

BASHAW SCHOOL 2025/26 HANDBOOK



BASHAW SCHOOL

**5304 51st Street
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Phone: (780) 372-3800

School Website: <http://www.brsd.ab.ca/school/bashaw/Pages/default.aspx>

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2025 - 2026 Bashaw Bell Schedule

Supervision starts at 8:20 am

ELEMENTARY	Regular	JR/SR HIGH	Regular
Warning Bell	8:40 am	Warning Bell	8:40 am
Period 1	8:45-9:22 am	Period 1	8:45-9:24 am
Period 2	9:22-9:59 am	Period 2	9:24-10:02 am
RECESS	9:59-10:17 am	BREAK	10:02-10:08 am
Period 3	10:17-10:53 am	Period 3	10:08-10:46 am
Period 4	10:53-11:29 am	Period 4	10:46-11:24 am
Period 5 (Rebel Block)	11:29-12:05 pm	BREAK	11:24-11:29 am
LUNCH	12:05-12:45 pm	Period 5 (Rebel Block)	11:29-12:05 pm
Period 6	12:45-1:21 pm	LUNCH	12:05-12:45 pm
Period 7	1:21-1:57 pm	Period 6	12:45-1:23 pm
RECESS	1:57-2:13 pm	Period 7	1:23-2:01 pm
Period 8	2:13-2:49 pm	BREAK	2:01-2:08 pm
Period 9	2:49-3:25 pm	Period 8	2:08-2:46 pm
End of Day	3:25 pm	Period 9	2:46-3:25 pm
		End of Day	3:25 pm

INFORMATION IN SCHOOL CALENDAR

A school calendar is published every September and a copy sent home to each household. In that calendar are important dates such as Christmas and Easter breaks. Included on the backside of each month is important information such as:

PERSONAL INFORMATION UPDATE- It is important that the school have **current** contact information for parents and guardians of ALL students. This is done through the annual validation forms in September. If there are any changes to contact information or addresses please make these changes through our parent portal (linked on our webpage) or if you need assistance, please contact the office.

INDOOR SHOES- All students are expected to have a pair of non-marking indoor shoes that they will change into when they enter the school. This includes the junior and senior high students.

DRESS CODE- Students are expected to dress in a manner that is appropriate for a school, a learning environment, and a workplace. It is at the teacher's discretion if hats are permitted to be worn in specific instructional areas. Clean shoes should be worn at all times and clothing or other items with inappropriate slogans, logos, or graphics are not acceptable. Specific classroom environments may also require a specific dress code to abide by safety protocol such as Options and Physical Education.

NOON BREAK/LUNCHES (ELEMENTARY)- When weather permits, students are encouraged to become

involved in outdoor activities as much as possible. Supervisors are on duty at all times both indoors and outdoors and should be consulted as soon as a student encounters a problem. Our elementary students are assigned a homeroom in which to eat their lunch.

MEDICAL ALERT/MEDICINES- It is important that the school be aware of all allergies, severe reactions, medical conditions, asthma, etc. In the case of a severe medical condition, a medical support plan will be developed in collaboration with the school. Please ensure medical information is kept up to date by updating information through the Parent Portal. Please supply the office with your child's medical information. School staff members WILL NOT administer any medication. As per AP 316 *Administering Medication to Students* (which is found on the BRSD website), if your child needs to take prescription medication during school hours, please contact the school administration to go through the proper steps.

SCHOOL COUNCIL- Our school council is a collective association of parents, teachers, administrators, staff, and community representatives. This Council works together to promote the well-being and effectiveness of the entire school community. Meetings are held regularly and the meeting dates are communicated via the newsletter, School Messenger and the school website.

The role of the school council is to advise the administration on matters related to the operation of the school. Our school council works together to help provide a positive learning environment for the students it serves. The school council can also offer support and encouragement in the achievements of our school community. School council meetings can be a place to share ideas and concerns about our school community and to create common goals together.

STUDENT SUPPORT PROGRAM- The philosophy of Bashaw School is to provide each student with the best possible education in a safe and caring environment. Our mandate is to ensure that all students learn the skills and knowledge to be self reliant, responsible, caring and contributing members of society. Our goals address academic success as well as educate students about the rights and responsibilities of citizenship. We wish to provide each student with guidance and counselling focusing on their educational, personal, social and career planning needs. In providing a comprehensive school guidance and counselling program, it is necessary to draw on all available resources; from our staff, support staff, the parent community, our school division and community and provincial services agencies. We strive to utilize these numerous resources in the most effective manner possible.

In the event a student discloses abuse or if there is an indication that a student could be a risk to themselves or others the teacher or support staff are **obligated** to report it.

BASHAW STUDENT BEHAVIOR AND CONDUCT POLICY


Each staff member and student are expected to respect the rights of others in the school, and the administration will supervise the school in a positive manner, thus minimizing the posting of numerous rules. Rather, each teacher will promote in their classes a consistent set of behavioural expectations that are based on our Behavior Matrix found below:


Rise Up the Rebel Way

#RiseUp	Instructional Time & Places	Non-Instructional Time & Places
Respectful I am respectful.	<ul style="list-style-type: none"> I am prepared, engaged, and on-task I consider the learning needs of others I participate in a respectful manner I take care of my own and school property I respect school property 	<ul style="list-style-type: none"> I serve as an ambassador of our school I do what is right I adjust my behaviour to fit the situation I respect my own property, school property and others' belongings
Impactful I make an impact.	<ul style="list-style-type: none"> I demonstrate leadership I set a good example I make a positive contribution to the group I take responsibility for my own learning 	<ul style="list-style-type: none"> I am a positive ambassador for Bashaw School I model kindness and responsibility in my interactions with others, both in person and online
Service I serve my community.	<ul style="list-style-type: none"> I find ways to be helpful I clean up after myself and contribute to cleaning shared spaces I take initiative to improve our school community 	<ul style="list-style-type: none"> I model responsible participation in my community I clean up after myself and contribute to cleaning shared spaces I seek opportunities to help others
Effort I give my best effort.	<ul style="list-style-type: none"> I do my best every day I ask for help when I need it I take responsibility for my learning 	<ul style="list-style-type: none"> I do my best every day I find ways to be helpful I contribute to the school community
Understanding I am understanding.	<ul style="list-style-type: none"> I treat others as I want to be treated I recognize that fair does not always mean equal I consider the needs of others 	<ul style="list-style-type: none"> I treat others as I want to be treated I consider how my actions affect others I adjust my behaviour to fit the situation I follow the safety rules of the area
Perseverance I persevere.	<ul style="list-style-type: none"> I try my best each day I accept help when offered I recognize that mistakes are part of learning I set goals and work toward them 	<ul style="list-style-type: none"> I try my best each day I accept help when offered I recognize that mistakes are part of learning I set goals and work toward them



Personal Mobile Devices & Social Media In Schools

A personal mobile device or PMD that can be used to communicate or connect to the internet such as a phone, smartwatch, laptop, or tablet. 



STORAGE

PMD's must be stored in a locked locker or in a backpack.

MEDICAL & EDUCATIONAL NEEDS

Students may access PMD's for medical or health reasons (as confirmed by a physician) or for educational support as approved by school administration.

SOCIAL MEDIA

All schools will have restricted access to Social Media platforms on school networks.

To maintain a focused and engaging learning environment, we ask that students keep their cellphones put away in their lockers or locked lockers. If you need to use your phone, please talk to your teacher so we can find a solution that works for you.

In the event of an emergency, parents and caregivers are able to contact their child through the school office.

If students need to contact home we direct them to go to the office to call during our break times.

STUDENT ASSESSMENT

The Division believes in ensuring ongoing, meaningful, consistent and accurate assessment for all students. Assessments are designed to improve student learning, guide effective instruction, provide information for reporting and to make informed decisions about student programming.

Assessment of a student shall encompass a number of important characteristics. It shall be fair, consistent, formative, summative and recognize the worth and dignity of the individual.

- Formative Assessment (assessment for learning): assessment experiences that result in ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes.
- Summative Assessment (assessment of learning): assessment experiences designed to collect information about learning to make evaluations of student performance at the end of a period of instruction.

FINAL EXAMS

Final exams are written at the end of **each** semester by the grade 9-12 students. Students in grades 6 write provincial achievement tests in June. These exams count as their finals. The grade 9 students write Achievement exams while the grade 12 students write diploma exams at the end of each semester. As of September 2024, these diploma exams count 30% toward their final mark in the course. All other secondary students write final exams created by their teachers. Government exams are written in a classroom, as are the grade 9-11 exams at the end of semester.

POWERSCHOOL AND REAL TIME REPORTING

Students and families can find information on attendance, assessment, schedules, and marks through Powerschool. Bashaw School is a real time reporting school which means marks will be updated frequently as assignments and assessment are completed. If you require a paper copy of a report card please contact the office as we can provide this to you. Our powerschool link can be found on the website or

<https://brsd.powerschool.com/public/home.html>

ALBERTA HIGH SCHOOL DIPLOMA

Students receive the Alberta High School Diploma upon completion of the following graduation requirements:

- Earn a minimum of 100 credits
 - English Language Arts 30-1 or 30-2
 - Social Studies 30-1 or 30-2
 - Math 20-1, 20-2 or 20-3
 - Science 20 Science 24, Biology 20, Chemistry 20 or Physics 20
- Note 1: The diploma examination mark for English Language Arts 30-1 or 30-2 or Français 30 and Social Studies 30-1 or 30-2, when averaged with the school-awarded mark, must result in a final mark of 50% or greater.
- Note 2: For those taking Pure Mathematics 30, Applied Mathematics 30 and 30-level science courses, when averaged with the school-awarded mark, must result in a final mark of 50% or greater. However, successful completion of these courses is not a condition of Alberta High School Diploma graduation requirements.
- Physical Education 10 (3 credits)
 - Career and Life Management 20 (CALM) (3 credits)
 - 10 credits, in any combination from:
 - Career and Technology Studies (CTS), OR
 - Fine Arts, OR
 - Second Languages, OR
 - Physical Education 20 and/or 30, OR
 - Knowledge and Employability Courses, OR
 - Registered Apprenticeship Program, OR
 - Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, knowledge and employability occupational courses.
 - and 10 credits in any 30-level course other than English Language Arts 30-1 or 30-2 and Social Studies 30-1 or 30-2
 - 30-level Locally developed/acquired and locally authorized courses, OR
 - 3000 Series, Advanced Level in Career and Technology Studies Courses, OR
 - 30-level Work Experience, OR
 - 30-4 level Knowledge and Employability course, OR
 - 35-level Registered Apprenticeship Program, OR
 - 30-level Green Certificate Specialization, OR
 - Special Projects 30

ALBERTA CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT

Students earn a Certificate of High School Achievement upon completion of the following requirements.

- Earn a minimum of 80 credits
- English Language Arts 20-2 or 30-4
- Math 10-3 or 20-4
- Science 14 or 20-4
- Social Studies 10-2 or 20-4
- Physical Education 10 (3 credits)
- Career and Life Management 20 (CALM) (3 credits)
- 5 credits in:
 - 30-level Knowledge and Employability Occupational course, OR
 - 30-level Career and Technology Studies (CTS), OR
 - 30-level Locally Developed course with an occupational focus
- and 5 credits in:
 - 30-level Knowledge and Employability Workplace Practicum course, OR
 - 30-level Work Experience course, OR
 - 30-level Green Certificate course, OR
 - Special Projects 30

HONOURS (Grade 7 to 9)

Honours (Overall) A student shall be granted honours if they have 80% or higher in three of their four core classes

HONOURS (Grades 10 to 12)

Honours (Course) A student shall be granted honours if they have 80% or higher in the class. Most of our courses have individual awards (eg. Chemistry 30 Award)

Honours (Overall) The criteria used to determine eligibility for the Alexander Rutherford Scholarships (as outlined below) will be used to determine the overall average. Note: Averages will **not** be rounded up for honours or scholarships (ie. the average must be 80% or higher to qualify).

POST-SECONDARY SCHOLARSHIPS (Examples)

A. Rutherford Scholarship

The Alexander Rutherford Scholarships for High School Achievement recognize and reward exceptional achievement at the senior high school level and encourage students to continue their studies. The scholarships are based on scholastic achievement in Grades 10, 11 and 12. Note: Averages will not be rounded up for these scholarships.

Requirements:

Grade 10 **Average of 75% to 79.9% in 5 subjects (\$300)/Average of 80% or higher in 5 subjects (\$400)**

- * English 10 -1 or 10-2, or Français 10
- * At least two of the following:
 - Math 10C or 10-3 (Pure Mathematics 10 or Applied Mathematics 10)
 - Science 10
 - Social Studies 10-1 or 10-2
 - a language other than the one used above at the grade 10 level

(1000 series)

**Any two other subjects with a minimum of three credit value at the grade 10 level (1000 or 4000 series)*

including those listed above and combined introductory C.T.S. courses.

Grade 11 Average of 75% to 79.9% in 5 subjects (\$500)/Average of 80% or higher in 5 subjects (\$800)

- * English 20-1, 20-2, Français 20, or two courses from the Literature and Communications 20 series
- * At least two of the following:
 - Math 20-1, 20-2 or 20-3
 - Science 20
 - Biology 20
 - Chemistry 20
 - Physics 20
 - Social Studies 20-1 or 20-2
 - a language other than the one used above at the grade 11 level (2000 series)
- *Any two other subjects with a minimum of three credit value at the grade 11 level (2000 or 5000) series) including those listed above and combined intermediate C.T.S. courses.*

Grade 12 Average of 75% to 79.9% in 5 subjects (\$700)/Average of 80% or higher in 5 subjects (\$1300)

- * English 30-1, 30-2 or Français 30
- * At least two of the following:
 - Math 30-1 or 30-2
 - Mathematics 31
 - Science 30
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Social Studies 30-1 or 30-2
 - a language other than the one used above at the grade 12 level (3000 series)
- *Any two other subjects with a minimum of five credit value at the grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced C.T.S. courses.*

ELIGIBILITY CRITERIA

Applicants for the Alexander Rutherford Scholarships for High School Achievement be enrolled full-time in a post-secondary program of at least one semester in length or be an apprenticeship student. A student DOES NOT need to have achieved Rutherford standing in all three grades in order to qualify for a portion of the scholarship. Students will receive scholarships even if, for example, they achieved Rutherford standing in grade 10 and not grade 11. Students who qualify with a 75% -79.9% for all three years receive \$1500. Students who qualify with an 80% for all three years receive \$2500.

WITHDRAWAL/COURSE CHANGE PROCEDURE

High school students wishing to withdraw from a course must adhere to the following procedure:

- The student must get a withdrawal form from the office
- The student must fill out the withdrawal form and have the teacher **and** parent/guardian sign the form
- The student must return the signed form to the office.

***Students need to have administrative approval for any course changes.** This approval may be granted after having a discussion with either the assistant principal or principal about how the course change will impact the credits necessary to graduate.

BASHAW ATTENDANCE POLICY

Regular school attendance contributes significantly to academic success, social well-being and the feeling of belonging at the school. Student regular attendance at school is very important for students and, under the Education Act, is the responsibility of the parent or guardian. Regular attendance requires a cooperative endeavor between students, parents, teachers, and the school administrators.

Parents are requested to notify the school regarding each absence by phoning the school anytime before 9:00 am and leaving a message stating the reason for the absence. The school phone number is 780-372-3800.

Teachers will take daily attendance in the morning and afternoon for elementary and will for each class in Junior and Senior High. For safety reasons, the school Administrative Assistant, through School Messenger or direct calling, will make every effort to contact parents or guardians at home or work to follow up on all unexplained student absences.

Daily attendance is electronically recorded and will form part of the information reported to parents and referred to by school administration when there becomes a pattern of unexcused absences.

An attendance plan may be created that will be dependent on individual student situations. The process to develop an attendance plan will be handled with compassion and care. According to legislation, parents and guardians have the responsibility to “ensure that the child attends school regularly”. A pattern of unexcused and frequent absences will be followed up by the classroom teacher, school administration, and if necessary, the Division’s attendance officer.

Examples of Attendance Plans

1. Student accesses material from home and does assessments at the school or the student accesses BRACE courses.
2. Staggered Return: The student will be on a modified schedule (many variations can be created) for return to school.
3. Attendance plans may include support including MHCB, SWF or other external supports.

ACCIDENTS AND ILLNESS AT SCHOOL

When a student become ill, he/she should notify the classroom teacher. If the student is too ill to remain in class, the teacher will send the student to the sick room and inform the office. Parents will be contacted and asked to come pick up their child. Or, if the student is of driving age, the student will be allowed to go home, as arranged by phone with the parent/guardian. If a child is too sick to remain in class, they are too ill to remain at school. Parents who are working at a job where they are unable to pick up their children should make alternate arrangements with a friend or relative to pick up their child if they become sick.

Minor abrasions or cuts will be cared for at the school. If the accident is of a serious nature, the parent/guardian will be notified immediately. To aid us in the protection of your child's health/safety, we ask parents to complete an information form indicating the special health considerations for your child. These forms are sent home with each student in September. Optional accident insurance forms are also sent home with the students at the beginning of the term.

Please inform the school of any new developments regarding your child's health.

LOCKERS

Lockers are school property and it is a privilege -not a right - to be granted use of a locker. Lockers are assigned to students, so that each student has his/her own locker. Locks may be placed on lockers to ensure security. Each student is responsible for the security and tidiness of his/her locker. Stickers, pictures and other paraphernalia are not to be stuck up in the lockers because of the mess they leave behind. General locker clean ups are carried out prior to holiday breaks. While every student has the right to bring personal property to school without fear of loss, students are cautioned against bringing valuables to school. If a student must bring valuables they should be properly secured in order to avoid theft. Each student has the responsibility to respect property of other people. Bashaw School is not responsible for damages to personal property or loss of personal property.

WORKBOOKS/TEXTBOOKS

Assigned textbooks become the responsibility of the student. If a book is damaged or lost the student will be assessed the cost to replace the book.

VANDALISM/DAMAGE/BREAKAGE

If a student vandalizes school property or breaks and/or damages school property, students and/or their parents are expected to pay for the damage incurred.

Bashaw School Continuum of Supports

