

FORT NELSON SECONDARY SCHOOL
STUDENT/PARENT HANDBOOK

2021 – 2022



**Northern Pride
Husky Spirit**

FORT NELSON SECONDARY SCHOOL
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Fort Nelson, BC
V0C 1R0
Telephone: (250) 774-6958
Website: <http://www.sd81.bc.ca/fnss>

Principal
Mr. Mark Theobald

Vice Principal
Mrs. Sarah Attrill

This handbook belongs to: _____
Name: _____
Address: _____
Phone: _____

FNSS STUDENT/PARENT HANDBOOK - TABLE OF CONTENTS

**Please note that each school year, sections of this handbook are reviewed, updated, and revised.
Parents will be notified of any significant changes via the school newsletter.**

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PRINCIPAL'S MESSAGE

Parents and students,

On behalf of all of our staff, I warmly welcome you back to another year of school at Fort Nelson Secondary School! For those of you that are new to our school or perhaps even new to Fort Nelson, welcome to our Husky community – we are excited to have you here, and hope that the next year will be a year of forming relationships, of growth, and a positive learning experience! As a staff, we look forward to journeying throughout the year with all of you and seeing your learning and your accomplishments.

To our students: our Husky community offers you many opportunities to learn, to grow, to explore your interests, to hone your skills, and to form meaningful relationships with others. Learning is your number one priority when you walk through our doors: take each moment of the day that presents itself to you as an opportunity to do your best, to build up yourself and others, to work hard, to not give up. If you do this, at the end of the year you will find that you are stronger and wiser, have contributed to our school, and can be proud of the effort you've put in. Make the most of your time here: school clubs, school events, yearbook, athletics, student council, grad executive – all offer opportunities to make memories, build lasting friendships, hone your skills and learn new ones, and build a stronger community!

To our parents: be involved in your child's education! You still have a role to play in helping your child obtain their educational goals while they work towards responsible adulthood! Being aware of your child's progress, helping with homework, staying in frequent contact with teachers, attending parent-teacher conferences, encouraging them each and every day to do their best, celebrating their successes, and helping them through their challenges will all help your child to have a positive and successful learning experience. Volunteering in the school, joining the Parent Advisory Council, and attending school events all help to build our community, and make FNSS a better school for your child and others.

This handbook contains important information including policies, schedules, and information about special events and programs. If your child is new to the school, read the handbook together; if your child is returning to FNSS this year, a quick review is still in order as we do make revisions each year.

If you have any questions about your child's year or about FNSS, don't hesitate to contact us!

Sincerely,

Mr. Mark Theobald,
Principal.

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ADMINISTRATION

Mr. Mark Theobald, Principal

Ms. Sarah Jane Attrill, Vice Principal, Career and Life Education

TEACHING STAFF

Mrs. Addie Dawe, Student Services Resource Teacher (adawe@sd81.bc.ca)

Mrs. Ellie Dorosz, Counselor (edoroszgagne@sd81.bc.ca)

Ms. Chloe Forsyth, Humanities (cforsyth@sd81.bc.ca)

Mrs. Corrinne Goodman, Student Services Resource Teacher (cgoodman@sd81.bc.ca)

Mrs. Shallen Johnson, Home Economics (sjohnson@sd81.bc.ca)

Mr. David Johnstone, Music, District Technology Coordinator (djohnstone@sd81.bc.ca)

Mr. Andrew Keller, Humanities (akeller@sd81.bc.ca)

Mrs. Kerri Larson, Teacher-Librarian, Career and Life Education, Scholarships (klarson@sd81.bc.ca)

Mr. Clayton Mollica, Humanities (cmollica@sd81.bc.ca)

Mr. Pat Nelson, Math/Science, Robotics, Information Technology (pnelson@sd81.bc.ca)

Ms. Natasha Ostopovich, Physical & Health Education, Math (nostopovich@sd81.bc.ca)

Mr. Hugh Schofield, Science, Math (hschofield@sd81.bc.ca)

Ms. Megan Shortland – Art, Humanities, Career and Life Education, IT (mshortland@sd81.bc.ca)

Mrs. Heather Sparshu, Career Coordinator, Physical Education and Health (ssparshu@sd81.bc.ca)

Mr. Dave Sutherland, Industrial Trades, Industrial Ed., (dsutherland@sd81.bc.ca)

Mrs. Sarah Tofflemire, Math/Science (stofflemire@sd81.bc.ca)

SUPPORT STAFF

Ms. Cristy Arychuk, Educational Worker

Mrs. Ann Bilbao, Personal Attendant/Educational Worker

Ms. Victoria Clark, Resource Centre Technician

Mr. William DesRoches-Fenton, Computer Technician

Ms. Corinne Diamond-C, Youth and Family Worker

Mrs. Cecilia Fowlow, Personal Attendant/Educational Worker

Ms. Katie Ganson, Personal Attendant/Educational Worker

Mrs. Kathleen Ganson, District Aboriginal Support Worker

Mrs. Gloria Irwin, Educational Assistant

Mrs. Kiki Lindsey, Administrative Assistant

Mrs. Kathy Martin, Administrative Assistant

Mrs. Darlene Osmond, Administrative Assistant

Ms. Kanta Reddy, Community Links Coordinator

Ms. Rhonda Richardson, Aboriginal Educational Assistant Worker

Mrs. Krissy Taylor, Personal Attendant/Educational Assistant

Ms. Jennifer Waldern, Youth and Family Worker

Mrs. Violet White, Educational Assistant

2021-2022 SCHOOL CALENDAR

September 6	Labour Day
September 7	First day for staff
September 8	Half Day for Grade 8s only (9:00 – 11:00)
September 9	First Day for All Students (Full Day)
September 24	Terry Fox Run – followed by Welcome Back BBQ
September 29	Orange Shirt Day
September 30	National Day for Truth and Reconciliation (No School)
October 5	School Photo Day
October 11	Thanksgiving Day – No School
November 10	Remembrance Day Service
November 11	Remembrance Day – No School
November 12	Term 1 Ends
November 15	Term 2 Begins
November 25	Report Cards Distributed
December 9	Photo Retakes
December 18-31	Winter Break – No School
January 3	Winter Break
January 4	Return To Classes
January 28	Semester 1 Ends
January 31	Semester 2 Begins
February 9	Report Cards Distributed
February 21	Family Day – No School
March 19 – 31	Spring Break – No School
April 1	Spring Break – No School
April 4	Return to Classes
April 14	Term Ends
April 15-18	Easter Weekend – No School
April 28	Report Card Distribution
May 20 – 23	Victoria Day Weekend – No School
June 22	Last Day for Students
June 23	Report Cards Distributed Grad at 1:00 p.m. Last Day for Teachers
June 30th	Office Closes

Semester 1, Term 1 – September 8th to November 12th

Semester 1, Term 2 – November 15th to January 28th

Semester 2, Term 1 – January 31st to April 14th

Semester 2, Term 2 – April 19th to June 22nd

Bell Schedule September 2020 – June 2021

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:55 – 10:20	A	B	C	D	ROTATE
10:25 – 11:45	B	A	D	C	ROTATE
LUNCH 11:45 – 12:25					
12:30 – 1:50	C	D	A	B	ROTATE
1:55 – 3:22	D	C	B	A	ROTATE

1. STUDENT CONDUCT

At Fort Nelson Secondary School, we believe that a strong supportive community is key to student success. In order to learn and become their best selves, all students need a safe environment where they are treated with dignity and respect. We believe that our students are capable of creating and sustaining this environment: our code of conduct gives three simple expectations to guide students in making choices that will help make FNSS a great place for all of our students to learn!

1.1 The FNSS Code of Conduct: Standards for Student Behavior at FNSS

The purpose of our Code of Conduct is to create and maintain a safe, caring and productive atmosphere for our students to learn in.

FNSS students are expected to:

1. Treat others with dignity and respect.
2. Attend school and engage productively in their lessons.
3. Help make the school a safe, caring and orderly place to learn.

Two general guidelines describe the behaviors that will not be tolerated at FNSS:

- Any behavior that interferes with the establishment and maintenance of a safe, caring and orderly environment for our students.
- Illegal acts.

Students should refer to the “Husky Howls” poster for guidelines on student behaviour in different areas of the school (see last page).

1.2 Student Discipline

Violations of the above code of conduct may result in disciplinary action. The goal of disciplinary action is not punitive in nature, but rather to help students move towards making better decisions and developing a student’s awareness, good judgment, and self-control.

Disciplinary action is progressive, meaning it begins with the lowest level of intervention possible, and progresses in seriousness if behaviour persists or worsens. The classroom teacher will typically deal with minor infractions such as tardiness, unexcused absences, inattentiveness or minor disruptions with classroom actions such as a discussion outside of class time, detention, classroom cleanup, MPA duty, and other similar interventions. Persistent minor infractions or more serious infractions will be referred to the administration. Action at this level can range from a conversation with an administrator to detention, counselor referral, in- or out-of-school suspension, or for the most serious infractions a referral to the district Discipline Review Committee. Wherever possible, restorative practices will be used.

Restorative practices at FNSS

Whenever possible, restorative practices will be used when students violate the code of conduct. When harm has been done, rather than focusing on punishment, restorative practices focus on “making things right;” taking responsibility and having accountability for one’s actions, and wherever possible healing the relationships that have been harmed.

Key Goals:

- to give everyone affected by a situation a voice in the decisions to be made
- to identify the needs of those harmed
- for the person who caused the harm to take ownership and be accountable
- to heal divisions and work towards empathy, understanding and reconciliation
- to strengthen our school community to help prevent future harm.

Mainstream Discipline	Restorative Practices
<ul style="list-style-type: none">• What rule has been broken?• Who did it?• What sanction do they deserve?	<ul style="list-style-type: none">• Who has been harmed?• What are the needs of the person who has been harmed? Whose responsibility are these?• What can be done to make things right?

Participation in restorative practices by both the person causing the harm and the person harmed must be fully voluntary, and involves a commitment to honesty, sincerity, mutual respect, and self-reflection. If students are unwilling to commit to these principles or the restorative process, then regular disciplinary processes and policies will be followed.

A restorative process typically starts with a student taking some time to reflect on their actions using some guiding questions. Key to this reflection is identifying who has been harmed, how they have been harmed, and what needs to be done to make things right. It is then followed up with a conference; this is an opportunity for students to come to a better understanding of others in our school community, and to repair the harm caused. For minor offences, this can be a simple conversation with an administrator and a teacher/person harmed. For more serious offences, conferences involve a facilitator (usually an administrator), the person harmed and their advocates (usually parents) if appropriate, the person who has done the harm and their advocates (usually parents), a representative of the school, and possibly others (counselor, other staff and/or community members that have been affected, the RCMP if they have been involved, etc.). Everyone around the table has a chance to explain how the events have impacted them, can ask questions of the person who has caused the harm, and can provide feedback on what has to be done to make things right. At the end of the conference, an agreement stating the concrete actions that will be taken by the person who caused the harm is signed by all of the participants.

1.3 School District 81 Guidelines for Student Conduct

The SD 81 Code of Conduct was developed by members of the community, parents, students, teachers, administrators, and school district office personnel. All students should be aware that violations of school standards can result in disciplinary action in accordance with SD #81 Discipline Policy 5210. Discipline interventions are aimed at correcting student behaviour. However, serious or repeated violations of the school standards will result in suspension to the Discipline Review Committee. The scope of the committee includes the imposition of lengthy suspensions from school, conditions attached to a student’s return, or the refusal of an educational program.

There is an expectation at FNSS that senior students will not only meet school and district behavioral standards at a high level but will also act as positive role models for junior students.

Code of Conduct

The purpose of our Code of Conduct is to provide a safe, caring and orderly school environment for our students.

Students in School District #81 are expected to:

1. Treat others with dignity, respect, tolerance, and courtesy.
2. Respect the rights of others to learn and work in an environment free from abuse, intimidation, harassment, bullying, disruption, or discrimination, (ie. discrimination on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity, sexual orientation or age of that person or class of persons).
3. Act in a safe and responsible manner toward themselves, others, and others' property.
4. Comply with classroom and school standards for attendance, promptness, language, and behavior.

Each school will describe consequences for misbehavior that reflect the maturity level of its students and allows for special considerations for exceptional students. When it is possible to do so, our schools will focus on consequences that are restorative in nature.

The school principal's authority to discipline students for violations of the Code of Conduct is not limited to behaviors which occur during the school day or on school grounds. Any student behavior which negatively impacts the school environment could be subject to disciplinary action.

Finally, schools and the School District will take all reasonable steps to prevent retaliation against any student or individual who reports a breach of a school's or the School District's Codes of Conduct.

1.4 Student Dress Code

At FNSS we respect individual expression, while also recognizing the need to promote a safe and respectful school environment for all students and staff. Students' clothing shall promote respect for self and others, support a safe and positive learning environment, and not interfere with the learning of others. It shall not depict/promote violence, hatred, alcohol use, drug use, illegal activity, or profanity. If a student's clothing is called into question, they will be referred to the counsellor or administration. If a student chooses to wear inappropriate clothing, they will be asked to change.

Clothing for physical education, art, and applied skills (foods, shop courses, cosmetology) is subject to guidelines set by the teacher, in order to ensure safe attire that is appropriate for the activities being carried out.

1.5 Hats/Head Wear Policy:

1. Hats and head wear may be worn in any common or public areas of the school; however, if a particular area is being used for an instructional, administrative, or other school purpose, the staff member in charge of that area has the authority to decide whether or not hats/head wear may be worn.
2. During assemblies, hats and headwear will be removed to observe social norms and show respect to our invited guests.

3. Any religious head wear, (ie: yarmulkes, turbans, etc.) will be considered on an individual basis as a form of legitimate religious expression; administrators, teachers, and support staff are to approach any such cases with common sense and cultural/religious sensitivity.

1.6 Attendance at School Functions

When students attend a school function, even when away from school, they are expected to demonstrate responsible behaviour. School functions include dances, athletic events, concerts, trips and any other activity that is being sponsored by the school. All school regulations apply at these functions. Students will be made aware of specific rules and expectations governing these events ahead of time.

Students may be excluded from participation in school sponsored or supervised activities for behavioural or academic concerns. The organizing staff member or the administration will communicate the reasons promptly to the student and/or parents. Students/parents may appeal any decision to the principal. Whenever possible, students will be given an opportunity to rectify the situation so they can demonstrate personal responsibility, and participate in the activity.

Students should be aware that on field trips, significant misbehaviour may result in their being sent home at parent expense.

2 ACADEMIC PROGRAM

2.1 Student Expectations

Students are expected to work hard at all of their courses. Students should expect to spend time each day studying (reviewing, completing assignments, and pre-reading) for their courses. In addition, students need to ensure they are completing assignments and handing them in on time. In this regard, an agenda or other organizational tool is invaluable in helping students keep track of deadlines.

Senior students in particular should endeavour to practice good study habits and work ethic. They should exercise personal responsibility in their studies without constant supervision or reminders. This is a skill that will serve them well throughout their lives.

2.2 Students Experiencing Academic Difficulty

Students are required to achieve a minimum grade of 50% in a course in order to pass. However, experience shows that students achieving less than 60% frequently experience difficulty with tests and exams, and will have difficulty with the next year of the subject. As such, students achieving less than 60% should ensure they are seeking the help necessary to better understand course content. There are many opportunities for all students to access extra help: the Aboriginal Education lunch study program, lunch-time math help, teacher tutorials and help times at lunch or before/after school, and peer tutoring. Parents of students who are struggling are encouraged to connect with teachers to discuss what options may be available for extra help.

Any student achieving less than 50% will be referred to the School Based Team, consisting of the administration, counselor, student services resource teacher, and the student's classroom teachers. In cooperation with the student and parents, this team will endeavour to find solutions. Other students above 50% may also be referred to the team if they are experiencing academic or other challenges.

2.3 Guidelines for Student Course Placement

The best indicator for success in any course is the successful completion of the preceding course. On that basis, students should achieve a minimum final mark of 50% in order to gain credit for any course and proceed to the next course level, but students should always aim to have more than this minimum level of understanding if they are to be successful the following year. Students with exceptional abilities in particular subject areas may be eligible for advanced course placement. Students requiring additional academic support may be recommended for placement in an alternate course. Students who have not reached course outcomes may be required to repeat that course, or parts of it. Given that various personal circumstances may impact student progress, students who receive a minimum final grade of less than 50% may be eligible for an administrative review of their subsequent course placement. An administrative review may include consultation with the student, parents, counseling staff, student services personnel, and teachers.

2.4 School and Provincial Assessments

Most academic courses will have a school-based final exam; many also have midterm exams. Arts and applied skills courses will usually have a practical examination where students have the opportunity to demonstrate the skills they have learned.

As of the 2019-20 school year, provincial examinations as part of any course have now been completely phased out. As part of the newly introduced 2018 Graduation Program, students are now required to write a numeracy and two literacy assessments. Grade 10 students must write a Grade 10 Graduation Numeracy and Literacy Assessment in order to fulfill graduation requirements; beginning in the 2021-22 school year, Grade 12 students will also write a Grade 12 Graduation Literacy Assessment. Students are permitted three opportunities to write each assessment.

There are two final assessment periods at the end of each semester as indicated in the school calendar. Students **MUST** write exams/assessments at the designated times, unless they have been exempted or special arrangements have been made with the administration ahead of time. Exam schedules will be posted and sent out to parents in advance, and parents are encouraged to plan holidays/travel/etc. outside of these dates, as final exams make up a substantial amount of a course mark and are very difficult to make up.

Graduation Assessment Re-Writes

Students may rewrite their Grade 10 Graduation Numeracy or Literacy Assessment during any of the assessment dates by requesting a re-write through Mrs. Attrill. For the 2021-22 school year, Graduation Assessment re-writes are held in November, January and April.

2.6 Reporting

Teachers are responsible for following appropriate Ministry, District, and FNSS guidelines in reporting student progress. There are four reporting periods (terms) as indicated in the calendar at the front of this handbook. Each course is one semester (two terms) long; report cards are issued midway through and at the end of a semester. The reports will be computer generated and will include attached printouts of students' marks.

Letter grades are assigned as follows:

A	=	86% - 100%
B	=	73% - 85%
C+	=	67% - 72%
C	=	60% - 66%

C-	=	50% - 59%
I	=	I report (Incomplete)
(F)	=	Fail
W	=	Withdrawn
SG	=	Standing Granted
SSG	=	Transfer Standing

There are also two parent-teacher interviews during the year: midway through the first term, and midway through the third term. This is a good time to find out early in a course if your child is experiencing difficulty in a course, and also celebrate their successes with them. Students are encouraged to attend conferences with their parents; often, the three-way dialogue can be very productive.

Parents can also contact teachers at any time during a course to ask questions or share concerns. Teachers are available by email, or a parent can leave a message with the front office for a teacher to call. Teachers will also contact a parent by phone or email if they have a concern to share.

Parents and teachers are partners in the education of each child, so parents should always be well informed as to how their child is doing at school. Experience tells us that the more involved parents are in their child's education, the more successful their child will be: early and frequent communication with the teacher is an important part of that involvement!

2.7 Changing/Dropping Courses

Students who wish to change courses may do so only within the first two weeks of the semester; changes may only be made with administrative approval. After that date, students in any grade who wish to drop courses during a semester may only do so with both parental and administrative approval. Please note that late withdrawal from a course can result in a failing grade, depending upon individual circumstance; course drops are not to be used as a remedy for lack of student responsibility in completing their work/attending a class. Course drop forms are available through the career coordinator.

2.8 Distributed Learning

Fort Nelson Secondary offers a full range of course options for students. However, enrollment in distributed learning courses may be appropriate for students transferring from other schools, with timetable conflicts, or students wanting electives not offered at FNSS. These courses are generally completed on the student's own time. Interested students can speak to Mrs. Sparshu for further details.

2.9 Graduation Ceremony

The year-end Grade 12 graduation ceremony is considered to be a significant and important occasion for students leaving FNSS. Consequently, in accordance with School District Policy #5230, students must demonstrate a commitment to their studies throughout the school year in order to participate in this ceremony. Each Grade 12 student will be made aware of the policy in September, and is responsible for understanding and meeting the requirements. Students are expected to complete their CLC A and Capstone (CLC B) requirements and any correspondence courses necessary for graduation by the May long weekend of their Grade 12 year. The graduation ceremony will be held after the completion of Grade 12 courses.

2.10 Awards

Each year, awards are bestowed to recognize those students who have excelled in academics, athletics, fine arts, and applied skills. Students displaying outstanding attributes of service, citizenship, industry and perseverance are also recognized at the end of each year.

Semester/Year-end A & B Honour rolls, Grades 8-12:

Students must be registered at FNSS in a full-time program, as defined by the Ministry's 1701 student data form, or equivalent, for the year-end Honour rolls.

- Students must be enrolled in a minimum of three FNSS courses for semester Honour rolls. Dual-credit courses will be counted towards these three courses.
- Only FNSS course marks will be used to calculate grade standing. Dual-credit courses, if marks are available (such as the lifeguard course), will be counted towards the grade standing.
- A Honour roll: students have a combined average of 86% or higher, and no single mark below 60%
- B Honour roll: students have a combined average of 73% - 86%, and no single mark below 60%

Year-end Academic Awards, Grades 8-10:

Students must be registered at FNSS for both semesters in a full-time program, as defined by the Ministry's 1701 student data form. Only course marks (not provincial exams) will be used to calculate grade standing.

Year-end Academic Awards, Grades 11 & 12:

Students must be registered at FNSS for both semesters in a full-time program, as defined by the Ministry's 1701 student data form. Only FNSS course marks will be used to calculate grade standing. In situations in which students marks are very close or the selection may be disputed, the core academic subjects marks and one elective may be used to determine the winner(s).

Graduation Scholarships and Bursaries

Grade 11 and 12 students should be aware that their marks in their senior years are considered in the awarding of scholarships and bursaries at graduation – both those awarded locally, and those granted by institutions and individuals outside of Fort Nelson. It is recommended that students entering grade 11 begin to look at the criteria for scholarships and bursaries. This information is available through the counselor, the library resource teacher or the career coordinator. A scholarship application package for scholarships offered through FNSS is made available in the office during May of each year.

Provincial Scholarships Program

Information on the current Provincial Scholarships Program, which has been extensively revised as of the 2015 school year, can be found at <http://www2.gov.bc.ca/gov/content/education-training/k-12/support/provincial-scholarships>

3. STUDENT SERVICES

A wide range of student services are offered to FNSS students. The administration, school counselor, career coordinator, student services resources teacher, and district aboriginal support worker are available to assist students with career planning, course selection and personal and learning concerns. Parents and students should not hesitate to bring forward any need or concern to any staff member so that students can access the help they need in order to be successful.

4. ATTENDANCE POLICIES

4.1 General Attendance Procedures

1. Attendance is taken at the start of each class by the teacher and is reported to the office.
2. Students who are late to school must report directly to the office to obtain a late slip, and then proceed immediately to class.
3. Students who wish to leave school during the day because of sickness or a medical appointment must sign out through the office, with parental permission.
4. The teacher and/or administration will be in contact with parents or guardians of students who are frequently absent or late.
5. Every student shall, at the request of a teacher or administrator, present a written excuse from his parent or guardian for absence or tardiness.

4.2 FNSS Attendance Policy and Procedures

The following outlines the actions that will be taken at 5, 10, 15, and 20 absences from any one class:

5 Absences from class in any one subject:

- Teacher/student/parent meeting or a documented phone call from the teacher to the parents

10 Absences from class in any one subject:

- School counselor/student meeting
- Letter sent to parents/guardians
- Teacher or administrative support interventions ongoing
- Other school, community, or district resources may be accessed at this time, i.e. hospital/homebound instruction, aboriginal student support, drug and alcohol counseling, academic assessment, and other resources as deemed necessary.

15 Absences from class in any one subject:

- Administrator/student/parent meeting

20 Absences from class in any one subject:

- Students who are not passing class(es) may be withdrawn from the course
- Students may complete these classes through
 - An alternate program of studies, and/or
 - Receive a support class in order to be successful in other classes
- May be suspended indefinitely to the District 81 Discipline Review Committee

An absence is an absence, regardless of the reason. Each absence results in lost learning opportunity in the classroom, which may not be regained. Excusing an absence does not make up for this missed opportunity!

Absences due to school activities or events, i.e. field trips, sports trips, suspensions, or school approved community activities or events are excluded from the attendance expectations criteria regarding course withdrawal.

Students are responsible for schoolwork missed no matter the reason for their absence.

Philosophy and background:

The School Act (Article 3) requires that all children who reside in British Columbia must participate in an educational program provided by the Board until he or she reaches the age of 16 years. More than being just compulsory, education provides increased opportunities for employment after high school. In addition, the curricular and extra-curricular activities at school allow students to explore interests, develop skills for employment and personal pleasure, and build both interpersonal skills and lasting relationships. Therefore, it is our belief that education offers many opportunities to students that cannot be dismissed.

Research shows that regular attendance and school success go ‘hand in hand’ and that excessive absenteeism is directly related to students dropping out of school. Our objective is to help students achieve success by encouraging regular school attendance.

Not all classroom work can be made up. Explanations, clarifications, discussions, opportunities for feedback, and group learning activities are invaluable components of an effective learning environment. Excessive absences adversely affect academic achievement.

The general goals of the Fort Nelson Secondary School’s attendance policy are to

- increase student success by promoting regular daily attendance and
- help students develop social responsibility in preparation for their future careers

We believe that it is our responsibility to provide effective instruction and encourage students to attend and be involved in their education and in the school community. The final responsibility, however, falls to the students and their parents/guardians. With this in mind, we feel that communication is essential, and we endeavor to keep parents informed of their child’s absences on a daily basis.

Is there any such thing as an “ok” absence?

There may be numerous reasons for missing a class; however, even if unavoidable or necessary, an absence still constitutes a loss of learning opportunities. The following reasons for absences *will be included* in the 20 absences for course withdrawal:

1. Student illness
2. Medical, dental, specialist appointments
3. Serious illness or death in the immediate family
4. Family emergency
5. Religious holidays
6. Employment
7. Truancy (skipping class), whether on or off school property
8. Family vacations
9. Other absences not approved by the school

Absences due to approved school activities or events, suspensions, or school approved community activities are excluded from the 20 absences counted towards course withdrawal; with that being said, students should not be participating in these activities if it means risking their success at school.

School approved community activities or events may include those operated by recognized community organizations to promote healthy lifestyle and recreational practices, such as minor hockey, figure skating, cadets, dance, swimming, etc. It is the expectation that parents and organizers of such organizations will communicate closely with the school to ensure accurate attendance information, and will emphasize the importance of students being successful in school.

4.3 Homework Due to Absences

Students are ultimately responsible for missed work. For absences from a single class, usually asking a classmate what was missed is sufficient. For absences due to illness, or planned absences, parents can submit a homework request.

1. For absences of a day or two, please give **24 hours notice** for a homework request (e.g. if a homework request is submitted at 3pm, homework will be ready to pick up at 3pm the next day).
2. If you will be away for an extended absence (3 or more days) please provide the teacher with as much notice as possible, so they have time to prepare the necessary materials.
3. If you are leaving for very long periods of time (over one week) please be aware that a teacher may not be able to provide all of the homework in advance, as a teacher's planning and instruction will depend on how their class is progressing day-to-day.

It is not reasonable to expect teachers to conduct additional planning in order to accommodate absences such as family vacations, sporting events, etc.

4.4 Home/School Communication Procedures

Communication between parents, students, and teachers is critical when a student is absent from class. Students are ultimately responsible for this direct communication and for any work they miss during an absence.

Parents/Guardians are requested to call the school or provide a written explanation to the school office if a student(s) in their care is going to be absent from class(es). Upon returning to school, a student may be required to bring a note from a parent or guardian confirming that the parent is aware of the student's absence.

If late for any class, the student must sign in at the office for a 'late slip' immediately upon arrival and proceed promptly to class.

We believe that parents need to be aware of all student absences; therefore, the FNSS Attendance Clerk contacts the parents/guardians of absent students if they fail to contact the school.

5. FINANCIAL BARRIER STATEMENT

All students will be offered the opportunity to participate in all school activities.

5.1 Financial Hardship

- Fees and/or deposits will not be a barrier to student participation in school activities. No student will be denied educational opportunities offered at the school due to financial hardship.
- A student eligible to have any fees waived as a result of an inability to pay shall not be discriminated against nor shall there be any identification of a student who has received a financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials or by any other means. In no case shall any school

district procedure expose a student receiving a hardship waiver to any type of stigma or ridicule by other students or school district personnel.

- The district will structure activities to accommodate greater inclusion of students by selecting projects that attain the expected learning outcomes in the most cost effective ways.
- If a financial barrier exists, students or parents are encouraged to approach the administration or a school staff member, or the SD 81 Secretary Treasurer at 250-774-2591 for assistance. Support will be provided using the principles of fairness, respect, dignity, confidentiality and sensitivity.

6. EMERGENCY PROCEDURES

6.1 Fire/Emergency Drills

Fire, earthquake, lockdown and other emergency procedures are reviewed in each classroom at the beginning of each year, and an evacuation route is posted in each room. Drills are held for a variety of emergency situations over the year, and students are encouraged to take such drills seriously so that they are prepared in the event of an actual emergency. Not taking drills seriously can cause anxiety and upset for staff and students, and impede a student's ability to respond appropriately in a real emergency. Simply put, not taking drills seriously puts others at risk and will not be tolerated.

An alarm bell or P.A. announcement will signify an emergency situation. All students must leave the school building promptly and quietly using the nearest exit route as directed. Once outside, students will move well away from buildings and roadways in order to permit the entrance of emergency vehicles. Students will assemble with their teachers in the middle of the parking lot, next to Simpson Trail. Students are not permitted the use of use cell phones during emergency situations.

If you would like more information about any of our emergency procedures, please contact the office.

6.2 Evacuation Procedures

If a situation arises necessitating the evacuation of FNSS staff and students, normal fire drill procedures will be followed. Should the situation be regarded as severe (i.e., lengthy evacuation due to fire or gas leak) or the weather is severe, shelter will be provided in the R.L. Angus gymnasium. In the event that students must be sent home, parents will be contacted using R.L. Angus and Board Office telephones. Busses will be available to transport students and community agencies will be notified as needed. If both FNSS and R.L. Angus schools are in an emergency situation, students and staff of both schools will be directed to the Fort Nelson Recreation Centre. Parental contact will be made from that location.

6.3 Student Expectations During Evacuations/Emergency Procedures

In order to ensure the safety of themselves and others during school emergency evacuations, students are reminded of the following responsibilities:

- ~ Immediate and full compliance and cooperation with all directions from any staff including secretarial and support staff
- ~ Appropriate conduct in hallways and while exiting/entering classrooms or buildings
- ~ No running, yelling or other disruptive behavior at any time during the period of emergency
- ~ Refrain from entering private vehicles or using private telephones, as these may interfere with the safe and orderly management of the emergency
- ~ In the interests of safety and order, students are advised that the use of cell phones and Ipods are not permitted during school emergency situations or evacuations. Emergency communications are the responsibility of the administration and office staff. Parents wishing

to contact students are requested to contact the school office; please do not try to contact your student via their cell phone.

To not follow the above guidelines needlessly puts the lives of others at risk!

7. PARENTAL CONCERN PROCESS FOR AN INCIDENT INVOLVING THEIR CHILD

Should a parent have a concern regarding their child at school, School District #81 Policy 2230 sets out guidelines for parents to follow:

1. Talk to the classroom teacher in situations where the concern involves the classroom setting or the teacher.
2. If the parent is not satisfied the teacher has resolved their concern, is not comfortable speaking with the teacher or if the incident involves a broader school or playground issue, the parent should take their concerns directly to the Principal.
3. The Principal will address the issue. If a parent is not satisfied that their concern has been resolved, concerns should be taken to the next level of appeal, the Superintendent of Schools, who can be reached at the school board office at 250-774-2591.
4. If a parent is not satisfied that their concern has been resolved at the Superintendent's level, they may appeal to the Board of School Trustees by phoning the Secretary-Treasurer at 774-2591, who will ask them for a letter describing the incident to be placed in the next Closed Board Meeting package. The parent will be asked to present their concern at the Closed Board Meeting. The Superintendent will contact parents to let them know the Board of School Trustees recommendations or decision following the meeting.

Please note: the Principal, Superintendent or Board of School Trustees will not disclose confidential information regarding employee discipline or consequences applied to other students.

8. STUDENTS EXPERIENCING HARASSMENT/BULLYING

At FNSS, every student has the right to come to school and learn in an environment that is safe and free of harassment. As such, there is a "zero tolerance" policy towards bullying that involves immediate intervention and follow-up.

If a student at FNSS is experiencing harassment or bullying, they should report it to a staff member they trust. That staff member should inform the administration immediately. Staff will also be attentive and report any bullying that they might observe in or out of the school environment. The following process will then be followed:

- 1.) An administrator will follow up with the student to gather information and assess the situation. The school's discipline policy will be followed for the perpetrators.

9. GENERAL INFORMATION

9.1 After Hours

Normally, students are to exit the building at the end of the school day. Students in the building after regular school hours or on weekends, whether studying or carrying out activities, should be directly supervised by a teacher. Students planning any activities should ensure that their activities have been approved, and that a sponsor teacher is present.

9.2 Assemblies

Assemblies are held at various times throughout the year for special purposes, usually in the gymnasium. Parents and community members are invited and encouraged to attend assemblies as a part of our school community.

9.3 Athletics

Fort Nelson Secondary School has an excellent extra-curricular athletic program which enables students to develop skills in a sequential manner through grades 8, 9, 10, 11, & 12. Participation on a school team involves a commitment in time and energy as well as a responsibility to the team and school. Based on interest and the availability of coaches/teacher sponsors, the various teams include: volleyball, basketball, curling, intramural sports and clubs such as indoor soccer and cross country, and other sports as interest and coaching exists. Students interested in starting a sports team should talk to the athletic director.

9.4 Cell Phones and Electronic Devices

In the interests of safety and order, students are advised that the use of cellular telephones or any personal electronic devices are not permitted during exams, school emergency situations or evacuations. Emergency communications are the responsibility of the administration and office staff. Parents wishing to contact their students are requested to contact the school office. During class time students may be permitted to use personal electronic devices if

- 1.) there are no other electronic devices available for use AND
- 2.) if the classroom teacher has given permission for use of educational purposes.

Student electronic devices are not to be connected to the school network without prior approval by the administration and technical department.

WiFi passwords will not be provided to students. School issued devices will connect automatically.

9.5 Clubs and Activities

Fort Nelson Secondary School offers opportunities for students to become involved in a variety of clubs and activities that offer enrichment and community for our students. These include: yearbook, environmental club, drama club, chess club, art club, jazz band, aboriginal lunch study, robotics club, and others, depending upon student interest and teacher sponsorship. Students interested in starting a new club should approach a staff member for teacher sponsorship, or the administration to help in such a task.

9.6 Gymnasium

Although primarily a teaching area, the gymnasium is also used before and after school and during lunch hour. Because of heavy use, we are urged to keep it clean and in good condition. Food and drink other than water is not allowed in the gym. *All gym users are expected to wear proper gym clothing and clean shoes.*

9.7 Locks and Lockers

Locker assignments will be made by Homeroom teachers on the first day of school. It is expected that students remain with their assigned locker for the duration of the school year.

Rules regarding Student Lockers/Conditions of Use

This locker is assigned to you for use during the school year on the following conditions:

1. Students are responsible for the locker which is assigned to them, and it is not to be used by any other person.
2. All lockers are provided a school issued locker. Students are not permitted to switch locks or use personal locks.

3. The locker is to be kept clean and food stuffs are to be removed on a regular basis.
4. Students are responsible for cleaning and removing all material from their lockers at the end of the year or when they leave the school.
5. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules.
6. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.

9.8 Lost and Found

'Lost and Found' items should be brought to the Lost and Found Table located outside the main office. Any questions should be directed to the administrative assistant at the front desk. Students are reminded not to bring large sums of money or valuables to school. In particular, items such as watches and jewelry should be stored in locked lockers during Physical Education class. Students are responsible for the care and safety of all of their personal belongings.

9.9 Office Area

The general office area contains the offices of the Principal, the Vice-Principals, and the working areas for our administrative assistants. Also included in the area are the public address system and photocopy workroom. Inquiries should be directed to the secretaries at the front desk. Students who have been asked to report to the Principal or a Vice-Principal should sit quietly in the waiting area until called.

9.10 Resource and Library Centre

The FNSS Resource and Library Centre is a modern, well-staffed facility. It is available for independent student use before and after school as well as at lunch time. The Resource Centre is used by teachers, including the teacher librarian, for regular instruction during class hours. Students are encouraged to use the facility for study and reference during the designated times.

9.11 School Cafeteria

There will not be a school cafeteria until further notice.

A seating area (the multi-purpose area, or MPA) is provided and students are asked to keep this area, as well as the halls, clean. Food is allowed only in the multi-purpose area; drinks are allowed in all hallways.

9.12 School Supplies

Students are expected to provide basic school materials such as paper, pencils, notebooks and binders. Teachers will explain what is needed for each class. In elective courses, basic materials are provided for all students. If a financial barrier exists, please read Section 4: Financial Barrier Statement.

9.13 School Telephones

The school telephones are business telephones that are in constant demand and not for general student use. In cases of emergency or special need, students may ask an administrative assistant for access to office telephones.

9.14 Smoking and Vaping

All school buildings, associated facilities, and grounds are designated "no smoking/vaping" and "no tobacco use areas" at all times under District 81 policy and provincial regulation. Students may not use tobacco products or e-cigarettes/vapes anywhere on school grounds. Students using tobacco products or an e-cigarette/vape on school property will have it confiscated and disposed of; a second use will result in a student/parent meeting with the administration in order to ensure parents and

students are aware of the health risks and policies. Further failure to consistently abide by this rule will result in disciplinary consequences.

9.15 Textbooks

Textbooks are issued by subject teachers who have students electronically ‘check out’ their books in the Resource Centre. Students are responsible for their textbooks and must ensure that these are kept in good condition and ‘checked in’ at the Resource Centre at the end of the semester. If a text is lost or damaged, the student will be billed for the damage or replacement cost of the book.

9.16 Transportation To/From School

- a. Vehicles** - Visitor parking is permitted in front of the school. Students may only park in designated areas. Parking stalls in the back parking lot are reserved for staff. Please refrain from parking in the fire lane. **Please note: the speed limit in the parking lot is 10 km/h.** Students who do not obey rules of traffic, do not park in designated areas, or do not drive safely in the parking lot will lose their parking privileges for one week or more.
- b. Bicycles** - Students riding bicycles to and from school are expected to obey traffic regulations enroute to and from school. Bicycles must be parked in the bike racks and locked while on school property.
- c. School bus** - Students riding the school bus are expected to obey the rules and regulations as outlined by the bus driver, as well as the school’s student code of conduct. Failure to do so may result in suspension from riding on the school bus, and possibly further disciplinary action.
- d. Snowmobiles and/or Quads** – the vehicles are not allowed on school property.

9.17 Visitors

Parents and other visitors with a valid purpose are welcome in the school. Visitors are requested to report to the Administration at the main office upon arrival to explain their business and receive authorization for their presence. All visitors require a visitor’s pass. Unless there is an emergency, classes will not be disrupted for personal visits or telephone calls.

Families Students Staff

WE ARE ALL UNIQUE,
LEARNING AND GROWING
TOGETHER



FNSS



COMMUNITY

WE BELIEVE:

- success looks different for each of us.
- every person will be treated with dignity and respect.
- we take ownership for our decisions.
- strength is found in helping others and letting others help us
- we grow when we are challenged and take risks - embrace the struggle!



Honour diversity
Own our behaviour
Work with integrity
Launch our dreams

As a Husky, I will...

	In all areas	In learning spaces	In hallways/stairways	In the MPA	In washrooms	At lunchtime
Be Respectful	<ul style="list-style-type: none"> Use respectful language at an appropriate volume. Listen to others. Disagree respectfully. Be kind to others. Follow directions. Treat others with dignity. Use furniture properly. 	<ul style="list-style-type: none"> Help create appropriate environments for learning. Listen to others, wait my turn to share. Be respectful of the property, space and time of others. Listen to instructions. 	<ul style="list-style-type: none"> Follow hallway etiquette by keeping right maintaining traffic flow letting others pass Help others. Keep the space clean. Reduce noise while class is in session. 	<ul style="list-style-type: none"> Clean up after myself and others. Use an appropriate volume while talking. Use the furniture properly. 	<ul style="list-style-type: none"> Use facilities appropriately. Report vandalism or maintenance requirements. Always flush and clean up after myself. 	<ul style="list-style-type: none"> Mind my manners. Clean up after myself. Keep objects to myself.
Be Responsible	<ul style="list-style-type: none"> Stand up for what is right. Take responsibility for my choices and attitude. Follow directions. Use respectful language. 	<ul style="list-style-type: none"> Come to class prepared. Finish your work. Clean up after myself. Use time responsibly. 	<ul style="list-style-type: none"> Keep halls/stairways clean. Ensure I have permission to be in the hallways during class times. Keep fountains clean. 	<ul style="list-style-type: none"> Clean up after yourself Line up nicely Talk about school appropriate topics. 	<ul style="list-style-type: none"> Demonstrate proper hygiene. Leave the facilities clean and graffiti free. Return to class quickly. 	<ul style="list-style-type: none"> Obey parking lot rules. Clean up after myself. Be patient with others. Be courteous and use my manners.
Be Inclusive	<ul style="list-style-type: none"> Stand up to bullying. Always be kind. Demonstrate an understanding of differences. Celebrate achievements. 	<ul style="list-style-type: none"> Help others Listen to others Work with others Be patient with others. 	<ul style="list-style-type: none"> Share the space. Help others. Greet others kindly. 	<ul style="list-style-type: none"> Be welcoming. Be a good citizen. Help others. 	<ul style="list-style-type: none"> Give others privacy. Be considerate. 	<ul style="list-style-type: none"> Invite others to join me. Be accepting of others' lunches. Respect that everyone has different needs.