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RUNDLE COLLEGE - GRADES 7-12 SCHOOL HANDBOOK 2025-26

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 Excellsiora*. This 'striving for excellence' is made possible by expert faculty capitalizing on our small class sizes. 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 co-curricular 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.

Mrs. Anna Miller
Principal, Junior High

Mrs. Allison Belt
Principal, Senior High

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CONTACT INFORMATION

Business Office Address:	7379 17 Avenue SW Calgary, Alberta T3H 3W5
Business Office Telephone:	403-291-3866
Business Office Fax:	403-291-5458
Junior and Senior High Address:	7375 17 Avenue SW Calgary, Alberta T3H 3W5
Junior and Senior High Telephone:	403-250-7180
Junior and Senior High Fax:	403-250-7184
Rundle Authority Code:	9230
Junior and Senior High School Code:	9952
PowerSchool Portal:	https://rundle.powerschool.com/public/
User ID/Password:	(student username/password)
School Website:	http://www.rundle.ab.ca
Report a student absence (Grades 7-9):	rcjr.attendance@rundle.ab.ca
Report a student absence (Grades 10-12):	rcsr.attendance@rundle.ab.ca

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.

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+.

Sincerely,



Dr. Jason Rogers
Head of School

Our Purpose

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 7–9 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.

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 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.

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

At Rundle, we believe that education is most powerful when it nurtures the whole child. While academics are at the core of our programs, true growth happens when we also invest in character development and co-curricular engagement. This balanced approach is central to our [Pathways to Learning](#) philosophy, which encourages students to explore their unique strengths, challenge themselves, and lead with kindness.

Dr. Jason Rogers, Head of School, often reminds our students that *“your marks should be the least impressive thing about you.”* (adapted from a quote by Drew Dudley). This guiding principle captures the heart of our educational mission: to support students in becoming more than just high achievers on paper. We want them to be thoughtful citizens, curious learners, and compassionate leaders.

Through a wide range of academic experiences, athletic programs, artistic pursuits, service opportunities, and leadership development, we help students discover what makes them exceptional—and how they can use those gifts to make a positive impact in the world.

The Pathways to Learning are complemented by our [Pathways to Teaching](#), a parallel philosophy that highlights the intentional and strategic role our educators play in shaping each student's journey. Our teachers are not only experts in their subject areas, but also mentors who guide students through the complex interplay of intellectual, social, and emotional growth. We recognize that the relationships between students and teachers are foundational to meaningful learning—and it is through these relationships that character is modelled, talents are nurtured, and resilience is built.

At Rundle, we are proud to cultivate a community where students are encouraged to be both ambitious and empathetic, high-performing and humble. Together—through learning, teaching, and leading—we build futures grounded in purpose, confidence, and care.

Global Citizenship and Cultural Awareness

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.

BELL SCHEDULES

Junior High 2025-26

Monday	Tuesday	Wednesday	Thursday		Friday	
8:30-8:40 am	HOMEROOM		8:30-8:40 am	HOMEROOM	8:30-8:40 am	HOMEROOM
8:42-9:37 am	PERIOD 1		8:40-9:10 am	SKILL	8:42-9:21 am	PERIOD 1
9:39-10:34 am	PERIOD 2		9:10-9:55 am	R-BLOCK	9:23-10:02 am	PERIOD 2
10:34-10:47 am	HEALTH BREAK		9:55-10:09 am	HEALTH BREAK	10:02-10:12 am	HEALTH BREAK
10:47-11:42 am	PERIOD 3		10:09-10:49 am	PERIOD 1	10:12-10:51 am	PERIOD 3
11:44 am to 12:39 pm	PERIOD 4		10:51-11:31 am	PERIOD 2	10:53-11:32 am	PERIOD 4
12:39-1:16 pm	LUNCH		11:31 am to 12:10 pm	LUNCH	11:32-11:42 am	HEALTH BREAK
1:16-2:11 pm	PERIOD 5		12:10-12:50 pm	PERIOD 3	11:42 am to 12:21 pm	PERIOD 5
2:13-3:08 pm	PERIOD 6		12:52-1:32 pm	PERIOD 4	12:23-1:02 pm	PERIOD 6
3:10-3:15 pm	HOMEROOM		1:32-1:46 pm	HEALTH BREAK	1:04-1:08 pm	HOMEROOM
3:15 pm	DISMISSAL		1:46-2:26 pm	PERIOD 5	1:08 pm	DISMISSAL
			2:28-3:08 pm	PERIOD 6		
			3:10-3:15 pm	HOMEROOM		
			3:15 pm	DISMISSAL		

Senior High 2025-26

Monday		Tuesday	Wednesday		Thursday		Friday	
7:35-8:35 am	BAND	7:35-8:35 am		Wednesday BAND			7:35-8:35 am	BAND
8:40 am	WARNING BELL	8:40 am	WARNING BELL		8:40 am	WARNING BELL	8:40 am	WARNING BELL
8:45-10:09 am	PERIOD 1	8:45-10:14 am	PERIOD 1		8:45-9:59 am	PERIOD 1	8:45-9:49 am	PERIOD 1
10:12-10:29 am	TA	10:17-11:46 am	PERIOD 2		10:02-11:16 am	PERIOD 2	9:52-10:56 am	PERIOD 2
10:32-11:56 am	PERIOD 2	11:46 am to 12:29 pm	WELLNESS BREAK		11:19 am to 12:16 pm	R-BLOCK	10:56-11:09 am	WELLNESS BREAK
11:56 am to 12:39 pm	WELLNESS BREAK	12:24 pm	WARNING BELL		12:16-12:59 pm	WELLNESS BREAK	11:04 am	WARNING BELL
12:34 pm	WARNING BELL	12:29-1:58 pm	PERIOD 3		12:54 pm	WARNING BELL	11:09 am to 12:13 pm	PERIOD 3
12:39-2:03 pm	PERIOD 3	2:01-3:30 pm	PERIOD 4		12:59-2:13 pm	PERIOD 3	12:16-1:20 pm	PERIOD 4
2:06-3:30 pm	PERIOD 4	3:30 pm	DISMISSAL		2:16-3:30 pm	PERIOD 4	1:20 pm	DISMISSAL
3:30 pm	DISMISSAL				3:30 pm	DISMISSAL		

Rundle College Society STUDENT CODE OF CONDUCT¹

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*², 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

¹ Updated November, 2024

² Education Act s33(3)

- 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.

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.³ 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,

³ *Alberta Human Rights Act, Preamble*

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 Responsibilities⁴

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,
- 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.⁵ "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.⁶

⁴ *Education Act s31*

⁵ *Education Act s1(1)(d)*

⁶ *Education Act s31(e)*

“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.⁷

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.⁸

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

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.

Students will comply with Rundle’s Use of Personal Mobile Devices and Social Media: Policies & Procedures.

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.⁹

4. Consequences of Unacceptable Behaviour

⁷ *Education Act s1(1.1)*

⁸ *Education Act s35*

⁹ *Education Act s256*

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.

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 Expulsions¹⁰

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

¹⁰ *Education Act s36 and s37*

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.¹¹

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.

Dispute Resolution

The purpose of Rundle's [School Dispute Resolution Policy](#) document is to provide policy and best practices when there are disputes, concerns or disagreements between members of the Rundle community. There are legislative requirements involved such as the [Alberta Employment Standards](#) for employees, the Alberta Code of Conduct for teachers, as well as the Education Act which requires schools to establish a School Dispute Resolution Policy.

¹¹ *Education Act s(2)*

COMMUNICATION

Parent/Teacher Conferences

Parent/teacher conferences take place in November and March in the junior high.

Parent/teacher interviews for high school take place at the midpoint of each semester. Parents are encouraged to contact their child's teachers throughout the year to deal with any questions or concerns that they may have regarding their child.

On-going Communication

Teachers may be reached by phone or email. Messages may be left on a teacher's voice mail.

All teachers also have an email address and invite you to correspond with them via email at any time. Parents are encouraged to access the PowerSchool portals and our Canvas sites.

Attendance, grades, course content, and the daily bulletin may be viewed, at any time, through a secure online environment. These portals will serve as an extension to the communication currently provided by Rundle. Employees of Rundle adhere to communication guidelines of **7:00 am to 7:00 pm on school days**. If emails or phone calls are placed outside of this time, employees will respond at their earliest convenience within the window of 7:00 am to 7:00 pm on school days. Please also note that teachers are instructing during the school day, and their time is focused working with students. We aim to respond within 24 hours, but sometimes that is not achievable.

Email Communication / Phone calls / In-person Meetings

Email is used to keep parents apprised of class, school and Rundle-wide information. Parents may email the teacher of school for information purposes such as informing the teacher of a doctor's appointment or an early pick up. However, it is important to note that email is not to be used to address concerns.

We strongly believe the best way to attend to concerns is through a pre-arranged phone call or meeting.

We ask that parents and students refrain from lengthy emails regarding concerns for behaviours or academics. Parents, we ask you to book a meeting with your child's teacher to discuss your concerns either over the phone, or in person. We also request that students book a time with their teacher to address concerns. In person meetings or phone calls are a more productive and successful way to discuss concerns so that a solution can be arrived at collaboratively.

Parents Contacting Students

To maximize student engagement at school, it is important that disruptions and distractions are kept to a minimum. Paging in the school is limited as much as possible to daily announcements

and emergency situations. Contacting a student during class time is only permitted when absolutely necessary and is managed by our Main Office team.

Parents that wish to contact their children have several choices:

- When appropriate, a parent may use a cell phone (text, voice mail, email etc.) to communicate a message that the student then picks up outside of class time.
- A parent may drop off an item for a student (e.g., forgotten lunch) at the Main Office.
- A message for a student may be received by the Main Office and will be passed to the student at an appropriate time during the day (the school cannot guarantee that a student will pick up a message being delivered by a parent).

Use of Personal Devices and Social Media

As guided by the Department of Education's Ministerial Order ([#014/2024](#)), Rundle has adopted policies and procedures for the 'Use of Personal Mobile Devices and Social Media' at Rundle.

The rationale for these policies is that:

- the use of personal mobile devices in schools can be a source of distraction that can negatively impact childrens' and students' mental health, engagement, and learning;
- 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, and the use of personal mobile devices can be used to harm, bully, and otherwise compromise this environment;
- supporting a distraction-free learning environment that promotes children's and students' well-being and limits opportunities for bullying is intended to improve learning outcomes.

To review the details of this guidance, please see [Use of Personal Mobile Devices and Social Media: Policies & Procedures](#).

Calendars

Rundle College Jr Sr High uses Google calendars to communicate important dates to teachers, students, and families. Since Google hosts live, collaborative documents, you will know that whatever is posted on the calendars will show the most up to date information we have. The parent calendar can be viewed on the school website.

TECHNOLOGY

Google Apps For Education

Rundle (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 maintains the ability to manage users, groups, and settings much like other locally hosted systems. This means that Rundle 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 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.

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 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.

Learning Commons

The Learning Commons supports literacy, research, creativity, and digital fluency. It serves as both a physical and digital space where students can explore books, access reliable online resources, and build skills that support lifelong learning.

Physical Space and Book Collection

The Learning Commons is open throughout the school day and offers a welcoming, quiet environment for reading, inquiry, and studying. The space includes several quiet stations for working or reading.

The print book collection was re-established in 2024. The collection has 475 books and is continually growing. The collection is thoughtfully curated to meet a range of reading levels and interests. It includes fiction, nonfiction, graphic novels, and high-interest materials across a variety of genres and formats.

Families are encouraged to browse the collection through our online catalogue, available on [Follett Destiny](#). Books can be borrowed and returned through the checkout system. Students are responsible for taking care of borrowed items and returning them on time.

Digital Learning Commons

The digital component of our Learning Commons is accessible through the school's library website: www.rundlelearningcommons.ca. This platform provides students and families with year-round access to essential resources that extend learning beyond the classroom.

Through the website, families can find the following:

- Reading: resources, lists, and guides for all grade levels.
- Research: databases and citing resources
- Current Events: Access to online trusted, reputable news sources

Digital tools are accessible through password credentials. Access to the database password list is available [here](#).

[SORA - Digital Library](#)

Rundle 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 in grades 3 and higher 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.

POLICIES AND PROCEDURES

Welcoming, Caring, Respectful and Safe Learning Environments

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. Rundle is committed to maintaining these environments for all of its students. Read more about this commitment in [☰ Welcoming, Caring, Respectful and Safe Learning Environments \[25-26\]](#) . This document also aligns with the Education Act and the policies and procedures described in [☰ Parental Choice in Matters of Gender Identity, Human Sexuality and Sexual Orientation \(S...](#)

Continuity of Education Programming in Emergency Situations

Recent changes in the Education Act include additional details about legal responsibilities for schools that are required to be described in policy and procedures for emergency situations, such as a pandemic. To learn more about this topic, please refer to:

[☰ Continuity of Education Programming in Emergency Situations \(September 2025\)](#)

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.

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.

Student Attendance

Regular attendance and punctuality on the part of students is an important component of the learning process and the evaluation of student achievement. Attendance will be recorded at the beginning of the school day during homeroom and for each class by teachers. Parents must phone the school office to sign their students out. Students must sign themselves back in at the main office upon their return that day.

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.

For minor ailments, the school offices may keep medications such as Tylenol, Ibuprofen and Reactin depending on the age of the students. Office staff may administer these over the counter medications after receiving explicit verbal or written permission from a parent or guardian. Depending on the students age it may be appropriate for them to store and self administer their medication. For more information about this process or for information on the administration of prescription medication, please see the Dispersion of Medication section.

Punctuality

Students in the Junior High are required to be in their homeroom no later than 8:30 am. Senior High students are required to be in their first class no later than 8:45 am.

Parents/guardians are asked to notify the office if their child will be late for school:

- Junior High attendance email: rcjr.attendance@rundle.ab.ca
- Senior High attendance email: rcsr.attendance@rundle.ab.ca
- Front office phone number: 403-250-7180

Students arriving late must sign in at the office.

Early Arrival

There are no staff members officially on supervision duty until 8:00 AM. Students who arrive early must sit together quietly in a designated space 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.

Off-campus

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. Grade 11 and Grade 12 students are allowed off the school property

when not in class. Grade 10 students will be allowed off the school property at a date scheduled by the Senior High school administration.

Extended Absences

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

Student Dress Code

Rundle's dress code is part of our tradition as an independent school and signifies our commitment to uniformity and professionalism while fostering a sense of identity and belonging to our unique culture. The school expects that a student will be neat, well-groomed and in clean dress at all times. Parents are responsible for ensuring that students are well-groomed and appropriately dressed. Teachers will address minor infractions of the school uniform. School administration will become involved when problems are ongoing and will expect parents to take an active role in working with the school to resolve uniform concerns.

For full details, please refer to the [2025-2026 uniform guide](#).

Parking /Driving

Student parking is on a first come basis and there is no assigned student parking. Students are expected to practice safe driving habits while driving on Rundle property. Violators will have their driving/parking privileges revoked. All vehicles to be driven by students must be registered annually with Rundle through PowerSchool.

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.

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 and are used by the students only with the permission of the school. As a result, students should know 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 the Education Act and 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 overnight field trips.

Video Surveillance System

The facilities of Rundle 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 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.

Privacy and the Protection of Personal Information

Rundle is committed to maintaining the confidentiality, security, and accuracy of students' personal information, in accordance with applicable privacy legislation. All staff members are required to comply with Rundle's privacy policy when managing personal information of students as part of their role.

For further details, please refer to the [Privacy Policy](#).

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](#).

Eighteen-year-old Students

Many students will celebrate their eighteenth 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.

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

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**
 - Before participating, volunteers are required to provide the school with a [*Police Information Check*](#) (criminal record check and vulnerable sector search) completed by the Calgary Police Service. The document is valid for three years.
 - 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.

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

Payments for events and activities are processed by credit card through PowerSchool.

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 at the start of the school year to the Junior High Field-Trip Fund are non-refundable. Individual field trips will not be refunded if a student is unable to attend.

Credit in a PowerSchool account can be applied to future events and activities, carried over to the next school year, transferred to a sibling or refunded upon parent request. 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, 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, Director of Finance) to review the appeal and make a final decision.

Refunds - School Initiated

When the school withdraws a child from an event or activity, the family will receive a full credit for the monies that have already been contributed by the family to date. Credit in a PowerSchool

account can be applied to future events and activities, carried over to the next school year, transferred to a sibling or refunded upon parent request.

Tuition balance

Students may only participate in school events or activities requiring an additional fee if the family's tuition account is in good standing. In other words, any payments made to the school will first be applied towards any overdue tuition balance.

Should a family require an alternate payment schedule, arrangements should be made through the Society finance office.

Refund Considerations

The fee to parents of student participation in travel opportunities is set in order to cover the total cost of running the trip. Costs incorporated may include several items such as flights/bus/other transportation, accommodations, meals, first aid kits, tours, admission fees, insurance, substitute teacher costs, teacher chaperone travel costs. For some travel experiences a pre-screening trip by a school representative is required and also included in the total cost.

Should a student withdraw from the trip, a fee refund is not guaranteed and amount is dependent on several factors such as:

- Timing of withdrawal
- Whether another student can take their place
- Whether student-specific components can be canceled for a refund (flights, meals, etc)
- Whether their withdrawal will make the trip more expensive for other students participating (fixed costs are spread over fewer students)
- Whether additional (cancel for any reason) insurance was purchased
- Specific terms of the insurance policy
- Whether Rundle will incur a loss as a result of issuing a refund

For each trip, Rundle will provide parents with withdrawal deadlines whereby after those dates, a full refund is not guaranteed and subject to evaluation of the factors noted above. Rundle will make reasonable adjustments in order to provide the highest refund back to the family, however will not do so at its own expense.

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;
- 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.

Air Quality

On days when the air quality index starts to rise, Rundle has protocols in place for staff to adjust physical outdoor activities accordingly. Read our [Air Quality Health Index document](#) for additional details.

Crisis Response

A lockdown, hold & secure, shelter in place, or evacuation protocol will be initiated when a threat to Rundle is identified. Please review our [protocols](#) for full details.

Bullying

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.

Student Life

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. Formal uniforms are required on these days.

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.

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.

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. Members of the student services team are instrumental in providing this support in a timely and meaningful manner. All faculty maintain a strong working relationship with the members of the student services team to communicate any pertinent student concerns or observations.

Roles and Responsibilities within Student Services

Academic and Future Planning Advisor

The Academic and Future Planning Advisor supports students in the area of educational planning, career and post-secondary guidance. The Advisor will also consult with students, parents, teachers, and other school and community stakeholders to assist in meeting students' needs.

Student Success Coach

The Student Success Coach works closely with the Student Services team to support a variety of learners in grades 7 through 12 in the areas of executive functioning and academic support. The Student Success Coach supports students both individually and in the classroom, working collaboratively with the school Principals, Student Services team and the classroom teachers.

Student Success Coach (PEAC)

The Student Success Coach (Personalization, Excellence, Academics & Character) manages the program for students who are involved in robust, competitive, co-curricular programs or other complexities that would see them missing school for extended periods of time. The Student Success Coach will engage with Grade 7 to Grade 12 students both individually and in the classroom, working collaboratively with the school Principals, Student Services team and the classroom teachers.

School Counsellor

The School Counsellor works closely with the school Principals and Student Services teams to help students in the areas of personal/social growth in Grades 7 - 12. The School Counsellor engages with students, parents, staff and other stakeholders to support each student in achieving their potential.

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.

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.

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.

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.

School Nurse

The School Nurse at Rundle works to promote a healthy school environment across all schools and programming. The School Nurse is responsible for:

- Providing support to Rundle related to outbreak and communicable illness prevention.
- Health promotion and community engagement.
- Providing health consultations to staff and students.
- Development and maintenance of policies and procedures.

General Health Guidelines and Expectations

For the health, safety, and consideration of all children at school, any child who is not well enough to participate in daily school activities should remain at home. As well, should your child be in contact with a communicable disease (eg. Measles, Chicken Pox, Fifth Disease), it is important to notify the office immediately. The school must notify the AHS health nurse and where necessary, advise the school community to help keep contagious diseases in check. If your child has a communicable disease, we ask that they stay home until they are no longer contagious.

If a child is observed by staff to be exhibiting any of these symptoms on arrival at school or is told by a parent that they have any of the described symptoms, the staff will request that the parent or caregiver take the child home. If the child is observed by staff to be exhibiting any of these symptoms during class time, the parent or caregiver will be notified by phone and asked to pick up the child immediately. Parents may return their child to the program if the child has been symptom-free for 24 hours or upon proof of health in the form of a doctor's note. If a

parent fails to arrange for the immediate removal of a child, the emergency contacts listed on the child's classroom forms will be contacted in order and asked to remove the child from the program.

Head Lice

Head lice are most often spread through direct head to head contact. It is [recommended](#) by Alberta Health Services that parents of primary and elementary age children complete weekly lice checks.

If head lice is identified, the parents should notify the Principal or school nurse. They will not share any individually identifiable information with others. The student may continue to attend school; however, it is expected the treatment recommendations from Alberta Health Services or a health care provider will be initiated by the child's parents as soon as possible. Rundle will send a lice awareness information package to all families in September and January of each school year. The school may redistribute this package throughout the school year to individual classes if head lice is identified in two or more students in the same class.

Potential Health Risks

A child will be deemed unable to participate in the program should they display any of the following symptoms:

- vomiting
- diarrhea
- a new unexplained rash or cough
- they require greater attention than can be provided
- without compromising the care of other children in the program
- display any other illness or symptom that a staff member knows or believes may indicate that the child poses a health risk to people on the school's premises

Supervised Care for Sick and Injured Children

A sick child will be kept as far away as possible from the other children in the program while being directly supervised by a staff member. Sick and injured children may be taken to the main office area/infirmery where a first aid station is provided, as well as seating for children to wait until parents arrive to pick them up. A staff member will supervise the student until a parent or caregiver arrives. Please arrive within one hour of the school notifying you of your child's sickness or injury.

Guidelines For Anaphylaxis

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 established [guidelines](#) 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.

Dispersion of Medication

Section 3(1) of the [Education Act](#) states that every person of school age 'is entitled to have access . . . to an education program'. Section 7 (1) of the Act stipulates that every person of school age 'shall attend school'. One implication of these provisions is that students with medical needs are entitled to attend school. Another is that Rundle is obliged to provide for the medical needs of these children so that they can attend school.

For details about how Rundle approaches these obligations, please see this [Dispersion of Medication](#) document.

Volunteering at Rundle

Rundle is very fortunate to have volunteers come forward to support our activities and events. We are very grateful for their contribution and for following Rundle's protocols that ensure a safe and caring environment for our students.

Some events require volunteers to complete a [Police Information Check](#) (PIC) by the Calgary Police Service, including a criminal record check and vulnerable sector search. This is especially true in situations where volunteers may be with students without direct staff supervision (e.g., out of town trips). Other events do not require a PIC, such as Used Uniform Sales or the Terry Fox Run. Your Principal will let you know which events require a PIC to be submitted. When a PIC is required, volunteers are required to provide it to the school before participating.

The process to receive a PIC can take a few weeks, so please plan ahead so that your completed PIC can be submitted on time. The document will be filed at Rundle and is valid for three years.

Anyone applying to be a Volunteer Driver is also required to complete this [Volunteer Driver Application](#), which includes submitting a Volunteer Driver Declaration, a copy of vehicle insurance, and a copy of Standard Driver's Abstract (SDA).

All volunteers must adhere to Rundle's [conditions and expectations](#). These details will be reviewed with volunteers by Rundle staff in an orientation prior to the event.

CO-CURRICULAR PROGRAMS

Co-curricular programs are very important to the students of Rundle. They are essential for building pride in the school and they provide opportunities for our students beyond classroom experience. Students are also encouraged to be involved in a variety of clubs and events throughout the year. Staff is heavily involved in the school's co-curricular program throughout the year.

Athletics

Rundle College (the Cobras) 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
- Track & Field
- Rugby
- Golf

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

Intramurals

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

House Teams

At Rundle, students are placed into one of six Houses for special events held throughout the year. These teams are named after our school founders and other staff who have made a significant contribution to our Rundle community. Your child will be placed into a House Team and provided with a House Team shirt and buff to wear at special House events throughout the year.

Our House Teams are:

Baird, Collett, Conklin, Holowaychuk, Johnston and Kenny



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,, Jazz Band, Robotics, Pom Squad, Yearbook, and Drama.

ACADEMIC GUIDELINES

Rundle 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 must align their behaviour with the philosophy of Rundle. 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 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 policies. Paramount to individual success, students are expected to honour their personal responsibilities in their own learning process.

Support from families is vital for the school to uphold the standards outlined in this academic policy. This partnership is especially needed if a student requires academic support or if there is a breach in academic integrity. Expectations such as attendance, punctuality, and proper uniform are also important adjuncts that require a strong partnership with our families.

Junior High Academic Policies

Academic Year

Students at Rundle College must develop a program of academic study that not only meets the Alberta Education requirements for the attainment of a high school diploma, but also the academic standards of Rundle College preparing students for an ever-changing world.

Course Offerings

Courses offered are in alignment with the requirements governed by the Government of Alberta. 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 option course in order for it to be offered.

Option Selection & Changes

The creation of the student's timetable for the following year is based on the student's Homeroom placement and option selections as indicated at the option selection closing date. Changes in option selection are still considered after this point, but flexibility is significantly reduced once the timetable is created. All option course changes must be completed within the first **10** school days.

Alternative Academic Programs

At Rundle College, 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 College. In extenuating circumstances, students may take courses through alternative sources. It is recommended that the pursuit of courses through alternative programs is discussed with student services and/or administration prior to registration.

Academic Conduct

Attendance and punctuality

There is a correlation between attendance and academic performance. As citizens of character, attendance and punctuality are paramount. Students are expected to be at school for all classes. Missed work due to tardiness or absence is the responsibility of the student. They are asked to use Canvas to access learning materials and stay up to date with assignments. In addition, as members of our school community, students shall attend weekly R blocks and Homeroom time, 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 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

Co-curricular Eligibility

If a student is absent from class or if their behaviour and/or academic performance is suffering, their eligibility to participate in any co-curricular activities will be reviewed by the principal in consultation with the co-curricular facilitator and teachers.

Junior High Assessment

All assessment at Rundle College 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 College 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 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.

Assessment Goals

The academic capability of students at Rundle College dictate that our goal for general achievement of students will average 80% or higher in any given course. Both Provincial Achievement Tests and Diploma Exams will have a goal of at least 80% as an average, with half of the students achieving the Standard of Excellence and with no failures.

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 College 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:

- 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 coordinator, department head or the 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, approval by

the principal must be given.

For details on how the Junior High approaches Rewrite / Redo of assessments, please refer to these [guidelines](#). Each department contains specific re-write guidelines in their course outlines as is changes based on the nature of the subject.

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: October 15, November 30; Semester 2: March 20, May 15). Final marks will be posted in alignment with final mark submission dates as required by Alberta Education.

Junior High Honour Roll and Awards

The Honour Roll standings are based on a student's average. The categories for Honour Roll are as follows:

Academic Honour Roll	Academic Average of 80% to 89%
Academic Honour Roll with Distinction	Academic Average of 90% to 100%

Special Cases And Accommodations

Rundle College Junior High provides a rigorous academic program that challenges students to reach their potential and make a successful transition into High School studies. To assist in

meeting Rundle College's high expectations, we are mindful of our duty to provide support for individual students based on their extenuating educational circumstances.

Specific accommodations are provided to qualified students to ensure fairness and to remove inequitable obstacles to performance. These accommodations are granted to the best of our ability if they are specifically recommended in a psychologist's formal psychoeducational assessment report, in a medical letter provided by a physician, or upon referral by the Student Services team.

Each student who has an assessment on file at the school will also have an informal accommodation plan, which may or may not include accommodations on tests. These accommodations are not intended to provide an unfair advantage, but to level the playing field of all students by removing obstacles to performance that are inequitable.

Consequently, accommodations are neither intended nor permitted to:

- alter the nature of what is being assessed by an exam;
- provide unfair advantage to students with disabilities or medical conditions over students taking examinations under regular standardized conditions; or
- compensate for knowledge or skill that the student has not attained.

According to Alberta Education, writing in an environment with reduced distractions and the use of computers are not accommodations. Both are school decisions determined by internal school business processes, availability and supervision.

Alberta Education allows extra time for all students on Provincial Achievement Tests.

In terms of formal exam accommodations, Rundle College offers the following accommodations:

- Extra time.
- Writing with reduced distractions (e.g., carrels with ear plugs and/or ear defenders).
- Use of a computer.

These accommodations are granted if they are specifically recommended in a psychologist's formal psychoeducational assessment report, in a medical letter provided by a physician, or determined by the Student Services team. Further, the accommodation must be used in the classroom and supported by each of the student's teachers. Accommodations are documented formally in the Student Services Department.

Here is a description of the testing accommodations we offer at Rundle College Jr. Sr. High School. Please note that this is a general overview and exceptions are made for each individual student based on their learning needs and assessment report findings.

Extra time:

If a student is identified as requiring extra time in order to demonstrate their level of learning, our first step is to determine whether it is

- a learning, medical or psychological issue or
- another related issue such as perfectionism, time management, lack of study skills or testing taking skills, etc.

Student Services works with teachers to determine the causes of the need for extra time and supports the students with services such as extra help, short term counselling services, and/or referrals for professional support. While working through this process, at the discretion of Student Services, a student may be granted extra time on a trial basis.

The complete extra-time policy can be viewed [here](#).

Extra time is granted universally to approved students writing final exams. During the school year, however, extra time can be more difficult to arrange within the standard bell schedule. As a consequence, teachers will sometimes arrange with the student to complete the assessment either before school, at lunch, or after school. Teachers may alternatively create a second, smaller version of the assessment to be completed at the same time as the other students in the class.

Writing with Reduced Distractions:

Students who have an assessment that outlines they require minimal distractions for writing tests are granted accommodations (such as a carrel, earplugs and/or ear defenders) to write in their classroom.

Rundle College does not have the facilities or supervision capability to accommodate isolation during exams (i.e, having students write an exam in a separate, private room) except under extraordinary circumstances.

Individualized Program Plans (IPPs):

Rundle College Junior Senior High does not receive special funding from Alberta Education for our students with accommodations. As a result, our accommodations are limited by our school's logistics of infrastructure and staffing. We do not have Individual Program Plans (IPP's) for our students.

IPPs are often recommended in a psychoeducational assessment when students have a learning disability. Rundle College does not construct these formalized plans for students because of our supportive classroom environment, which enables students to be successful with the above stated accommodations. As mentioned, we do construct an informal accommodation plan for students based on the recommendations and accommodations that we can support in our building that are outlined in the report.

Alberta Education funds programs in the province known as Designated Special Education Private Schools (DSEP). These programs qualify for additional funding to support students requiring more significant accommodations such as audio versions of documents, and assorted text and speech software. All students in a DSEP school have an IPP.

Any students that require an IPP or accommodations other than those mentioned above are not admitted to our program. If the recommendation is set forward in an assessment while they are currently in our program, the student is referred to our affiliate school, Rundle Academy, which specializes in teaching students with learning disabilities..

Rundle Academy is designated as a DSEP school and provides extensive accommodations for its students, as well as professional faculty who are well versed in strategies to assist students with learning disabilities.

In a situation where a student in Rundle College requires accommodations beyond the school's capacity, it is recommended that a transition to Rundle Academy be explored.

Additional Recommendations:

Recommendations on how a teacher can best support a student are outlined in a formal assessment. Most recommendations (i.e. providing visual cues, chunking information, providing notes, use of a computer, etc.) are best practice teaching strategies and are utilized by teachers regularly in the classroom. However, at times a recommendation is suggested that goes beyond common best practices, such as providing notes or use of a calculator. Further, some recommendations go beyond the scope of teaching expectations at Rundle College, such as providing a scribe or audio versions of the test. Being that we are not a specialized academic program for students with this level of accommodations, we do not offer them. If there are recommendations made in the assessment report that Rundle College can not offer, a referral to the Academy program may be warranted.

In addition, often specialized counselling services, tutoring or remediation is recommended in the report. Students need to access those services outside of Rundle College. Student Services can provide referrals for specialized counselling services and, in some cases, tutoring or remediation.

Psychoeducational Assessments:

A recommendation for a psychoeducational assessment is made through Student Services after considerable review of the students' learning challenges.

We ask that parents, students and teachers notify Student Services 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 Student Services aware that an assessment is being conducted. We also advise teachers to get the completed assessments to

Student Services, so that it 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.

Advocacy

Students who receive accommodations at Rundle College need to develop advocacy skills so that they may transition to the next level of study and maintain the accommodations provided in junior high school.

Senior High Academic Policies

Academic Year

Students at Rundle College must develop a program of academic study that not only meets the Alberta Education requirements for the attainment of a high school diploma, but also the academic standards of Rundle College as a post-secondary preparatory program.

Building a Senior High School Program

Guidance is provided to students in building a program that meets individualized needs and long term educational goals. *MyBlueprint* is available to all students and is the platform used in planning their three year high school plan.

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.

For more information on the Alberta Education requirements for graduation, please refer to the following website: [Alberta Education Graduation Requirements](#).

Students at Rundle may have the opportunity to extend their learning beyond the walls of the school. This may take the form of online learning (e.g., Global Online Academy), dual credit studies, internships, apprenticeships, pre employment programs, and other work experiences. The purpose of this document is to provide guidelines to implement this learning in the community.

Rundle College 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 30-1 - mandatory

- SS 30-1 - mandatory
- Mathematics 30-1 or Mathematics 30-2
- 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
 - Instrumental Music, Drama, Art
 - Spanish or French
 - Physical Education 20, 30

Grade	Minimum course enrollment	Suggested program progression/mapping	Additional credit opportunities
10	8	Journey 101 (includes CALM) ELA 10-1 Math 10-1 Physical Education 10 Science 10-1 Social Studies 10-1	Art Computer Science Drama French Instrumental music Spanish Sports Medicine One 20-level science course Additional complementary courses offered through Global Online Academy
11	7	ELA 20-1 Math 20-1 Social Studies 20-1 One 20-level science (if not completed in grade 10)	Art Computer Science Drama French Instrumental music Physical Education Spanish Sports Medicine One 30-level science course Additional complementary courses offered through Global Online Academy or Dual Credit opportunities
12	6	ELA 30-1 Math 30-1 or Math 30-2	Art Computer Science

		Social Studies 30-1 One 30-level science	Drama French Instrumental music Math 31 Physical Education Spanish Sports Medicine Other 30-level science courses Additional complementary courses offered through Global Online Academy or Dual Credit opportunities
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*Exceptions to this policy may be granted due to extenuating circumstances. Any exception must be applied for in writing, outlining the reason for the exception.. This will be reviewed by the Principal, Academic and Future Planning Advisor, and the Head of Academics.

Academic Elevations

Our program elevates the learning experience for senior high students. Our high standards in fulfilling the objectives of the Alberta Education curriculum are integral to our students' success at the post-secondary level across the country and beyond. In addition to meeting the expectations of Alberta Education, we offer a variety of opportunities for students to explore in an area of personal interest, linked to their postsecondary and career aspirations. Such explorations may be included as a component of a course they are enrolled in, additional coursework that allows them to study at an advanced level, or excursions and activities that lay outside the typical timetabled day. Our program allows us the flexibility to respond to the ever-changing education, societal and scientific environments in which our students dwell. Through such a program, we can immerse our students in areas of study that are both authentic and current. Alberta Education credits are offered in some, but not all, of these course offerings. Regardless if credits are offered or not, evidence of completion of work that goes above the standards can serve as significant differentiators in a competitive, postsecondary environment.

Off Campus Education

Students at Rundle may have the opportunity to extend their learning beyond the walls of the school. This may take the form of online learning (e.g., Global Online Academy), dual credit studies, internships, apprenticeships, pre employment programs, and other work experiences. The purpose of this document is to provide guidelines to implement this learning in the community. For full details, please refer to [Off Campus Education](#).

Global On-Line Academy (GOA)

Global On-Line Academy is available to students in their grade 10, 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 College students; contact the Director of Off Campus Education for more details.

Course Selection

Based on the student's three-year plan, students will choose courses through the PowerSchool portal. The process of course selection will be completed prior to the end of semester 2 of the previous school year. Specific opening and closing dates for course selection will be determined annually and will be clearly communicated to both parents and students. Special requests in course selection are always considered, but never guaranteed, due to the complexity of the master timetable.

The creation of the student's timetable for the following year is based on the student's course selection as indicated in PowerSchool at the course selection closing date. Changes in course selection are still considered after this point, but flexibility is significantly reduced once the timetable is created.

Course Changes

All course changes must be completed within the first **10** school days of each semester. A student may add a course to their schedule, provided they have the necessary prerequisites, if it aligns with their current schedule, and is dependent upon course availability.

A student may withdraw from a course up to **6 weeks** from the commencement date of the course, providing that this action does not reduce their course load below the required minimum for their grade level. The student will submit a course withdrawal form to the office of the principal indicating the approval of student services, administration and parents. Withdrawal from a course will be indicated on the Alberta Education transcript if the withdrawal from the course takes place after the first two weeks from the first day of classes.

Any changes in courses offered through the Global Online Academy (GOA) program are subject to the admission and withdrawal dates as indicated by GOA.

Retaking Courses

A student is permitted to retake a course in order to improve their grade, but typically not in the same school year, and their enrollment in a course for a second time is dependent upon availability. The design of the Rundle College Senior High timetable and expected academic progression limits the courses that can be retaken.

A student not meeting the minimal level of mastery in any given subject shall be required by Rundle College to enroll in remedial academic courses in order to progress to the next level of study.

Auditing Courses

Rundle College courses are offered to students who require the course for both credits and grades in fulfillment of their high school diploma and post-secondary admission requirements. Courses are not offered as audits in a typical school year.

Course Challenges (French and Spanish courses 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.

Course progression for French Immersion Students

If a student has successfully completed French Language Arts 9, they will be placed automatically into the French as a Second Language 20 (FSL2099) course. They will then continue through our program taking French as a Second Language 20 & 30.

Alternative Academic Programs

At Rundle College, 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 College. 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 College. 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.

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 weekly R blocks, TA meeting times, 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 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.

Co-curricular Eligibility

If a student is absent from class, their eligibility to participate in any co-curricular activities will be reviewed by the principal in consultation with the co-curricular facilitator and teachers.

Student Communication

Students are welcome to communicate electronically with their teachers by email outside of the regular scheduled class time between the hours of 7:00 am and 7:00 pm Monday through Friday.

Students can schedule meetings with their teachers outside of their scheduled class time, preferably with advance notice. Due to other commitments including teaching, supervision, co-curricular and professional obligations, teachers are not always available throughout the school day.

Senior High Assessment

All assessment at Rundle College 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 College abides by Alberta Education's Student Assessment Policy¹²: 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 programs
- timely communication of assessment information to students, parents and school councils

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. Assessment is ongoing and is integrated into the teaching and learning cycle.

Some assessment practices are universal in classrooms throughout Rundle College. In other 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 12. 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 tools.

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 the teacher, and to inform instructional decisions.

Pre-assessment, understanding checkpoints 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. Understanding checkpoints are 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

¹² [Alberta Education Student Assessment Policy](#)

student when the teaching comes to an end. Ideally, summative assessments will involve work done in the classroom and not taken home.

Generally, pre-assessment is not weighted, the numerous understanding checkpoints 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.

Assessment Goals

The academic capability of students at Rundle College dictate that our goal for general achievement of students will average 80% or higher in any given course. Both Provincial Achievement Tests and Diploma Exams will have a goal of at least 80% as an average, with half of the students achieving the Standard of Excellence and with no failures. Teachers of Diploma Exam courses have a corollary goal of assessing less than a 5% gap between the school-awarded mark and the Diploma Exam mark.

Broad-Based Assessments

Teachers will incorporate a wide range of formats in their assessments that consider the various learning styles and individual student needs in the classroom. An assortment of formats will be used for assessments in tests, assignments, projects, and daily work.

Alternate Assessment Writing Dates

At Rundle College 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:

- The student will 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 through an assessment that has been reduced in length.
- In the unlikely event that a student is absent during **both** the original and alternate major assessment dates, the weighting of the missed major assessment will be distributed amongst all other course 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 do the following:

- 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.
- the assessment rubric may be revised in consideration of the extension given.

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 two days of being notified about the mark or of the assessment's return to the student.
- if required, the request may then move to the department head or the 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 conducted within two days of the posting on Powerschool. Students will contact the teacher directly and if required, the request may then move to the department head or the principal.

Re-writes and Substitutes

Project-based complementary courses are best suited for re-doing assignments to improve a previous grade. 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, approval by the department head and principal must be given.

Summative assessments are integral in the determination of a student's success in a course. If a student has not completed a sufficient number of summative assessments, the request for interim transcripts will not be fulfilled.

Course Progression

Some students may be required by Rundle College to enroll in remedial academic courses 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 remedial academic work will be 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:

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](#).

Incomplete Work:

As a school, we 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.

Students enrolled in courses with project based assessments or without a final exam will be required to complete all projects in alignment with the course outline and within the deadlines as set by the school's administration. Final marks will be posted in alignment with final mark submission dates as required by Alberta Education.

Students who fail to complete an evaluated piece of work that is of a major summative nature will be given an "incomplete" standing in the course until such time as the work has been completed.

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 semester with the deadlines as set by the school's administration. Final marks will be posted in alignment with final mark submission dates as required by Alberta Education.

Recognition of Student Academic Achievement

Senior High Honour Roll

Honour Roll standings are determined at the end of each academic year and are based on a student's average in five designated courses. The following chart outlines the honour roll categories and criteria requirements to be awarded honour roll standing at Rundle College.

Honour Roll Requirements

Academic Honours - Academic Average of 80% to 89% Academic Honours with Distinction - Academic Average of 90% to 100%	
Criteria	Requirements
Criteria #1 Mandatory Courses	Four academic courses are required: • English* • Social Studies* *ELA or Social Studies must be ONE of the four academic courses. • Math - up to two may be used • Science (Science 10, Biology, Chemistry, or Physics) - up to three may be used
Criteria #2 Complementary Courses	The fifth course may be any one of the following: • Art • 5 CTS modules (Tech Innovation/Computer Science/Sports Medicine) • Drama • French

Academic Honours - Academic Average of 80% to 89% Academic Honours with Distinction - Academic Average of 90% to 100%	
	• GOA 5-credit course • Instrumental Music • Physical Education • Science (Biology, Chemistry, or Physics) • Spanish
Criteria # 3 Rundle College Coursework	The four required courses and the one elective course must be completed at Rundle College during a scheduled block. Marks awarded outside of Rundle College are not eligible as honour roll criteria courses.

Senior High Academic & Athletic Awards:

Our Rundle College mission statement acknowledges we will recognize and celebrate our students' accomplishments. While this is done informally on a day to day basis, we also have more formalized recognitions and celebrations throughout the year.

Head's List Award	• This award recognizes students who achieve our mission, vision, and values. Students will be acknowledged for success in co-curriculars, character & academics. • Head's List Application • Application Deadline: May
Academic Awards Celebration June	• Student recognition in the following areas: ○ Subject Specific Awards ○ Co-Curricular ○ Character ○ Leadership ○ Citizenship • Academic Awards List (under construction)
Athletic Awards Celebration June	• Student recognition in the following areas: ○ Individual Sport Excellence Recognition - Sport Most Valuable Player ○ Individual Sport Character and Leadership Recognition - Sport Coaches Choice ○ Individual Sport Participation Recognition - Grade Level Ambassador of Athletics

	○ Grade 12 Athletic Involvement Recognition - Athletic Leadership ○ School Leadership within the area of Physical Education and Sport (1 Recipient) - Service Award ○ Athletic Excellence - Athlete of the Year (1 female and 1 Male) ● Athletic Awards List (under construction)
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Student of the Month Recognition

The criteria for student of the month recognition align with the four Rundle College values: *Together, Be Kind, Be Curious, Be Well*. For a student to be nominated for this recognition, they must consistently demonstrate this criteria within the Rundle College Community and while representing Rundle College outside of our community.

Underlying the three areas of recognition is the value of *together*. This is demonstrated by being inclusive, trying new things collaboratively and positively contributing to the Rundle community.

BE KIND	BE CURIOUS	BE WELL
● Inclusive ● Respectful ● Lifts others up ● Supportive of others ● Empathetic ● Engaged in community	● Willing to try new things ● Asks questions ● Looks to elevate their learning ● Accepts challenges	● Displays resilience ● Demonstrates a growth mindset ● Displays mindfulness ● Ability to prioritize ● Active within the school

Scholarships

Scholarship Committee Guidelines

The Scholarship Committee at Rundle College allows for a fair and impartial process for nominating students for competitive scholarship applications. Some major scholarships only allow a limited number of students to apply from each school.

The committee members are faculty and staff who represent a cross section of the school's leaders among teachers, Administration and Student Services. All nomination-based scholarships granted by organizations and universities in Canada are reviewed by the Scholarship Committee.

Students may apply to be nominated for any of the major scholarships listed below (in order of the deadlines).

- 1) U of Toronto Book Award. More information can be found at [U of T Book Award](#).
- 2) Western National Scholarship. More information can be found at [Western National Scholarship](#).
- 3) Queen's University Chancellor's Scholarship. More information can be found at [Queens University Awards](#).
- 4) Schulich Leadership Scholarship for STEM programs (science, technology, engineering or mathematics). More information can be found at [Schulich Leaders](#).

To be considered for these scholarships the first step is to go through Student Services to get access to a nomination application that is specific to that scholarship. These are promoted on the Student Services Canvas sites and in TA announcements. Students are responsible to meet all deadlines listed on any application. The Scholarship committee will then review the applications and nominate the student(s) that best align with the scholarship criteria.

Special Cases And Accommodations

Rundle College provides a rigorous academic program that challenges students to reach their potential and make a successful transition into post-secondary studies. To assist in meeting Rundle College's high expectations, we are mindful of our duty to provide support for individual students based on their extenuating educational circumstances.

Specific accommodations are provided to qualified students to ensure fairness and to remove inequitable obstacles to performance. These accommodations are granted to the best of our ability if they are specifically recommended in a psychologist's formal psychoeducational assessment report, in a medical letter provided by a physician, or upon referral by the Student Services team.

Each student who has an assessment on file at the school will also have an informal accommodation plan, which may or may not include accommodations on tests. These accommodations are not intended to provide an unfair advantage, but to level the playing field of all students by removing obstacles to performance that are inequitable.

Consequently, accommodations are neither intended nor permitted to:

- Alter the nature of what is being assessed by an exam.
- Provide unfair advantage to students with disabilities or medical conditions over students taking examinations under regular standardized conditions.
- Compensate for knowledge or skill that the student has not attained.

According to Alberta Education, writing in an environment with reduced distractions and the use of computers are not accommodations. Both are school decisions determined by internal school business processes, availability and supervision.

Alberta Education allows extra time for all students on Diploma Exams.

In terms of formal exam accommodations, Rundle College offers the following accommodations:

- Extra time.
- Writing with reduced distractions (e.g., carrels with ear plugs and/or ear defenders).
- Use of a computer.

These accommodations are granted if they are specifically recommended in a psychologist's formal psychoeducational assessment report, in a medical letter provided by a physician, or determined by the Student Services team. Further, the accommodation must be used in the classroom and supported by each of the student's teachers. Accommodations are documented formally in the Student Services Department.

The testing accommodations offered at Rundle College Senior High are outlined below (this is a general overview and exceptions are made for each individual student based on their learning needs and assessment report findings).

Additional time:

If a student is identified as requiring additional time in order to demonstrate their level of learning, the first step is to further explore the reason for this accommodation. The potential need for an additional time accommodation could be linked to:

- A learning, medical or psychological issue.
- Another related issue such as perfectionism, time management, lack of study skills or testing taking skills.

The Student Services team works with teachers to determine the cause of the requirement for additional time and supports the students with services such as extra help, short term counselling services, and/or referrals for professional support. While working through this process, at the discretion of the Student Services team, a student may be granted additional time on a trial basis.

Additional time is granted universally to approved students writing diploma exams. During the school year, extra time is scheduled after school on Monday through Thursdays the same day the test is written.

Writing with Reduced Distractions:

Students who have an assessment that outlines they require minimal distractions for writing tests are granted accommodations (such as a carrel, earplugs and/or ear defenders) to write in their classroom.

Rundle College does not have the facilities or supervision capability to accommodate isolation during exams (i.e, having students write an exam in a separate, private room) except under extraordinary circumstances.

Individualized Program Plans (IPPs):

Rundle College Senior High does not receive special funding from Alberta Education for our students with accommodations. As a result, our accommodations are limited by our school's logistics of infrastructure and staffing. We do not have Individual Program Plans (IPP's) for our students. Alberta Education funds programs in the province known as Designated Special Education Private Schools (DSEP). These programs qualify for additional funding to support students requiring more significant accommodations such as audio versions of documents, and assorted text and speech software. All students in a DSEP school have an IPP.

IPPs are often recommended in a psychoeducational assessment when students have a learning disability. Rundle College does not construct these formalized plans for students because of our supportive classroom environment, which enables students to be successful with the above stated accommodations. An informal accommodation plan for students based on the recommendations and accommodations outlined in the psychoeducational report may be created. This plan is called a Student Support Plan (SSP) and is managed by our Academic Success Coaches.

Any students that require an IPP or accommodations other than those mentioned above are not admitted to our program. If the recommendation is set forward in an assessment while they are currently in our program, the student is referred to our affiliate school, Rundle Academy. The Academy is designated as a DSEP school and provides extensive accommodations for its students, as well as professional faculty who are well versed in strategies to assist students with learning disabilities.

Additional Recommendations:

Recommendations on how a teacher can best support a student are outlined in a formal assessment. Most recommendations are best practice teaching strategies and are utilized by teachers regularly in the classroom. However, at times a recommendation is suggested that goes beyond common best practices, such as providing notes or use of a formula sheet. Further, some recommendations go beyond the scope of teaching expectations at Rundle College, such as providing a scribe or audio versions of the test. Being that we are not a specialized academic program for students with this level of accommodations, we do not offer

them. If there are recommendations made in the assessment report that Rundle College can not offer, a referral to our Academy program may be warranted.

In addition, often specialized counselling services, tutoring or remediation is recommended in the report. Students may need to access those services outside of Rundle College. Student Services can provide referrals for specialized counselling services and, in some cases, tutoring or remediation programs.

Psychoeducational Assessments:

A recommendation for a psychoeducational assessment is made through Student Services after considerable review of the students' learning challenges.

We ask that parents, students and teachers notify Student Services 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 Student Services aware that an assessment is being conducted. We also advise teachers to get the completed assessments to the Student Services Department, so that it 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.

Advocacy

Students who receive accommodations at Rundle College need to develop advocacy skills so that they may transition into post-secondary studies and maintain the accommodations provided in high school. All students who are in 30 level courses and have an assessment are asked to discuss their learning style, assessment results and accommodations with their teachers at the beginning of each semester. An Accommodation Agreement will be required to be completed and handed in to Student Services.

To qualify for accommodations at university, the submission of a psychoeducational assessment report completed within three years of attending their institution is required. The recommendation is to submit this to the institution in the spring prior to starting at the university.

Post-secondary Transcripts

Transcripts are provided to students, parents or university admissions departments for admission purposes. Every university in Canada requires different requirements in terms of the type of transcript required (hard copy, electronic, or uploaded to an online portal). Many universities do not require a transcript to be sent during the initial admission process (self reported grades only). For Canadian admissions there are a few times throughout the year that students are able to request a transcript, with the approval from the Student Services

department. Students are responsible for requesting final transcripts with proof of graduating high school directly from Alberta Education through their myPass account. This final transcript costs \$10 and is sent directly to the post-secondary institution they plan to attend in the fall after graduation.

Approved Transcript Dates:

- Semester One interim marks - November 15
- Semester One final marks - mid to late February
 - based on the Alberta Education release date of diploma exam marks
- Semester Two interim marks - April 15
- Semester Two final marks - mid to late July
 - based on the Alberta Education release date of diploma exam marks

Tab 2

Tab 3

