

J. T. Foster School



**Student and Parent Handbook
2021 - 2022**

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GENERAL INFORMATION

Bell Times

| Monday – Thursday | | |
|--------------------------|-------|-------|
| <i>Warning Bell</i> | 8:40 | |
| Period 1 | 8:45 | 9:29 |
| Period 2 | 9:29 | 10:13 |
| Break | 10:13 | 10:18 |
| Period 3 | 10:18 | 11:02 |
| Period 4 | 11:02 | 11:46 |
| Period 5 | 11:46 | 12:29 |
| Period 6 | 12:29 | 1:13 |
| Period 7 | 1:13 | 1:57 |
| Break | 1:57 | 2:02 |
| Period 8 | 2:02 | 2:46 |
| Period 9 | 2:46 | 3:30 |
| Friday | | |
| <i>Warning Bell</i> | 8:40 | |
| Period 1 | 8:45 | 9:15 |
| Period 2 | 9:15 | 9:45 |
| Period 3 | 9:45 | 10:15 |
| Period 4 | 10:15 | 10:45 |
| Period 5 | 10:45 | 11:15 |
| Period 6 | 11:15 | 11:45 |
| Period 7 | 11:45 | 12:15 |
| Period 8 | 12:15 | 12:45 |
| Period 9 | 12:45 | 1:15 |

Mission and Vision Statement

To continue to thrive as a community in an increasing technology driven globalizing world, we must look ahead; we must understand the trends and forces that shape our lives to prepare for what comes tomorrow.

Our Mission

- To create lifelong, engaged learners.
- To inspire excellence in leadership, academics, athletics, and fine arts.
- To develop critical thinkers, problem solvers, and ethical responsible citizens.

Our Vision

Our vision serves as the framework and guides every aspect of our school by describing what we need to accomplish in order to continually improve.

- **People:** Be a great place to learn, be inspired, and self-discover.
- **Planet:** Be a responsible and ethical citizen in a local and global world.
- **Community:** To create a dynamic, engaged community that includes the arts, athletics, and respects the agricultural roots and traditions of our community in order to nurture creativity and lifelong learning.
- **Attributes:** A safe, caring, and respectful learning community.

High School Redesign

J. T. Foster is part of High School Redesign. Based on this determination, the 25-hour face-to-face requirement per credit has been waived for our school. The redesign has involved a shift in timetabling to allow flexibility to enhance engagement.

We continue to look for ways to connect the students with experiences outside of the classroom more often. Outside learning opportunities could take the form of challenges, field trips, and other exposures to make daily learning in school relevant to our students.

JT Foster Positive Behaviour Policy

Statement of Intent

JT Foster School promotes a high standard of behaviour and an environment where all school members are valued as individuals. At JT Foster School, great emphasis is placed on understanding and developing positive, caring behaviours that build inclusive, successful learning environments for all students regardless of race, social class, sexual orientation, religion, gender, ability, and language.

Code of Conduct

This code of conduct sets out the expectations of behaviour where staff, students, and parents look to create an environment that encourages and reinforces positive behaviour and fosters positive attitudes. It should be read in conjunction with JT Foster Mission and Beliefs & Values and JT Foster Discipline Policy (which addresses procedures for misconduct should it arise). This code of conduct was developed through a participatory research process involving interested students, parents, staff, and Administration. It will be reviewed, revised, and communicated to the school community on an annual basis.

Per the Education Act, a student shall conduct themselves to reasonably follow the following code of conduct:

1. be diligent in pursuing their studies;
2. attend school regularly and punctually;
3. co-operate fully with everyone authorized by the Board to provide education programs and other services;
4. follow the rules of the school;

5. account to their teachers for their conduct, and respect the rights of others

Respect: We respect ourselves and others. We understand that respect is the foundation of all human relationships. We respect others' feelings and property. We respect everyone, friends or not, because they all have dreams and needs, just like we do. We treat other people the way we want to be treated. We treat people with civility, courtesy, and dignity. We accept personal differences. We work to solve problems without violence. We never intentionally ridicule, embarrass or hurt others.

Caring & Empathy: We will be sensitive to the thoughts and feelings of those around us and will work to understand others' situations and emotions. We will "put ourselves in someone else's shoes," and we will act in a way we would want others to act towards us. We will show compassion for others and treat them with kindness and generosity. We are never mean, cruel, or insensitive. We are responsive to the concerns and needs of others and give of ourselves for the benefit of others.

Acceptance: We are individuals with both strengths and weaknesses. We live alongside individuals, each with their own opinions, faiths, and values. Though we all have unique backgrounds and each story to tell, these differences give us strength.

Responsibility: We are aware that we also have a corresponding responsibility for every right that we have. We act responsibly by being ready to learn, actively participating in our education programs, attending school regularly and punctually, and ensuring that our conduct contributes to a caring, respectful, and safe environment. We take responsibility for our words and actions and their consequences. We are dependable.

Self-regulation: We are aware of and able to manage our energy states, emotions, and behaviours in socially acceptable ways, which helps achieve positive goals, such as maintaining good relationships, learning, and well-being. We can deal effectively with stressors -for example, noise, light, and movement – that may get in the way of our learning or cause us to interfere in others' learning. We often pause and listen to our conscience before we proceed.

Fairness: We treat other people the way we want to be treated. We are open-minded and reasonable. We play by the rules. We do not take advantage of people. We consider the feelings of all people who will be affected by our actions and decisions.

Trustworthiness & Integrity: We can be relied on to do or provide what is needed or right. We are worthy of confidence. We demonstrate through our words and actions that others can trust us. We show the genuineness of purpose. We keep our promises, are reliable and follow through on commitments. We are honest and authentic to our absolute best selves. We will live our lives to be worthy of trust.

Restorative Action: We will empower and support each other in confronting misunderstandings and conflicts within our work and play. We will have difficult conversations with the goal of reconciliation and the acknowledgement of responsibility. We will focus on the repair of social

injury or damage and not on punishment. We will support and learn from each other as a reminder that all of us are indeed interconnected.

Ethical Citizenship: We take responsibility for what goes on in our community. We participate in our community. We help take care of the environment. We obey the law. We do our parts for the common good. We are stewards of the world we want. Our conscience guides us into taking direct action to improve our community.

Attendance

The School Board believes that student attendance enhances a student's responsibility to succeed in school. The Board finds that student attendance is a shared responsibility of the parent, student, and teacher.

Alberta Education Mandate

Classroom attendance is crucial to academic success and the pursuit of excellence.

J. T. Foster School Policy

1. Regular attendance is the responsibility of the student and the parent/guardian.
2. The teacher's role is to encourage full attendance and support this by maintaining accurate records, sharing and addressing concerns with students, parents/guardians, and reporting these concerns to Administration.
3. The Administration, with support from teachers, counsellors, parents/guardians, is responsible for collaborating with students to resolve critical attendance problems.

Procedures

1. Parents/guardians must phone the school at 403-646-2264 or email s-jtfoster@lrsd.ab.ca to report absences. Parents are requested to email or phone in advance of the absence if possible, preferably on the day of the absence and no later than noon on the day after the absence.
2. Attendance will be monitored regularly. In addition to the classroom teachers monitoring and managing attendance, the Office will review and monitor student attendance issues.
3. At any point in the attendance review, an administrator may levy consequences such as removing privileges, detentions, or suspensions to a student whose attendance does not meet the expectations.

Any student who is absent for any reason is encouraged to review teachers' google classrooms for any homework or work missed.

Attendance Extended Leave Policy

Parents may wish to remove their son or daughter from school for an extended period (longer than three days) for reasons other than bereavement or illness. J. T. Foster staff does not encourage this practice, but if parents make this decision, the information must be provided in advance so teachers can prepare alternative lessons. In most cases, two weeks' notice is sufficient. The school does not approve a student's absence but rather records the parent's intent to remove a student

from school. Refer to the individual teacher course outline for details on how missed work or tests will be handled. Students are expected to be in attendance for all major exams, including end-of-semester exams in January and June. Parents are discouraged from removing students from school during this time.

Lates

It is reasonable to expect each student to be punctual for each class period. Students who enter a class late can distract others from their learning. Repeated lateness is disrespectful and discourteous and, if not corrected, tends to become more commonplace. Corrective action may include detention time, extra work, assignments, or referral to Administration in chronic situations.

Permission to Be Excused

Students, who must leave during the day for personal reasons, **must have a phone call or email from a parent or guardian requesting permission to do so and stating the reason.** Students leaving school during class time for any reason **MUST** check out through the Office. Students leaving without proper check-out may be considered as truant for the time missed.

High School Registration Expectations

Students require 100 credits to attain an Alberta High School diploma. Within those 100 credits, there are specific required courses. To ensure there is some room for error, students at J. T. Foster School are required to register for a minimum of 110 credits within grades 10 to 12. Students in grades 10 and 11 must enroll in courses that will enable them to earn a minimum of 40 credits at J. T. Foster School in grade 10, 35 credits in grade 11, and 35 credits in grade 12.

Final Examinations

There is a provision for a comprehensive final examination in all academic subjects. Alberta Education requires students to write comprehensive Diploma examinations in Grade 12. When students do not write final examinations, they receive a mark of zero. Students taking Diploma Exam courses, who achieve a blended mark below their expectation or goal, may rewrite the diploma exam at the student's costs in the next examination period.

All students are expected to be present for their final exams, whether written in the classroom or another location. **The only acceptable excuse for missing a final exam is illness or bereavement.** The following rules apply to midterm and final exams:

1. All exams are scheduled to start at 9 AM. Students should be in the exam room at least 15 minutes before the exam starting.
2. All electronic devices are not permitted in the exam room.
3. Exams are scheduled for 2 hours, with an extra ½ hour being provided to all students. Students must remain in the exam room for the first 90 minutes of the exam.
4. Any exam accommodations being used must have been in place for the entire year or semester.

5. Cheating on an exam will result in a zero on the exam and could lead to further consequences.
6. All textbooks, novels, and other school-owned course materials must be turned in before the exam.
7. Students should use the washroom before the exam start time. If there is an emergent need to go to the bathroom, the supervisor will call the Office to supervise the student to and from the washroom.
8. Students must provide their writing materials, including pens, HB pencils, calculators (and batteries), or other necessary instruments.
9. No notes, papers or books may be brought into the examination room other than those specified by the teacher.
10. Scientific calculators, rulers, and protractors may be used but may not be shared by students.
11. Calculators with memory must be cleared before the exam, especially graphing calculators. Your math or physics teacher will help ensure that the memory is cleared.
12. Diploma Exams and Provincial Achievement tests have their own procedures.

Student Discipline Policy

J. T. Foster School works to prevent student discipline problems by working collaboratively to create and communicate expectations for our school. The Positive Behaviour Policy is a document that contains these expectations. When students fail to meet these expectations, J. T. Foster responds according to the Livingstone Range School Division Administrative Procedure 350 [Code of Conduct](#) and the *Education Act*.

At J. T. Foster School, we use a progressive procedure to help students maintain positive behaviours. Student behaviour deemed to be dangerous in nature, in that it intends to physically or emotionally harm another person, will not be dealt with progressively but may move directly to a suspension from the class or school. Should students' behaviour be negatively impacting the learning environment, the following steps will be used:

Low-level behaviour negatively impacts the learning environment.

- a) Verbal cueing with a calm, clear explanation of the desired action.
- b) Teacher proximity to student.

Moderate or repeated low-level behaviour that negatively impacts the learning environment.

- a) Verbal cueing, calmly laying out the desired action, and a warning for a different response should the behaviour continue.
- b) Move the student within the classroom.
- c) Contact with a parent must be made within one school day, and electronic notification must be completed and sent to Administration for tracking along with documentation of the parent contact.

Significant, repeated moderate, or continued low-level behaviour that negatively impacts the learning environment (this step must occur before a student is suspended from a class for any reason other than behaviour considered serious, severe, or criminal)

- a) Students will be separated from the class either within the classroom or in the hallway. Student/teacher conferences must occur. The student will return to class. The teacher will document the meeting and contact the parent/guardian within one school day and document the result of that contact.
- b) Electronic notification must be completed and turned into the Office for tracking.

Serious, repeated significant or continued moderate behaviour that negatively impacts the learning environment.

- a) Students will be asked to leave the classroom calmly and clearly told that they are being suspended from class for the identified, specific behaviour.
- b) The student must then be escorted to the Office or an administrator called to get the student taken to the Office.
- c) The teacher will complete an office referral form that includes a recommended administrative course of action.
- d) The student will be asked to complete a student reflection sheet that allows them to express their perspective on the incident. During this time, the referring staff member and the administrator will discuss the referral and recommendation for the student.
- e) The student will be allowed to share their perspective on the incident(s). All gathered information from the administrator, student, and staff member will be used to develop a course of action for the student. The course of action must include:
 1. A person is responsible for contacting the parent/guardian.
 2. A person responsible for arrangements for a parent meeting if required.
 3. Steps needed for the student to return to class.
 4. Consequences for the student's behaviour are aimed at restitution and learning.
 5. Steps for a follow-up to ensure follow through on all actions decided upon.
 6. Calm, clear communication to the student of the issues, consequences and measures needed for return to class.
 7. Proper filing and tracking of the electronic notification

Severe or continued serious behaviour that negatively impacts the learning environment.

- a) Students will be suspended from school for 1-5 days at the principal's discretion.
- b) The student suspension record will be completed and tracked.
- c) The parent will be contacted by the administrator levying suspension.
- d) A meeting with the parent/guardian must occur before re-entry unless otherwise agreed to by the administrator and the parent/guardian.
- e) A letter with specific details of the incident and the length of the suspension will be mailed to the parent/guardian. This letter will be copied to the Superintendent of Schools.

Criminal or repeated severe behaviour that negatively impacts the learning environment.

- a) The student may be suspended for five days with the recommendation for expulsion from J. T. Foster School

Behaviour Summary Chart

| Behaviour Category | Behaviours for each category may include: |
|-----------------------|---|
| Low-Level Behaviors | unprepared for class, talking that disrupts the learning of others, class clownery, tardiness that affects learning. |
| Moderate Behaviors | Off-task behaviour that disrupts the class, disrespectful language or tone, dress code violations, internet, or electronics violations. |
| Significant Behaviors | Physical roughhousing, passive defiance, skipping class. |
| Serious Behaviours | Aggressive defiance, profanity directed at staff, angry pushing and shoving, smoking, or chewing tobacco, targeting other students. |
| Severe Behaviours | Under the influence of alcohol or drugs, mutual fighting, willful vandalism, malicious targeting of other students by an individual or group. |
| Criminal Behaviours | Possession of alcohol or drugs, physical attack or assault, sexual harassment, motor vehicle offences, theft. |

Anti-Bullying Policy

Statement of Intent

J. T. Foster's staff and Administration are committed to providing a safe and caring environment for our students, staff, and the entire school community. We believe bullying destroys this environment. We know that bullying can be very harmful to the health and well-being of those that experience or witness acts of bullying. For this reason, we have deemed bullying to be unacceptable to our school community.

Definition of Bullying

We define bullying as any repeated and targeted pattern of behaviour or action that intentionally causes fear, humiliation, or stress to another person. That person has difficulty defending themselves because of a difference in power between the two parties. At J.T. Foster School, we believe that bullying is NEVER justified and cannot be excused.

The specific behaviours we define as bullying include but are not limited to:

- a) **Physical:** Hitting, slapping, punching, pushing, tripping, shoving, destroying belongings, throwing objects, or any other unwanted physical violence against another person
- b) **Verbal:** Name-calling, insults, jokes, taunting, threats, intimidating, and swearing.
- c) **Social:** Gossiping, ignoring, purposeful exclusion of others, spreading rumours, isolating, humiliating, threatening, lying to get someone in trouble, tormenting, and unwanted teasing.
- d) **Discrimination:** Any taunts, slurs, jokes, or physical threats that are based on race, culture, gender, religion, ability, sexual orientation, or any other personal characteristics
- e) **Sexual:** Unwanted sexual touching, making sexual threats, and any written or expressed sexually abusive or harassing comments.
- f) **Cyber-bullying:** Any form of bullying done by using electronics such as text messages, email,

Snapchat, Tik Tok, Facebook, Twitter, and private messages.

There are differences between bullying, unkind/insensitive behaviours, being left out, teasing, and peer conflict

Students, parents, and staff need to understand the differences between bullying and teen behaviours that might be inappropriate. These behaviours most often include teasing, unkind comments, being left out, and peer conflict. They do not involve bullying until they become *deliberate, repetitive, and targeted* attempts to hurt someone with less power.

It is important not to label these behaviours as bullying. The best approach to take in these situations is to teach the students such skills as empathy, appropriate humour, respect, cooperation, and practical problem-solving.

At J. T. Foster, **all** inappropriate behaviours are addressed on a case-by-case basis. The approach to discipline will depend on the behaviours or actions taken at the time. The following table can help students, parents, and staff understand if a situation involves inappropriate teen behaviours or bullying.

Peer Conflict

- Everyone has equal power in the relationship
- Both parties are in part responsible for the problem
- Does not pose a threat of physical or emotional harm to the other person
- Usually involves a lot of emotion from both parties
- Typically involves people feeling remorse for their behaviour
- May take responsibility for their part of the conflict
- Want to resolve the problem

Teasing

- The intent is to fit in, be funny, or relate with someone else
- It is not intended to harm the other person
- If asked, the person would stop
- Everyone is equally teased, with no one ganging up on one person
- Never involves making fun of a person's disability, ethnicity, spirituality, sexuality, socio-economic status, or any other characteristic out of a person's control (i.e., skin, weight, etc.)
- It does not involve intimidation or aggression
- It can be hurtful and taken too far, which can also turn into a fight
- Teasing becomes bullying when the target is hurt/upset but cannot do anything about the teasing for fear of further harm/teasing

Being left out

- It can be an unfortunate life lesson and a difficult part of daily life.
- Teens need to learn how to handle being left out as well as how to become more aware of including others in your plans
- Only becomes bullying when someone is deliberately ostracized or excluded from a group

Unkind/Insensitive Behaviour

- The intention usually involves voicing one's thoughts without thinking about the impact of what has been said
- It can also be attributed to not thinking things through or how one's actions might make someone else feel (i.e., inviting one person to a party in front of someone else)
- It does not involve making any form of discriminatory comments
- There is no history of conflict or bullying between the people involved

Bullying

- It is repeated and intentional
- Involves threat of physical or emotional harm to the target
- Imbalance of power in the relationship (i.e., someone is stronger, more confident, bolder, or more popular)
- Target has difficulty defending themselves because of this power difference.
- It involves trying to exert control over another person
- A little attempt by the perpetrator to resolve the problem
- The perpetrator bears full responsibility for the situation

Clothing Expectations

Everyone is expected to wear appropriate clothing for a public environment.

Non-student Visitors

All visitors are required to report to the Office upon arrival to receive authorization for their visit. Visitors with a vital purpose are welcome to our school. Those who arrive with no intention, however, will be asked to leave. Please do not invite friends to visit you here; meet them away from the school property. Students are asked to report to a teacher or the Office any suspicious/unknown person or group.

Mobile Devices

Students are asked to use their mobile devices and personal technology responsibly and with explicit permission during class time. Teachers may ask that devices be placed in a container or on a shelf during the instructional part of each class. Misuse of cell phones and personal technology will necessitate confiscation of the device until the end of the school day.

Mobile devices are not allowed in any exam room.

Locks and Lockers

Students will be assigned a locker and a combination lock on the first day of school if requested. Students and their parents must complete and sign the Locker Rental Agreement form before issuing the lock and locker. (This form has been drawn by the Livingstone Range School Division and

must be completed by all students in its jurisdiction before they will be issued a lock and locker.)

Internet

Access to the internet is governed by the Internet Use Agreement that all students and parents must sign before the student will be allowed online.

Fire Drill / Lockdown

Six fire drills and at least two lockdown drills are conducted throughout the year. Exiting directions are posted in each room and are to be followed when the alarm sounds. Students are to proceed quietly out of the building, stay with their class, remain quiet and not interfere with others. Attendance will be taken and reported to the designated fire marshal. Students on study periods must report to the administrator on duty to acknowledge their presence.

It is School Division policy that anyone found tampering with fire equipment is to be charged under the Criminal Code of Canada in addition to any action taken by the school administration.

Injuries (Reporting)

Injuries and accidents that could have resulted in injuries that occurred in school must be reported to the Office immediately by the student involved and the supervising teacher. School Division Accident Report Forms must be filled out for all accidents stating the circumstances relating to the injury.

School Fees

All students or their parents must pay fees as set by the Livingstone Range School Division. Additional charges are levied for participation in certain subjects and various co-curricular and extracurricular programs on a cost-recovery basis.

Student Transportation

When attending an extracurricular or co-curricular trip, students are only allowed to ride in vehicles or buses that have been registered to be on that trip. Parents may transport their children. Students may not ride with other adults who are not their parents. The school bus is an extension of the school; similar rules and expectations for student conduct apply. **Under no circumstances may a student drive or others to school-sponsored events.**

School Closures

When a decision is made to close schools for the day due to inclement weather or the cancellation of some or all buses, the Livingstone Range School Division website, www.lrsd.ab.ca, will post updates.

Billeting - At the beginning of each year, students are given a print to take home with their demographics. Included is information on where they should stay in town if the school is closed due to a storm or an emergency or if the buses do not go out for the same reasons. If this should happen, we will do our best to contact the billet homes and parents.

Insurance

The Livingstone Range School Board has insurance coverage for all students. Parents wishing more extensive coverage for their children (especially those participating in extracurricular activities) may purchase additional coverage.

School Dances

School dances are a part of student social activities. Parents of our students expect school dances to be safe and appropriate extensions of our school environment. They rightly assume that such dances will conform to accepted standards. This means that all students in attendance will follow our school expectations and guidelines for a safe, caring, and welcoming school environment. As well, always the policies of Alberta Education and the Livingstone Range School Division are in force.

1. All dances are held from 7:30 to 10:30 PM. The doors are closed for admittance at 9:00 PM. No one is allowed into the dance after the doors are locked unless previously approved by Administration. Once a student or guest leaves the dance at any time, they are not readmitted.
2. Non-students may be invited to school dances by a student. Invitations are one (1) per student and must be approved by the Administration. The student, as a sponsor, **MUST ACCEPT THE RESPONSIBILITY OF THE CONDUCT OF THEIR GUEST**, should guests become troublesome. Make your guests aware of their responsibility to you as a host.
3. All guests must be registered by the Wednesday before the dance; otherwise, they will be denied entry. No exceptions.
4. To achieve a successful dance, full cooperation should be extended towards staff and parents who are volunteering their time in a supervisory capacity
5. Students suspected to be under the influence of alcohol or other intoxicants or involved in ANY disturbance will be denied entrance or removed from the dance and may be suspended from all school activities until the end of the school year. Also, the student will face suspension or be recommended for expulsion from school. A student removed from the dance will have their parents notified to have parents or a responsible adult pick up the student.
6. Students who bring backpacks, coats and other personal belongings to school dances are required to check these items in at a designated "Coat Check Area." This area is always supervised. Access to student lockers is not permitted during the dance.
7. Students are expected to meet all school dress expectations while in attendance at school dances.
8. Students who are not present for the entire school day of the dance will not be allowed to attend the dance.
9. Please dance with respect for yourselves and others. This means no moshing, twerking or sexually suggestive dancing.

High School Graduation, Honour Roll and Valedictorian Policy

Graduation is an important milestone in a student's life. The J. T. Foster Graduation Committee hopes to make this a special time for all the grads and their guests. It is essential that as a grad, you keep informed and keep your parents informed as the year progresses. Please use this policy as a guideline and pay attention to announcements. Our goal at J. T. Foster is to see every student receive a High School Diploma or high school achievement certificate.

Graduation Participation Requirements

Students will be eligible to participate in the graduation exercises provided they meet the criteria for graduation. Students will receive a Graduation Certificate from the school at the ceremony. Students are presented with their certificates in alphabetical order during the Graduation Ceremony, and no distinction is made between the various programs offered at J. T. Foster School.

Graduation Criteria

To graduate from J. T. Foster School, students must:

1. Meet the minimum course credit requirements for a High School Diploma or Certificate of Achievement as established by Alberta Education.
2. Have a minimum grade of at least 50% as of May 31 in all non-diploma subjects and meet the requirements for diploma subjects described below.
3. Have attended J. T. Foster School and completed a minimum of 10 credits the year of graduation.
4. All graduation fees must be paid as outlined by the Grad Committee of that graduating class.
5. Students must be in good standing with the school.

Because the final grades for Diploma Exam subjects are established by blending the school awarded mark and the diploma examination mark, the following rules will apply:

- a) Students must have earned at least 50% in the blended mark in any required diploma examination subjects in the first semester.
- b) In the second semester, students must have a mark of at least 50% as of May 31 in any diploma examination subject students require to meet their diploma requirements.

OR

Complete all requirements of the Certificate of Achievement Program

A student who meets these criteria is eligible to:

- Be introduced at the ceremonies.
- Receive the Graduation Scroll.
- Be included in the Graduation Group Photograph.

Graduation List

Students who are not registered in required courses for graduation or whose grades fall below 50% in any courses required for graduation will have their names removed from the grad list.

Students' names are removed from the graduation list because of:

- Failing marks in required courses
- Incomplete courses/modules required for graduation.
- Failing to attend classes.
- Inappropriate behaviour

Students may have their names placed back on the list when they meet the graduation requirements before May 31. After May 31, no students will be added to the grad list. Students who do not intend to attend the ceremonies should inform the school as early as possible.

Graduation and the School

A convocation ceremony is a school-sponsored event meaning that students are responsible for their decorum.

Alberta High School Diploma Requirements

100 CREDITS are needed to receive a high school diploma, and 80 credits are required for a Certificate of Achievement. Also, specific course requirements must be met. Check My pass for further details.

Appeals

Students who do not meet the above guidelines due to extenuating circumstances may appeal. A committee consisting of an administrator, counsellor and one other staff member will determine the student's eligibility. Appeals must be made in writing to the principal by the end of the first week in June.

Procedures

Students and parents will be made aware of the graduation policy before starting their grade 10 year and again in June or September of their grade 11 years.

- The school counsellor or principal will notify students in jeopardy of graduating & their parents in writing by September 30 of their graduating year.
- Parents and students will be notified in writing of any changes in their graduation eligibility at the following reporting periods: October 15, January 30 & April 15.

Valedictorian

The valedictorian shall be the student demonstrating the highest overall aggregate mark in English 30-1, Social Studies 30-1, and three (3) of the following taken at J. T. Foster School:

- Mathematics 30-1
- Mathematics 30-2
- Mathematics 31
- Biology 30
- Chemistry 30
- Physics 30
- One 30 level CTS (min. 5 credits) or Green Certificate course
- A language or Fine Art other than English at the 30 Level

Honour Roll

Honour roll shall be calculated twice per year based on the following formula

- Honours
 - Grade 7-9 Average mark of 80 -89 in ELA, Science, Social Studies, Math, Physical Education
 - Grade 10-12 Average credit weighted mark of 80-89
- Honours With Distinction
 - Grade 7-9 Average mark of 90 -100 in ELA, Science, Social Studies, Math, Physical Education
 - Grade 10-12 Average credit weighted mark of 90-100

J. T. Foster School Contact Information:

P.O. Box 610, 2501- 22 Street

Nanton, Alberta T0L 1R0

Phone: 403-646-2264

Fax: 403-646-5758

<http://www.jtfostersterschool.ca>

[Email: s-jtfoster@lrsd.ab.ca](mailto:s-jtfoster@lrsd.ab.ca)

| Name | Position | Email |
|---------------------|--|--|
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