerwear or excess exposed skin
- **contributes to a safe, caring, respectful and inclusive learning environment for oneself and others**
 - No clothing portraying violent images or language
 - No images or languages depicting drugs or alcohol
 - No hate speech, profanity, or pornography

- No images or language that creates a hostile or intimidating environment
- **suitable for the learning activity**
 - physical education
- **safety requirements**
 - CTF/CTS programs
 - Labs
 - Protective clothing/footwear
- **weather conditions**
 - outdoor activities
 - travel to and from school

Safety Procedures and Emergency School Closures

Students and staff of Oilfields are of great importance. Safety drills occur regularly throughout the school year.

- Six Fire Drills
- Two Lockdown / Hold and Secure Drills
- Announcements regarding emergency school closures, bus cancellations, or delays as a result of weather will be communicated through EAGLE 101.9 and 1140 (usually by 6:30 am).
- Additional information regarding school closures and bussing changes can be found on the division's website <http://www.fsd38.ab.ca> and Twitter @fsd38.

Please be aware that Foothills School Division staff will ensure that every student threat will receive a reasoned and timely response. We will practice zero tolerance for not responding to student threats.

STUDENT THREAT ASSESSMENT FAIR NOTICE AND PROCESS

Date: September 28, 2023

Dear Parents and Guardians:

Foothills School Division and Oilfields School is committed to creating and maintaining school environments in which the emotional and physical safety of students, staff, parents and others is a priority. Schools cannot ignore any threat of violence. When threat making behaviors occur schools initiate a process called Threat Assessment.

Each school has a threat assessment team that is multidisciplinary. The team will include an administrator and school counselor, and may include RCMP, Child and Family Services Workers and Community Mental Health therapists.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the internet or made by gesture. Threat making behaviours include, but not limited to, serious acts of violence, fire setting, threats to kill, bomb threats and possession of weapons (or replicas).

If your child comes home and reports threat making behaviours please notify the school administration immediately.

The Threat Assessment Process

When schools learn of threat making behaviours they activate the Threat Assessment Protocol. Once the process has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and to develop an appropriate response to the incident. Intervention and support plans will be developed with the threat assessment team and shared with parents of the student that made the threats.

To ensure the physical and emotional safety of everyone, it is important for all parties to engage in the process. If for some reason there is a reluctance to participate in the process, by the threat maker or parent / guardian, the threat assessment process will continue in order to ensure a safe and caring learning environment for all.

Should you have further questions about the threat assessment process, please contact the school. Sincerely,

Mr. Musgrove
Principal of OHS

Smoke, Alcohol and Drug Free Environment

All School Division property, events and authorized student / school-sponsored activities shall be alcohol, vape, drug and smoke free.

- Tobacco products are not allowed by students, staff, volunteers, parents or community members at any school or division sponsored events.
- Persons under the influence of alcohol or illicit drugs are prohibited from being on school property or participating in school or student related activities.
- Attending school or a school activity under the influence of drugs or alcohol, being in part of a group affiliated with, or in the possession and the use of alcohol or drugs or drug paraphernalia at school or during school time is prohibited.
- Students who violate this will:
 - Be supported by our addictions counselor;
 - Receive information on the dangers associated with substance use through health and conversations;
 - Have the opportunity to address underlying challenges associated with substance use, and;
 - Face disciplinary action, which may result in either a suspension, fines or a recommendation for expulsion from school. *Depending on the circumstances, the RCMP may be involved.*

Transportation: Bussing, Student Vehicles, Parking & Driving

The purpose of the school bus is to transport students safely to and from school.

- Expectations for riding the bus are consistent with those expected at school.
- Please ensure that your child arrives on time at the bus stop and is ***dressed appropriately***.
- Special equipment, tools or instruments for some programs will need to be transported by parent vehicle to the school based on their size or safety hazard they impose.
- Large items cannot protrude into the aisles or above the seats. ***Anything students are carrying must be held on the students' lap or rest on the floor between the student's legs.***

Driving a vehicle to school is a privilege. Students park their vehicles on the school grounds at their own risk. Students may use their vehicles for the purpose of transportation to and from school, and on school property provided consideration is given to the following:

- Vehicles must not be used in a manner causing disturbance, such as noise or driving past windows, when classes are in progress.
- There must be free access to employee parking spaces at all times
- Vehicles should not be used for recreational purposes on school property at any time.
- Students parking in staff or visitor assigned spaces will be towed and *all* costs of towing will be borne by the student.

Students will be asked to leave the school parking lot and may lose the privilege of parking on School/FSD property if they do not follow any of the expectations outlined above.

Parental/Guardian Complaints or Concerns and Dispute Resolution

[AP 151 - Parental/Guardian Complaints or Concerns and Dispute Resolution](#)

The Education Act clearly outlines the responsibilities of students, parents and employees of the Board in ensuring that each member of the school community contributes to a welcoming, caring, respectful and safe learning environment. Concerns and complaints are best resolved as close to the sources of the concern or complaint as possible.

- 1) When a complaint arises, the parent/guardian is requested to meet and speak first with the employee directly involved in an attempt to resolve the issue.
- 2) Concerns and complaints must be made in a respectful manner, at an appropriate time and place.
- 3) If satisfactory resolution to the concern is not achieved, the next step is to meet the employee's immediate supervisor (Principal or Director of Transportation).

Conflict Resolution / Complaints

Staff, students and parents are expected to make every effort to resolve concerns in a collaborative, open and solution-focused manner. Concerns and complaints related to students are best resolved at the school level as close to the source of the concern or complaint as possible.

Reporting Concerns

Concerns for the health, safety, wellbeing and appropriateness may arise from time to time. OHS stakeholders are encouraged to communicate their concerns to staff:

- In person,
- Through email,
- By phone,
- [PSST](#) link on the Oilfields website.

This can include threats of violence, bullying, self-harm and other situations that may lead to personal harm. Anonymous messages or complaints can make it more difficult to properly address certain situations.

Personal and Valuable Items

Oilfields is not responsible for lost, damaged or stolen property. Students are responsible for their own belongings and should keep their valuables secure at all times. A student who brings a personal technology device or any other valuable personal item(s) to school shall do so at their own risk.

Lost and Found

Students and parents are encouraged to check for lost items regularly. Students are responsible for their possessions at all times.

- **The school cannot be responsible** for students losing items that are left unattended or were not turned in at the office for safekeeping.

- **We ask that students DO NOT leave valuables in the PE change rooms or unsecured locations.**
- At each break in the school year (Christmas, Spring and Summer), all unclaimed lost and found articles are donated to local charities.

Student Evaluation & Reporting Procedures

AP 360 - Assessment, Evaluation, and Reporting of Student Learning

Exam Schedule:

All students (7-12) will have a final assessment during the exam schedule. During the time of unscheduled classes, students will have the opportunity to:

- Participate in tutorials prior to their final assessment
- Seek support for unfinished or incomplete work
- Meet with school based supports at a mutually agreed and predetermined time

Progress Reports/Learner Profiles/Conferences/ Exam Periods & Open Houses

Semester 1 (September 1 – Jan 30)	Semester 2 (January 31 – June 30)
October 12: Meet the Teacher Night	
	Learner Conferences: April 26/27
Learner Conferences November 9 & 10	May 9: Driller for a Day 3:30 - 6:00
Last day of classes Jan 16 (Sr) Last day of classes Jan 20 (Jr)	Last day of classes June 15 (Sr) Last day of classes June 21 (Jr)
Exam Period: Jan 17 – Jan 29 (Sr) Exam Period: Jan 23-26 (Jr)	Exam Period: June 16 – 27 (Sr) Exam Period: June 22 - 29 (Jr)
Term-End Learner Profile / Competencies due: January 27 a.m.	Term-End Learner Profile / Competencies due: June 27 end of day
Start of New Semester: Jan 31	

Diploma Exam Schedule:

January 2023:

- Thursday, January 12 - ELA 30-1 / 30-2 Part A
- Friday, January 13 - Social Studies 30-1 / 30-2 Part A
- Thursday, January 19 - Math 30-1 / 30-2
- Friday, January 20 - ELA 30-1 / 30-2 Part B
- Tuesday, January 24 - Bio 30
- Wednesday, January 25 - Chem 30
- Thursday, January 26 - Physics 30
- Friday, January 27 - Science 30

June 2023

- Monday, June 12 - ELA 30-1 / 30-2 Part A
- Tuesday, June 13 - Social Studies 30-1 / 30-2 Part A
- Friday, June 16 - Math 30-1 / 30-2
- Monday, June 19 - ELA 30-1 / 30-2 Part B
- Tuesday, June 20 - Social Studies 30-1 / 30-2 Part B

- Thursday, June 22 - Bio 30
- Friday, June 23 - Chem 30
- Monday, June 26 - Physics 30
- Tuesday, June 27 - Science 30

FSD Provincial Achievement Schedule (SUBJECT TO CHANGE):

January 2023

Wednesday, January 18 - ELA 9 Part A

Wednesday, January 25 - Math Part A

Thursday, January 26 - Math Part B

Monday, January 30 - Science 9

Friday, January 27 - ELA 9 Part B

Tuesday, January 31 - Social Studies 9

June 2023

Monday, May 17 - ELA 9 Part A

Tuesday, June 20 - ELA 9 Part B

Wednesday, June 21 - National Indigenous Day (NO EXAMS)

Thursday, June 22 - Math Part A

Friday, June 23 - Math Part B

Monday, June 26 - Social Studies 9

Friday, June 27 - Science 9

Purpose of Assessment:

The main purpose of assessment is to improve student learning by:

- Providing clear expectations for learning (Students and teachers are responsible for ensuring they have a clear understanding of *where they are going (learning)*, *where they currently are (assessment)*, and *what actions they need to take to get there.*)
- Guiding instruction that adapts to student needs
- Monitoring student progress and supporting student's as needed
- Providing effective feedback (**Specific** to the outcomes/criteria, **actionable** so students understand the next steps, **timely** and **ongoing**),
- Assessing student progress towards mastery of the outcomes and providing support as needed

Communicate achievement through responsive instruction (support needs of students).

Assessment Policy:

Cheating on Examinations & Assignments: If there are strong reasons to suspect that a student cheated on an exam or assignment, that student will meet with the teacher and parent. Consequences for this action and an alternative means of assessment will be decided upon.

Copying or Plagiarism of Assignments: Students who submit work that uses another person(s) ideas and information without acknowledging that specific person as the source is considered plagiarism. This may include copying another student's written work or submitting an assignment that is very similar to the sources used without acknowledgement. Student work that is copied or plagiarized will not be assessed and will require the student to resubmit an assignment that demonstrates the student's understanding of the outcomes. The

teacher or principal may choose to have the student complete a different assignment that is dissimilar to the original work.

Appeal Procedures: If a student is not satisfied with a report card mark or a final mark, (s) he should:

- Consult with the teacher.
- If that is not resolved, a meeting with the principal is recommended. This must be done first in writing within five school days of the receipt of the written appeal.
- If not satisfied with the result of this appeal, an appeal can then be made in writing to the FSD Superintendent.
- If still unsatisfied, an appeal in writing can be made to the School Board.
- Appeal Procedures in [AP 360 - Assessment, Evaluation, and Reporting of Student Learning](#)

Diploma Appeals: Will Update

Parent/Student Access to Marks and Attendance:

The intent of communicating student learning is to help teachers, students and parents collaborate for student success. Communication of current achievement can assist parents in supporting learning at home, as well as provide updated information on student progress. We encourage parents / guardians to reach out at any time to their child's teacher. Regular communication between staff, students and parents/guardians is encouraged through emails, phone calls and in person meetings to support their child's academic progress and achievement.

The Interim Learner Profile Schedule will be as follows:

- **Marks Updated Online:** (October 19 - 24) (November 15) (December 14) (January 17)
 - Parents will have access through their login
- **Learner Conferences:** November 16 / 17 (4:30 - 6:30)
- **Learner Profiles Home:** February 6-17

Academic or Failing Concerns:

- Staff who have concerns about a student's academic success should contact students and families as soon as possible to ensure they are aware and support is in place to support academic success.

Accessing Marks: The link for accessing your students progress is

<https://connect.edsembli.com/AB/FSD/OHS/Portal/viewer/login/login.aspx?logintype=P>

Your username is your email address. If you are having trouble accessing your students profile, or have forgotten your password, please don't hesitate to contact the office and we will reset your account for you.

Contact Information:

Staff Email Contact: <https://www.foothillsschooldivision.ca/oilfields/page/2408/staff-directory>

School Phone Number: 403-938-4973

Withdrawal from School: If you plan to withdraw from school, please see the School Counselor before doing so. Please hand in all texts, library books and clean out your locker. Full fees less ten percent for each month or to the nearest full month shall be refundable. No refunds after March 31 of any year or after four months have elapsed from a semester course.

Courses and Student Timetables: Oilfields provides students with a variety of academic and complementary courses which include semester and full year courses designed to discover and explore a variety of possibilities for future programming. Careful thought and attention has gone into creating and personalizing your child's timetable and changes will only be considered in special circumstances:

- there is a change to your post-secondary plans and/or interest
- you will be completing a course in summer school
- unusual or unique circumstances.

Important note: Changes to a student's timetable based on wanting to be in the same class as friends will not be considered as reasonable circumstances to change a timetable.

Voluntary Withdrawal: A student may voluntarily withdraw from a course with the approval of parents, teacher, and school counsellor, except those students in Grades 7-9. This will normally be possible only during the first two weeks of instruction in a course. Generally, Grade 10's should be carrying 40 credits per year. Grades 11's are encouraged to complete at least 35 credits per year. Students must be registered in a minimum three courses each semester, to be considered a full-time student and eligible to participate in school events, activities and sports teams. If students in either grade drop below a 10 credit load, they may be advised to pursue other avenues in order to complete their education. In order to drop a course, students must see the school counsellor and fill out the necessary "course drop form" which includes reasons for dropping and signatures of approval from the subject teacher, school counsellor, parent(s)/guardian(s) and school administration. Students will not be permitted to drop courses past the mid-term of a semester and will be required to complete the course.

Credits (Grade 10-12): Diplomas are issued to students obtaining a minimum of 100 credits in prescribed programs of high school instruction (see Counselling Department for details). Generally, each credit is equivalent to 25 hours of instruction. Most courses are offered for 3 or 5 credits. Students are required to attain a minimum of 50% to be awarded credits.

High School Diploma: To earn an Alberta High School Diploma, a student must earn a **minimum** of 100 credits, complete and meet the standards of the following courses:

- 15 credits in English (including 30-1 **or** English 30-2)
- 15 credits in Social Studies (including Social Studies 30-1 **or** 30-2)
- 10 credits in Mathematics (including 20-1, 20-2 **or** 20-3)
- 10 credits in Science (including Science 20 **or** 24 **or** Biology 20 **or** Chemistry 20 **or** Physics 20)
- 3 credits in Physical Education (PE 10)
- 3 credits Career and Life Management - CALM 20
- 10 credits from career and technology studies (CTS) **or** Fine Arts **or** Second Languages
- 10 credits in any 30-level courses in addition to English and Social Studies

NOTE: Students wishing to go on to post-secondary education should have a minimum of five Grade 12 academic subjects. Students are advised to meet with the counsellor to discuss specific post-secondary course/program requirements.

Honour Roll

Honour Roll Criteria: Grade 7-8

Honours with Distinction

- Across all core subjects and option classes, students have achieved a level of proficient or higher.

- In addition, students have achieved a minimum of two mastery levels, one of which is in a core subject.

Honours

- Across all core subjects and option classes, students have achieved a level of proficient or higher.
- Students may have a maximum of one option class at a level of acceptable.

Honour Roll Criteria: Grade 9

Honours with Distinction

- Achievement of an overall average of 85% or greater with no mark below 75%.

Honours

- Achievement of an overall average of 80% or greater with no mark below 65%.

Honour Roll Criteria: Grade 10-12

Honours with Distinction

- Enrolled in at least 30 credits, 15 of which are in grade level core classes
- Achievement of a credit weighted average of 85% or greater with no mark below 75%

Honours

- Enrolled in at least 30 credits, 10 of which are in grade level core classes
- Achievement of a credit weighted average of 80% or greater with no mark below 65%

First Nations, Metis & Inuit:

Foothills School Division is committed to providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and appreciation of Indigenous cultures for all students, staff and community. Foothills School Division is committed to improving education outcomes and creating opportunities for our First Nations, Métis and Inuit students. Student success is a shared responsibility that is best supported through collaboration with students, parents, school, elders, knowledge keepers and cultural advisors, local leaders and community. Building and nurturing these relationships can lead to a shift in thinking and attitudes, increased inter-cultural understanding and appreciation of perspective and experiences that contributes to student success.

Oilfields Land Acknowledgement

We all live, work, and play on these traditional territories. In the spirit of respect, reciprocity, and truth, we all must honour and acknowledge these traditional territories, and the oral practices of: the Stoney Nakoda People (including the Chiniki, Bearspaw, and Wesley Bands); the Blackfoot Confederacy (including the Siksika, Kainai, and Piikani Nations); as well as the Tsuut'ina First nation. This territory is also home to members of the Métis Nation of Alberta Region 3 within the historical Northwest Métis homeland. Finally, we acknowledge all Nations – Indigenous and non-Indigenous - who call this place their home. This sacred gathering place provides us ALL with an opportunity to engage in, and demonstrate, leadership on reconciliation.

First Nations, Metis and Inuit Programming includes:

- FNMI Success Coach
- Cultural Space
- FNMI Activities
- Truth and Reconciliation Calls to Action
- Stoney Language Classes

Welcoming, Safe, Caring, Inclusive and Respectful Learning Environments

FSD Policy 16: Welcoming, Safe, Caring, Inclusive, Respectful Learning Environments

The Board of Foothills School Division believes everyone in the school community shares in the responsibility of creating, maintaining and promoting a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging (*Charter of Rights, Alberta Human Rights, Education Act*). This means that each and every person, regardless of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation, has the relevant learning opportunities and appropriate supports needed to be successful in school.

FSD is committed to measures that:

1. Ensure the staff and students have welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging (Will not tolerate harassment, bullying, intimidation, or discrimination).
2. Provide professional learning opportunities to build the capacity of staff to support diverse student populations.
3. Ensure discriminatory behaviors and complaints when reported will be taken seriously, documented and dealt with through the school's codes of conduct.
4. Ensure all students and staff have equitable access to supports, services and protections.
5. Provide a continuum of supports and services for all students and work collaboratively with all stakeholders to identify and implement evidence-based supports that will make a positive difference for each student.
6. Establish a code of conduct that addresses bullying behavior, discriminatory or prejudicial, language or behaviors and an explanation of possible interventions, actions and or discipline that will occur as a result. Use a progressive discipline approach using proactive and preventative approaches.
7. Ensure that the school will use a progressive discipline approach using proactive and preventative approaches to build healthy relationships and reduce the occurrence of unacceptable behavior such as bullying and maintain environments that are conducive to teaching and learning.
8. Support student organizations.

Harassment: Any conduct, comment, gesture or physical contact that a reasonable person should know would be unwelcome, inappropriate or otherwise offensive to an individual or group of individuals. Alberta law explicitly protects Albertans from discrimination for a wide variety of reasons under the Alberta Human Rights Act.

Bullying: Bullying means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying behaviours are a form of aggression and can be:

- Physical – For example: poking, elbowing, hitting
- Verbal – For example: name calling, insults, racist, sexist or homophobic comments, putdowns or threats
- Social – For example: gossiping, spreading rumours, excluding someone from the group, isolating, ganging up
- Cyber – For example: social or verbal bullying through the use of email, text messages, social media, including the sharing of intimate images.

Student Code of Conduct

Continuum of Supports:

- Collaborative approach between school and families that outlines prevention programs, interventions, supports, and consequences to address student behaviour, wellness and academic success.
- Framework is built to foster student success through a corrective and supportive learning environment to encourage student success.

[AP 350 - Student Code of Conduct](#)

[AP 170 - Bullying and Threatening Behavior](#)

Oilfields High School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging and promote student wellbeing. Oilfields High School works with families and community partners to provide a safe, caring, respectful, and welcoming, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. Oilfields High School is committed to providing a safe learning and working environment free from bullying, harassment, discrimination, and violence. All those involved with Oilfields High School including trustees, employees, students, parents, volunteers, and community members must share in the combined responsibility of promoting a safe and caring learning environment, and eliminating bullying, discrimination, harassment, and violence. Investigation of allegations of such behaviours will be conducted in a timely and respectful manner.

This *School Code of Conduct* is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. Our purpose is to promote student learning, growth and understanding as well as ensure that students possess a strong connection to their schools as welcoming, caring, respectful and safe places focused on their individual success. It will be reviewed annually and publicly available on the school's website.

The *School Code of Conduct* establishes expectations, interventions and possible consequences for student behaviour. Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behavior may include use of electronic means (e.g. social media). Below are a list of statements that define the general expectations for conduct of all individuals that enter Oilfields High School. There are unique roles, responsibilities, and expectations for Students, Staff, Parents, and Guests that will be discussed more specifically later in this document, but the following statements encapsulate the fundamental expectations for all individuals entering our learning community.

We focus on encouraging and promoting positive student behaviour through a variety of programs and strategies. ***Although the code of conduct will address issues such as consequences for unacceptable behaviour, the primary focus of the student code of conduct is to help students learn how to address issues of dispute, develop empathy and become good citizens both within and outside of the school community.*** Prevention programs, interventions, supports and consequences to address inappropriate behaviour are outlined in our progressive discipline continuum and the development of positive student behaviour is a shared responsibility between students, staff and parents.

Responsibilities of Students, Staff and Parents: While the above is a general code of conduct for all individuals that enter Oilfields, the development of positive student behaviour is a shared responsibility between students, staff and parents. This section will better outline more specific roles of our various stakeholders.

1. Students

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

contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has an impact on the school environment, there may be consequences or interventions for inappropriate behaviour. In accordance with the *School Act* students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community. <http://www.qp.alberta.ca/documents/Acts/s03.pdf>

Students are expected to demonstrate acceptable behavior outlined by the ***School Code of Conduct*** and the ***Education Act***, developed by school leadership, staff, students and community. Examples of (but not limited to) **acceptable behaviour** for students include;

- 1.1.6 be ready to learn, and actively engage in, and diligently pursue your education;
- 1.1.7 attend school regularly and punctually;
- 1.1.8 cooperate with all school staff;
- 1.1.9 know and comply with the rules of your school;
- 1.1.10 be accountable to your teachers and other staff for your behaviours;
- 1.1.11 respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, socio-economic status, or appearance;
- 1.1.12 ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging of others in your school;
- 1.1.13 refrain from, report and discourage bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- 1.1.14 inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school;
- 1.1.15 always demonstrate behaviours that positively contribute to and honour your school and community.

Examples of **unacceptable behaviour** may include;

- 1.2.1 Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- 1.2.2 Acts of bullying, harassment, or intimidation/discrimination;
- 1.2.3 Acts of violence, physical aggression or threatening behavior;
- 1.2.4 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;
- 1.2.5 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 function (i.e. graduation, field trips);
- 1.2.6 Theft or damage of property.

Examples of possible interventions or consequences as outlined in our Continuum of Supports that take into account the student's age, maturity and individual circumstances include: social & emotional programming, behaviour & self-regulation strategies, restorative practices, collaborative problem solving, lagging skills assessments and strategic action plans, referrals for other supports and services, character education, coaching & counselling, student support groups/meetings, student/school/parent conferences, risk assessments and safety plans, mentorships, alternative learning

spaces and modified lunches/breaks, loss of privileges, breaks & re-sets, detentions, suspensions or expulsions.

2. Staff: Supports, Interventions and Consequences

A continuum of supports addresses how Oilfields High School creates a safe & caring culture of learning and respect to support ALL students. Students will receive support and encouragement through a variety of structures that will assist the student in understanding the importance of education and develop a sense of self-discipline and responsibility while making a positive contribution to society. In creating a continuum of supports staff consider:

- 2.1 Using proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.
- 2.2 When responding to unacceptable behaviour, first consideration will be given to the safety and security of students, staff, and other members of the school community;
- 2.3 Students feel safe, important and trusted and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- 2.4 There is a joint effort to learn and a feeling of mutual respect among staff, students and parents;
- 2.5 Appropriate behaviour is consistently encouraged and reinforced, thus increasing social emotional competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making;
- 2.6 On-going and timely communication exists between staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

A continuum of supports addresses how Oilfields High School will support the learning, behavioral and social / emotional needs of the students. Support will be provided to students based on evidence-based practices such as mentoring, restorative processes, student advisories, peer support networks, regular check-ins with teachers or schools counsellors, counselling, re-sets, suspension and/or expulsion.

Parents

Parents are partners in respect to their child(ren)'s education. They have a right responsibility to take an active role in their child(ren)'s educational success by:

- 1) Acting as the primary guide and decision-maker with respect to the child's education,
- 2) Taking an active role in the child's educational success, including assisting the child in complying with section 21 of the education act,
- 3) Ensuring that the child attends school regularly,
- 4) Ensuring that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- 5) Cooperating and collaborating with school staff to support the delivery of supports and services to the child,
- 6) Encouraging, fostering and advancing collaboration, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and service in the school, and
- 7) Engaging in the child's school community.

As partners in their child's education, parents have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment. Foothills School Division believes that the role of the parent with respect to education, will:

- 1) Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;

- 2) Ensure that the child attends regularly and is punctual;
- 3) Be aware of, and support, the expectations from the *School Code of Conduct*;
- 4) Communicate & collaborate with school staff about any concerns regarding *Code of Conduct*.