



The Rundle Academy School Handbook

2024 - 2025



Welcome to our Rundle community!

We thank you for joining us at Rundle and look forward to all of the accomplishments we will share together this year.

This handbook will provide you with information about practices that we employ at our school. Please feel free to connect with any of our faculty and staff regarding anything you might read in this book.

Rundle prides itself in respecting the vision of our founders, Dr Jack Collett and Dr Rod Conklin, and the culture embodied by their motto, *Attendo ad Excelsiora*. This 'striving for excellence' is made possible by expert faculty capitalizing on our small class sizes to personalize the educational experience of each student. Our ideal learning environment promotes a safe and caring school experience that values mutual respect, responsibility, and understanding. Our teachers know each student as a learner and as a person, and are able to differentiate their practice to suit individual student strengths and needs.

The academic success of Rundle students is our key focus, yet the importance of engagement in extracurricular pursuits cannot be underestimated. Our robust programs in athletics, fine arts, volunteering and leadership provide unparalleled opportunities for students to develop the resilience and character required for future success. 'Striving for excellence' enables each student to reach their personal potential in Alberta's challenging education system and prepares them to make meaningful contributions in our increasingly globalized and technological society.

We trust that you will sense our genuine pride in the students, faculty and programs at Rundle, and we look forward to an exceptional year together.

Jamie Burla
Principal, Rundle Academy

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PART 1 - RUNDLE COLLEGE SOCIETY

Dr. Collett and I set out to create a school whose success is measured not by the average performance of a group of elite students but by the individual successes of a group of non-elite students. That is the Extraordinary Mission of Rundle College.

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Dr Rod Conklin, Co-Founder of Rundle College
(Staff Appreciation Dinner, 2007)

HEAD OF SCHOOL MESSAGE

If you have the opportunity to visit our schools or talk with a member of our community, you will invariably stumble upon the concept of R+. You may be wondering what R+ means, and in short, there is no definition, it is just, *“The Rundle Way”*.

As we further explore what *“The Rundle Way”* is, it is the living embodiment of our values, Pathways to Learning, and the rich fabric of our Rundle program.

At Rundle, our value statement is, “Together: Be Kind, Be Curious, Be Well”. We believe that these four values are the epitome of a fully realized, future-ready, person with passion and purpose. In our pursuit of these values, we are actively aiming for a pluralistic community who are committed to becoming a true culture of learning.

R+ follows our uniquely developed Pathways to Learning model. At Rundle, the three distinct, yet intertwined, Pathways to Learning are character, academics, and co-curricular. In our schools, we will always believe, “character comes first.” We believe we have not done our job if our students do not develop an altruistic mindset with a view to making their communities, locally and abroad, a better place. We know we want our students to pursue any post-secondary learning of their choice, and to this end, academics are at the core of our program. Our faculty work with students to help them reach their individual potential and celebrate with them when they do. Finally, co-curriculars are the balance of our program. Rundle offers hundreds of outside-of-the-classroom experiences that allow our students to explore their passions and share their talents.

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Finally, the fabric of our Rundle program is steeped with a long history of school pride, engaged community members, and generosity. Over 2000 students have graduated from the Academy and College and our connected alumni network now extends around the world and across all industries. We often say, “Rundle is a K–Forever” program. The connections between our alumni, faculty, and staff remain strong and we continue to stay connected after graduation. We take great pleasure in celebrating our alumni’s success and we love to see where their journey takes them after Rundle. Our alumni’s contributions continue to enrich our school programs and our world!

Ultimately, R+ is a combination of all these factors. As much as we can aim to define it, it is when our values, Pathways to Learning, and fabric weave together as true excellence in each member of our school community, that we realize R+.

I invite you to further explore if R+ and Rundle is the right fit for your family and look forward to welcoming you to our Rundle community.

Sincerely,

Dr. Jason Rogers
Head of School
Rundle College Society

OUR PURPOSE

WHO WE ARE

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Rundle is a private, coeducational, day school that was founded in 1985 by Dr. W. J. Collett and Dr. Rodney Conklin. Rundle provides an outstanding educational experience for over 1,200 students in kindergarten through grade 12. In addition to high academic achievement, Rundle's programs emphasize character development, leadership training and good citizenship. Small class sizes, dedicated teachers who are committed to making a difference in the lives of individual children, and reasonable tuition are attributes that uniquely define Rundle College Society.

Rundle reports to and is thoroughly inspected by Alberta Education and is a Registered Private School under Alberta's School Act and accountable to Alberta Education in delivering the provincial curriculum. All of our teachers are certified by Alberta Education, have earned their degrees and some, their graduate degrees. We are proud of our faculty and staff professional development program and are confident that we have some of the finest teachers in Canada.

Rundle's College Campus offers a traditional yet dynamic K–12 learning experience. Rundle Academy offers a personalized program for students in grades 4–12 with diagnosed learning disabilities and/or ADHD. Rundle Studio follows the same exceptional model as the Academy program providing a virtual program for students in grades 7–11 with diagnosed learning disabilities and/or ADHD.

Each program has its own unique environment in a small school community where every child is encouraged and where all achievements are recognized and celebrated.

As members of Canadian Accredited Independent Schools (CAIS), Rundle College Society meets the highest national standards in all aspects of programs and operations. Our school is committed to providing an unmatched educational experience.

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The excellence of Rundle College has been repeatedly recognized by independent organizations such as the Fraser Institute, which consistently ranks Rundle College as a top private school in Alberta.

OUR PURPOSE

As education continues to evolve, we use these words to truly guide our decisions and aspirations in all that we do — everything links back to these core statements.

Our Mission

To create a nurturing, engaging environment that provides an enriched, personalized education, preparing students for an ever-changing world.

Rundle will:



Help students discover their potential;



Challenge students to attain their best; and



Celebrate with them when they do.

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Our Vision

To develop inspired minds and unparalleled character.

Our Values

Together: Be Kind, Be Curious, Be Well

Our community embraces each of these values daily — inside and outside the classroom. They are at the core of every student's Rundle experience.

Pathways to Learning Philosophy

Academics are at the core of our programs; however, at Rundle we aim for a balanced approach between academics, co-curricular, and character/leadership programs. We believe our students are so much more than just the grade on their paper and encourage them to develop many talents and choose kindness above all.

Pluralism

Rundle commits to maintaining an inclusive, equitable and multi-identity community in which each student will build intellectual and moral capacity, not only for school but also for life.

Rundle alumni will enter the world as engaged citizens with inspired minds and unparalleled character, able to bridge differences and diverse points of view to meet the complex challenges of an ever-changing world. Rundle will foster an environment that embraces differences, honors identity and values full membership and belonging for all.

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For further detail, refer to [Rundle's Approach to Pluralism: Making the Invisible Visible](#).

Global Citizens

One of Rundle's core values is Together, which is experienced by our community as a sense of belonging. Through this value, Rundle provides opportunities for its students to belong as global citizens under the umbrella of pluralism.

To better understand our place in the world includes understanding global history and cultures, environmental learnings, and class opportunities to partner with international students. Our values of Be Curious and Be Kind contribute to our global understanding and learning about cultural competence by learning about others in the world.

Cultural competence at Rundle is defined as learning about the acceptance of others through learning and experiences. Acknowledging [culturally important days](#), discussing cultural acceptance in social emotional learning classes, celebrating UN week, building our land acknowledgment or involving oneself in UN club, CAUSE clubs or participating in travel club opportunities are various ways to promote cultural competence. Rundle's approach to learner diversity further contributes to this competence just as much as supporting GSA/QSA clubs, and learning during Black History Month, Asian Heritage Month, Pride Month, Truth and Reconciliation Day or Orange Shirt Day does. Rundle's dedication to this competence is highlighted by their role of Pluralism Coordinator for the whole society.

CONTACT INFORMATION

Society Office Address: 7379 17th Avenue SW
Calgary, Alberta

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T3H 3W5

Society Telephone: 403-291-3866

School Address: 4330 16th St SW
Calgary, Alberta
T2T 4H9

School Telephone: 403-250-2965

PART 2 – RUNDLE COLLEGE ACADEMY

We Move Mountains

Rundle Academy is an independent school for students in grades 4 to 12. Our students have been assessed as having ‘average’ or ‘above average’ intelligence but experience difficulties in one or more processes related to perceiving, thinking, remembering or learning. We are a student-centred community that develops confidence, self-esteem, motivation, academic achievement and a sense of value in an atmosphere of mutual respect.

Our school motto is “*We Move Mountains.*” The notion of moving a mountain may mirror the feelings some of our students and parents have had when faced with the challenges of being successful in today’s education system. At Rundle Academy, we believe that given time, effort, patience and the appropriate instructional approach, our students *will move mountains*.

Small class size and carefully selected teachers contribute to the development of our goals. Rundle Academy teachers differentiate their instruction and assessment in the pursuit of the most ideal learning situation for each student. All students are also encouraged to participate in the extra-curricular activities that supplement the academic program.

Rundle Academy is very proud of its teachers, support staff, programs, and especially its students. We hope to see our faculty, our students and our parents beaming with pride and showcasing the respect that is so deserving of all in our community.

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We are confident that everyone will enjoy the safe and caring environment that we have established at Rundle Academy. Our administration welcomes open dialogue and the sharing of any praise, feedback or concerns that may arise.

Rundle Academy Vision

Rundle Academy is the leader in individualized education for the complex learner.

Rundle Academy is the long term answer to educating students with learning disabilities.

Rundle Values

Together, be kind, be curious, be well

These overarching values of Rundle College are embedded in everything the schools do. At Rundle Academy we also campus focuses on:

Respect
Understanding
Responsibility
Communication
Creativity

These campus values are seen embedded in our student life (co-curriculars, leadership) as well in our academics

History

Rundle Academy originally opened its doors as the *Reading Foundation School* in 1995 with the specific purpose of working with students with reading difficulties. In a short time, the mandate of the program expanded and the school took on more responsibilities for students with diverse

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learning needs. The school was renamed Rundle College Academy in 1998 to fall in line with the name and values of Rundle College.

Mr. Dennis Holowaychuk became principal in 2002 and the campus moved to the Altadore community. The Rundle Academy program flourished, becoming a premiere choice for students specifically diagnosed with learning disabilities. In 2012, Mr. Jason Rogers assumed the role of principal after serving as a teacher and Assistant Principal at Rundle Academy for the previous ten years. In 2014, Mr. Rogers became Head of Rundle College and Mr. Keith van der Meer assumed the role as principal of Rundle Academy. Mr. James Burla assumed the role in the fall of 2018.

Learning Disabilities

Students at Rundle Academy have diagnosed learning disabilities defined below by the Learning Disabilities Association of Canada.

“(Learning disabilities) refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning.”

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to language and processing; phonological processing; visual / spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making).

Learning disabilities range in severity and may interfere with the acquisition and use of one of more of the following:

- Oral Language – listening, speaking, understanding
- Reading – decoding, phonetic knowledge, word recognition, comprehension
- Written Language – spelling, written expression
- Mathematics – computation, problem solving

Furthermore, learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking. The way in which learning disabilities are expressed may vary over an individual’s lifetime, depending on the interaction between the

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demands of the environment and the individual's strengths and needs. Learning disabilities are often suggested or identified by unexpected academic under-achievement or achievement which is maintained only by unusually high levels of effort and support.

To achieve success, these students require early identification, timely specialized assessments and effective interventions. The interventions must be appropriate for individual learning needs and include provisions for specific skill instruction, accommodations, compensatory strategies and self-advocacy skills. Our students are taught strategies that will increase their independence in learning as well as improve their organizational and study skills. Self-advocacy in post-secondary studies is a goal for our graduating students.

At Rundle Academy, all students are placed on Individual Program Plans (IPPs), which are developed in collaboration with students, their parents and their teachers. Our students strive to overcome their learning difficulties through our individualized programs, which are based on the Alberta Education curriculum.

What We Offer

Educational opportunities for students with learning disabilities.

- Structured Alberta Education curriculum.
- On average, the small class sizes include students of:
 - Elementary – 6-9
 - Junior High – 9-10
 - Senior High – 12-15
- An individualized, structured educational program for each student.
- Comprehensive staff professional development program.
- Access to occupational, physical, and speech language therapists through the Student Health Partnership.
- Exceptional access to assistive technology.
- An extensive extracurricular program.
- A learning culture that includes school uniforms.
- Chartered bussing.
- A campus in a quiet, safe, and centrally-located neighbourhood.

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Academic Guidelines

Academic Philosophy

The academic program at Rundle is the fundamental core of our three pathways to learning which also include character education and co-curricular activities. Through student investment in our rigorous academic programs, students are prepared for the challenges of secondary and post-secondary education. The performance of Rundle students on provincial exams and the success of Rundle alumni reflect the impact of our learning environment and our commitment to excellence.

To maximize their own success, students and their families will work with the faculty and administration of the school as we endeavour to not only prepare the student for post-secondary education but also to develop an individual of character, both in and outside the classroom.

In addition to scholarly achievement, Rundle College equally values the fostering of academic character. Developing moral and ethical behaviour is the objective as the faculty and administration strive to protect the integrity of our program and engender student confidence in the fairness of our procedures. Paramount to individual success, students are expected to honour their personal responsibilities in their own learning process.

This partnership is especially needed if a student requires academic support or if there is a breach in academic integrity. Expectations such as attendance, and punctuality are also important adjuncts that require a strong partnership with our families.

ACADEMIC CONDUCT

Attendance and punctuality:

As citizens of character, attendance and punctuality are paramount. Students are expected to be at school for all classes in which they are enrolled. Missed work due to tardiness or absence is the responsibility of the student. In addition, as members of our school community, students shall attend TA meeting times, remediation or social emotional learning classes, as well as events that bring us together in celebration.

Although extended absences are discouraged, it is recognized that such situations are unavoidable at times. In order to support academic success within such a situation, it is expected that the absence is communicated to administration and to the subject teachers in advance when

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possible. When absences accrue, the principal will review the student's record and decide on a course of action. The following steps may be taken:

- Teacher meeting and communication with parents.
- Administration meeting and communication with parents.
- Removal from class with forfeiture of course credits regardless of time already committed to the class.

ASSESSMENT FRAMEWORK

Assessments will evaluate Alberta Education curriculum and outcomes and the corresponding knowledge and skills that are taught in the classroom. In some cases, teachers may supplement curriculum with enriched material if it is clearly explained in the Course Outline.

Rundle Academy abides by Alberta Education's Student Evaluation Policy: To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for

- accurate, fair and equitable student evaluation
- the student's right of appeal and procedures for appeal
- the role of the student and the teacher in evaluations
- the use of evaluation information for the improvement of the quality of educational program

Assessments will evaluate Alberta Education curriculum and outcomes and the corresponding knowledge and skills that are taught in the classroom. In some cases, teachers may supplement the curriculum with enriched material. Assessment is ongoing and is integrated into the teaching and learning cycle.

Some assessment practices are universal in classrooms throughout Rundle Academy. In other areas, assessment looks different in different settings; however, teachers will strive for consistency in assessment practices (i.e., definitions, policies). There will be consistency across divisions, even more consistency within a department, and so on within a grade and within a course, to the point that multiple teachers of the same course will have uniform assessment practices and identical major assessments.

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ASSESSMENT DEFINITIONS

Assessment is defined as the evaluation of a student's mastery of the learning outcomes that have been specifically planned and then delivered through instruction. Grading serves to document progress and provide feedback to the student, family and teacher, and to inform instructional decisions.

Pre-assessment, formative assessment and summative assessment are key concepts and each has a vast and diverse range of possible formats. Pre-assessment is intended to judge the mastery already achieved by a student before instruction begins and it guides subsequent planning and instruction. Formative assessment is intended to evaluate progress and provide feedback for further student learning. Summative assessment evaluates student mastery, most often in the form of a grade, and identifies the level of learning achieved by a student when the teaching comes to an end. Ideally, summative assessments will involve work done in the classroom and not taken home.

In terms of the student's final grade, pre-assessment is not weighted, the numerous formative assessments may have a minor proportion of weighting, and the fewer summative assessments are more substantially weighted.

Even if term marking is used, teachers will utilize a grading system that can produce a cumulative grade at any point during the course. The calculation of the grade will be simple, logical and transparent to the degree that students and parents can easily understand it.

DIFFERENTIATION

Teachers will incorporate a wide range of formats in their assessments that consider the individual student needs in the classroom. These needs will be informed by the student's psychological assessments and individual program plan. An assortment of formats will be used for assessments in tests, assignments, projects and daily work.

LATE ASSIGNMENTS

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For late assignments, teachers will consider whether the student's late submission is occasional or chronic. If it's occasional, then the late assignment should be accepted at full credit. If it is chronic, the teacher will look into the reason why. Penalty marks will not be deducted for late assignments; instead, the teacher will investigate and refer to the parents, administration or school counsellor as necessary.

INCOMPLETE OR MISSING ASSIGNMENTS

Teachers will take a proactive approach to encourage students to have their work done well and submitted by the deadline. A student's mark will not be reduced for late submissions, and zeroes will not be assigned for missing work; rather, teachers will identify the factors involved and then strive to determine the best possible course of action that meets the needs of the individual. Formative and summative assignments can negatively impact overall grades so determine a course of action to support the completion of term work is necessary.

REWRITING AN ASSESSMENT

Any assessment (not including midterm or final exams) may be redone if the student did not competently master the intended content or skills, and has met the conditions for re-writing. To obtain a rewrite, the student must demonstrate that they understand what led to the unsatisfactory result, and develop a specific plan for review or relearning, which the teacher must then approve. The teacher will determine where and when the rewrite will take place, as it may not be practical to complete it immediately, or during class time. Rewrites may take an alternate form than that of the original assessment; for example, a multiple choice test may be replaced with short answers or an essay response. The higher grade between the original attempt and the second attempt will be recorded.

ACADEMIC INTEGRITY

Rundle has a high standard of accountability in its academic rigor. Our students have a high level of knowledge and competence upon graduation. This standard cannot be recognized when academic dishonesty occurs whether through active choice (e.g., copying someone else's work; plagiarism) or by collusion (e.g., providing work for someone else to copy). A breach of academic integrity is unacceptable and dishonest students will face consequences as severe as suspension or recommendation for expulsion.

Academic Integrity [Guidelines](#)

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APPEALS

A student wishing to appeal the result of an assessment will make that intention known to the teacher responsible for the assessment within a reasonable timeframe. The Principal and the corresponding Department Head will then coordinate a re-score and report the result back to the student, the parents and the original teacher.

REPORTING

Teachers will provide both quantitative and qualitative information about student progress through report cards, final mark statements, PowerSchool, and ongoing communication between the Teacher Advisor and the student's parent(s) or guardian(s).

HOMEWORK

At Rundle Academy, we believe that homework should be assigned to students using an individualized approach; much like our classroom instruction and assessment, homework should be differentiated. Further, we believe that homework should be used to help students stay ahead and to reinforce learning and should not be used to have a student learn a topic or concept for the first time. Daily reading is also a habit that everyone should develop to improve their skill. Homework expectations will vary with the grade level or course load of the student.

INDIVIDUAL PROGRAM PLANS

All students are placed on Individual Program Plans (IPPs) developed in collaboration with students, parents and teachers. Parents will meet with teachers in October to establish goals and again in June to evaluate progress established towards these goals. The IPP is a dynamic document and will be updated and revised throughout the year.

ACCOMMODATIONS

Rundle Academy provides an academic program that challenges students to reach their potential and make a successful transition into post-secondary studies. We do not modify Alberta Education's curriculum. We do, however, support students with the accommodations recommended for their specific learning disability, as detailed in their psychoeducational assessment report and Individual Program Plan.

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The most common accommodations offered, both in classroom situations and for major exams, include:

- Extra time
- Audio versions of texts
- Use of a computer
- Use of assistive technology (such as text-to-speech or speech to text programs)
- Use of a carrel, ear plugs or ear defenders to reduce distractions

PSYCHOEDUCATIONAL ASSESSMENTS

We ask that parents, students and teachers notify the Teacher Advisor when an assessment is being conducted. When a teacher receives an assessment to complete on behalf of student (i.e. BASC, Teachers Connors, etc) they are required to make the student's TA aware that an assessment is being conducted. We also advise teachers to get the completed assessments to administration, so that they can be mailed or hand delivered to the psychologist. It is not best practice to have parents or students picking up assessments from the teacher directly.

SELF ADVOCACY

In addition to offering accommodations specific to a child's learning disability, Rundle Academy strives to educate students on the nature of their learning needs and help them build self-advocacy skills over time. Our goal is to have students leave our program being able to effectively describe their learning needs to others, especially when requesting accommodations in a post-secondary environment.

COURSE CHALLENGES

All course challenges will be governed by the provisions set out in Alberta Education's *Guide to Education*. Challenges to second language courses are more specifically described in the Second Languages [Course Challenge Policy and Procedures](#) document.

COURSE OFFERINGS

Courses offered are in alignment with the requirements governed by the Government of Alberta. Elective courses are determined at the discretion of the administration. Every effort is made to ensure that we adhere to our commitment to balanced, small class sizes. A minimum number of students must be enrolled in an elective course in order for it to be offered.

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For more information on the Alberta Education requirements for graduation, please refer to the following website: [Alberta Education Graduation Requirements](https://www.alberta.ca/graduation-requirements-credentials-and-credits.aspx?utm_source=rediretor#toc-2) (https://www.alberta.ca/graduation-requirements-credentials-and-credits.aspx?utm_source=rediretor#toc-2).

SENIOR HIGH SPECIFIC

Rundle Academy Senior High Requirements for High School Graduation

Students shall earn a minimum of 100 credits including the following:

- Physical Education 10
- CALM
- Five 30-level courses
 - ELA 30 - mandatory
 - SS 30 - mandatory
 - Mathematics 30-1 or Mathematics 30-2 or Spanish 30
 - Minimum of one 30-level science (Physics 30, Chemistry 30, Biology 30)
 - Complementary courses at the 30-level
- 10 Credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Global Online Academy (GOA) courses
 - Music, Drama, Art
 - Spanish or French
 - Physical Education 20, 30
 - Other Option Classes

GLOBAL ON-LINE ACADEMY (GOA)

Global On-Line Academy is available to students in their grade 11 or grade 12 year of study and is an opportunity for students to elevate their Rundle experience. All students interested in Global On-Line Academy must submit an application in the previous school year. The awarding of credits for GOA courses is dependent upon the course in which the student enrolls.

Summer enrollment in GOA courses is open to Rundle students. Such courses should be considered as enrichment through GOA directly. Alberta Education credits will not be rewarded for GOA course work completed in the summer as Rundle is not facilitating the course work nor is a Rundle teacher overseeing the completion of the student's work.

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ALTERNATIVE ACADEMIC PROGRAMS

At Rundle Academy, we endeavour to provide a wide range of courses. Given the quality of our faculty and the rigour of our academic program, compulsory and pre-requisite courses must be completed at Rundle Academy. Most academic courses are provided within a continuous sequence as part of a three year program with the culmination of a 30-level course. In extenuating circumstances, a student may obtain credits through alternative sources.

A student may enroll in a Provincially Approved Program provided the course is not available within our timetable and does not interfere with the natural progression of high school courses or the expected acquisition of credits at each grade level. Students are discouraged from enrolling in courses when they can otherwise be enrolled in the same timetabled course at Rundle Academy. Requests for exceptions to this policy shall be done through consultation with student services and the principal.

The principal is permitted to evaluate courses Alberta students have completed with an institution from another jurisdiction in Canada. Students will provide the out-of-province transcript to their principal, who will evaluate it against the Alberta approved high school courses to determine if high school credits may be awarded. If an out-of-province course is approved by the principal, it is added to the "Other Credits" section of the student's Alberta transcript. This section shows credits awarded for courses not taken in an Alberta accredited school. The student is given credit for Alberta high school credentialing consideration. Students who apply to a post-secondary institution can provide a copy of their Alberta transcript, along with the out-of-province transcript.

COURSE PROGRESSION (SENIOR HIGH SPECIFIC):

Some students may be required by Rundle Academy to enroll in other academic courses (dash 2 courses, for example) when the student does not attain a minimal level of mastery in any given subject and prior to moving to the next level of study. Such academic work will be recommended or even mandatory for all final course marks that fall below 65% and an appropriate plan for the remedial work will be established with consultation with administration and student services.

To earn the credits attached to all senior high school courses, a student shall achieve at least 50% in each course. Credits will not be granted for courses that a student has previously passed and for which credits have been awarded. In the case of a student repeating a course, the higher mark will appear on the Alberta Transcript of High School Achievement.

Deferrals/Exemptions:

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Non-Diploma Exams

A student may request an exemption or a deferred final exam when medical, compassionate, or other circumstances beyond the student's control create situations in which it is impossible, or causes undue hardship for the student to write the exam as scheduled. All requests, including pertinent documentation, must be submitted to the principal.

Diploma Exams

All guidelines with regards to deferred writing, rewriting, rescoring, and exemptions for diploma exams can be found on the [Alberta Education website](#).

COURSE CHALLENGES (LANGUAGES ONLY)

A student who believes they already possess the linguistic knowledge, skills, and attitudes that match with the course curriculum may challenge a course. This is done in accordance with our Second Languages Department Course Challenge procedure.

ASSESSMENT (Whole School)

All assessment at Rundle is framed by our mission statement: We aim to discover the potential of individual students and challenge them to attain their best. That mandate is predicated on setting high expectations for the entire Rundle community; students, parents, teachers, and school leadership are accountable for their roles in learning and achievement.

Rundle abides by Alberta Education's Student Evaluation Policy: To assist in improving programs, establishing and maintaining standards, and improving student achievement, school jurisdictions and accredited-funded private schools shall develop, document, keep current and implement student evaluation policies and procedures for conducting continuous assessments and evaluations of student learning in education programs that provide for

- accurate, fair and equitable student evaluation
- the student's right of appeal and procedures for appeal
- the role of the student and the teacher in evaluations
- the use of evaluation information for the improvement of the quality of educational program

Assessments will evaluate Alberta Education curriculum and outcomes and the corresponding knowledge and skills that are taught in the classroom. In some cases, teachers may supplement curriculum with enriched material. Assessment is ongoing and is integrated into the teaching and learning cycle.

Some assessment practices are universal in classrooms throughout Rundle College. In other

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areas, assessment looks different in different settings; however, teachers will strive for consistency in assessment practices (e.g., definitions, policies). The weighting of assessments will show a logical progression through Grades 7 to 9. There will be consistency across divisions, even more consistency within a department, and so on within a grade and within a course, to the point that multiple teachers of the same course will have consistent summative assessment practices.

Assessment Definitions

Assessment is defined as the evaluation of a student's mastery of the learning outcomes that have been specifically planned and then delivered through instruction. Grading serves to document progress and provide feedback to the student, family and teacher, and to inform instructional decisions. Pre-assessment, formative assessment and summative assessment are key concepts and each has a vast and diverse range of possible formats. *Pre-assessment* is intended to judge the mastery already achieved by a student before instruction begins and it guides subsequent planning and instruction. *Formative assessment* is intended to evaluate progress and provide feedback for further student learning. *Summative assessment* evaluates student mastery, most often in the form of a grade, and identifies the level of learning achieved by a student when the teaching comes to an end.

Generally, pre-assessment is not weighted, the numerous formative assessments have a minor proportion of weighting, and the fewer summative assessments are more substantially weighted. The calculation of the grade will be simple, logical and transparent to the degree that students and parents can easily understand it.

Broad-based Assessments

Teachers may incorporate a wide range of assessment methods that consider the various learning outcomes and individual student needs in the classroom.

Alternate Assessment Writing Dates:

At Rundle we pride ourselves on the integrity of our academic program. As such, students are expected to write all summative assessments (including but not limited to major assessments such as unit exams) at their scheduled times and dates. In the event a student misses a major assessment for any reason then:

- The student may be required to write an alternate major assessment on the date scheduled by the teacher in advance.
- Due to exam security and other logistical concerns, extra time accommodation for alternate major assessments may be given in the form of half/length assessments.

Assignment Extensions:

If an assessment is not submitted on the published due date, and without prior acknowledgement of an extension given by the teacher, the teacher will:

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- conference with the student to establish a new due date and next steps to ensure its submission on that new date.
- notify parents of the late assignment and the new due date.
- establish an extra help schedule for the student, if required, for additional support.

Reappraisal of Grades/Appeals:

Rundle College recognizes that there are instances when a student may wish to appeal the grade they have earned.

A student who feels that an assessment has been unfairly graded may have the assessment re-graded as follows:

- the student shall discuss the work with the teacher within **the term or unit of study**
- if required, the request may then move to the department, department head or the assistant principal or principal for further review.

The reappraisal of an assessment may result in the grade being raised, lowered or remain the same.

All students are responsible for periodically checking marks on PowerSchool to ensure correct representation of student marks. Discrepancies should be reported to the teacher as they arise.

Appeals with regards to final exam and final course marks must be directed, within a reasonable amount of time, to the course teacher and if required, the request may then move to the department head or the principal.

Re-writes and Substitutes

Extenuating circumstances may allow for the opportunity to re-write an assessment or substitute a mark in an academic course. If the assessment is an end-of-year assessment, end-of-semester assessment or mid-term assessment, re-writes are not normally allowed, however under if extenuating circumstances exist, approval by the principal must be given.

Deferrals/Exemptions:

A student may request an exemption or a deferred final exam when medical, compassionate or other circumstances beyond the student's control create situations in which it is impossible, or causes undue hardship, for the student to write the exam as scheduled. All requests, including pertinent documentation, may be requested by the principal.

We as a school endeavour to not assign a mark of zero, however should a student fail to complete an assignment, the school reserves the right to assign a zero. Zeroes can and will be given when all reasonable options have been pursued and this result will clearly be communicated to the student and parents.



Academic Performance Review:

When a student faces a significant academic challenge, the school will work with the student to create a plan for academic success. This process involves working together with the student, parent, teacher(s), student services team and administration.

COMMUNICATION OF STUDENT ACHIEVEMENT

All marks shall be posted on PowerSchool in percentages in alignment with the course outline. The timing of the posting of grades is at the teacher's discretion. All marks shall be posted in alignment throughout the term with the deadlines as set by the school's administration (ie Semester 1: Sept-Jan; Semester 2: Feb-June). Final marks will be posted in alignment with final mark submission dates as required by Alberta Education.

SCHOOL COMMUNICATION

ANNOUNCEMENTS

Daily announcements will be made by each homeroom teacher and TA every day. The announcements are also posted online.

AGENDAS

Student Agendas are required for all students in the Elementary and Junior High. Agendas are used for organizing homework, planning for projects, parent/teacher communication and to keep a record of special events. Agendas are checked every morning by the TA, signed after each academic class by the subject teacher, signed at the end of the day by the TA and signed by the parents each evening. All students must maintain an effective agenda; pages are not to be torn out or folded. If a student misplaces their agenda, they will be given a temporary one. If after three days the missing agenda has not been found, a new agenda must be purchased. Senior High students are also expected to either use a paper agenda or another system (e.g. on their laptops) for the same purpose.

CALENDARS

Rundle Academy uses Google Calendars to communicate important dates to teachers, students, and families. Since Google hosts live, collaborative documents, what is posted on the calendars

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will be the most up to date information we have. The parent calendar can be viewed on the homepage of our Moodle site at <http://www.rundleacademy.ab.ca/moodle>

PARENT-TEACHER CONFERENCES

Interview dates are designated on the School Calendar and appointments are scheduled by the Administrative Assistants. The first interview in early October involves the review and signing of the IPP document. If more time is necessary, a comprehensive meeting with a specific teacher can be scheduled on a future date or else a follow up conference involving the student, parents, teachers and administration.

PARENT-TEACHER ON-GOING COMMUNICATION

Communication is one of our core values. Parents will be contacted by phone or email on a regular basis by the Teacher Advisor or subject teacher. Parents are contacted by phone at least once a month. In addition, teachers may be reached as needed by phone or email. During instructional hours, messages may be left on a teacher's voice mail. Teachers will endeavour to respond as soon as possible to voice messages and emails after the completion of the day's instructional hours.

PARENT ADVISORY COUNCIL

The importance of parent involvement at the school cannot be overstated. In an effort to access parent support and input, a Parent Advisory Council has been established. The first meeting will be in early September.

SCHOOL COUNSELLOR

The quality of the student services offered in a school has a dramatic impact on its culture and environment. Students need to feel supported personally, emotionally, academically, and in terms of their future education and career choices. The school counsellor is instrumental in providing this support in a timely and meaningful manner. All faculty maintain a strong working relationship with the school counsellor to communicate any pertinent student concerns or observations.

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Confidentiality

Students are informed of confidentiality and the limits of confidentiality during the initial session. Professionally acquired information is kept confidential. Information is not shared with third parties unless the student provides informed consent or a professional or legal obligation exists that requires that the Counsellor share such information without the student's consent.

Professional or legal obligations include such situations as when:

- the school counsellor believes that the student is in danger of hurting himself/herself or someone else.
- the student discloses child abuse.
- a judge orders the disclosure.
- the school counsellor discusses a situation with another counseling professional as a consultation.

Duty to Report Suspected Abuse

The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention. School personnel have ongoing contact with children and youth and are often the first to notice changes in behaviour or appearance. Research indicates that the confidence of staff to detect indicators of abuse, respond supportively and report to authorities is enhanced with regular communication about warning signs and procedures for reporting.

It is important to note the following:

- It is mandatory to report, and permission is not required.
- It is the responsibility of the person who has recognized issues of concern or received reports regarding the child to notify Child and Family Services, the Child Abuse Hotline or the police/RCMP. Notification must come from the person who received the information first hand and not from a third party.
- It is not the role of the school to investigate suspected abuse.

TEACHER ADVISORS

The Teacher Advisor (TA) exists to ensure that each student has at least one adult advocate. The connection between the TA and students is critical for communication, advice, goal setting, planning and monitoring. TA groups consist of 2 or 3 students from each grade (Jr. High – Grades 7, 8, 9 and Sr. High – Grades 10, 11, 12). A student will have the same TA for all three years of Jr. High or Sr. High.

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Policies and Procedures

Risk Management

Rundle has a comprehensive risk management program. Please review our [overview](#) for further details.

Health and Safety Program

As directed by Bill 30, 'An Act to Protect the Health and Well-being of Working Albertans', Rundle has established, in consultation with the Health & Safety Committee, a health and safety program that includes the following elements:

- a health and safety policy that states the policy for the protection and maintenance of the health and safety of Rundle employees;
- identification of existing and potential hazards to employees, including harassment, violence, physical, biological, chemical or radiological hazards and measures that will be taken to eliminate, reduce or control those hazards;
- an emergency response plan;
- a statement of the responsibilities of Rundle leadership and staff;
- a schedule and procedures for regular inspection of Rundle facilities;
- procedures to be followed to protect the health and safety when another employer or self-employed person is involved in work at Rundle, including criteria for evaluating and selecting and for regularly monitoring those employers and self-employed persons;
- health and safety orientation and training;
- procedures for investigating incidents, injuries and refusals to work;
- procedures for staff participation in health and safety, including inspections and the investigation of incidents, injuries and refusals to work;
- procedures for reviewing and revising the health and safety program if circumstances at Rundle change in a way that creates or could create a hazard to staff;

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- any elements set out in the regulations.

The health and safety program must be reviewed every three years or more often if there is a change in circumstances at Rundle that creates or could create a hazard to staff, and revised as appropriate.

ANAPHYLAXIS GUIDELINES

Anaphylaxis is defined as a severe allergic reaction that can involve several body systems and lead to death if untreated. In 2015, new guidelines for anaphylaxis were introduced for schools in Canada. In response, Rundle College has established [policy and procedures](#) that reflect the recommended practices.

The purpose is to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

Parents of students with severe allergies must advise the principal and homeroom teacher / teacher advisor (TA) about the student's severe allergy when the allergy is diagnosed, at the beginning of each school year, or when the student changes schools.

The principal must ensure that all faculty and staff receive appropriate training and that students are aware of the risk, the consequences, avoidance strategies and emergency plans associated with anaphylaxis. The principal will also work with the parents of affected students to personalize emergency plans.

ATTENDANCE

The faculty of Rundle College Academy understands that attendance is a critical factor in the academic success of our students. This factor is supported by the Education Act which states that students are required to attend school regularly and punctually.

In the Elementary and Junior High, attendance of each student is recorded by teachers on a day by day basis. In the Senior High, attendance of each student is recorded by teachers on a class by class basis.

PUNCTUALITY

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Students are required to be in their homeroom/TA no later than 8:15 AM. Parents/guardians are asked to notify the office by telephone (403-250-2965) or by email pumphrey@rundle.ab.ca by 8:10 if their child will be late for school.

Students arriving late must sign in at the office.

COMMUNICATION OF ATTENDANCE AND LATES

Teacher Advisors will initiate and maintain contact with parents so that the school is aware of reasons for all absences and lates. Continuous and consistent communication ensures that parents are aware of any possible effects that absences may have on a student's progress, and it ensures that the student is aware of any homework, assignments, or tests.

In addition to this communication, school administration will address a student's increasing absences in the hopes of resolving issues before they adversely affect the student's academic performance.

ABSENCES

For ongoing absences of Elementary and Junior High students, the Homeroom Teachers or Teacher Advisors will inform the parents of students who accumulate seven days away. If absences reach ten days, Student Services will contact the parents with the intent of identifying any underlying reasons and resolving any issues that have caused the absences. If absences in a course reach ten days, then school administration will intervene.

For ongoing absences of Senior High students, the Teacher Advisors will inform the parents of students who accumulate five absences in any class. If absences reach seven in any given class, Student Services will contact the parents with the intent of identifying any underlying reasons and resolving any issues that have caused the absences. If absences in a course reach ten classes, school administration will intervene.

LATES

In Elementary and Junior High, if a student is late to school ten or more times in a semester, Homeroom Teachers or Teacher Advisors will inform parents in an effort to resolve any issues that might be causing tardiness. If lates continue to accumulate, Student Services may be called to assist in the resolution of the situation.

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In Senior High, if a student is late to any given class eight or more times in a semester, the Teacher Advisor will inform the parents in an effort to resolve any issues that might be causing tardiness. If lates continue to accumulate, student services may be called in to assist in the resolution of the situation.

EXTENDED ABSENCES

In cases of planned absences, we ask parents to notify the office in advance. It is the responsibility of the student to make up work missed while absent.

BUSING

Students will conduct themselves on the bus in accordance with the Rundle Academy Code of Conduct. Misconduct reports and possible consequences (e.g., suspension from bus) will be issued for the following misbehaviors:

- refusing to obey the driver
- failing to remain seated when the bus is moving
- obscene language
- distracting the driver
- throwing waste or objects on or out of the bus
- scuffling and fighting
- disrespect to others
- any other behaviour that violates the Rundle College Code of Conduct.

CELL PHONE USE

Students making phone calls on their cell phones need to do so in designated areas, such as at the main office or in the outdoor courtyard. Student cell phones should be used for educational purposes only; teachers may confiscate a phone if it is being used inappropriately. Students may listen to music in class at the discretion of the teacher and only if it does not cause a distraction. Students may not wear headphones/earphones in hallways, but they may be used in designated areas before/after school and at lunch (senior high) (ie, in front of school or courtyard). Phones should never be left unattended in the locker rooms or anywhere else.

SENIOR HIGH:

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Personal mobile devices (including but not limited to cell phones and smart watches) can be brought to school and can be used when appropriate according to the following guidelines.

Inappropriate use of a mobile phone when on school property include the following, but not limited to:

- In the washroom or change room areas.
- While conversing with one or more people in a social setting.
- While moving from one class to the next through hallways.
- During a class when the teacher has not given permission to use the mobile device (phones must be out-of-view with sound and vibration turned off while in class).
- During any form of assessment (phones must have sound and vibration turned off and must be stored in a location dictated by the teacher during any form of assessment).
- During co-curricular events, including practices, rehearsals, competitions or meetings.
- During assemblies, special presentations or group activities.
- While driving a vehicle.

Personal phones or communication devices should be away during classes and class times unless otherwise instructed by a staff member

JUNIOR HIGH:

Mobile phones (and other similar devices) can be brought to school but must remain off or silent and completely out-of-view while students are on the school campus unless being used with the specific authorization of a teacher. Any phone in view and on-site, used without teacher consent, may be confiscated and securely held until the end of the school day, at which point it can be collected by the student. Repeat offenders will be sanctioned in line with our existing Code of Conduct.

Rundle College / Rundle Academy assumes no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices at their own risk.

Video Surveillance System

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The facilities of Rundle Academy are used primarily for its students, and there are also rental groups at various times. Although uncommon, over the years there have been vehicle accidents in the parking lot as well as acts of theft and vandalism inside and outside the school. As a result, video surveillance cameras were installed a number of years ago that view the main office and the outside perimeter of the school for the purpose of school safety and security. The design and operation of the video surveillance system minimizes privacy intrusion to the greatest extent possible. The live video feed is used for security monitoring and recordings are reviewed only in the event of an investigation of an incident. All recordings are deleted once no longer required and the only employees with access to the system are the facility operators and administrators.

Animals in Schools

Providing for the inclusion of animals in schools is recognized as an opportunity for significant, motivational experiences that enhance learning. The inclusion must take into consideration the health and safety of students, staff and animals.

Dogs are not permitted on school grounds in accordance with the City of Calgary Bylaw 47M2021 (13.1.a) with the exception of accredited Service Dogs accompanying an individual: The owner of a dog must ensure that such dog does not enter or remain in or on a school ground.

For further details, please refer to [Animals in Schools](#).

Acceptable and Unacceptable Behaviour

DISCIPLINE AND BEHAVIOUR

Discipline at Rundle Academy is based on the Rundle College Code of Conduct. Our goal is for students to develop self-discipline, responsibility and a positive self-concept. We believe that students are generally well behaved but at times may act impulsively or irrationally. Our approach to dealing with problems will reflect this belief.

The staff will endeavour to deal with disciplinary problems in an objective and professional fashion, treating each child in light of individual needs and considering each incident as a learning situation. Our goal in discipline is to develop the student's self-awareness and to ensure the student understands the impact of their actions on others. Teachers will administer consequences initially but if the frequency and/or severity of misbehavior increases,

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administrative intervention will occur. Serious offenses such as drug use or possession, aggression, major defiance and creating a threat to self or others will be immediately referred to administration for intervention. Parents and administration will be informed of all incidents requiring significant intervention.

Student Responsibilities¹

A student, as a partner in education, has the responsibility to:

- a. attend school regularly and punctually.
- b. be ready to learn and actively engage in and diligently pursue the student's education.
- c. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- d. respect the rights of others in the school.
- e. refrain from, report and not tolerate 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.
- f. comply with the rules of the school and the policies of the board.

¹ Education Act s31



- g. \eryone authorized by the board to provide education programs and other services.
- h. be accountable to the student's teachers and other school staff for the student's conduct,
- i. positively contribute to the student's school and community.

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.² "Cyberbullying" is a bullying that involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

"Bullying" also means the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.³

The third week in November in each year is Bullying Awareness and Prevention Week and serves to promote awareness and understanding of bullying and its consequences in the school community.⁴

At the same time, bullying can be both a reprehensible act and a complex behaviour with multiple variables. The aim of [this document](#) is to share Rundle's approach to bullying and to provide understanding and transparency to our community.

SUSPENSIONS AND EXPULSIONS⁵

A student may be suspended from school for one or more class periods or courses, from school transportation, or from any school-related activity or event for failing to comply with the expectations described in Rundle's Code of Conduct, or for misconduct that is injurious to the physical or mental well-being of others in the school, or for distributing an intimate image of another person as described in section 3.2. A student may be suspended whether or not the

² *Education Act s1(1)(d)*

³ *Education Act s1(1.1)*

⁴ *Education Act s35*

⁵ *Education Act s36 and s37*



misconduct occurs within the school building or during the school day.

Students may be expelled from Rundle for willful, blatant, and repeated behaviour that fails to comply with the expectations described in Rundle's Code of Conduct, or for misconduct that is injurious to the physical or mental well-being of others in the school, or for distributing an intimate image of another person as described in section 3.2, or for consuming marijuana, alcohol or using illegal drugs on an overnight trip. A student may be expelled whether or not the misconduct occurs within the school building or during the school day.

Parents/Guardians must be aware that their contracts with Rundle state that there will be no refund of fees in cases of expulsion.

LIMITATIONS

The exercise of any right or the receipt of any benefit in this Code of Conduct is subject to the limitations that are reasonable in the circumstances under which the right is being exercised or the benefit is being received.⁶

18-YEAR-OLD STUDENTS

Many students will celebrate their 18th birthday while in senior high school. At that time, students legally become 'independent students' and are entitled to exercise all of the rights and powers pertaining to the access of information held by Rundle College.

Rundle College operates in the same manner for all students regardless of their age. Students turning 18 that are considering changing their legal status will request a meeting with the Principal to discuss the process.

PROHIBITED ACTIVITIES

No person shall disturb or interrupt the proceedings of a school, disturb or interrupt the proceedings of a school meeting or board meeting, loiter or trespass in a school building or on property owned by a board, or conduct themselves in a manner detrimental to the safe operations of a school.⁷

⁶ *Education Act s(2)*

⁷ *Education Act s256*



CONSEQUENCES AND UNACCEPTABLE BEHAVIOUR

Any behaviour which occurs either at school or in public which has the effect of seriously jeopardizing the good name and reputation of Rundle will lead to consequences as severe as suspension or recommendation for expulsion.

APPLICABILITY

A student may be suspended or be recommended for expulsion if the student fails to comply with the Code of Conduct or if the student's conduct, whether or not the conduct occurs within the school building during the school day or by electronic means, is injurious to the physical or mental well-being of others in the school.

INDIVIDUALIZATION, SUPPORT and RESTORATIVE JUSTICE

Within each school, incidents of unacceptable behaviour will take account of the student's age, maturity, and individual circumstances. Each school will provide reasonable support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, through school personnel or referral to professional support outside of Rundle.

Rundle's approach to discipline has historically been aligned with applicable legislation, common law, and the best practices of similar schools. Details of this approach are described in the document, Student Discipline, Contracts, Searches, Student Records, Suspension, and Expulsion.

Rundle has adopted a fulsome implementation of the principles of restorative justice:

- Traditional discipline focuses on punishing the individual as a core response. Rundle's value of "Together" has flourished in recent years and is prompting a more collective approach to behaviour in our community.
- The codification of discipline allows for more consistent application of consequences across situations. For example, warning... short suspension... long suspension... expulsion. However, the consistency at times may sacrifice equity and the context of each situation. Rundle's commitment to [personalization](#) of the student experience challenges us to consider a unique response to each discipline situation.

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- Alberta's [Teaching Quality Standard](#) describes how schools should enhance understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values. [Restorative justice](#) is an integral part of indigenous practice.
- The promotion of diversity, equity and inclusion in schools is intrinsically tied to the concept of justice. Police incidents and demonstrations during the summer of 2020, tied with widespread social media bandwidth, pushes schools to learn more about non-adversarial approaches to discipline.

Restorative justice has been building momentum in schools for several years. Further information can be found in [A Case for the Restorative Approach in Schools; Restorative justice offers better way to discipline students than suspensions, some educators say](#)).

STUDENT WELLNESS

Physical wellness is highly valued at Rundle. The possession or use of tobacco, inhalants (including vape apparatus, e-cigarettes), marijuana, alcohol, or illegal drugs in any and all activities related to Rundle will face consequences as severe as suspension and recommendation for expulsion. Students under the influence of marijuana, alcohol, or illegal drugs in any activities related to Rundle will also face consequences as severe as suspension or recommendation for expulsion.

CHILD PROTECTION

Rundle is committed to doing everything possible to protect the safety and welfare of its students. This section presents a summary of the protocols in place to create a safe and respectful environment.

- Duty to Report Child Abuse
 - The *Child, Youth and Family Enhancement Act* imposes the duty to report on a person who believes a child is in need of intervention. It is mandatory to report, and permission is not required.
- Volunteers
 - Volunteer Guidelines are in place to protect students. Volunteers must provide Rundle with a Police Information Check completed within the past 12 months.

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- Volunteers must also report to the event leader as soon as possible if there is reasonable and probable grounds to believe a child is being harmed or in danger of being harmed.
- Hazing
 - Hazing involves traditions or rituals expected of someone joining (or maintaining membership in) a group or organization that humiliate, degrade or harm the person, but that are usually framed as community or team building.
 - No student shall organize, participate or engage in the hazing of another person.
- Reference Checks for New Hires
 - As a component of new staff reference checks, previous supervisors of prospective employees are asked directly if they have any knowledge if the candidate has ever been the subject of a substantiated report of child abuse or sexual misconduct.
- Staff Evaluations
 - Staff working with children must be especially mindful to maintain profession and appropriate boundaries with students and to complete child protection training (e.g., *Respect in Schools*).
- Risk Assessments
 - Child protection is distinctly considered in the creation of risk assessments for field trips. To mitigate risk, Rundle requires direct supervision of students by Rundle staff or else background checks for anyone working alone with students; child protection training for staff; and transparent and accountable practices.

STUDENT SERVICES

The quality of the student services offered in a school has a dramatic impact on its culture and environment. Students need to feel supported personally, emotionally, academically, and in terms of their future education and career choices. The school counsellor is instrumental in providing this support in a timely and meaningful manner. All faculty maintain a strong working relationship with the school counsellor to communicate any pertinent student concerns or observations.

CONFIDENTIALITY

Students are informed of confidentiality and the limits of confidentiality during the initial session. Professionally acquired information is kept confidential. Information is not shared with third parties unless the student provides informed consent or a

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professional or legal obligation exists that requires that the Counsellor share such information without the student's consent.

Professional or legal obligations include such situations as when:

- the school counsellor believes that the student is in danger of hurting himself/herself or someone else.
- the student discloses child abuse.
- a judge orders the disclosure.
- the school counsellor discusses a situation with another counseling professional as a consultation.

For additional details about Rundle's counselling services in particular, please review [this document](#).

PSST WORLD - REPORT IT!

[Report It!](#) is a secure, anonymous, and confidential safety tip line. You do not have to provide your name unless you want to. The report will be forwarded to the proper adult to help resolve the situation.

Tips are only monitored during your school's operational hours. If this is an emergency or you or someone you know is in danger or harm's way, please call 911 immediately.

DISPERSION OF MEDICATION

DRESS CODE

Below reads the regular [uniform guidelines](#).

Rundle's dress code is part of our tradition as an independent school. The school expects that a student will be neat, well-groomed and in clean dress at all times. Students are permitted to enter the school in street clothes but must change into their uniform immediately upon entry. All students in the building must be in proper attire with a uniform that is neat and presentable. Teachers will address uniforms concerns with students as they arise, involving administration is appropriate. Students will be required to wear the complete uniform on all school field trips, unless otherwise specified by their teacher.

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Each Friday is designated as a 'no tie Friday' or, alternately, "bow-tie Friday" and the last Friday of each month is "Dress Down Day" where uniforms are not required but appropriate attire is expected.

Parents order uniforms directly through Top Marks, at www.topmarks.ca. To order online, parents must set up an account. Our school code is RUN01. Uniform components must be purchased through the uniform exclusively, with the exception of the black belt, grey socks, and black leather dress shoes.

The Rundle Academy student uniform has been reviewed and traditional guidelines inherent in the history of Rundle College will now be the norm with some minor revisions.

- Students will be expected to be in full standard uniform for all other classes.
- On occasion, students may require activewear for activities planned. Teachers planning such activities will be required to obtain pre-approval.
- Scheduled dress-down days will take place on the last Friday of each month.
- Additional days with specialized clothing allowances will be scheduled throughout the year with approval by the administrative team.

[Uniform Components](#)

Shoes

All dress shoes must be black polishable (leather best option) shoes with a heel height not exceeding 1". No boot style or athletic or slipper-like footwear are permitted. Shoes are to be kept clean and polished at all times.

Gym Strip

Rundle Academy has a school gym strip (shorts, T-shirt, pants, long sleeve options) that is compulsory for all Elementary and Junior High students to wear during their Physical Education classes. They can be purchased from the Rundle Uniform Store. Students in Senior High Physical Education classes wear their own athletic gear appropriate for the class and as outlined by their teacher.

Athletic Attire

On game days only, students are permitted to wear their team jerseys over top of their uniform. It is strongly encouraged that the entirety of the team participate in this ritual.

Spirit Days:

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Students will be permitted to wear a Rundle spirit sweaters or jersey on scheduled days. This includes generic Rundle swag items or items connected to a particular team or club. This will provide the opportunity for every student to embrace Rundle spirit regardless of the activities they are involved in. Other than on Spirit Days each month, students will wear the standard uniform components only.

House Shirt Days:

Students are expected to wear their house shirt along with uniform bottoms on specific House Team Days. These occur once a month. Students can wear these shirts during spirit wear days, if they so choose, as well.

Appearance

Students are expected to be respectable and presentable members of the community and so appropriate appearance and proper hygiene are the norm.

Hats are not a part of the uniform and it is expected that they be taken off upon entering the building. This includes dress down days. A hat may only be worn with specifically approved situations or days as communicated by administration.

FIELD TRIPS

Field trips are organized by Rundle Academy staff. Students are expected to return legal paperwork and applicable fees to the Teacher Advisor. Unless otherwise instructed, all students must wear their complete uniform and behave in accordance with the expectations of the school.

Some field trips require a fee to be paid and these, along with informed consents, are generally posted on PowerSchool for parents to view and make payments. [This link](#) explains how payments and refunds are managed.

PAYMENT AND REFUND POLICY FOR SCHOOL EVENTS AND ACTIVITIES

The purpose of this policy is to establish a standard for parents to make payments and request refunds for school events or activities.

Payments

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Payments for events and activities under \$4 000 are processed by credit card through PowerSchool.

The first \$1 000 of events and activities that cost over \$4 000 are also paid by credit card through PowerSchool. The remaining payments are made by cheques payable to 'Rundle College'.

Refunds - Student Initiated

A parent with a child that withdraws from an event or activity will receive a refund minus the amount that has already been spent, committed, or is otherwise unsalvageable. Based on the timing and context of the situation, the amount of the refund will range between 0% and 95% of the money paid.

Refund details:

- 5% of the cost of every payment made through PowerSchool is automatically committed to an administrative fee and is non-refundable.
- Refunds for events and activities that involve cancellation insurance (e.g., major trips) will be processed according to the terms of the insurance policy.
- Payments made through PowerSchool will be refunded as a credit; payments made by cheque will be refunded by cheque. Payments made by a combination of credit card and cheque will be refunded by cheque.

Credit in a PowerSchool account can be applied to future events and activities or carried over to the next school year. When a student leaves Rundle, the balance will be transferred to a sibling or refunded, if requested. If there is no sibling and the school does not receive a refund request, then the remaining balance will be transferred to the school to be used to support student programs at the discretion of the principal.

If a parent wishes to appeal the amount of the refund due to extenuating circumstances, the Principal will form a committee of three (e.g., Principal, event or activity leader, Assistant Headmaster) to review the appeal and make a final decision.

Refunds - School Initiated

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When the school withdraws a child from an event or activity, the family will receive a full refund of the monies that have already been contributed by the family to date.

Refunds of payments made through PowerSchool will be processed as a credit on PowerSchool; payments made by cheque will be refunded by cheque. Payments made by a combination of credit card and cheque will be refunded by cheque.

Credit in a PowerSchool account can be applied to future events and activities, transferred to a sibling, carried over to the next school year, or refunded when the student leaves Rundle.

CRISIS RESPONSE

Evacuation, lockdown and other drills are scheduled throughout the year. Please see [full procedures](#).

ILLNESS OF STUDENTS

Students who feel ill are sent to the office accompanied by a teacher if necessary. The student will be referred to the administrative assistant and will be allowed to sit outside the office or in the infirmary until parents or guardians have arranged to pick up the student.

Students who require medication are expected to take it at home under the direction of a parent. The staff will not dispense any medication to students.

LOCKERS/LOCKS

Some students will be provided with locks and lockers. These students will have their lockers locked at all times and should not share their combinations with anyone. Only locks supplied by the school will be used. Locks are rented from the school and if lost a replacement must be purchased.

LUNCH AREA AND VENDING MACHINES

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Most students attending Rundle Academy bring their own lunches and a designated eating area is set out for all students. Juice and snack machines may be available in the lunch area.

Please note that during the pandemic, use of high touch surfaces are not recommended and therefore lunch and snack options may be altered or not available.

OFF-CAMPUS RULES

Elementary and Junior High students are not allowed off school property. Grade 9 students will earn off-campus privileges over the course of the year and could be allowed off-campus as often as twice a week. Senior High students are allowed off the school property when not in class, but must first sign out at the main office.

GYMNASTICS OR ACROBATICS AT SCHOOL

We are aware that many of our students participate in competitive and high levels of gymnastics, cheer, and acrobatics outside of school. In order to ensure the safety of all of our students who might try to mimic the moves they see others do, we ask that pyramid building, gymnastics tumbling and other high risk movements (especially when the student is inverted or upside down) not take place on school grounds, at recess or during Child Care. Our teachers are not qualified to supervise this level of athletic risk on our campus.

From time to time, special programs (for example, Physical Education classes with Fit Set Ninja) will provide opportunities for all students to safely practice more challenging balances and movements under the supervision of qualified instructors.

OFFICE HOURS

The school office is open between 7:45 AM and 4:00 PM from Monday through Thursday and between 7:45 AM and 3:00 PM on Friday.

OUT OF BOUNDS AREAS

There are some areas of the school that are out-of bounds to students without the direct supervision of a teacher. These areas include:

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- Classrooms – before school, during lunch and after school.
- Teachers’ parking area.
- Staffroom
- Photocopy Room
- Science Lab
- Learning Commons
- Main Office
- Art Room
- Music Room
- Weight Room (unless otherwise arranged)
- Lunch – students are allowed only in the field east of the school and in the Rundle Academy playground area.

PARKING

Students of age, with parental permission, may drive to school. Administration reserves the right to take away driving privileges from students whose driving has been determined as unsafe in the parking lot or near the school. Student parking will be provided between the Elementary/Jr High and Sr High buildings. This lot is designated as a “back in only” lot, to ensure a high level of safety when students are leaving at the end of the day. Students are not to be driving other students to and from Rundle events.

Parking on 16th street requires specific care as students will potentially be crossing the street and need to be aware of traffic. This is also where buses park, thus adding another need for care in this area. Students who are meeting their vehicles on 16th street are encouraged to walk to the cross walk to cross the road.

Parking in the area designated for city transit (in front of the Sr High building) is not allowed. This is a ‘no parking’ area from the city of Calgary and also prevents the city bus from stopping at its designated stop. This creates a concern for those students looking to take city transit.

Please see this link for [traffic routines](#).

Damage or Loss of Property to a Vehicle

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Rundle is not responsible for any damage to any vehicles (student, staff, family, or any other visitor) on its property regardless of how the damage occurred, nor for the loss or theft of any property from any vehicle.

PERSONAL PROPERTY

A student's personal property remains the responsibility of the student. Students are encouraged to leave valuable items at home. All items should be stored in lockers and combinations should not be shared with anyone. No valuables should be left in the locker rooms at any time.

STUDENT SEARCHES

Administrators who have reasonable grounds to believe that there has been a breach of school rules or discipline, or that there is a threat to school welfare or safety, may conduct a search of the following:

- students;
- school desks, lockers, tote boxes, and school storage areas used by students;
- items belonging to students that are on school property (including backpacks, clothing, and purses);
- files stored on school computer resources.

School lockers are the property of Rundle College and are used by the students only with the permission of the school. As a result, students should know that so that they have a reduced expectation of privacy and that the school has the right to search lockers, including removal of locks.

SUSPENSION AND EXPULSION

Suspensions and expulsion follow the directives in Alberta Education's *Guide to Education*. Senior high students and their parents are asked to sign and submit a specific [field trip pledge](#) to not consume alcohol or illegal drugs on major field trips.

TEXTBOOKS

Subject teachers may issue textbooks and each textbook has an identifiable number. Students are responsible for returning all textbooks in good condition and they will be billed for lost or damaged textbooks.

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VISITORS

All visitors to the school are to report to the office to sign in and pick up a lanyard to wear. Visitors are not to proceed to classrooms or any other parts of the school without first speaking to the administrative assistant.

Creating a Safe and Respectful Learning Environment

Creating a Safe and Respectful Learning Environment: Sexual Orientation, Gender Identity and Gender Expression⁸ and Support for Student Organizations

The mission of Rundle College Society is to create a nurturing, engaging environment that provides an enriched, personalized education, preparing students for an ever-changing world. The policies and procedures described in this document represent a practical expression of our mission, and they align with Alberta Education's commitment to an equitable and inclusive education system.

Sexual Orientation, Gender Identity and Gender Expression

Policy

Rundle College Society is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, trans⁹, two-spirit, queer, questioning and/or as gender-diverse their sexual orientation, gender identity, or gender expression. Rundle College Society expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

⁸ Adapted from Edmonton Public School Board [Policy, Objective and Regulations](#).

⁹ Some individuals identify with terms such as transgender, transsexual, gender fluid, gender diverse and agender. We have chosen to use the word trans in this document as an inclusive, continually evolving umbrella term commonly used to describe individuals whose gender identity and gender expression differ in some way from the sex they were assigned at birth. While we recognize this umbrella term may not fit for everyone, our intention is to be as inclusive as possible.

Self-identification is recognized as the sole measure of an individual's sexual orientation, gender identity, or gender expression.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act*, and the *School Act / Education Act*. This right shall be supported and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. Rundle College Society will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

Rundle College Society believes that all students, staff and families, including those in a sexual or gender minority, have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner;
- have equitable access to the same supports, services, and protections;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

Rundle College Society is committed to implementing measures that will:

- define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects;
- ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures;
- improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities; and
- develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that everyone,

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including those in sexual and gender minorities, are welcomed and treated with respect and dignity in all aspects of the school community.

Objective

School staff are expected to ensure a welcoming, supportive environment for all members of the community, including sexual minority staff, students and families.

Regulations

A. LEADERSHIP

The principal shall:

- ensure all aspects of this regulation are clearly communicated to all staff, students, and families;
- ensure staff address and provide appropriate remedial consequences for all interactions involving the use of homophobic, transphobic, and sexist comments, behaviours and actions, whether they occur in person or in digital form;
- ensure staff know their professional responsibility to identify discriminatory attitudes and behaviours, and create caring, respectful and safe learning environments;
- ensure awareness and adherence to all Rundle College Society policies with respect to diversity, equity, human rights, sexual orientation, gender identity, discrimination, prejudice, and harassment;
- ensure staff utilize language and educational resources and approaches that are inclusive, age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- provide inclusive and respectful services and supports to everyone, including those in sexual and gender minorities;
- ensure staff work proactively to eliminate systemic inequities and barriers to learning for everyone, including sexual and gender minorities;
- support the establishment of student organizations and support groups where interest by students has been expressed;
- inform the school community that the school counsellors will serve as safe contacts for all students, including those in sexual and gender minorities;

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- direct staff members to not refer students to programs or services that attempt to fix, change or repair a student's sexual orientation, gender identity or gender expression;
- ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously; and
- ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.

B. STAFF

Rundle College Society is a safe and respectful working environment where diversity is valued and embraced and staff are supported and treated with respect. All staff share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment of any kind, including complaints based on sexual orientation and gender identity, shall be promptly investigated and resolved by administration.

C. EMPLOYMENT PRACTICES

Rundle College Society engages in employment practices which:

- are free of bias resulting from any prejudice, including prejudice related to sexual orientation and gender identity; and
- ensure equal opportunity for employment and advancement.

D. PROFESSIONAL DEVELOPMENT

To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, Rundle College Society will provide professional development opportunities to assist staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create safe, inclusive, equitable, and respectful schools.

E. TEACHING AND LEARNING RESOURCES

Teaching and learning resources shall be chosen and updated to promote critical thinking and should include age-appropriate materials that accurately reflect the

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diversity of Canada, including sexual and gender minority families, cultures, and communities.

SCHOOL-COMMUNITY PARTNERSHIPS

To foster community involvement, each school's Parent Advisory Council (PAC) will serve in an advisory role to be a voice for students and families and to support the effective implementation of this regulation.

F. GENDER IDENTITY AND GENDER EXPRESSION

To support the safety, health, and educational needs of students who identify as, or express themselves as, transgender or transsexual persons, Rundle College Society staff shall adhere to the following recommended practices wherever possible and appropriate:

Names and Pronouns:

Any person in the Rundle College Society community has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity or gender expression. Anyone requesting a change in name or use of pronoun will be required to submit that request in writing, including the specific way to reference the student in school documents as well as to peers, parents, guardians, or other adults outside of the Rundle College Society community.

Official Records and Communication:

When requested by an independent student, or the parent/guardian, documents in the student's official record from that day forward will be changed to reflect their consistently preferred name, sex, or gender. From then onward, all school forms and records shall be changed to ensure that the student's preferred name and sex or gender is current on class lists, timetables, student files, identification cards, etc.

The school will inform the independent student or parent/guardian of limitations regarding their chosen name and gender identity or gender expression in relation to official school records that require legal name designation. A legal name change is required to alter official Alberta Education documents.

Gender-Segregated Activities:

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To the greatest extent possible, Rundle College Society will reduce or eliminate the practice of segregating students by gender, with the exception of already established single gender-based programs. In classroom activities or extracurricular programs where students are segregated by gender, all students should reasonably be given the option to be included in the group that corresponds to their consistently asserted gender identity or expression.

Athletics and Changing Room Accessibility:

Rundle College Society shall proactively review their Athletic Handbooks to ensure they are inclusive of sexual and gender minority students, and that they align with the policies of the Alberta Schools' Athletic Association (ASAA). Students shall not be asked or be required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to reasonably participate in any gender-segregated activities in accordance with their consistently asserted gender identity or expression, if they so choose.

All students shall, subject to safety considerations, have access to changing rooms that correspond to their consistently asserted gender identity or expression. In changing rooms that require undressing in front of others, students who desire increased privacy for any reason (e.g., medical, religious, cultural, gender identity, etc.) shall be provided with an alternative changing room that best meets their individual needs and privacy concerns.

Restroom Accessibility:

All students shall have access to a restroom that allows for appropriate privacy and that does not significantly disrupt the school environment. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom access. The principal shall ensure that individual solutions to restroom access are implemented with respect and discretion.

Dress Code:

Within the limits defined by the Rundle College Jr. Sr. High Student Dress Code, all students have the right to dress in a manner consistent with their gender identity or gender expression.

Resolving Conflict:

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The school's administration shall be the final determiner of disputes that may arise with regard to each student's participation in school activities. Furthermore, the resolution of any conflict will involve reasonable accommodation and inclusiveness.

Support for Student Organizations

Policy

Students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

Procedures

1. If one or more students request a staff member for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
 - a. permit the reasonable establishment of the student organization or the reasonable holding of the activity at the school, and
 - b. designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
2. An organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
3. Subject to the approval of the principal, the students may select a respectful and inclusive name for the organization based on the context of the organization. Examples may include 'taste of diversity', 'students against drunk driving', 'health and wellness committee', 'random acts of kindness', 'prom promise' and 'gay-straight alliance'.

Bullying Awareness and Prevention Week

The 3rd week in November in each year is Bullying Awareness and Prevention Week and its purpose is to promote awareness and understanding of bullying and its consequences in the school community.

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Bullying

At the same time, bullying can be both a reprehensible act and a complex behaviour with multiple variables. The aim of [this document](#) is to share Rundle's approach to bullying and to provide understanding and transparency to our community.

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Rundle College Society

Student Code of Conduct¹⁰

The Board of Directors originally established a Code of Conduct when Rundle College Society ("Rundle") was founded in 1985. In accordance with the *Education Act*¹¹, the Code of Conduct is now made publicly available, reviewed every year, and provided to all staff, students and parents/guardians.

The Student Code of Conduct contains:

1. Purpose and Rationale
2. Prohibited Grounds of Discrimination
3. Acceptable and Unacceptable Behaviour
 - 3.1 Student Responsibilities
 - 3.2 Bullying
 - 3.3 Academic Integrity
 - 3.4 Use of Technology
 - 3.5 Dress Code
 - 3.6 Conduct Detrimental to the Safe Operations of the School
4. Consequences of Unacceptable Behavior
 - 4.1 Applicability
 - 4.2 Individualization and Support
 - 4.3 Student Wellness
 - 4.4 Suspensions and Expulsions
5. Limitations

1. Purpose and Rationale

The purpose of this Student Code of Conduct is to provide a clear standard for student behaviour that is acceptable in the Rundle community. It is based on the rationale that the Rundle community of students, parents/guardians, and staff will focus on providing welcoming, caring, respectful and safe learning environments. Students will display positive attitudes and behaviour suggesting they are serious about all aspects of their school experience, will respect each other's person and property, and will adhere to a high standard of moral and ethical conduct.

¹⁰ Updated August, 2023

¹¹ Education Act s33(3)

2. Prohibited Grounds of Discrimination and Harassment

All persons are equal in dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.¹² Rundle does not condone any form of discrimination based on these prohibited grounds.

Harassment means any inappropriate conduct, comment, display, action or gesture by a person that constitutes a threat to a person's health or safety or that is likely to create a hostile environment. It involves either repeated conduct, comments, displays, actions or gestures or a single, serious occurrence of conduct, a comment, a display, an action or a gesture that has a lasting harmful effect. The effect could adversely impact a person's psychological or physical well-being. In cases of harassment, the person knew or ought reasonably to have known that their behaviour would cause a person to be humiliated or intimidated.

Harassment is a form of discrimination if it is based on one or more of the prohibited grounds listed above.

Examples of harassment include, but are not limited to: written, verbal or physical abuse; threats; derogatory remarks; jokes and practical jokes that result in embarrassment or awkwardness; innuendo or taunts; bullying; physical or verbal assault; displays of pornographic, racist or offensive signs, images or material; unwelcome invitations or requests, whether indirect or explicit; and patronizing or condescending behaviour.

3. Acceptable and Unacceptable Behaviour

3.1 Student Responsibilities¹³

A student, as a partner in education, has the responsibility to:

- a. attend school regularly and punctually,
- b. be ready to learn and actively engage in and diligently pursue the student's education,
- c. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- d. respect the rights of others in the school,
- e. refrain from, report and not tolerate 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,
- f. comply with the rules of the school and the policies of the board,

¹² *Alberta Human Rights Act, Preamble*

¹³ *Education Act s31*



- g. co-operate with everyone authorized by the board to provide education programs and other services,
- h. be accountable to the student's teachers and other school staff for the student's conduct, and
- i. positively contribute to the student's school and community.

3.2 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.¹⁴ "Cyberbullying" is bullying that involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Students must refrain from, report and not tolerate 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.¹⁵

"Bullying" also means the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.¹⁶

The third week in November in each year is Bullying Awareness and Prevention Week and serves to promote awareness and understanding of bullying and its consequences in the school community.¹⁷

3.3 Academic Integrity

Rundle has a high standard of accountability in its academic rigor. Our students have a high level of knowledge and competence upon graduation. This standard cannot be recognized when academic dishonesty occurs whether through active choice (e.g., copying someone else's work; plagiarism) or by collusion (e.g., providing work for someone else to copy). A breach of academic integrity is unacceptable and dishonest students will face consequences as severe as suspension or recommendation for expulsion.

3.4 Student Use of Technology Resources

¹⁴ *Education Act s1(1)(d)*

¹⁵ *Education Act s31(e)*

¹⁶ *Education Act s1(1.1)*

¹⁷ *Education Act s35*



Student behaviour will adhere to the Rundle 'Student Use of Technology Resources Agreement' that specifically governs the use and application of technology resources for all students.

3.5 Dress Code

Students at Rundle will adhere to their school's established dress code during school hours and on related excursions. In situations where students are not required to wear the standard uniform (e.g., Be You Days [dress down days], Spirit Days, House Shirt Days, Phys Ed and option courses, sports team practices, field trips, travel), students will dress in a manner that is modest, conservative, and promotes a positive image of Rundle. It is the responsibility of school personnel to address uniform concerns with student dress and deportment in all school-related activities.

3.6 Prohibited Activities

No person shall disturb or interrupt the proceedings of a school, disturb or interrupt the proceedings of a school meeting or board meeting, loiter or trespass in a school building or on property owned by Rundle, or conduct themselves in a manner detrimental to the safe operations of a school.¹⁸

4. Consequences of Unacceptable Behaviour

Any behaviour which occurs either at school or in public which has the effect of seriously jeopardizing the good name and reputation of Rundle will lead to consequences as severe as suspension or recommendation for expulsion.

4.1 Applicability

A student may be suspended or be recommended for expulsion if the student fails to comply with the Code of Conduct or if the student's conduct, whether or not the conduct occurs within the school building during the school day or by electronic means, is injurious to the physical or mental well-being of others in the school.

4.2 Individualization and Support

Within each school, incidents of unacceptable behaviour will take account of the student's age, maturity and individual circumstances. Each school will provide reasonable support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour, through school personnel or referral to professional support outside of Rundle.

¹⁸ *Education Act s256*

4.3 Student Wellness

Physical wellness is highly valued at Rundle. The possession or use of tobacco, inhalants (including vape apparatus, e-cigarettes), marijuana, alcohol, or illegal drugs in any and all activities related to Rundle will face consequences as severe as suspension and recommendation for expulsion. Students under the influence of marijuana, alcohol or illegal drugs in any activities related to Rundle will also face consequences as severe as suspension or recommendation for expulsion.

4.4 Suspensions and Expulsions¹⁹

A student may be suspended from school for one or more class periods or courses, from school transportation, or from any school-related activity or event for failing to comply with the expectations described in Rundle's Code of Conduct, or for misconduct that is injurious to the physical or mental well-being of others in the school, or for distributing an intimate image of another person as described in section 3.2. A student may be suspended whether or not the misconduct occurs within the school building or during the school day.

Students may be expelled from Rundle for willful, blatant, and repeated behaviour that fails to comply with the expectations described in Rundle's Code of Conduct, or for misconduct that is injurious to the physical or mental well-being of others in the school, or for distributing an intimate image of another person as described in section 3.2, or for consuming marijuana, alcohol or using illegal drugs on an overnight trip. A student may be expelled whether or not the misconduct occurs within the school building or during the school day.

Parents/Guardians must be aware that their contracts with Rundle state that there will be no refund of fees in cases of expulsion.

5 Limitations

The exercise of any right or the receipt of any benefit in this Code of Conduct is subject to the limitations that are reasonable in the circumstances under which the right is being exercised or the benefit is being received.²⁰

¹⁹ *Education Act s36 and s37*

²⁰ *Education Act s(2)*



COMMUNITY CODE OF CONDUCT

All students, family members and staff in the Rundle community have the right to be and feel safe and respected in our school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a safe, respectful and positive school climate. Rundle is committed to ensuring that all members of our school community are treated with dignity and respect while engaging in school activities, and to promoting an environment that is free from discrimination, harassment, abuse and violence. Being part of the Rundle community is a privilege, and everyone is expected to behave in an appropriate manner, treating others and property with respect and dignity.

The Community Code of Conduct applies to (a) parents, step-parents, guardians, grandparents, immediate and extended family members and caregivers of Rundle students and (b) volunteers, service providers and those involved in activities, events or communications related to Rundle.

The Community Code of Conduct applies whether on school property, in a virtual learning environment, on school buses, at school-related events or activities, before and/or after school programs or in other circumstances that could have an impact on the school climate and reputation.

Please see the full [Community Code of Conduct](#) for full details.

Student Life

ATHLETICS

Rundle Academy (the Rockies) competes in all CISAA interscholastic activities.

Full details of our Athletic program can be found in the [Athletic Handbook](#)

Sport Teams and Individual Endeavours Offered Include, but are not limited to:

- Cross-Country
- Volleyball
- Football
- Basketball
- Wrestling
- Badminton
- Soccer

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- Track & Field
- Rugby
- Golf
- Cheer
- Triathlon
- Ultimate Frisbee

Due to various circumstances, all events/teams may not run each year.

CLUBS

There are numerous clubs and groups that assemble during the lunch hour or after school. Some examples of established clubs are Student Council Prefects, Peer Support, Maker, Music, Volunteering, and Drama.

CO-CURRICULAR PROGRAMS

Co-curricular programs are very important to the students of Rundle Academy. They are essential for building pride in the school and they provide opportunities for our students beyond classroom experience. Students in the Junior and Senior High have at least one outdoor education experience each year. Elementary students are involved in day trips. Students are also encouraged to be involved in a variety of clubs and events throughout the year. Staff is also heavily involved in the school's extracurricular program throughout the year.

INTRAMURALS

Rundle Academy has an extensive intramural program. All students and teachers are divided into house team that compete in a variety of activities.

RALLIES AND ASSEMBLIES

School rallies will be held regularly for each division during the year. The purpose of the rally is to celebrate school success and recognize individual students in academic achievement, citizenship, leadership and extracurricular pursuits. There will also be periodic assemblies, which are of a more serious and formal nature and require the wearing of the dress uniform.

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SCHOOL PICTURES

School pictures can be ordered and purchased through Lifetouch Studios. Individual student pictures are taken in the fall and group pictures in the spring. Dress uniforms are required on these days.

SPECIAL LUNCHES

Special Lunch days are organized by volunteers each month through the [Healthy Hunger](#) program. Feel free to sign up and select Rundle Academy as your host school. Further details will be sent home at the beginning of the school year.

Student Recognition

HEAD's LIST and HONOUR ROLL

Academic excellence and achievement are recognized throughout the year at Rundle Academy. Students can be acknowledged by our Head of School, Dr. Rogers, by presenting how they lived the values of the school: Together, Be Kind, Be Curious and Be Well. The presentation requirements differ in each division.

The application for [Jh/SH Head's List](#) can be found here. Elementary will work on their Head's List with their teachers.

Students in junior and senior high can attain Honour Roll status during the year for achieving an academic average in the following ranges:

- Excellence – 90% to 100%
- Gold – 85% to 89%
- Silver – 80% to 84%
- Bronze – 75% to 79%

Senior High Honour Roll:

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Honour Roll standings are determined at the end of each academic year and are based on a student's average in their course work. Honour roll is determined on a 'per credit' value system so 5 credit core classes are weighted more than lower credit classes.

SCHOOL RALLIES

Students are also recognized for their contributions to the school community in the areas of citizenship, leadership and extracurricular activities during whole-school and division-specific rallies.

MOVES MOUNTAINS BREAKFAST

Rundle Academy hosts a Moves Mountains Breakfast each year in the spring to celebrate students who have demonstrated exemplary qualities in compassion, leadership, citizenship, determination, or personal integrity. Each teacher chooses a student who they deem has achieved their personal best despite overcoming significant learning challenges. What makes this tribute unique is that it goes beyond the academic or extracurricular endeavours and recognizes students that epitomize the school "We Move Mountains" motto.

AWARDS CEREMONY

The Rundle Academy Awards evening and afternoon assembly is held before final exams in June. Awards are presented to students for academics, leadership, citizenship and extracurricular involvement. More information on award requirements can be found here: [Elementary](#), [Junior high](#), [Senior high](#)

Technology

SCHOOL WEBSITE

All are welcome to visit the [Rundle Academy website](#)

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ONE TO ONE PROGRAM

Optimal student learning demands a learner-centered approach to differentiated instruction. As a result, a one-to-one computer program has been implemented to address the increased demand for technology in the classroom. The technology assigned to a student is to be considered one of many teaching tools available to teachers when implementing curriculum and teachers are eager to integrate technology where they feel it is appropriate. The academic goal of the one-to-one program is to help teachers and students find effective ways to enrich classroom learning using computers creatively and to meet personalized needs, styles, and approaches.

GOOGLE APPS FOR EDUCATION

Rundle College (including Rundle Academy) has established a Google Apps for Education account to support teaching and learning and to allow for easy sharing of documents, file storage, and connectivity within our schools and classrooms. Google Apps is a collection of free online applications, tailored specifically for educational institutions. These applications do not reside on the computer itself, but rather they are accessed through a Chrome web browser (<http://accounts.google.com>). Staff and students can access and share their school documents from any device, anywhere! While Google Apps for Education provides for greatly enhanced flexibility over traditional desktop software, it also allows students to work in a safe, protected environment. Although all documents are stored online, no one outside our district can access them. Google Apps for Education will enable us to take a big step toward developing a paperless environment in our classrooms.

While Google hosts these services off-site, Rundle College maintains the ability to manage users, groups, and settings much like other locally hosted systems. This means that Rundle College can grant and remove user access, and control other settings to ensure a safe and secure collaborative environment for students and teachers. Students have been informed that Google Apps at Rundle College are not private and that their accounts may be monitored for compliance with school policies. Students are expected to follow school rules when online just as they do in the classroom. The Student's Google username and password is the same as for Moodle.

CANVAS

CANVAS is a Learning Management System (LMS) also known as a Virtual Learning Environment (VLE). It is a platform for creating and delivering lessons which the students can access independently or in groups. It has become very popular among school districts in Alberta and around the world as a tool for creating online dynamic web sites for students. Teachers can

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post resources, or embed video and sound that the students can use to complete their assignments and for further independent learning. CANVAS is simply a box of tools on a single, robust, easy to use and customizable platform for teachers and learners.

POWERSCHOOL

PowerSchool is a widely used web-based Student Information System (SIS) supporting school districts in over 65 countries. PowerSchool is at the heart of the demographic data collection for student records. Students and parents are able to access PowerSchool from their home computers to get real time reports of student grades, attendance, schedules, announcements and more. Teachers will access PowerSchool to do attendance and manage their gradebook through the web as if it were a locally installed application.

SORA - DIGITAL LIBRARY

Rundle Academy is committed to bringing unique learning opportunities to our students and we are pleased to introduce a new, free reading service providing digital books through SORA. Our digital library is online with 24/7 access to audiobook and eBook downloads. It's convenient for students to check out titles anytime, anywhere with no worry about misplacing a book or running up late fees - these digital titles automatically return at the end of the lending period! To use SORA, students install free software on their computers or mobile devices, browse the secure website of more than 1000 titles, check out their selections using the same username and password used with CANVAS, then download to their computer or mobile device.

USE OF PERSONAL TECHNOLOGY

EXPECTATIONS

Mobile phones (and other similar devices including but not limited to cell phones, airpods and smart watches) can be brought to school but must remain off or silent and completely out-of-view while students are on the school campus unless being used with the specific authorization of a teacher. Any phone in view and on-site, used without teacher consent, may be confiscated and securely held until the end of the school day, at which point it can be collected by the student. Repeat offenders will be sanctioned in line with our existing Code of Conduct.

Inappropriate use of a mobile phone when on school property include the following, but not limited to:

- In washrooms or change room areas.

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- While conversing with one or more people in a social setting.
- While moving from one class to the next through hallways.
- During a class when the teacher has not given permission to use the mobile device (phones must be out-of-view with sound and vibration turned off while in class).
- During a class for personal use.
- During any form of assessment (phones must have sound and vibration turned off and must be stored in a location dictated by the teacher during any form of assessment).
- During co-curricular events, including practices, rehearsals, competitions or meetings.
- During assemblies, special presentations or group activities.
- While driving a vehicle.

When in a classroom setting, personal digital devices are to be stored in either a student's personal bookbag or in the storage bin provided in each classroom or personal locker. Any digital device used without teacher consent, may be confiscated and securely held until the end of the school day, at which point it can be collected by the student. Repeat offenders will be sanctioned in line with our existing Code of Conduct.

Senior High

Appropriate uses of mobile devices when on school property include the following, but not limited to:

- Lunch area and other public gathering places during study periods and breaks between classes, including lunch.
- During a class when the teacher has given permission to use the mobile device for the completion of an academic-related task.

Rundle College assumes no responsibility for theft, loss, or damage of an electronic device brought to school. Students bring these devices at their own risk.

ETIQUETTE GUIDELINES

It is expected that students further develop their your writing and communication skills. All correspondence to teachers and other adults should begin with a salutation:

"Dear/Hi/Good morning Ms./Mrs./Mr._____."

Please note that "Hey" is not a proper salutation. Messages should be conveyed using proper Sentences. If making a request or asking a favour, the email should include "Please" and "Thank you." All emails should have a formal closing and name indicated at the end.

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Daily Schedule

EARLY ARRIVAL

There are no staff members officially on duty until 8:00 AM. Students who arrive early must sit together quietly in the Elementary Gym or in lunch areas until a supervisor comes on duty.

EARLY DEPARTURE

Students may not leave school without permission from their Homeroom Teacher or Teacher Advisor, who must receive direct contact from the parent/guardian explaining the reason. If permission is granted, students must report to the office and sign out before leaving. Students may not wait at the office to get picked up; rather, they will wait in class until a parent has arrived and then get called to the office to sign out.

CORE

All Junior High students have a 50-minute CORE period every Monday morning. The aim is to enable students to make well-informed choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being of self and others. Students will gain understanding of their learning needs and learn self-advocacy skills to address their individual learning challenges.

MID-MORNING BREAK

Junior High students will be given a five minute break to get a snack and to go to their lockers. Students are encouraged to pick-up necessary materials for their 3rd and 4th period classes and drop-off material used during the first two periods. Students are expected to be in their Period 3 class on time.

FRIDAY TA PERIOD (Senior High)

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Senior High students have a half-hour mid-morning TA period on Fridays. This period is used in part to continue the types of topics introduced in the Junior High CORE class, as well as for team building and community building activities.

CHECK OUT

All Elementary and Junior High students must return to their Teacher Advisor meeting place to check out. Agendas will be checked and signed and TAs will pass on any end-of-day information. Students will not leave until the dismissal bell rings.



Rundle Academy Bell Schedules

Elementary

Elementary (Monday–Thursday)			Elementary (Friday)	
8:10 AM	1 st Bell		8:10 AM	1 st Bell
8:20 AM	Period1		8:20 AM	Period1
9:10 AM	Period 2		9:07 AM	Period 2
9:58 AM	Recess		9:54 AM	Period 3
10:18 AM	Period 3		10:41 AM	Recess
11:08 AM	Period 4		11:00 AM	Period 4
11:56 PM	Lunch		11:45 PM	Period 5
12:37 PM	Period 5		12:30 PM	Dismissal
1:28 PM	Period 6			
2:18 PM	Period 6			
3:06 PM	Dismissal			

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Junior High

JH (Monday-Thursday)			JH Friday	
8:10 AM	1st Bell		8:10 AM	1 st Bell
8:20 AM	Period 1		8:20 AM	Period 1
9:10 AM	Period 2		9:07 AM	Period 2
9:58 AM	Mid-Morning Break		9:54 AM	Period 3
10:05 AM	Period 3		10:41 AM	Period 4
10:55 AM	Period 4		11:26 AM	TA Break
11:43 AM	Lunch		11:38 AM	Period 5
12:29 PM	Period 5		12:30 PM	Check Out / Dismissal
1:19 PM	Period 6			
2:09 PM	Period 7			
2:57 PM	Checkout			
3:05 PM	Dismissal			

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Senior High

Senior High (Monday-Thursday)		Senior High (Friday)	
8:10 AM	1 st Bell	8:10 AM	1 st Bell
8:17 AM	Period 1	8:25 AM	Period 1
9:50 AM	Period 2	9:40 AM	Period 2
11:20 AM	Lunch	10:55 AM	TA
12:03 PM	Period 3	11:20 AM	Period 3
1:47 PM	Period 4	12:30 PM	Dismissal
3:03 PM	Dismissal		

Staff List

ADMINISTRATION

Mr. Dave Hauk
Dr. Jason Rogers
Mr. Gary Sylven
Mrs Donna Hall
Mrs Nicole Jordan
Mr. Jamie Burla
Mrs. Kellie Adams
Mr. Brad James
Ms. Andria Slipp
Ms. Jenna Prest
Ms. Sam Sirianni
Mrs Laren Thompson
Mr Sheldon Locking
Mrs. Jodie Switzer
Ms. Lisa Meszaros

Superintendent
Head of School
Assistant Head - Operations
Assistant Head - Business
Assistant Head - Academics
Principal
Assistant Principal
Assistant Principal
Admissions Officer
Head of Humanities (Letters)
Head of Sciences (Numbers)
Head of Literacy
Head of Numeracy
Head of Athletics
Student Life Coordinator - Rundle Society

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**OFFICE AND SUPPORT STAFF**

Ms. Mary Pumphrey	Administrative Assistant
Mrs. Christine Lerstol	Administrative Assistant
Ms. Magaly Soto	Caretaker
Ms. Jasmin	Intern
Ms. Georgina Tzavaras	Intern

STUDENT SERVICES

Mr. Brad Mellor	Counsellor
Mrs Cheryl Phillips	Academic and Future Planning Advisor
Mrs. Carla Carnovale	Learning Strategist
Mrs. Michelle Cawthorpe	Learning Strategist
Ms. Amy Defoy	Learning Strategist
Ms. Hayley Bobye-Magnusson	Nurse

ELEMENTARY TEACHERS

Mrs.Taryn Rotaire	Grade 4
Mrs. Stephanie Falkenberg	Grade 4
Mrs. Lauren Holt	Grade 4
Ms Kayley Miller	Grade 4
Mrs Georgina Tzavaras	Grade 4
Mrs Christina Locking	Grade 5
Mrs. Bailey Cesarec	Grade 5
Mrs. Sarah Papaconstantou	Grade 5
Ms. Madison Barber	Grade 6
Mr. Sheldon Locking	Grade 6
Mrs. Lauren Thompson	Grade 6
Ms. Lisa Schaffner	Music Specialist/JH Science
Ms. Dana Teh	Art Specialist/JH Science and Math
Ms Lisa Meszaros	Physical Education Specialist

**JUNIOR HIGH TEACHERS**

Mr. Brian Eremko	English Language Arts/Social Studies
Mrs. Leanna Gowler	English Language Arts/Social Studies
Mrs. Kadie Wozniak	English Language Arts/Social Studies
Ms. Carley Buckley	Science/English Language Arts
Mrs. Jordan Currie	Science/English Language Arts
Mrs. Kellie Adams	Mathematics
Mrs. Monika Madik	Mathematics/Science
Mr. Daryn Wall	Mathematics/Science
Ms. Keri Howard	Mathematics
Ms. Samantha Sirianni	Science/English Language Arts
Mr. Zach Flower	Mathematics/Social Studies
Ms. Lisa Schaffner	Science/Music Specialist
Ms. Dan Teh	Science/Art Specialist
Ms. Heather Scott	Mathematics
Mr. Chris Paz	Social Studies/Physical Education
Ms. Danica Babey	Social Studies/English Language Arts
Mr. Stuart Palmer	Science/Social Studies/Physical Education
Ms. Lisa Meszaros	Physical Education / SEL / Remediation
Mrs. Jodie Switzer	Physical Education

SENIOR HIGH TEACHERS

Ms. Alexandra Bennett	English Language Arts
Ms. Jenna Prest	English Language Arts
Mrs. Shilo Vesey	English Language Arts
Ms. Carrie Kibblewhite	Mathematics
Ms. Elyse Schebesch	Mathematics / Sciences
Mrs. Rachael Hinz	Mathematics
Ms. Natalia Lipowska	Sciences
Mrs. Emily Tolley	Mathematics/Science
Ms. Jodie Switzer	Physical Education
Mr. Richard Lawson	Social Studies/English Language Arts
Mr. Alexander Large	Social Studies/Global Online Academy
Mrs. Zoe Weddell	Sciences
Mr. Eric Vesey	Sciences
Ms. Abby Sensebaugh	

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Sciences/Math

Mrs. Lorena Mibelli

Ms. Dana Teh

Ms. Lisa Schaffner

Mr. Stuart Palmer

Spanish

Art Specialist

Music Specialis

Outdoor Education

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