



Ellenvale Junior High School

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Woodlawn High Family of Schools
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2024-2025

Principal's Message

We are so excited to see our Ellenvale students return and to welcome our new grade 6 students. Our planning revolves around getting everyone back to school in September 2024 with a focus on well-being having a smooth transition for all our students.

I am pleased to welcome all new and returning students to Ellenvale Junior High School for the 2024-25 school year. We have a diverse and vibrant school community that showcases many of our talents. Our well-being focus will be front and center in all that we do; together “#WeGotThis!”

We, at Ellenvale, believe that all students can learn, and that each student should have the opportunity to achieve personal academic success in a safe and caring environment.

We have 25 homerooms and are welcoming many new teachers into the Ellenvale community. We welcome their experience and expertise and look forward to having them be part of the Ellenvale community this year.

Student, parent, and community involvement are key to overall success in meeting our goals, and your participation and input is always welcome. Our school community is represented through the **School Advisory Council** which meets six times by Google Meet. Also, any parents or community parents that wish to volunteer in any capacity to help support our activities, please contact us.

On behalf of the staff, I'd like to welcome everyone to a new school year for 2024-2025.

Scott Wadden
Principal

Overall List of Dates for 2024-2025 School Year

August 27th	Late Registration
September 3 rd & 4th	Organization and PD days (no classes)
September 5th	First Day of School for Students
September 12 th	Curriculum Night
September 30 th	Truth and Reconciliation Day (school closed)
October 10 th	Terry Fox Dance
October 11 th	PD Day (no classes)
October 14th	Thanksgiving Day (school closed)
October 25th	Provincial Conference Day (no classes)
October TBD	Grade 6 RWMs
November 6th	Grade 7 Immunization Clinic
November 11th	Remembrance Day (school closed)
November 22nd	Assessment and Evaluation Day (no classes)
November 25 th	First Day of Term 2
November 28 th	Term 1 Report Cards go Home
December 4th	Parent Teacher Interviews 6-8:00PM
December 5th	AM- PD Day 9-12PM(no classes) PM- Parent Teacher Interviews 1-3:00PM (no classes)
December TBD	Band Concert
December 20th	Last day of Classes before Winter Break
January 2nd	PD Day (no classes)
January 3rd	Students Return to School

February	Registration Month
February 6th	French Immersion Info Night
February 17th	Heritage Day (school closed)
February 20th	School Dance
March 7th	Assessment & Evaluation Day (no classes)
March 10 th to 14th	March Break (school closed)
March 17th	First Day of Term 3
March 27th	Term 2 Report Cards go Home
April 2nd	Parent Teacher Interviews 6-8:00PM
April 3rd	AM- PD Day 9 – 12PM (no classes) PM- Parent Teacher Interviews 1-3:00PM (no classes)
April 10th	Intensive French Parent Info Session
April 18th	Good Friday (school closed)
April 20th	Easter Monday (school closed)
April 30th	Professional Development Day (no classes)
May 7th	Grade 7 Immunization Clinic
May 15th	Grade 5 Parent Information Night 6-7:30PM
May 15th	Black Excellence Day
May 19th	Victoria Day (school closed)
May TBD	Grae 8 RWMs
June 12th	Grade 9 Dance
June 19 and 20	Grade 9 LA Exams and Math Exams
June 26th	Grade 9 Closing Ceremony (10:00am)
June 27th	Assessment and Evaluation Day P-12
June 30th	Last day of School - Report Cards home

School and Bell Schedule

Grade 6

8:40 Students Enter
8:45 First Bell – Students In Class
8:48 – Announcements - O'Canada
8:50 – Classes Start
10:35 – Recess - Students Outside
10:50 - Recess Over - Students Inside
11:50 – Lunch - Students Inside to Eat
12:05 - Lunch - Students Outside
12:45 - Lunch Over - Students Inside
12:50 – Classes Start
2:50 – Dismissal

Grade 7 to 9

8:40 Students Enter
8:45 First Bell – Students In Class
8:48 – Announcements - O'Canada
8:50 – Classes Start
9:50 – Period 1 Ends
9:52 – Period 2 Begins
10:50 – Period 2 Ends
10:52 – Period 3 Begins
11:50 – Lunch Begins - Eat in Classroom
12:05 – Students Outside
12:45 – Students Enter Building
12:50 – Period 4 Begins
1:50 – Period 4 Ends
1:52 – Period 5 Begins
2:50 – Dismissal

Our Environment

Ellenvale Junior High is a **SCENT FREE** and **NUT FREE** environment. We want to ensure that the learning environment is safe and respectful for all students who have severe allergies and sensitivities. Students are not allowed to bring products containing nuts to school. Please ensure that you review the list of ingredients in the items that you send to school for snack and for lunch. We want to minimize the risk that any of our students experience an anaphylactic reaction through knowledge, understanding, awareness and avoidance. We reserve the right to have a student go home to wash themselves and change their clothes if they are wearing scented products. We will try to make sure that students are scent free to be respectful to those with sensitivities and allergies. We anticipate that Ellenvale students will be most respectful of their peers and staff who work at EJHS.

Introduction

It is our mission at EJHS to provide a high-quality education for every student and to provide a safe engaging learning environment where every student learns, grows, and succeeds.

Our school's most important goal is student achievement; therefore, we hold high expectations for all students and teachers. All our students are expected to meet or exceed grade level outcomes in all their subjects. We expect students to come to class prepared, to make learning their focus and to try their best. If students need extra help in meeting these expectations, we are here to help!

Staff at Ellenvale Junior High are dedicated to ensuring students receive the support they need to learn, whether it is extra help in a subject area, study skills, or everyday help and advice on navigating life as a teenager.

We also believe that students learn best when everyone knows about the school's rules and procedures. If staff, students, and parents/guardians all work together, we will succeed in making Ellenvale Junior High a school where students feel safe, take pride in their success, and feel confident in their abilities to learn and try new things.

Student Recognition

“At Ellenvale, our students SOAR!”

Please see [THIS LINK](#) regarding our student recognition program.

Assessment and Evaluation

Ellenvale staff are committed to helping students reach high levels of achievement. Assessment and evaluation are essential components of teaching and learning that together provide a basis to communicate student learning as well as to inform teachers about their instruction. Ultimately, evaluation is designed to allow students to be assessed and evaluated on their level of understanding and application of concepts and skills in relation to the learning outcomes.

School Communication Plan

Ellenvale staff will communicate student achievement by using PowerSchool to record student assessment results and through open communication and dialogue with parents and guardians. Teachers will share the curriculum outlines and will report on student success at the end of each term.

Academic Information

Definitions

Assessment is the ongoing process of gathering information on student learning using a variety of sources and strategies. Assessment occurs during the teaching and learning process and is intended to show growth over time and to inform teaching and learning.

Evaluation is the process of analyzing, summarizing and making decisions based upon the assessment information gathered. Evaluation determines the extent to which learning occurs. Expected Learning Outcomes are the goal statements prescribed by the Department of Education that indicate what teachers are required to teach and students are expected to know and be able to do for each grade level and program/course. These goal statements are the general and specific outcomes that make up the written curriculum.

School Community consists of students, parents/guardians, teaching and non-teaching staff serving the school, school advisory councils, school groups, community members, partners, elected board members, board staff, and others with connection to the school.

Curriculum Alignment is the matching of the assessments and teaching methods with the intended curriculum.

Promotion indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade.

Placement indicates that the student has not satisfied the program requirements or met the outcomes required for that grade but has been placed in the next grade based on the decision made by the school in the best interests of the student.

Assessment and Evaluation

The purpose is to monitor the growth of student learning over time. Also, assessment and evaluation is designed so students can be assessed and evaluated on their level of understanding of outcomes.

Teachers use a variety of strategies to gather information about student achievement. No one source is necessarily better than another. Each strategy can provide useful and different information about student achievement.

The most accurate profile of student achievement is based on findings gathered from assessing student performance in a variety of contexts.

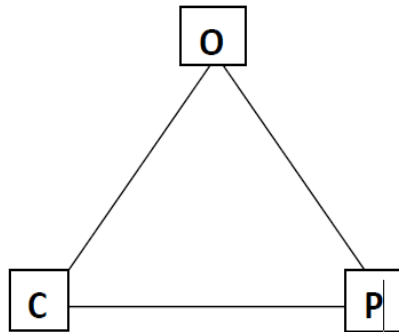
The COPs method is a process of combining methodologies to strengthen the reliability of assessment by comparing data or information from three different sources or perspectives.

Observation

Watching students and using checklists to record information that will be considered, when grading students' achievement of outcomes

Conversation

Talking to students to assess their understanding / comprehension and/or to detect areas of concern and recording this information for formative or summative purposes



Product

Projects, presentations, demonstrations, tests, quizzes, dances, songs etc. that can be used to assess the achievement of outcomes

Ellenvale: School Wide Evaluation Rubric

At Ellenvale we use a 1-4 Evaluation Rubric. All grade levels will be using this measuring tool to determine academic achievement. This rubric is attached to most assessment information that is entered into PowerSchool and may be viewed by clicking on individual assignments in the parent portal lookup. See image below.

Course	MATHEMATICS 7	
Assessment Name	Subtracting Integers Assignment	
Description		
▼ Outcomes Assessed		
ID	Outcome	Achievement Level
7.MTH7.O.A.12	A12 represent integers (including zero) concretely, pictorially, and symbolically, using a variety of models	3
7.MTH7.O.B.11	B11 add and subtract integers concretely, pictorially, and symbolically to solve problems	3
7.MTH7.O.B.14	B14 solve and pose problems that utilize addition, subtraction, multiplication, and division of integers	3
▼ Achievement Levels Legend:		
Achievement Levels	Description	
4	In-depth knowledge and understanding of content and concepts. Able to extend the application of the related skills	
3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills	
2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills	
1	Limited knowledge and understanding of content and concepts. Limited application of the related skills	

Students will still be receiving percentages on report cards; however, all assessments and evaluations will be appraised using the 1-4 rubric.

Achievement levels	Description
4	In-depth knowledge and understanding of content and concepts. Able to extend the application of the related skills.
3+	Competent +
3	Competent knowledge and understanding of content and concepts. Appropriate application of the related skills.
2+	Developing +
2	Developing knowledge and understanding of content and concepts. Developing in the application of the related skills.
1+	Limited +
1	Limited knowledge and understanding of content and concepts. Limited application of the related skills.

Student Support

Staff at EJHS follow the HRCE Inclusive Education Policy and the Provincial Program Planning Process to provide support for students who require additional support. As with all students, programming is put in place considering the individual's strengths and needs. Appropriate adaptations will be available to students who require them. Individual Program Plans for students will include IPP reviews involving parents and guardians, a plan for assessment, what will be evaluated and communicated and what resources are needed to ensure success.

At times school staff may require the support of board specialists. e.g., Speech Language Pathologist, Autism Team, School Psychologist, etc. Qualified HRCE staff will complete assessments only after signed consent has been received.

Learning Center / Resource

Students with special needs refer to those individuals whose needs are such that they require support in addition to those provided by the classroom teacher. Priority for resource and learning center support is given to students who demonstrate a severe discrepancy between actual and expected achievement and students who are on Individual Plans (IPPs). Referrals to the School Planning Team are made by parents, teachers, and/or administrators, and the team determines the level of support which the school can provide. Referrals may be made for additional interventions such as school-based math and language assessments, psycho-educational testing, or speech consultation, for example. Interventions may also include direct support once or twice per cycle with a support teacher (learning center, resource, Jr. High support teacher) working with the students on their most difficult subjects, providing test support, or helping develop organizational skills. Resource support is also provided in class. Resource or learning center support is not to be a replacement or alternative to students going back after school to get extra help from the subject teachers. Further information can be accessed through the HRCE Special Education policy at [THIS LINK](#).

Guidance

EJHS has 1.5 full time Guidance Counsellors who students can come to when they encounter difficulties or need helpful information in making personal decisions. Our Guidance Counsellor coordinates the guidance program within the

school, focusing on preventative and responsive programs and services to ensure the personal, social, educational and career needs of all students.

Response to Intervention

EJHS staff are working to establish lists of possible interventions and supports for students who are experiencing challenges academically and/or behaviorally in the classroom.

Parent Concern Protocol

EJHS is committed to addressing parent concerns in an efficient and respectful manner. Parent concerns related to classroom issues should be addressed with the teacher first. Teachers will respond to parent emails within 2 days of receipt. If the issue remains unresolved, it should be directed to the principal. If still unresolved, the parent has the option to direct the concern to the School Administration Supervisor.

Parent concerns related to school administration issues should be addressed with the principal. If the issue remains unresolved, the parent may direct the concern to the School Administration Supervisor.

Homework

Provincial Policy at [THIS LINK](#):

EJHS HOMEWORK POLICY

EJHS believes that homework assignments are a constructive tool in the teaching/learning process when they are geared to the age, health, abilities and needs of students. Purposeful assignments not only enhance student achievement but also develop self-discipline and good working habits. As an extension of the classroom, homework assignments must: be planned and organized, have a clear purpose, clearly state deadlines and returned to the student in a timely manner, along with descriptive feedback that students can use to improve their learning.

When homework is assigned, the teacher should make clear to the student the purpose of the assignment, the basis for evaluating the work, and the guidelines or rules. It is important for students to complete their assignments on time so that teachers can provide timely feedback. Timely assessment information helps teachers and students to make decisions and plan next steps for instruction and learning.

Assignments require due dates. When timelines and due dates are specified, teachers must make provisions for students who legitimately miss the dates. In such cases, the teacher and student should consult together to set an absolute deadline and negotiate a plan for successful completion.

ASSESSMENT, EVALUATION AND COMMUNICATION OF STUDENT LEARNING POLICY

Students are responsible for

- engaging in their learning and responding to feedback from their teacher(s) to improve their learning.
- meeting due dates for assessment and evaluation that have been clearly communicated to them by their teacher(s).
- taking on more responsibility for meeting due dates and requesting extensions based on their grade level and appropriate learning development:
 - grades 7–8 students continue to receive support (e.g., regular check-ins, work planning) when working toward due dates, and a greater expectation is placed on them to meet due dates and negotiate extensions.
 - grade 9 students are expected to adhere to due dates with increasing independence. They are expected to negotiate extensions with teachers prior to the original due date, except in exceptional circumstances.

Provincial School Code of Conduct

There is a province wide code of conduct designed to promote positive school environments and foster teaching and learning has been applied for all schools in the province since the 2015-2016 school year. The code will help schools respond effectively to unacceptable behaviours, including bullying and cyberbullying, violence, and all forms of harassment.

Taken from Provincial School Code of Conduct Policy (June 2015)

“All students and members of a school community will feel and be safe in their school. Each person will contribute to a safe and inclusive learning environment.

Unless immediate action is necessary to maintain a safe learning environment, schools will support and promote positive student behaviour through programs of prevention and intervention.”

Acceptable Standards of Behaviour

All students and school members will

- show respect for the rights, property, and safety of themselves and others
- accept personal responsibility for their behaviour
- demonstrate socially appropriate behaviour
- respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance
- treat school property and the property of others with a reasonable standard of respect
- attend regularly and punctually as required under section 24 of the Education Act
- show respect for the roles and responsibilities of students, principals, teachers, parents, volunteers, and the school board
- demonstrate respect for the learning environment of the school and the classroom and school activities and events
- demonstrate and promote positive behaviour through the avoidance of all types of violence
- use information and communications technology, including the Internet, digital resources, and

e-communication, and all forms of social media in a responsible and acceptable manner consistent with the Nova Scotia Public School Network Access and Use Policy and the Cyber-safety Act (2013)

- refrain from all forms of bullying and cyberbullying, intimidation, racism, and discrimination
- refrain from the possession of any weapons
- refrain from the use of items as weapons intended to harm another person or themselves
- refrain from the possession of, or being under the influence of alcohol, drugs, and all other forms of intoxicants on school property

Appendix A: Definitions of Unacceptable Behaviour

Bullying	Bullying means behaviour, typically repeated, that is intended to cause or should be known to cause fear, intimidation, humiliation, exclusion, distress or other harm to another person’s body, feelings, self-esteem, reputation or property, and can be direct or indirect, and includes assisting or encouraging the behaviour in any way.
Cyberbullying	Cyberbullying means any electronic communication through the use of technology including, without limiting the generality of the foregoing, computers, other electronic devices, social networks, text messaging, instant messaging, websites and electronic mail, typically repeated or with continuing effect, that is intended or ought reasonably be expected to cause fear, intimidation, humiliation, distress, or other damage or harm to another person’s health, emotional well-being, self-esteem, or reputation, and includes assisting or encouraging such communication in any way.
Discriminatory behaviour	Discriminatory behaviour includes any discrimination based on race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance.
Illegal activity	Committing any act, or inciting others to commit any act, involving a serious civil wrong or crime such as, but not limited to, stealing and possessing or selling stolen property.
Insubordination	Behaviour that conveys a deliberate disregard for a person’s authority and position (e.g., teacher, principal, parent, adult in charge of student activities).
Misuse of networks or online resources	Unauthorized access or misuse of networks, online resources, and or e-communications in accordance with the Nova Scotia Public School Programs Internet Access and Use Policy.

Physical violence	Using force, gesturing, or inciting others to use force to injure a member of the school community.
Racist behaviour	Racist behaviour includes using racial/cultural slurs, engaging in racial/ethnic name-calling, or actions, or inciting others to use racist language or engage in racist behaviours.
Repeated tobacco or e-cigarette use	Smoking of tobacco, e-cigarettes, or other forms of tobacco use, inside any school building, facility, or vehicle, or on any school property, including school related activities.
Sexual assault	Sexual assault is any sexual touching or contact without consent as defined by the Criminal Code of Canada.
Sexual harassment	Sexual harassment is any objectionable, coercive, or irritating comment, communication, action, or attention of a sexual nature that is directed to a person or persons by someone who knows, or ought reasonably to know, that such actions are unwelcome; action or communication with a sexual connotation or component that creates an intimidating, demeaning, or offensive work or school environment, even if it is directed to no person in particular.
Sexual misconduct	Sexual misconduct includes any behaviour of a sexual nature or connotation that is deemed inappropriate or unacceptable at school or during any school-related activity.
Significant disruption to school operations	Committing acts or inciting others to commit acts that are seriously disruptive to the learning environment or create a safety hazard to students or staff.
Use or possession of alcohol	Use or possession of alcohol or being under the influence of alcohol inside any school building, facility, or vehicle, on any school property, including school-related activities.
Use or possession of drug-related paraphernalia	Use or possession of paraphernalia intended for use with illegal drugs.
Use or possession of illegal drugs	Use, possession, or selling of a controlled drug or substance.
Vandalism	Committing or inciting others to commit damage to the personal property

	of a member of the school community, damage to property owned or operated by the school board, damage to any property while attending a school-related activity, vandalizing, damaging, or disabling the work of another individual or organization through the use of technology.
Verbal abuse	Using, or inciting others to use, language that is demeaning, threatening, or intimidating to another person.
Weapons possession	Possessing or inciting others to possess or use a weapon (anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person) or instrument as a weapon, while on school property or while attending a school-related activity.
Weapons use	Use or pretense of using a weapon (anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person) or instrument as a weapon while on school property or while attending a school-related activity.
Covid Compliance	All students are expected to follow the Covid19 Guidelines and regulations as directed by public health and regulations specific to Ellenvale Jr High.

Appendix B: Responding to Unacceptable Behaviour

Possible responses

- conferencing with student or parent
- creating a plan for restitution
- coaching to develop new behaviours
- restorative approaches
- mediation
- detention
- referral to school guidance counsellor
- referral to the Program Planning Team
- referral to RCH Advisor
- referral to assessment and counselling
- referral to student support worker
- referral for behavioural support
- referral to SchoolsPlus
- in-school suspension
- involvement of outside agencies such as police, mental health services, and child welfare
- out-of-school suspension (up to 10 days)

General School Information

Breakfast Program

We offer a breakfast program at EJHS. It is run by staff and is available daily for all students. Breakfast program selections will be packaged individually and available at the indicated entrances to the school. Students needing a lunch need to let the main office know by 10:00am.

Lunch Policy

All students at Ellenvale have the option to stay at school for lunch. Parents/Guardian will indicate one of two options on our online lunch time registration form. All grade 6 students must remain on school grounds during lunch.

- Dismiss at the 11:50 bell and spend lunch off-campus. Students are expected to be respectful of the community while not on school property. Students are not to enter other community member's personal property or litter.
- Stay in class to eat at 11:50 bell, head outside at 12:05 (unless inclement weather) and remain on campus until the bell goes at 12:45.

If a student who is expected to remain at school chooses to leave the property, they need to provide a written note from a parent or guardian saying they can do so, and they must sign out at the main office. They must also indicate to the administration whether they are returning in the afternoon.

In the event of inclement weather students will remain in their classrooms for the lunch period. Students with permission to leave school grounds can leave at 11:50 or stay in their assigned classrooms.

Athletics Policy

Ellenvale Junior High School recognizes the value of extracurricular athletic opportunities and their role in developing well rounded and healthy individuals. Students are encouraged to take advantage of the athletic opportunities afforded to them at Ellenvale while maintaining a primary focus on their academic success. This policy is designed to ensure that student-athletes, teachers, and coaches are aware of the responsibilities they have been given in being eligible to participate in interscholastic athletics. Participation on school teams is not a right but a privilege.

View our [SCHOOL WEBSITE](#) to view complete policy and agreement.

Please refer to [THIS LINK](#) for HRCE Information on all Junior High Sports

Attendance

SchoolMessenger - SafeArrival – Please follow the instructions at [THIS LINK](#) to mark your student absent for the morning, the day or multiple days. If they will be absent only in the afternoon or you are picking them up early, please email us at <mailto:ejhs@hrce.ca>.

Students are expected to be on time for school and classes, so they do not disrupt the learning that is taking place in the classroom. Regular attendance allows the student to best demonstrate achievement of the grade level learning outcomes. Missed time and poor attendance reduce the number of opportunities a student must show success.

If there is a medical issue or problem arises, please contact the main office and speak to a member of the administration.

Lates

When students arrive late to school, they will check-in at the main or the modular office. Excused and unexcused lates will be recorded which are able to be seen by parents through the ParentPortal. If students are late to class, in between classes, teachers will record the late in PowerSchool.

Periodically, reports will be generated to see who is arriving late to class. If there is a significant number of lates the parents/guardians will get a phone call home and students may face disciplinary action or lose school privileges such as attending the next school dance, or they may be suspended from playing on a sports team, as per the athletic policy that each athlete and parent must sign. Keep in mind the best way to track attendance and lateness is through the ParentPortal.

Sign In/Sign Out

When students arrive late (excused or unexcused) to EJHS, they must report directly to the main or modular office to check in.

When students need to leave early, they need to verbally sign out in the main or modular office. Students are permitted to leave when a parent has contacted us at ejhs@hrce.ca or 902-435-8420 to let us know they will be leaving/

Security

There is a security door at EJHS. Anyone coming to the school will have to be buzzed in through that door. Once inside the building visitors will report to the main or modular office to sign in.

Note: Students who are in the hallways and see visitors arrive at the door are **NOT PERMITTED** to open the door and let them in. There is an installed security camera system in and around the school property.

Textbooks

Students may be issued subject textbooks in some classes. Books will be assigned and recorded by the subject area teachers. Students will be responsible for their textbooks and if they are not able to return it in good condition, they will be responsible for replacement cost.

Technology Use (Chrome Books)

EJHS is a technology rich school. Students will have the opportunity to use many pieces of technology to help them meet curriculum outcomes. It is expected that students who use school technology will do so respectfully and with great care. Students will be held accountable for any damage caused by misuse.

EJHS Technology Policy

We realize that we live in a digital age and that digital technology can be a useful educational tool, however we also see how many of our young learners are distracted by digital technology and are not able to give their full attention while in school. We will continue to educate our students about being good digital citizens, referencing [HRCE's Digital Citizenship Policy](#).

Cell Phone Policy:

Students are to leave their cellphones in their lockers at the start of morning and afternoon classes.

During lunch break students are permitted to use their devices. However, we are encouraging students be more social with their peers and get involved in school activities that take place at lunch time.

When the lunch bell rings to end the break, cellphones are to be placed in their locker as they prepare for their afternoon classes.

Cameras are not permitted to be used unless permission has been given by a teacher or by administration. This includes taking "selfies" and other photos to post to social media.

Students are not permitted to have earbuds/headphones in or around their ears in the hallway or in class.

If a student violates any of the above guidelines the device is to be turned into the office and an email will be sent to parents and the device may be picked up at the end of the day.

If there is a second violation, the device is to be turned into the office during instructional time (8:45-11:50, 12:50-2:50) for a period of one week. The phone will be released to the student at the end each day.

Chronic violation of this policy will result in an In-School Suspension.

It is also possible that the inappropriate use of digital technology may result in disciplinary action, which may include one or more of the following; a referral for Code of Conduct violation and a possible consequence, a call to the school police liaison officer or Cyberscan.

Some examples of appropriate and inappropriate use of technology.

Acceptable Use	Unacceptable Use
<ul style="list-style-type: none"> ● Researching ● Accessing google classrooms. ● Accessing google drive. ● Completing assigned work ● Participating in class activities using online rooms (Kahoot, etc.) ● Using GNSPES email for educational purposes ● Creating completed work 	<ul style="list-style-type: none"> ● Using social media while in class for posting or responding to posts ● Using any “live” features of different social media platforms ● Texting/Messaging during instructional time ● Listening to music in hallways during class change ● Using digital devices in the bathroom ● Use of technology to bullying/threaten other people

Extra-Curricular Activities

A number of extra-curricular activities have been offered at EJHS for all of our students by our staff. There are clubs, intra-mural sports, band ensembles, and musical to name a few.

Lockers

Student lockers will be used during the 2023-24 school year. All students at EJHS will be issued a school locker. As a reminder, locks will be provided. Student Lockers will be located as close to their homeroom as possible. Students are reminded to ensure that their locks are closed when they leave their locker. Do not share your locker or locker combination with anyone. The school is not responsible for any items that are missing from lockers. Students are not permitted to be at their lockers in between classes without permission from a teacher. The school administration has the right to search any locker at any time.

RCH (RACE RELATIONS, CROSS CULTURAL UNDERSTANDING AND HUMAN RIGHTS)

Ellenvale Junior High is a diverse learning environment serving the needs of our community. We at EJHS believe in:

- Improving student achievement, supporting the development of lifelong learners, and promoting the rights, dignity and self-worth of every person who is served by our school system.
- Building inclusive learning environments that foster social, intellectual, physical, cultural, emotional, and moral development.
- Developing learning environments that value diversity and foster respect among all members of our school community.
- Being responsive to the diverse needs of the communities we serve.

Adapted from RACE RELATIONS, CROSS CULTURAL UNDERSTANDING AND HUMAN RIGHTS IN LEARNING POLICY (2007) <https://www.hrce.ca/sites/default/files/hrsb/Downloads/pdf/board/policy/sectionC/C.010-rch-learning.pdf>

NOTES: