

SECONDARY STUDENT AND PARENT HANDBOOK

VISION

Calgary French & International School graduates will be active global citizens with a foundation for lifelong success, and our school will be the leader in French immersion and international education.

MISSION

Calgary French & International School develops each student's individual and academic potential through full French immersion, an international focus, and the development of the whole student in a rich and dynamic learning environment

TEACHING EXCELLENCE AT CFIS

At CFIS, teaching excellence is grounded in relationships and in students' emotional experiences in the classroom. CFIS teachers' first commitment is to each student's overall well-being and sense of belonging. The pedagogy reflects current research on how students learn, and teachers intentionally strive to help all students achieve their full potential. CFIS teachers' practice is purposefully aligned with the school's mission, vision, and values, and both acknowledges and supports students' unique skills, talents, and areas of development. CFIS teachers are exemplary role models of reflection, critical thinking, and ethical citizenship, who demonstrate their engagement in their profession and with their students through continuous improvement, collaboration, and professional development.

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WHAT'S NEW IN 2018-19

CFIS's secondary division is growing, with a larger senior high student population this year, including one additional grade 10 class and a new mathematics/physics classroom. We were proud to hear that in June 2018 the Fraser Institute ranked our high school academic program #1 in Alberta (tied for first place).

We are excited to welcome the following new faculty members:

- Mme Josie Caro (Mathématiques, Sciences)
- Mme Vanessa King (English Language Arts, Français)
- Mme Carmen Moulin (Études sociales, Français)
- Mme Sarah Trombetta (Sciences, Health and Personal Life Skills)
- Mrs. Collette Sylvestre (Secondary Learning Strategist)
- Also, the following teachers are newly appointed in their positions of responsibility:
- Mrs. Julie Chrapko, English and Spanish Curriculum Leader
- Señor Daniel Mondaca, Thor House Leader
- Mme Leona Sudom, Library Technician

The secondary division's major projects in 2018-19 include the following first-ever goals: hosting the 2019 national junior high speech championship; preparing for our final on-site International Baccalaureate accreditation visit in late fall with a goal to become an accredited IB World School by February 2019; and - because we are now an accredited Round Square school - sending CFIS students to other countries for six-week Round Square student exchanges.

Some new guidelines and procedures in 2018-19 relate to the topics of academic honesty and the use of school laptops.

EDUCATIONAL GOALS FOR SECONDARY STUDENTS

In alignment with CFIS's mission and vision, and building on key facets of our elementary division's program, the secondary division's program reinforces the following goals and objectives for each student:

INTELLECTUAL DEVELOPMENT

- Nurture the love of learning;
- Stimulate intellectual curiosity using multiple methods of program delivery;

- Promote critical and creative thinking in French and in English; and
- Foster the acquisition of skills, knowledge and effective work habits.

SOCIAL DEVELOPMENT

- Encourage acceptance of and appreciation for others;
- Promote a sense of social responsibility and encourage cooperation with others; and
- Promote awareness of and respect for the school environment.

MORAL AND ETHICAL DEVELOPMENT

- Encourage each student to develop a sense of self-worth;
- Promote the importance of self-discipline in each student;
- Encourage the development of personal initiative and perseverance;
- Promote a strong work ethic and sense of responsibility;
- Provide opportunities for each student to develop leadership skills; and
- Foster an appreciation of tradition, culture and values of others.
- Engage in positive, safe, legal and ethical behaviour when using technology.

PHYSICAL DEVELOPMENT

- Teach and promote the importance of physical fitness, hygiene, mental well-being and sportsmanship.

As we strive towards our educational goals, we work on a daily basis to ensure that our students are safe, healthy, engaged, challenged and supported (as recommended by the Whole Child education movement).

OUR CURRICULUM

CFIS follows Alberta Education's Program of Studies for French immersion. Our students write the grade 9 Provincial Achievement Tests and the grade 12 Diploma examinations in French, and traditionally score very well on a yearly basis.

CFIS is planning to offer the International Baccalaureate Diploma to its current grade 10 students. In December 2018, CFIS will receive the International Baccalaureate Organization's accreditation visiting team; we will be seeking their final approval to offer IB Diploma courses starting in the 2019-20 school year. We aim to offer our students the option of earning the IB Bilingual Diploma.

Our student life curriculum enhances the Alberta and IB programs of study through the following CFIS core experiences for secondary students:

- The CFIS Travel Studies program: experiential learning through whole-grade travel experiences enables our students to relate the concepts and skills learned in the classroom to the world and the people around them, and to learn about themselves. Our 2018-2019 trips include the grade 7 trip to Saskatchewan, where students will retrace some of Louis Riel's historical steps; the grade 8 trip to Montréal & Québec, where students will practice their French-language skills; the grade 9 trip to Costa Rica, where students will practice their Spanish speaking skills and perform local community service; and two grade 10-12 trips, one to the Amazon (Ecuador) in February and one to central Europe (France, Germany, Belgium and the Netherlands) in March.
- The CFIS Athletics program: almost 80% of our graduates will have represented the school in interscholastic sports. Many senior high students hone their leadership skills by coaching or refereeing our junior high school teams.
- The Musical: Every year, almost 80% of our secondary division students have an important role to play as members of our cast, crew, or pit band while they prepare throughout the year for this big event.
- The School Band: our school band, our jazz band and our various ensembles produce high quality performances throughout the year, both in competition and in concert. Typically, 60% of the secondary division students perform in our school bands.
- The House System: The CFIS House system strives to build a proud, healthy, and lasting community in the Secondary Division. It does so by building positive relationships, recognizing students' success, and promoting the development of the whole child. We help create principled and happy students. The House system places students in one of four houses according to their personal values and characteristics. This system enhances student life through inter-house competitions, house meeting discussions about personal growth, and community service projects in the Calgary region.
- Our identity as a UNESCO-affiliated school: UNESCO-related secondary division activities include student-led community service projects and participation in We Day Calgary.

ROLE OF THE PARENT

The school's administrative procedure #312 suggests ways in which parents can support school improvements (the school's administrative procedures are posted on the CFIS web site). Below are some simple ideas to help you support your child's school experience:

- Support your child's learning efforts at all times. His/her success will be impacted by your attitude.
- Have an open and honest relationship with your child's teacher. Your child's success depends on the efforts and mutual support of all involved.
- Make punctuality and school attendance a priority. In a second-language context, frequent and/or extended absences have a detrimental effect on student progress and confidence.
- Explore French cultural opportunities such as television programs, radio and cultural events.
- Maintain a regular routine at home for the completion of schoolwork.
- Read all school communications regularly.
- Attend student performances and other special events. This is your child's opportunity to be a leader in his or her own learning journey.
- If you have concerns, questions or problems, please encourage your child to speak directly with the teacher if he/she is uncomfortable with a situation in the classroom. If your child is reluctant to do so, please communicate with the teacher on his/her behalf. Teachers are typically available in person after 3:35 p.m., by telephone and via email. If an issue cannot be resolved after communicating with the teacher, contact principal Malcolm Mousseau at mmousseau@cfis.com or 403-240-1500.
- In order to address any concerns fairly and thoroughly, these steps should be followed:
 - Step 1: Parents contact the teacher via email or phone to set up a face to face meeting with the teacher involved. The teacher is required to reply to this initial contact within 24 hours to set up a time for the aforementioned meeting. The meeting will occur within 72 hours of the initial contact, depending on availability of the teacher and parent as well as the urgency of the request. The teacher or parent may request the presence of the principal during the meeting.
 - Step 2: If the meeting with the teacher does not resolve the parents' concerns, the parent may request a meeting with the principal, with or without the presence of the

teacher. Before said meeting takes place, the principal will acquire a statement from the teacher regarding the event/incident and the following meeting with the parent.

- Step 3: If the meeting with the principal does not resolve the parents' concerns, the parents may request a meeting with the Head of School, with or without the presence of the principal and/or the teacher. Before said meeting takes place, the Head of School will acquire a statement from the principal about the meeting with the parent and the statement from the teacher regarding the event/incident and the following meeting with the parent.
- Note: Any requests to speak to the principal or Head of School before the above procedure has taken place will be referred to step 1 of the process.

STUDENT CONDUCT

In keeping with Alberta legislation and the Safe and Caring Policy, CFIS is committed to:

- Providing students with a welcoming, caring, respectful and safe learning environment;
- Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities within the school community; and
- Publishing as part of a student registration, school start information and other forms, written expectations for student behaviour while at school, at school-related activities, or while engaging in activities that may have an impact on others in the school.

EXPECTED STUDENT CONDUCT

Consistent with Section 13 of the School Act and in keeping with the mission and vision of CFIS, as well as our school's Mutual Respect policy (found on the school's web site), each student is responsible for acting positively in support of a welcoming and caring learning environment by:

- Respecting oneself and the rights of others in the school;
- Conducting oneself in a manner that contributes to a welcoming, caring, and safe learning environment that respects diversity and fosters a sense of belonging;
- Refraining from all forms of bullying, including electronic bullying, and refusing to tolerate bullying in and outside of school;
- Informing a responsible, trusted and caring adult staff member in a timely manner of incidents of bullying, harassment, intimidation or other unwelcome or uncaring acts;
- Attending school regularly and punctually;

- Wearing a proper school uniform while at school and consulting the school's online calendar in order to know when a formal uniform is to be worn; and
- Knowing and following the school's technology acceptable use policy (posted on the school's web site);

CONSEQUENCES, REMEDIATION AND SUPPORT

The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a manner consistent with the principles of fundamental justice and the school's discipline policy (the CFIS Administrative Procedure #320 is posted on our website). In fostering a positive learning environment, we will engage in caring efforts to support each individual who may have been the subject or victim of unacceptable behaviour and the perpetrator who demonstrated unacceptable conduct to improve their conduct. In the context of our secondary program, key components of our discipline philosophy are to honour each student's dignity and to ensure our expectations are appropriate to the child's development level.

Supportive actions CFIS may include, but are not limited to: mentoring individual students; more focused attention to individual students; regular follow-up meetings with specific teachers, individual students and parents; and counseling. In more serious circumstances, an individual found to have engaged in unacceptable conduct may be subject to suspension or expulsion.

Relational Aggression: intimidation, teasing, harassment, and bullying are some examples of relational aggression. The important topics of developing positive relationships, dealing with unwanted behaviours from others, and the role of the bystander are presented and discussed in House meetings. We will take specific steps when bullying or harassment is reported. The definitions we use for some of these behaviours are:

- Teasing or non-bullying incidents occur when the accused did not intend for the target to feel fear, intimidation, or harm. Although intent might not be there, they must still be responsible for unintended consequences.
- Bullying is a form of human degradation. Three essential elements of bullying behaviour are: (1) the behaviour is aggressive, negative, and intentional; (2) the behaviour is carried out repeatedly over an extended period of time; and (3) the behaviour occurs in a relationship where there is an imbalance of power between the parties involved (source: Olweus, D. (1993). *Bullying at School: What we know and what we can do* (understanding children's worlds). Malden, MA: Wiley-Blackwell).

When a student witnesses or becomes a victim of bullying or harassment, they should report this immediately to the teacher,

to a learning strategist, or to the principal. They will be asked to complete a reporting form (this form is found on the school's web site). The Bullying/Harassment Reporting Form includes a description of the five steps in the process of investigation.

GENERAL INFORMATION

COMMUNICATION AND CALENDAR

Classroom teachers will provide their students with their CFIS email addresses, which you are encouraged to use. Please note that because school is a busy place and our teachers do more than just teach in the classroom, we encourage faculty to answer emails outside of classroom hours. If you need to reach your child during the day, please contact the Secondary Division reception (Mme Lucie Tremblay, secondary division administrative assistant, email ltremblay@cfis.com) and she will deliver a message to your child's teacher.

Teachers meet parents twice yearly to discuss student progress in their class. The parent-teacher interview dates this year will be:

Junior High and Senior High:

- October 25th from 4:00 p.m. to 8:30 p.m. and also October 26th from 8:30 a.m. to 3:30 p.m.

Junior High only (grades 7-9):

- February 21st from 4:00 p.m. to 8:30 p.m. and also February 26th from 4:00 p.m. to 8:30 p.m.

Senior High only (grades 10-12):

- April 4th from 4:00 p.m. to 8:30 p.m.

The classroom teacher is your primary contact with the school and the best source of insight and information about your child's school experience. Please contact your child's teacher if you have any questions or concerns about your child's learning in that course. If a conversation with the teacher has not addressed your concerns, please contact either that subject's curriculum leader or the Principal of Secondary, M. Malcolm Mousseau (mmousseau@cfis.com). They can also be reached by phone at 403-240-1500. The secondary division curriculum leaders are:

- *English and Spanish:* Mrs. Julie Chrapko (jchrapko@cfis.com)
- *French and Social Studies:* Mme Denise Bouchard (dbouchard@cfis.com)
- *Mathematics:* M. Alain Gamache (agamache@cfis.com)
- *Physical Education:* Mme Sabine Crandall (scrandall@cfis.com)

- *Science:* please contact the Science teacher directly.

The assessment calendar includes three terms for junior high students and four quarters for senior high students. The dates that correspond to these assessment periods are:

Junior High (grades 7-9)

- Term 1:
Sept 4 - Nov 23
- Term 2:
Nov 26 - Mar 8
- Term 3:
Mar 11 - Jun 21

Senior High (grades 10-12)

- First Quarter:
Aug 30- Nov 2
- Second Quarter:
Nov 5- Jan 18
- Third Quarter:
Jan 21 - Apr 12
- Fourth Quarter:
Apr 15 - Jun 28

Two types of reports are issued: The Learner Profile and the Report Card. The Learner Profile rates students on ten demonstrated learning skills and also lists the co-curricular activities in which the student is involved during that reporting period. The Report Card includes the following information for each subject: the level of academic achievement represented by a cumulative percentage grade, the teacher's comment on the student's progress, the number of days absent, and the number of late arrivals to class.

The Junior High reporting schedule is as follows:

- October 23rd: Term 1 Learner Profiles sent home electronically by email
- November 30th: Term 1 Report Cards sent home via students
- February 7th: Term 2 Learner Profiles sent home electronically by email
- March 19th: Term 2 Report Cards sent home
- Early July: Final Report Cards sent home.

The Senior High reporting schedule is as follows:

- October 23rd: First Quarter Learner Profiles sent home electronically by email
- November 9th: First Quarter Report Cards sent home via students
- February 4th: Second Quarter Learner Profiles sent home by email and Report Cards sent home via students
- March 15th: Third Quarter Learner Profiles sent home electronically by email

- April 18th: Third Quarter Report Cards sent home
- Early July: Final Report Cards sent home

ABSENCES

Please call the school's secondary reception at 403-240-1500 x211 or email us at jrsrhighabsence@cfis.com if your child is going to be absent for any reason. If you are communicating via email, please include your child's full name in the communication. When taking your child out of the school during the day, please sign your child out at the secondary reception.

New in 2018-19: If your child will have a planned absence of several school days and you would like to be informed about the work and assessments missed during your child's absence, please submit to M. Mousseau a Planned Absence Form one week before your child's absence. This will permit us to gather the necessary information from your child's teachers. Please know that some classroom assessments such as science labs, prepared debates or course examinations may not be rescheduled.

Consistent school attendance has a significant positive effect on progress, confidence, and comfort in the classroom environment. A good night's rest and a healthy breakfast also contribute significantly to a student's predisposition for learning. Classes begin at 8:25 a.m. and end at 3:30 p.m. every day. Parents will be notified if attendance patterns become a concern.

ILLNESS

If your child becomes ill at school, we will move him/her to a supervised isolated area (e.g. the Secondary Division office) and you will be contacted. Please notify the school in the event that your child contracts a communicable disease.

MEDICATION

We recommend that medication not be administered at school. However, if any medication must be administered by our faculty or staff, including over the counter medication (for example, acetaminophen and ibuprofen), a parent's written consent is required. Verbal consent is not sufficient.

EMERGENCY SCHOOL CLOSURE

In case of extreme weather conditions or other emergencies, the Head of School may decide to temporarily close the school. In cases of extreme inclement weather, the school may request that children be picked up from school before the end of the school day and buses may depart early. In these cases, parents will be contacted and supervision will be provided for all students until parents have arrived.

ACCIDENT REPORTS

Staff members are required to fill out an accident report for any injury or accident that occurs during school hours. One of the child's parents will be notified of the incident as soon as possible.

SCHOOL CALENDAR OF EVENTS

School news is primarily communicated to parents via email. It is important that parents ensure CFIS has the correct email address on file. Any email address changes should be communicated to Mrs. Cecilia Mondaca (cmondaca@cfis.com)

Parents and students will receive a weekly email, "The Week Ahead" from the principal outlining important events and dress code notices for the following week. Other sources of information about upcoming events and activities are the online calendar (<http://www.cfis.com/calendar/month>) and online bulletin (<http://www.cfis.com/bulletin>). Parents are encouraged to check both of these at least once per week. The school also provides parents with a school-wide newsletter, the *Notre Monde*, as well as an online blog.

Parent Orientation Events: CFIS will host the following events in order to help parents become more familiar with the school and its community:

- September 11th: Welcome-Back Barbecue
- September 13th: Secondary Division's Meet-the-Teacher evening at 7:00 p.m.
- October 30th: Senior High Parent Information Night presented by school administrators at 7:00 p.m.
- November 5th: Junior High Parent Information Night presented by school administrators at 7:00 p.m.
- January 17th: Secondary Division Information Evening (JH and SH) presented by secondary faculty and students

End-of-Year Celebrations

We gather as a community to celebrate our students who graduate from junior high and from senior high. We also gather towards the end of the year to recognize the students in grades 7-11 who have distinguished themselves by winning an award. The dates for these events are:

- June 7th, 2019: Gala des méritas and Grade 12 graduation at 10 a.m. Grade 12 breakfast at 9am, grade 12 dinner in the evening.
- June 14th, 2019: Grade 9 celebration
- June 21st, 2019: Athletics celebration

CORE CAFETERIA SERVICES

Families have the option of sending a lunch with their children or ordering lunches from the Core cafeteria. Food orders are taken on a monthly basis. Please order through secure.

cfis.com. In addition, we provide a concession service during the morning break and lunch time that does not require pre-ordering. Microwaves are available in the cafeteria for lunches that require re-heating. There is no facility at CFIS to refrigerate student lunches.

We have numerous students with life-threatening nut allergies at CFIS. Nuts and peanuts should not be sent to school. Any home-baked goods brought to school should not contain nuts. Lunch times are:

Grade 7-8 11:54 a.m . to 12:39 p.m.

Grade 9-12 12:19 p.m . to 1:04 p.m.

Junior High students are not permitted to leave campus at lunch time without written parent or guardian permission. Senior High students may leave campus at lunch time provided they sign out at the Secondary Division reception.

THE DAILY SCHEDULE

A typical school day consists of 6 classes, an 8-minute morning break, a 45-minute lunch period and after school activities. Please find below a blank student schedule.

Junior High

In addition to academic periods, the junior high timetable includes the following features:

Grade 7-8:

Four 30-minute House Advisory periods per 6-day cycle: All junior high students gather in classrooms according to their house affiliation (Baldur, Heimdall, Thor, and Tyr). House Leaders lead discussions and activities with students on academic and personal organization skills, relationship building, community service opportunities, and upcoming house events.

Two 30-minute Daily Physical Activity (DPA) periods per 6-day cycle: these periods ensure that CFIS students meet the provincial requirement of 30 minutes daily physical activity. DPA periods are offered on days when students do not have Physical Education classes.

Grade 9:

Two 30-minute House Advisory periods per 6-day cycle: House Leaders lead discussions and activities with students on student organizational skills, community service and leadership opportunities, career and university exploration and upcoming house events.

Two 30-minute Daily Physical Activity (DPA) periods per 6-day cycle: these periods ensure that CFIS students meet the provincial requirement for 30 minutes of DPA. These periods are offered on days when students do not have Physical Education classes.

Two 30-minute flex periods per 6-day cycle: In flex periods, students sign up for additional time with teachers in order to seek extra support in specific subjects.

All Junior High Students:

Speech, Debate or Model UN - one period per 6-day cycle:

Grade 7 Speech: Students learn to communicate well and speak with poise in this active class. They will be engaged in communicating in different forms as well as learning the techniques to do so effectively.

Grade 8 Debate: Students learn the skills of argumentation, research and critical questions through debate. They practice their public speaking skills in a meaningful way while expanding their knowledge on a variety of topics.

Grade 9 Model UN: Students act as representatives of countries from around the world trying to resolve international issues and crises including armed conflicts, human rights violations, economic and social development initiatives and environmental disasters. Through simulations of the United Nations' General Assembly, they learn the inner workings of the UN, develop their leadership skills and consider opposing viewpoints in debates of international significance.

Three music periods per 6-day cycle: Junior High students continue their musical education through our award-winning band program. Students may choose not to participate in music and will take visual arts/creative studies one term and digital journalism the other term.

Two option periods per 6-day cycle: Exploratory and academic options are offered to all Junior High students. Exploratory options are intended to provide students with the opportunity for exploration and learning in areas not directly related to our academic programming, for example, fitness, food students and outdoor education. Academic options are intended to provide students with the opportunity for support and enrichment in areas supporting our core academic programming, for example, robotics, science fair and design and innovation.

Senior High

In addition to academic periods, the senior high timetable includes the following features:

Two 30-minute House Advisory periods per 6-day cycle: House Leaders lead discussions and activities with students on student organizational skills, community service and leadership opportunities, career and university exploration and upcoming house events.

Four 30-minute flex periods per 6-day cycle: In flex periods, students sign up for additional time with teachers in order to seek extra support in specific subjects.

Senior High courses may be offered as either semestered

First Semester

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:25 Period 1 9:20						
9:25 Period 2 10:18						
10:25 Period 3 11:20						
11:24 7-8 Advisory/ EP4 11:54						
11:54 7-8 Lunch/ EP4 12:39						
12:19 Lunch 12:39						
12:19 LP 4/ 9-12 Lunch 1:04						
1:04 LP 4/ 9-12 Advisory 1:37						
1:37 Period 5 2:35						
2:35 Period 6 3:00						

The start times for each period are:

PERIODS	TIMES
Period 1	8:25 a.m.
Period 2	9:23 a.m.
BREAK	10:18 a.m.
Period 3	10:26 a.m.
Early Period 4	11:24 a.m.
Grades 7 - 8 Lunch	11:54 a.m. until 12:39 p.m.
Grades 9 - 12 Lunch	12:19 a.m. until 1:04 p.m.
Late Period 4	12:19 a.m. until 1:04 p.m.
Period 5	1:37 p.m.
Period 6	2:35 p.m.

or full-year courses.

Co-Curricular Activities

We are proud to offer many opportunities for our students' athletic, creative and intellectual development outside of school hours such as competitive sports teams, musical theatre production, and jazz band. Two documents, the Athletic Handbook and the Band Program Handbook are found on the school's website. These documents will provide you with more information about these two very successful programs.

HOMEWORK AND ASSIGNMENTS

Homework: CFIS recognizes that meaningful, carefully-planned homework can support student success and be a complementary part of a student's overall learning program. We also recognize:

- the potential impact of homework on family life;
- the role homework may play in supporting a student's self-confidence as a successful learner;
- the benefit of a division-wide, balanced, reasonable approach to homework; and
- the complexity of the topic of homework also requires conversation at the school and classroom level to provide details, to clarify expectations, and to support student success with homework assignments.

Students work at different speeds, with varying levels of efficiency. If a student seems to be spending too much time on homework, he or she may be experiencing academic difficulty or is being overly conscientious, doing more than the teacher intended. In this case, the student is encouraged to communicate any concerns to the teacher who will counsel the student accordingly.

The student may also seek advice from our learning strategists (Mme Cross, Mrs. Sylvestre, and Mrs. Hovdebo). The full version of our secondary division homework guidelines is posted on the school's web site.

New in 2018-19 - Academic Honesty Policy. CFIS students are responsible for engaging with the content presented to them in class and for demonstrating their understanding of this content to the best of their abilities. Opportunities for misuse of resources when demonstrating one's understanding are greater than in the past. The CFIS policy regarding academic honesty places an emphasis on ensuring students are shown how to avoid academically dishonest practices. This policy also emphasizes that developmentally appropriate consequences for junior high students should be different than for senior high students when dealing with acts of academic dishonesty.

Missed Assessments: Should an assessment be missed, the student is expected to write it immediately upon return to school or at the teacher's discretion. Without proper justification of missed evaluations, a mark of zero may be assigned.

Re-Assessment Guidelines: The following principles of learning in the area of student assessment guide our approach to the secondary division student re-assessment guidelines:

learning is cumulative and developmental;

the primary purpose of assessment is to improve learning;

the most recent and most consistent student measurement of a student's learning is likely the most accurate measurement;

re-learning and revision are "correctives" that are required before re-assessment is possible.

The full version of the re-assessment guidelines, including the re-assessment student application form, is posted on our school's web site.

Honour Roll

Students who achieve an overall average of 80% in 6 core subjects (Math, Science, English, French, Spanish, and Social Studies), with no grade below 70% on the June Report Card will receive a CFIS Honour Roll certificate. Students who achieve an overall average of 85% in 6 core subjects (Math, Science, English, French, Spanish, and Social Studies), with no grade below 70% on the June Report Card will receive a CFIS Honour Roll with Distinction certificate.

STUDENT SUPPORTS

Students are supported in many ways outside the secondary classroom. Our academic counselling support, which deals with course selection, post-secondary planning, and university visits, is led by Assistant Principal Mme Danielle Lamoureux. Learning and socio-emotional support is always available, thanks to our team of learning strategists and our adolescence psychologist. Finally, character education is one of the goals of the House program, which is led by our House Leaders. All of these faculty members work with our teachers and with each other to ensure that every student is on a good path and to also ensure that students who need support are identified and supported in a timely manner. Please find below the email addresses of these key support staff:

- Mme Danielle Lamoureux, Assistant Principal (academic counselling, university admissions) - dlamoureux@cfis.com
- Mme Michelle Cross, Coordinator of Student Services - mcross@cfis.com

- Mrs. Heather Hovdebo, Learning Strategist - hhovdebo@cfis.com
- Mrs. Collette Sylvestre, Secondary Division Learning Strategist - csylvestre@cfis.com
- Dr. Brent Macdonald (communication with Dr. Macdonald is through Mme Cross)
- Baldur Head of House: Mme Chantalle Bourque - cbourque@cfis.com
- Heimdall Head of House: M. Nicolas Aubert - naubert@cfis.com
- Thor Head of House: Señor Daniel Mondaca - dmondaca@cfis.com
- Tyr Head of House: Mme Jennifer Connolly - jconnolly@cfis.com

Kvasir Room: In addition to the supports mentioned above, the learning strategists offer after-school homework/personal organization help along with a bag of fresh popcorn three days each week in Room Kvasir on the second level, beside the Marcel Tremblay Learning Resource Centre. The name Kvasir was named by the students; it is the name of the Norse god of wisdom.

Math Help: After-school math help is offered by our mathematics teachers three days a week in room 265.

THE HOUSE SYSTEM

Students and teachers in the secondary division belong to one of four houses. Each house represents a different set of core values. The house system provides an additional layer of support and mentoring to students. House meetings are held regularly in order for students to reflect upon and discuss various topics and practices pertaining to healthy personal growth, such as good academic habits, healthy interpersonal skills, caring for others, cybersafety, service to others in the community, global awareness, and house events.

ePraise: ePraise is an application used by our faculty to reward positive individual student actions by awarding points to a student based on a predetermined scale of points corresponding to different categories of “good deeds”. The categories of “ePraiseworthy” actions are: participation in extra-curricular activity, in-class competitions, volunteering, helping others, consistently speaking French/Spanish in classes, risk-taking, demonstrating house spirit, uniform, leadership, being proactive, active listening, sportsmanship, awards, above and beyond, demonstrating school values, and major extra-curricular commitment. A few

additional categories are added when short-term house of school initiatives are undertaken.

House Events: the following half-days (afternoons) will be reserved for house spirit and community building events:

- First day of school, September 4th: Inter-House Olympics
- Evening of September 14th: start of the year dance in the elementary gymnasium
- October 31st: Halloween
- December 14th: Health and Wellness Day
- December 21st: air band competition
- April 11th: Off-site service to the local community
- Evening of May 31st: welcome grade 6s and end-of-year school dance
- June 4th: Off-site end-of-year celebration and leadership skills camp

End-of-year House awards: At the Gala des méritas, the following House-related awards will be given:

- Students with the most points in Grade 7-8 and Grades 9-12 (per House) will receive an award
- Odin Award: given to the students (one in Grades 7-8 and one in Grades 9-12) who have exhibited all 12 traits over the year: Empathy, Optimism, Creativity, Courage, Loyalty, Advocacy, Curiosity, Wisdom, Protection, Self-Improvement, Driven, Passionate. These students are the ultimate ambassadors of CFIS.

At the Year End House Rally there will be student awards for Best Overall House Values and House Spirit, Staff Nominated and Student Chosen awards for Best House Values in a particular category, an award for the House with most points overall, and the Ragnarok Award (an award if a house accumulates 5000 points in a year).

TECHNOLOGY

Student educational technology at CFIS is used to create student centered, personalized and authentic learning experiences that meet the diverse needs and interests of our students. Our focus is to provide our students with the opportunity to become independent and responsible learners as they use technology and digital learning to access, share and create knowledge, to develop and apply digital citizenship and technological skills.

Educational technology also allows students to be creative in demonstrating what they know. Students are also introduced

to various assistive technology tools that are available to them, to help them achieve their learning to the best of their ability. It is also discussed with students the importance of balancing screen time with other activities and practicing internet safety.

Instruction around screen-based technology use at Calgary French & International School focuses on the Alberta Education Competencies and is aligned with the Alberta Education Learning and Technology Policy Framework and the Alberta Ministerial Order on Student Learning. Instruction around screen-based technology use focuses on: language development, collaboration and communication, digital citizenship, demonstrating and documenting knowledge and skills, connecting with other regions and cultures, global citizenship, research and inquiry, critical thinking, problem solving, creating and innovation.

A CFIS Student Acceptable Use of Technology Policy is sent out to families during the first week of school. Students and their parents are asked to complete, sign and return the last page of this document to the Secondary Division reception. This policy is found on the school's web site.

TECHNOLOGY IN JUNIOR HIGH

Classroom teachers will book out laptop or iPad carts when they are required for a lesson. Students are responsible for logging out of their accounts, and plugging in their borrowed device into the cart at the end of each lesson. It is expected that students will use *Desire 2 Learn* (New in 2018-19 D2L is a new learning management system used throughout the secondary division) to verify the dates of assessments and assignment deadlines. In keeping with technological skills learned in the Elementary Division, students continue to use Google Apps for Education. Teachers promote technology as one tool among many to be used to increase student engagement and inquiry.

TECHNOLOGY IN SENIOR HIGH

Students in Senior High participate in the Bring Your Own Device (BYOD) program. The expectation is for all Senior High students to bring a robust personal electronic device (tablet or personal computer) to school for every day for schoolwork purposes. The purpose of this program is to ensure that our students in grades 10-12 become more effective in their learning through a more efficient use of learning technologies.

New in 2018-2019: All Senior High courses will use the Desire 2 Learn (D2L) course management system. This robust system is commonly used in universities across Canada.

CELL PHONE POLICY

Students are expected to leave their cell phones in the cell phone storage spaces upon entering every classroom. Cell

phone use in the classroom is at the teacher's discretion. Cell phones used inappropriately may be confiscated by the teacher and brought to the Secondary Division office. Confiscated cell phones will be picked up at the secondary administration office between 3:30-4:00 p.m. each day. Cell phones are the responsibility of the student and CFIS is not responsible for any lost or stolen items. The Secondary Division guidelines for cell phone use are posted on the school's website.

MARCEL TREMBLAY LEARNING RESOURCE CENTRE

The Marcel Tremblay Learning Resource Center (MTLRC) is a hub for knowledge creation, inspiring students to discover something new by providing access to a variety of tools and experiences that encourage inquiry-driven knowledge acquisition experimentation and creativity. MTLRC provides enrichment by supplying the time, space, and tools to take student learning deeper.

MTLRC Hours

The MTLRC is open Monday through Friday, 8:00 am until 4:30 pm. Hours may vary throughout the school year. Students are able to borrow and return physical items during opening hours. Outside of opening hours, students can access eResources from the Library Portal: <https://sites.google.com/cfis.com/bibliovirtuelle/accueil>

Borrowing

- Students are permitted to borrow six library items in addition to their regular textbooks.
- They are encouraged to take out 2 in each language they study: English, French, and Spanish.
- Students are allowed to borrow non-academic books for 21 days (3 weeks).
- Students can renew and put holds on library materials themselves using their library account.
- All library items borrowed (including textbooks) are expected to come back on time and in the same condition as they were loaned out.
- Should a book or textbook fall apart, students are expected to bring the item into the library for repairs.
- Damage (including, but not limited to, water and food spills) to library materials will result in the item being safely disposed of and the student's account being fined.
- To avoid water damaging library materials, we recommend keeping all library materials in a watertight bag.

Textbooks

Students have one week at the beginning of the year to inspect textbooks issued to them in their lockers to ensure satisfactory condition. To report a damaged book, students or parents should contact our Secondary Division Library Technician, Ms. Leona Sudom (lsudom@cfis.com), in person or by email. Items with no damages reported after this week are assumed to be in acceptable condition.

Textbooks are expected to be returned before the final exam for the course. Any textbooks not returned after the final exam is assumed to be lost and will result in the student's account being fined in order to replace the material.

Laptops

Laptops borrowed from the MTLRC are the students responsibility and are expected to be returned before the library's closing time the day they borrow the laptop.

Overdue Books

Parents and students will receive an email at the end of each term (Junior High)/end of each semester (Senior High) with a list of overdue materials. Any materials not returned to the library by the 20th of that month are assumed lost and will be charged a replacement fee which is the cost of the book + a 6\$ processing fee , which will appear on the following month's invoice from accounting.

Damaged Books

Parents will receive an email, explaining the damages, within 24 to 48 hours of the damaged book being returned to the library. The cost to replace the damaged book + a processing fee of 6\$ will appear on the following month's invoice from CFIS Accounting.

DRESS CODE

The school uniform is a reflection on the school. The way a student wears their uniform should reflect their sense of pride in themselves and in their school. The most current uniform standards are posted on our web site and are illustrated below. It is recommended that students keep their dress shoes and their blazer in their main book locker. Black, polishable leather shoes are required. Dress code in the gymnasium consists of CFIS shorts and a House t-shirt (the four houses are Baldur, Heimdall, Thor, and Tyr).

The summer uniform may be worn between August 31st and October 5th, and between April 1st and June 27th.

A student whose uniform is incomplete will be asked to obtain a "uniform slip" from our secondary reception desk. The student who has previously been given a uniform slip will be asked to rent the missing uniform piece (for example, a blazer, a tie, or a pair of shoes) from our secondary administration office at a cost of \$5 per day, to be charged to the student's account.

UNIFORMS

JUNIOR HIGH FORMAL UNIFORM



JUNIOR HIGH REGULAR UNIFORM



JUNIOR HIGH SUMMER UNIFORM



SENIOR HIGH FORMAL UNIFORM



SENIOR HIGH REGULAR UNIFORM



SENIOR HIGH SUMMER UNIFORM



SECONDARY DIVISION STAFF

ADMINISTRATION

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- Leona Sudom - Library Technician Secondary lsudom@cfis.com

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